



2009-2011
Graduate Catalog



NEW MEXICO HIGHLANDS UNIVERSITY®

Academic Affairs	454-3311
Student Academic Support Services	454-3327
Admission of Students - Undergraduate	454-3439
Admission of Students - Graduate	454-3266
Advisement/Testing	454-3327
Athletics/Intramurals	454-3351
Business Affairs/Accounts	454-3222
Campus Life	454-3495
Campus Police	454-3278
Career Planning and Placement	454-3327
Catalog	454-3437
Course Schedule	454-3424
Child Care	454-3510
Distance Education	454-3271
Housing	425-4426
Financial Assistance	454-3318
General Inquires	425-7511
Institutional Effectiveness/Research	426-2020
Library	454-3401
Post Office	454-3358
Registration	454-3438
Student Affairs	454-3020
Student Government	454-3594
Scholarship/Student Employment	454-3318
Support Services	454-3483
Transcripts	454-3455
TTY Switchboard	454-3003
Web Registration Problems	454-3438

President
James A. Fries, Ph.D.

Board of Regents
The Honorable Bill Richardson, Governor of New Mexico, Santa Fe
Leveo V. Sanchez, Chair, Santa Fe
Jesus Lopez, Vice Chair, Las Vegas
Gregory A. Rael, Secretary/Treasurer, Taos
Pete Aguilar, Member, Santa Fe
Nancy R. Long, Member, Santa Fe

Graduate Catalog

2009 ~ 2011

New Mexico Highlands University

New Mexico Highlands University**Box 9000****Las Vegas, New Mexico 87701****(505) 425-7511*****www.nmhu.edu***

New Mexico Highlands University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504, 312.263.0456; 800.621.7440, fax 312.263.7462; *www.ncacihe.org*. To review or receive a copy of the University NCA Affiliation Status Report, please contact the Office of the Registrar.

New Mexico Highlands University reserves the right to change its instructional programs at any time. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and New Mexico Highlands University.

New Mexico Highlands University does not discriminate on the basis of disability, race, color, religion, national origin, age, sex, or sexual orientation in employment, admission, programs or services.

Any student who feels that he/she has been discriminated against is encouraged to file an incident report form with the Office of the Vice President of Student Affairs. For more information please refer to the NMHU Student Handbook or the NMHU website at *www.nmhu.edu*.

All NMHU educational programs and activities will be made accessible to students with disabilities upon request.

Individuals with a disability who are in need of accommodations in order to participate in our programs may contact the university at 505.454.3188, TTY at 505.454.3003 or in writing to the Office of Disability Services, New Mexico Highlands University, Las Vegas, New Mexico 87701.

For the full-time degree seeking freshman who entered the university during the 2003-2004 academic year the persistence and graduation rate may be obtained from the Office of Institutional Effectiveness.

Bulletin**Vol. 54, Issue 427 Fall 2009**

This catalog is published in two versions, an undergraduate and a separate graduate publication. Published biannually by New Mexico Highlands University, Box 9000, Las Vegas, New Mexico 87701.

Send change of address to NMHU Office of the Registrar
Publication No. CAT-2009-2011

TABLE OF CONTENTS

7	Map
8	NMHU Mission Statement
9	Overview of Graduate Programs of Study
10	Highlands at a Glance
10-11	Student Services and Policies
13	Admission to the University
16	Tuition and Fees
19	Financial Aid and Scholarships
23	General Academic Policies
30	General Policies and Degree Requirements
35	Registration
37	Academic Programs and Courses
38	College of Humanities and Fine Arts
39	Department of English and Philosophy
44	Department of History and Political Science
51	Department of Languages and Culture
56	Department of Visual and Performing Arts
65	College of Science and Mathematics
66	Department of Biology
71	Department of Chemistry and Forensic Science
74	Department of Computer Science
80	Department of Exercise and Sport Sciences
89	Department of Natural Resource Management
94	Department of Social and Behavioral Sciences
107	School of Business Administration
117	School of Education
135	School of Social Work
152	University Administration
153	Faculty
156	Emeriti Faculty
159	Index

Academic Calendar is on inside of back cover

The Graduate Catalog 2009-2011 is a description of New Mexico Highlands University's academic programs and courses of instruction. Although much effort has been made to ensure accuracy, errors or omissions may be present. All official corrections to this catalog are on file with the Office of the Registrar.

The administration and faculty of New Mexico Highlands University believe that the educational programs of the university are effective and valuable. However, the ultimate results of the programs offered, in terms of such matters as achievement, employment, and professional licensing, are also dependent on factors beyond the control of the university, such as individual student initiative, governmental or institutional regulations, and market conditions.

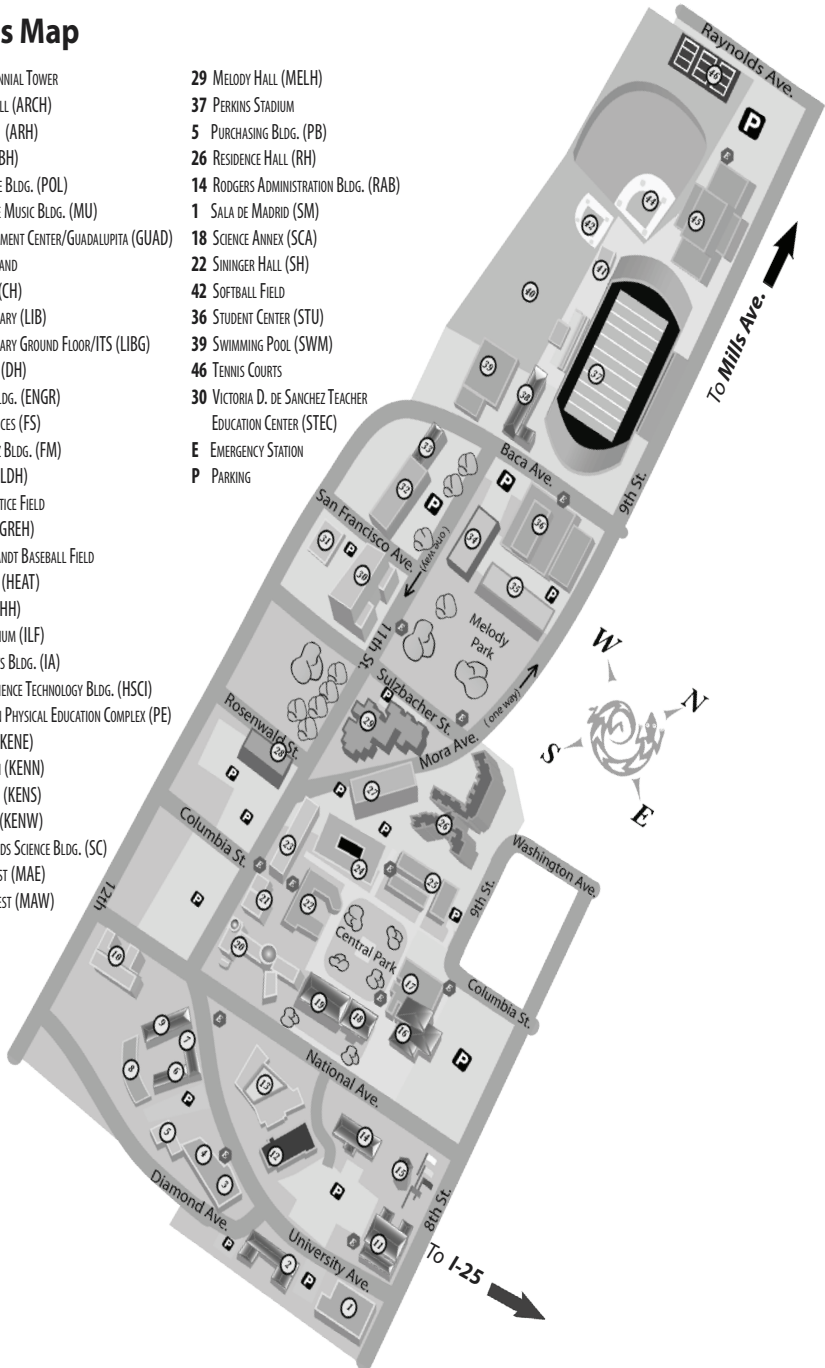
Therefore, New Mexico Highlands University makes no representation or guarantee that following a particular course or curriculum will result in specific achievement, employment, admission to other programs, or professional licensing.



NEW MEXICO HIGHLANDS UNIVERSITY

Campus Map

- 15 ALUMNI CENTENNIAL TOWER
- 24 ARCHULETA HALL (ARCH)
- 27 ARROTT HOUSE (ARH)
- 13 BURRIS HALL (BH)
- 33 CAMPUS POLICE BLDG. (POL)
- 34 CHAMP TYRONE MUSIC BLDG. (MU)
- 31 CHILD DEVELOPMENT CENTER/GUADALUPITA (GUAD)
- 41 CONCESSION STAND
- 25 CONNOR HALL (CH)
- 17 DONNELLY LIBRARY (LIB)
- 16 DONNELLY LIBRARY GROUND FLOOR/ITS (LIBG)
- 2 DOUGLAS HALL (DH)
- 23 ENGINEERING BLDG. (ENGR)
- 32 FACILITIES SERVICES (FS)
- 11 FELIX MARTINEZ BLDG. (FM)
- 38 FIELD HOUSE (FLDH)
- 40 FOOTBALL PRACTICE FIELD
- 35 GREGG HOUSE (GREH)
- 44 HAROLD K. BRANDT BASEBALL FIELD
- 21 HEATING PLANT (HEAT)
- 10 HEWETT HALL (HH)
- 12 ILFELD AUDITORIUM (ILF)
- 28 INDUSTRIAL ARTS BLDG. (IA)
- 20 IVAN HILTON SCIENCE TECHNOLOGY BLDG. (HSCI)
- 45 JOHN A WILSON PHYSICAL EDUCATION COMPLEX (PE)
- 6 KENNEDY EAST (KENE)
- 9 KENNEDY NORTH (KENN)
- 8 KENNEDY SOUTH (KENS)
- 7 KENNEDY WEST (KENW)
- 19 LAURA M SHIELDS SCIENCE BLDG. (SC)
- 3 MEDIA ARTS EAST (MAE)
- 4 MEDIA ARTS WEST (MAW)
- 29 MELODY HALL (MELH)
- 37 PERKINS STADIUM
- 5 PURCHASING BLDG. (PB)
- 26 RESIDENCE HALL (RH)
- 14 RODGERS ADMINISTRATION BLDG. (RAB)
- 1 SALA DE MADRID (SM)
- 18 SCIENCE ANNEX (SCA)
- 22 SINNINGER HALL (SH)
- 42 SOFTBALL FIELD
- 36 STUDENT CENTER (STU)
- 39 SWIMMING POOL (SWM)
- 46 TENNIS COURTS
- 30 VICTORIA D. DE SANCHEZ TEACHER EDUCATION CENTER (STEC)
- E EMERGENCY STATION
- P PARKING



MISSION STATEMENT

New Mexico Highlands University is a diverse comprehensive quality university serving the global community by integrating education, research, public service, and economic development, while celebrating our distinctive Northern New Mexico cultures and traditions. We achieve this through a university-wide commitment to quality student-centered education, recognition of the growing importance of the Spanish language to our nation's interests, and acknowledgement to our many responsibilities to residents of Northern New Mexico as the principal educational institution in the region.

As a student-centered, publicly supported, regionally based, comprehensive university offering programs in liberal arts, sciences and professional disciplines the University brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds.

New Mexico Highland University is committed to programs that focus on its multiethnic student body with special emphasis on the rich heritage of Hispanic and Native American cultures that are distinctive to the State of New Mexico and particularly to Northern New Mexico. The University clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society.

The University emphasizes graduate and professional programs, and a balanced curriculum promotes undergraduate study that is firmly grounded in the liberal arts and sciences, emphasizes excellence in teaching and individual attention to students, and prepares students for lifelong learning, for graduate and professional schools, and for present and future occupations. The University remains true to its legacy of emphasis on teacher preparation, interdisciplinary programs involving the Hispanic world, and programs that contribute to meeting social needs. In essence, there is an emphasis on developing broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In addition, through collaborative arrangements with other campuses, research agencies, government agencies, and the corporate world, the University aspires to develop and deliver new models for baccalaureate and grad-

uate programs in additional programs such as engineering, forestry management, watershed management, bilingual programs in the professional schools, and programs that clearly acknowledge that a university that fully takes advantage of, and prepares its students for, creative application of technology to improve the quality of life, is a university that will prosper, grow, and be relevant. In support of its mission the university has adopted the following strategic goals:

STRATEGIC GOAL A: Develop a learner-centered environment that promotes the improvement of learning and personal development of students from first-year courses through degree completion.

STRATEGIC GOAL B: Enhance the long term strategy for university engagements in community and regional partnerships.

STRATEGIC GOAL C: Become the premier Hispanic Serving Institution (HSI) in the country.

STRATEGIC GOAL D: Align New Mexico Highlands University technology with institutional priorities, be on the leading edge of technology developments in higher education, provide faculty, students, staff and administration, and the communities the University serves convenient access to information needed for learning, research, teaching, administration, and communication.

STRATEGIC GOAL E: Achieve a competitive position with peer institutions in research and scholarship in targeted areas that promote the achievement of the university mission.

STRATEGIC GOAL F: Maintain the adequacy and quality of the physical campus environment.

STRATEGIC GOAL G: Develop effective and efficient academic and administrative processes, systems and structures that support continuous improvement

STRATEGIC GOAL H: Communicate the image and reputation of the University to the general public and to students with a focus on its high quality.

Overview of Graduate Programs of Study*

COLLEGE OF HUMANITIES AND FINE ARTS

DEPARTMENT OF ENGLISH AND PHILOSOPHY

English (MA)

With concentrations in:

- Literature
- Language, Rhetoric, and Composition
- Creative Writing

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Public Affairs (MA)*

With concentration in:

- History
- Political and Governmental Processes
- Historical and Cross-Cultural Perspectives

DEPARTMENT OF LANGUAGES AND CULTURE

Southwest Studies (MA)*

With concentrations in:

- History/Political Science
- Hispanic Language and Literature

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Media Arts and Computer Science (MA)**

With concentration in:

- Media Arts

COLLEGE OF SCIENCE AND MATHEMATICS

DEPARTMENT OF BIOLOGY

Life Science (MS)

With concentrations in:

- Biology
- Natural Resource Management

DEPARTMENT OF CHEMISTRY AND FORENSIC SCIENCE

Applied Chemistry (MS)

DEPARTMENT OF COMPUTER SCIENCE

Media Arts and Computer Science (MA or MS)**

With concentration in:

- Computer Science

DEPARTMENT OF EXERCISE AND SPORTS SCIENCES

Human Performance and Sport (MA)

With concentrations in

- Sports Administration
- Teacher Education

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

Psychology (MS)

With concentrations in:

General Psychology

Clinical Psychology

Public Affairs (MA)*

With concentrations in:

Applied Sociology

Southwest Studies (MA)*

With concentration in:

Anthropology

SCHOOL OF BUSINESS (MBA)

DEPARTMENT OF BUSINESS

Business Administration (MBA)

With concentrations in:

Human Resource Mgmt

International Business

Non-Profit Financial Mgmt

SCHOOL OF EDUCATION

Education (MA)

With concentrations in:

Counseling and Guidance

With emphasis in:

School Counseling

Professional Counseling

Rehabilitation Counseling

Educational Leadership

Special Education

Curriculum and Instruction

With emphasis in a variety of areas such

as: English, Math, History, Bilingual

Education, etc.

SCHOOL OF SOCIAL WORK (MSW)

With concentrations in:

Bilingual/Bicultural Social Work Practice

Clinical Practice

Gov't Non-Profit Management

HIGHLANDS AT A GLANCE

First established as New Mexico Normal School, the institution became New Mexico Highlands University in 1941, as it expanded its role beyond teacher education.

Today, NMHU in Las Vegas offers graduate and undergraduate programs in arts and sciences, business, education, and social work. Located in the heart of Las Vegas, a small, friendly town with a population of about 18,000, Highlands' main campus is close to recreational and wilderness areas, and within a few hours of major metropolitan centers.

Through distance education, Internet courses, and on-site faculty, NMHU also offers some degree-completion and graduate programs in Farmington, Rio Rancho, Española, Santa Fe and Roswell.

Although students from all over the world attend NMHU, the majority of its approximately 3,700 students are from New Mexico and are Hispanic. Highlands' programs focus on its multi-ethnic student body, especially the Hispanic and Native American cultures distinctive of New Mexico.

The university continues the traditional role of an institution of higher learning in the liberal arts and sciences; it also offers comprehensive programs in business, teacher education, engineering, and social work. The university is committed to excellence in the transmission, discovery, preservation, and application of knowledge itself to maintain a progressive, forward-looking posture responsive to the changing social environment, as to shape the direction the institution will take with respect to anticipated demands and approaching opportunities.

As part of its mission to serve the individual student through personal attention, Highlands

maintains an open enrollment, small classes, and low tuition. It is known nationwide for its research activities, student and faculty achievement, and opportunities for students to combine study with real-world experience. In addition, the required freshman seminar addresses retention by orienting new students to college life and university resources to ensure their success through graduation.

NMHU students and faculty alike consistently receive national and international recognition for many of their achievements, and have opportunities to network with other researchers and professionals in their areas of interest.

Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, NMHU also has specialty accreditations. The School of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The School of Social Work is accredited by the Council on Social Work Education (CSWE).

NMHU is a member of the Rocky Mountain Athletic Conference, NCAA Division II and fields eleven teams – five men's and six women's. They include baseball, basketball, cross country, football, soccer, softball, women's track, volleyball and wrestling.

Student Services and Code of Conduct

The NMHU Student Handbook, which is published each year, describes student services, the Code of Student Conduct and related policies and procedures. Administered by the Vice President of Students Affairs, the code sets the standards for expected behavior of students. Procedures for hearings, appeals, grievances and complaints of discrimination/harassment are outlined in the handbook. The handbook is provided to new students; it may be downloaded at www.nmhu.edu; or a copy may be

obtained from the NMHU Office of Student Affairs, Box 9000, Las Vegas, N.M. 87701.

Students with Disabilities/ Academic Accommodations

Students with a documented disability are eligible to receive appropriate and reasonable academic accommodations or auxiliary aids in accordance with the legal requirements of the Americans with Disabilities Acts (ADA), the ADA Amendments Act of 2008, the Vocational Rehabilitation Act of 1974 (as amended), and other laws governing the disabled. Accessibility Services also adheres to the professional code of conduct promulgated by the Association of Higher Education and Disability (AHEAD). Students wishing to receive academic accommodations must provide complete documentation to Accessibility Services before the drop/add deadline each semester. It is the responsibility of the student to disclose a disability, to provide appropriate documentation from a qualified professional identifying the disability and recommend accommodation, and to request accommodations. In order to receive academic accommodations during attendance at New Mexico Highlands University each student must supply appropriate clinical documentation of their disability. Each student must also submit a completed NMHU Accessibility Services Application packet and a copy of their class schedule. Copies of these forms are available from Accessibility Services.

Due to a limited supply of interpreters, deaf students must document their disability at least one month before the beginning of each semester. NMHU is not obligated to provide accommodations to students who fail to document a disability in a timely manner. Accessibility Services is located in the Engineering Building and may be reached at 505.454.3252 or via e-mail at disabilities@nmhu.edu. NMHU programs and activities will be made accessible to students with disabilities upon written request. Accessibility Services must be notified at least two weeks in advance in order to provide accommodations that take place

outside of a student's regular schedule (such as field trips, conferences, etc.). Classroom related accommodations are governed by the policy set forth in the previous paragraph. If you are an individual that needs auxiliary aids or services in order to participate in NMHU programs write to Accessibility Services, New Mexico Highlands University, PO Box 9000, Las Vegas, NM 87701 or e-mail disabilities@nmhu.edu.

New Mexico Highlands University prohibits the use, distribution, manufacture, or possession of controlled substances on university property or as any part of any university activity.

The NMHU "Code of Student Conduct and Disciplinary Procedure" is included in the NMHU Student Handbook and can be obtained from the Office of Student Affairs. For complete information on academic policies, consult the University catalog.

Deadlines

Students wishing to receive accommodations must completely document their disability with Disability Services before drop/add deadline for the fall and spring semesters. This is normally two weeks after the semester begins. For summer and other sessions, students must document their disability before the first day of regular classes for that session. Students are strongly encouraged to document their disability and meet with office staff as early as possible to ensure that the appropriate accommodations are in place before classes begin. If a situation arises during the semester, accommodations for accommodations will be reviewed on a case by case basis. Any accommodations will be in effect from the date of application.

Conduct Notice

Students with disabilities are held responsible for the same university standards of conduct as students without disabilities.

Disability related records, including medical records, are confidential material and will be protected in accordance with FERPA regulations and in light of their purpose to assist in providing appropriate academic accommodations to the student.

Service animals are welcome on campus provided they meet all legal requirements. Service animals that present a health or safety threat to the campus community (including cleanliness issues) will be banned from campus unless significant preventive actions are taken by the owner to ensure future compliance. Students with service animals must be registered with Disability Services.

Further information about the policy and procedures relating to services to students with disabilities is found in the Disability Services Handbook, incorporated herein by reference. This handbook may be requested from Disability Services or may be downloaded from the NMHU, www.nmhu.edu.

**Admission to the University
Office of Graduate Studies
Sininger Hall, Rooms 228 and 230
505.454.3266/3166
E-mail: graduate@nmhu.edu**

The application for admission is available on our web site: www.nmhu.edu

**Admission to Graduate Studies
(Degree-Seeking Students)**

This section of the Graduate Catalog states the university's general admission policies. Additional information may be required or recommended, and separate procedures or deadlines may be established for specific graduate programs. Applicants must consult the section of the catalog that describes the particular graduate program of interest to them. General admission requirements include:

- The completed Graduate Application for Admission, the \$15 one-time, non-refundable application fee, two letters of recommendation, and the required essay must be submitted to the Office of Graduate Studies. At the same time, applicants also must have official transcripts of all previous college work sent to the same office. Admission cannot be complete until all of these materials have been received in an acceptable form. Application packets are available from the Office of Graduate Studies. A new application is required for re-enrollment after a one-year absence. If a second master's degree or a change in major or concentration outside the college/school is sought, a new application is required, and entrance requirements for that program must be met. No work used toward the first master's degree may count toward the second degree.
- It is strongly recommended that applicants for a master's program in psychology take the Graduate Record Exam (GRE). Although test scores are not required for other programs, they may be submitted.

- The Test of English as a Foreign Language (TOEFL) is required of foreign student applicants.
- Graduate students must have an earned bachelor's degree from an accredited institution of higher learning and present an acceptable undergraduate program (or evidence of comparable achievement) in the field(s) in which they intend to do graduate work.

Applicants are admitted on the basis of individual evaluation of transcripts and other supporting documentation. With the exception of minimum grade point average, requirements vary among the various graduate programs.

Examples are as follows:

- Applicants to the graduate program in English must submit a 10- to 15-page writing sample, preferably a scholarly paper written for an upper division English class.
- Applicants to the Media Arts and Computer Science graduate program must provide a portfolio with examples of academic, industrial or creative work.

Undergraduate credit requirements in the field of study are flexible; an undergraduate minor is usually adequate. Quality and breadth of coverage are the critical factors in determining the adequacy of undergraduate preparation. At least a 3.0 undergraduate grade point average must have been earned in the field(s) of the proposed graduate program.

Applicants may submit additional information in support of their applications (and may be required to do so for certain programs). In disputed cases, the final decision of whether the undergraduate preparation is adequate is determined by the discipline to which the student is applying, the dean of the college, the Faculty Academic Affairs Committee and the Vice president for Academic Affairs.

- The discipline, the appropriate dean, the Academic Affairs Committee, or the chief

academic officer, Office of Graduate Studies, may require additional verification of eligibility for graduate work such as letters of recommendation and/or special examinations.

- All applicants approved for a graduate degree program are admitted as regular or provisional graduate students. Provisional students may gain regular student status by meeting the criteria that were stated at the time of admissions.
- Students who are within 12 semester credits of completing the requirements for a bachelor's degree, but who otherwise meet the requirements for admission as graduate students may, upon the recommendation of the dean concerned, be granted advanced standing, permitting enrollment in certain graduate courses while the bachelor's work is being completed. A maximum of nine credits may be earned in this status.
- Students who are completing the last semester of their undergraduate work, but do not qualify for advanced standing status, may be granted provisional admission. Consideration will be given to applicants who otherwise meet the requirements for admission to graduate study. Students in this status may not register for graduate courses. This status is intended for the sole purpose of allowing students to compete for scholarships or other opportunities requiring admission to a graduate program.
- Provisional graduate status may be granted to students with a bachelor's degree who, for reasons beyond their control, are not able to meet the timetable for admission to a graduate program. In the application, students certify that they possess a bachelor's degree and are in good standing at the last university attended. Admission files must be completed by the middle of the first semester in attendance or students will be subject to disenrollment for that

semester.

- Students who have an undergraduate grade point average below 3.0, or who are deemed to have course deficiencies in the major field may be admitted provisionally on the condition that they earn and maintain at least a 3.0 grade point average for the first 12 semester credits of graduate work. This admission is granted upon the recommendation of the discipline and appropriate dean and with the approval of the Academic Affairs Committee.
- Students with a bachelor's degree who wish to earn a master's degree in a field unrelated to their undergraduate work may arrange a special program of undergraduate and graduate courses to qualify for the advanced degree. Such a program could involve work comparable to a minor undergraduate program, and must be arranged in consultation with the discipline and dean concerned and the chief academic officer, Office of Graduate Studies.
- Students whose undergraduate work was done in the United States must have earned a bachelor's degree from an institution which is regionally accredited or is a candidate for regional accreditation. In rare cases, students may have graduated from institutions which are not accredited. In these cases admission must be approved by the discipline to which the student is applying, the dean of the college, the Faculty Academic Affairs Committee, and the Vice President for Academic Affairs.
- Transcripts and other valid records of previous colleges or universities attended should come from national examination councils (where applicable), approved colleges or universities, or other official state or federal agencies for education. These records will be evaluated for compliance with the admissions criteria of the university

International Students

- Students whose undergraduate work was not done in the United States must submit evidence of having received a degree equivalent to the requirement for domestic students. Normally this will consist of a degree earned in a institution approved by national examination councils (where applicable), approved by colleges or universities or other official state or federal agencies for education. No exceptions will be considered and this requirement is not subject to review.
- Applicants are expected to give evidence of an adequate command of the English language by earning a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) before they are admitted.
- A minimum composite score of 540 (TOEFL paper based), 190 (TOEFL computer based), with at least a score of 50 on the written test is required or Band 6.5 (IELTS).
- Prospective students in business must score at least a 540 (TOEFL paper based), 190 (TOEFL computer based) with a score of 50/18 on the written test, and a score of 54/20 listening comprehension, or a score Band 6.5 (IELTS).
- Applicants with scores between 540/570 (TOEFL paper based), 190/207 (TOEFL computer based) and Bands 6.5 (IELTS) are required to take an ESL course for one semester.
- Test results must be sent to New Mexico Highlands University International Education Center before an application is processed. Information regarding testing may be obtained from TOEFL, Educational Testing Service, CN 6155, Princeton, NJ 08541-6155, USA or <http://www.toefl.org>. IELTS, information may be obtained at IELTS International, 1024 West Orange

Grove Avenue, Arcadia, CA 91006-1923 USA or <http://ielts.org>.

- Applicants with scores of 600 (TOEFL paper based), 250 (TOEFL computer based) and a Band score of 7 (IELTS) are exempt from the ESL requirement.
- Applicants from other countries in which English is an official language, but not the language of the majority or of instruction will be subject to these requirements.

Exceptions for providing evidence of adequate command of the English language are:

- Persons holding citizenship in English-speaking countries.
- Applicants holding citizenship in a country where the English language is official language, and the means of instruction.
- International students must be admitted formally to the university before the verifications required for the F-1 student visa can be issued. All international students who seek graduate admission to NMHU must meet additional conditions. Along with the submission of the completed Graduate Application for Admission, the required essay, two letters of recommendation, and the non-refundable \$15 application, the student:
- Applicants must submit the completed Financial Certificate for international admission.

Admission as a Non-Degree Graduate Student

Non-degree status is principally for those who do not expect to work toward an advanced degree at the university. Any person who has an earned bachelor's degree from an accredited institution and is in good standing at the last university attended may be admitted as a non-degree graduate student. Application may be made at the time of registration. In the application, non-degree applicants certify that they possess a bachelor's degree and are in good standing at the last university attended. They are required to have an official copy

of the transcript showing the award of the bachelor's degree sent to the Office of the Registrar before the end of the first semester of registration.

Credits earned as a non-degree graduate student will require the same quality and amount of work as similar credits earned in advanced standing status, provisional, and regular graduate status.

Up to 12 semester credits earned as a non-degree graduate may be applied toward a master's degree, on the conditions that the student was eligible for regular status at the time the courses were taken, the courses are acceptable to the discipline, and the approval of the chief academic officer, Office of Graduate Studies, is obtained.

A petition to apply non-degree credits toward a degree will be accepted only after the student has been admitted into a graduate program.

Non-degree students may not take a graduate course unless they would be eligible for that course as regular or provisional graduate students. Non-degree students are not eligible for financial assistance. Students in a licensure track may be eligible for loans.

Business Office
Student Accounts
Rodgers Administration Building,
Room 200
505.454.3222/3444/3240/3008
E-mail: businessoffice@nmhu.edu

Tuition and Fees

Tuition is a charge that helps to defray the costs of the education offered at the university. Fees are added to the basic tuition rate to enable the university to offer student-related services, such as health services, the Student Center, student government, and certain other student activities.

Special fees are charged for certain one-time events in a student's career at the university, as required to help meet the special costs

associated with those events. Graduate and undergraduate tuition rates are determined by academic classification. NMHU accepts MasterCard, Discover and VISA.

Residency

Summary of Regulations for New Mexico Residency for Tuition Purposes

A student who enters and remains in this state principally to obtain an education is presumed to continue to reside outside this state and such presumption continues in effect until rebutted by clear and convincing evidence of bona fide residence. A student determined to be financially dependent on a parent or guardian also assumes the residency of that parent or guardian. The burden of proof is on the student. The student must secure and file the petition with the appropriate documents of evidence in the manner described herein. All documents submitted for this purpose will be kept confidential.

To become a legal resident of New Mexico, four requirements must be met. Each person must meet the requirements individually:

- The 12-month consecutive presence requirement.
- The financial independence requirement.
- The written declaration of intent requirement.
- The overt acts requirement.

The spouse and dependent children of a person who has moved to New Mexico and has obtained permanent full-time employment (sufficient documentation is required) shall not be required to complete the 12-month durational requirement.

A person, their spouse, and dependents who move to New Mexico for retirement purposes and who provide appropriate evidence of formal retirement shall not be required to complete the 12-month durational requirement. Other relevant factors may be considered

along with those listed above.

A reciprocity agreement between the states of Colorado and New Mexico allows New Mexico Highlands University to grant a waiver of the non-resident portion of tuition charges to a limited number of students from Colorado. Each student requesting such a waiver must complete the proper application and return it to the Office of the Registrar as early as possible. The application must be submitted no later than the first day of classes for the fall or spring semester.

All enrolled members of the Navajo Tribe who reside on the Navajo Reservation, as certified by the Navajo Department of Higher Education, will be assessed in-state tuition rates. Each student requesting such a waiver must complete the proper application and return it to the registrar's office.

According to NMHU's tuition policy:

- Students enrolling for six hours or less during a regular semester will be charged resident tuition rates regardless of residency classification.
- Students enrolling for the summer session will be charged resident tuition only, regardless of residency classification.

A brochure explaining all requirements for establishing New Mexico residency and residency petitions is available from the Office of the Registrar. Residency petitions will be accepted until the first day of each semester in the Office of the Registrar. For more information, call 505.454.3233.

Semester and Summer Sessions

Tuition and fees are subject to change, the specific amounts charged for tuition and fees are listed each semester or summer session in the published schedule of classes. Students are advised to check the most current schedule. The schedule of classes is also available at

www.nmhu.edu. The following rates are the 2009-2010 tuition rates. Rates may increase upon approval. These figures are provided to help students plan.

All summer session students are charged at the resident tuition rate. Main campus students pay a tuition-plus-fees amount for between one and five credits, a lump sum amount for between six and nine credits (based on the six-credit total), and an additional tuition amount for above nine credits. Summer tuition rates may reflect approved tuition and fee increases from those of the school year before.

Off-center students follow the schedule for off-campus resident.

Tuition Rates – all rates are subject to change

Las Vegas Campus

(Rates are subject to change)

Resident:	Graduate
1–11	\$ 120.00 per credit hour
12–18	\$ 1,440.00 total
18 +	\$ 96.00 each additional hour
Non-resident:	Graduate
1–6	\$ 120.00 per credit hour*
7-11	\$ 176.41 per credit hour
12–18	\$ 2,116.92 total**
18+	\$ 152.41 each additional hour

Distance Education and Internet

\$120.00 per credit hour for Graduate students

Off-Campus Centers

(Rates are subject to change)

Resident:	
1–11	\$ 120.00 per credit hour
12+	\$ 1,440.00
18+	\$ 96.00 each additional hour

Non-resident:

1-6	\$ 120.00 per credit hour
7-11	\$ 176.41 per credit hour
12+	\$ 2116.92
18+	\$ 152.41 per credit hour

Audit rates are the same as credit hour rates.*

International rates are available. Please see the schedule of classes for current rates.

Part-time non-resident students taking 6 or fewer credits in a semester will be charged resident rates.

Senior citizen rate is \$5 per credit hour. To qualify as a senior citizen, the student must reach the age of sixty five years by the third Friday of classes.

Non-Refundable Special Fees

Application fee (one-time)	\$15.00
Matriculation fee (one-time)	5.00
(No charge for course change if done through web or telephone.)	
Graduation application fee (each degree)	30.00
Dishonored check fee	25.00
Laboratory fees	Variable
Housing application fee (total fee is \$200)	
Special exam (test-out) fee, per credit	40.00
Career placement fee, per year (renewal only; first year free)	15.00
Teacher preparation fees-Stud. teaching	50.00
Golf	25.00
Downhill skiing	192.00
Techniques of golf	25.00
Transcript fee	2.00
Transcript – Fax charge	5.00

Special Policies Regarding Tuition and Fees**Payments and Balances**

Account balances must be paid according to the plans listed in the schedule of classes. Students with financial assistance should verify their award prior to the payment deadline.

Account balances that are not paid within the semester will be sent to a collection agency. Holds will be placed on the student's account, restricting transcripts and registration for upcoming semesters. Payments can also be made via the NMHU website www.nmhu.edu.

The Business Office accepts cash, checks, money orders, credit cards (MasterCard, Visa and Discover), wire transfers, financial aid awards, and written authorizations to bill external agencies to cover balances.

Disenrollment Policy

NMHU students who fail to pay their full-required tuition and fee charges or make adequate financial arrangements with the Business Office on or before their first day of classes will have their registration cancelled and be disenrolled from all classes. Students with a cancelled registration who wish to be enrolled at NMHU must re-register. The student will be required to make full payment, or must complete financial arrangements for all university charges incurred, and pay a non-refundable re-registration/late registration fee of \$25 and a billing fee of \$25.

Payment Plan/Procedure

New Mexico Highlands University Business Office offers students the following payment options:

1. Students must pay their account in full or make adequate financial arrangements.
2. Adequate financial arrangement option:

Full Term semester courses:

- 1/3 payment prior to or on the first day of class attendance
- 1/3 payment 30 days thereafter
- 1/3 payment 30 days following 2nd payment

Summer or 8-week courses:

- 1/2 payment prior to or on the first day of class attendance

- 1/2 payment 30 days thereafter

A \$25 billing fee will be assessed to the student's account if the account is not paid in full by the Friday before the first day of classes. For more information on payment options, contact the Business Office at 505.454.3008, 505.454.3444, or 505.454.3222. You can also e-mail almartinez@nmhu.edu or write to:

Business Office

**New Mexico Highlands University
Rodgers Hall Administration Building
Box 9000
Las Vegas, NM 87701**

Withdrawal Policies

Students who officially withdraw from the university may be entitled to a tuition refund according to specific dates announced in the schedule of classes for the term. Upon completion of the formal withdrawal process, a check will be mailed to the student within one month following the complete withdrawal from school, if a refund is appropriate.

Students who wish to request an exception to the refund policy must do so in writing at the Office of Academic Affairs.

Tuition Refund Schedule

First day of class	100% refund
10% point in semester	90% refund
25% point in semester	50% refund
50% point in semester	25% refund
Thereafter	No refund

For more information on withdrawal policies, payment options or tuition rates, contact the Business Office.

**Financial Aid and Scholarships
Office of Financial Aid and
Scholarships**

**Engineering Building, 11th Street
505.454.3318 or 1.800.379.4038**

E-mail: financialaid@nmhu.edu

As part of its mission, New Mexico Highlands University is committed to ensuring that no student will be denied the opportunity for a post-secondary education because of limited resources. To meet this goal, the New Mexico Highlands University Office of Financial Aid and Scholarships offers a broad spectrum of academic merit scholarships, grants, jobs, and loans to supplement the resources of the students who attend NMHU.

Financial aid at NMHU is divided into three categories:

- Grant aid (applicable toward 1st bachelor's degree only)
- Self-help aid (employment & loans)
- Scholarships (merit & need based)

The Financial Aid Package

The Office of Financial Aid and Scholarships awards financial aid according to individual need. If an applicant is a dependent, parents are expected to contribute toward educational costs according to financial ability. In addition, applicants are expected to contribute from their own assets and earnings, including borrowing against future income. Financial need is the difference between the cost of attendance at NMHU (including living expenses) and the applicant's expected family contribution (EFC). The aid package cannot exceed financial need.

To apply for need-based financial aid:

1. Complete all sections of the Free Application for Federal Student Aid (FAFSA).
2. File the application electronically through the Internet using the web address listed on the FAFSA.

For maximum financial aid consideration, students should apply before March 1. The NMHU school code is 002653.

3. An applicant transferring into NMHU will need to supply a copy of the applicant's Student Aid Report (SAR) from the U.S. Department of Education, if the student has already applied for Federal Financial Aid.

It is the applicant's responsibility to ensure that the financial aid file is complete. The Office of Financial Aid and Scholarships cannot make a financial aid award if a file is incomplete.

After the office has received the processed SAR, the amount of financial aid to be awarded will be determined. This is based on the cost of attending NMHU, which includes tuition and fees, room and board, books and supplies, transportation, and personal expenses. Child care expenses may be considered if the applicant provides the appropriate documentation (depending on the availability of funds).

To qualify for need-based financial aid at NMHU, an applicant must:

1. Demonstrate financial need as determined through a processed FAFSA.
2. Be a U.S. citizen or an eligible non-citizen.
3. Maintain satisfactory academic progress (see below).
4. Be enrolled in a regular degree program at NMHU.
5. Be enrolled at least half-time for all aid programs except federal Pell Grant.
6. Not be in default on a federal student loan or owe a repayment on a federal grant.
7. Have a complete Financial Aid File.

Students may use their financial aid awards to defer tuition at NMHU Business Office/ Student Accounts, after classes are charged to their accounts and before the awards are re-

ceived. A student's award is subject to change if the student becomes ineligible as a result of over-award or failure to maintain academic progress.

Verification Policy

NMHU verifies between thirty (30) and fifty (50) percent of all financial aid applicants. If you are selected for verification by the U.S. Department of Education's federal processor, NMHU will notify you regarding what documents are required. NMHU will not award any funds until the verification process is complete.

Satisfactory Academic Progress

Federal Title IV program regulations require participating institutions to develop procedures to monitor a student's progress toward completion of their program of study. The following is a summary of the criteria used by the Office of Financial Aid and Scholarships to monitor progress:

GPA Requirement for Graduate Students

If a minimum of 3.0 Cumulative GPA is not met, the result is financial aid ineligibility (suspension).

Graduate Student Completion Rate

Hours completed divided by hours attempted equals completion rate. Less than the percentage indicated results in financial aid ineligibility (suspension). Graduate students must complete at least 80 percent of attempted hours.

Maximum Time Frame for Graduate Students

Once the maximum hours have been reached, the result is financial aid ineligibility (suspension). Students who have reached 125 percent of their degree requirement will be placed on a "warning" status. Students must appeal this status and provide the Office of Financial Aid and Scholarships with a current degree check. Examples of MTF calculation:

M.S.W. = 65 hours x 150% = 98 hours
 Counseling = 48 hours x 150% = 72 hours
 Education Admin = 39 hours x 150% = 59
 All others = 36 hours x 150% = 54 hours

Satisfactory Academic Progress Appeals

The student whose GPA and/or credit hours fall below the minimum standard indicated above will be notified at the end of the semester. When notified of financial aid suspension, the student may file a written appeal with the Office of Financial Aid and Scholarships. Appeal forms are available upon request. If mitigating circumstances exist, a financial aid administrator or appeal committee may allow a probationary semester with financial aid to make up deficiencies in GPA and/or credit hours and meet the minimum standards. If at the end of the probationary semester the student still does not meet the minimum requirements, the student may lose his or her financial aid and may be required to make up the deficiencies to regain financial aid eligibility.

Enrollment Requirements for Financial Aid

Graduate students must be enrolled for a minimum of nine graduate credits each semester to be eligible for full financial aid. To avoid loss of financial aid, call the Office of Financial Aid and Scholarships, 505.454.3318, before dropping classes.

Loan Deferments

Students who wish to defer payments on outstanding student loans must file student loan deferments for each semester enrolled at NMHU. Contact the Office of Financial Aid and Scholarships for loan deferment procedures at 505.454.3318.

Return of Title IV Funds

The Federal Title IV return policy will be used to calculate the portion of federal financial aid a student is ineligible for and must repay/return to the Department of Education should the student withdraw completely from school (officially or unofficially). This applies to students receiving FFEL or Direct Stafford Unsubsidized Loan; FFEL or Direct Stafford Subsidized Loan; Federal Perkins Loan; Graduate PLUS loan; FFEL PLUS Loan; Federal Pell Grant; Federal SMART Grant; Federal Academic Competitiveness Grant; Federal SEOG; TEACH Grant and/or Other Title IV program assistance. For more information, contact the Financial Aid Office at 505.454.3318 or 1.800.379.4038.

Summer Sessions

Scholarship awards are for the academic year only and may not be used for the summer session.

Scholarship Cancellation and Reinstatement

The time period a scholarship is in effect is fixed. If the scholarship is cancelled due to academic ineligibility, the originally specified time period is not extended. Students who are placed on suspension may appeal for consideration for renewal of the scholarship. A written request must be submitted to the Office of Financial Aid and Scholarships and Scholarship Office within 15 days after receiving the suspension letter.

Other Programs and Benefits

Bureau of Indian Affairs (BIA)

Each year, the BIA provides grants to assist eligible Native American students in meeting their education costs. The amounts of the grants vary according to the student's financial need. The funds are available through the student's BIA area office or tribal scholarship

office. Check with the tribal agency to ascer-

tain program requirements and deadlines.

Enrollment Certifications

Students are usually required to process an enrollment certification to defer payments on an outstanding student loan. The Office of the Registrar certifies enrollment verification forms after classes begin. For more information, call the Office of the Registrar, 505.454.3233.

Graduate Assistantships

Graduate assistantships are usually available in those disciplines in which graduate degrees are granted and are normally offered only to those applicants possessing superior academic abilities. These assistants generally help with classes, laboratory reports, objective examinations, and other tasks within the academic units. Disciplines may also award teaching and research assistantships.

Application for an assistantship should be made by March preceding the beginning of the academic year in which the assistantship is to be held. No assistantship may be awarded until the applicant has been accepted into a graduate degree program.

Graduate students who hold assistantships and whose cumulative grade point average falls below 3.0 at the end of any semester may, with the advice of the discipline and appropriate dean, have the assistantships revoked by action of the chief academic officer.

The following are the procedures and policies governing the selection and employment of graduate assistants at New Mexico Highlands University:

- In addition to information requested on the graduate application, at least two letters of reference are to be submitted on behalf of each applicant.
- Assistantships are awarded after the applicants have been admitted into a graduate degree program and have been recom-

mended by the discipline, the appropriate dean, and the chief academic officer. Teaching assistants must be specifically approved by the chief academic officer.

- Full-time assistants are expected to devote approximately 20 hours per week to their duties. Part-time assistants should devote time proportional to the amount of their award.
- Full-time assistants may not carry more than 12 semester credits of course work per semester. Overloads are permitted only in exceptional cases and with the approval of the discipline, appropriate dean, and the chief academic officer. Part-time assistants may carry a load proportional to their assistantship responsibilities.
- Full-time graduate assistants, except in their last semester of work toward the master's degree, must take at least six credits of graduate work in their degree programs each semester.
- Other activities by graduate assistants that would interfere with the satisfactory performance of assistantship duties may not be undertaken. While students may have more than one part-time contract, such as a part-time departmental graduate contract, the sum of the contracts and the work required shall not exceed the equivalent of one full-time graduate assistantship (20 hours of work per week).
- A student who has been admitted to a graduate program, but has not earned a bachelor's degree prior to his or her first semester of graduate study, may not hold a graduate assistant position.

International Students

The competitive out-of-state scholarship is available to international graduate students that meet the requirements. For specific information, contact the International Education Center at 505.454.3058.

Navajo Residency

Registered members of the Navajo Tribe who reside on a Navajo reservation are considered New Mexico residents and eligible for lower in-state tuition.

Non-Resident Tuition Waiver for Colorado Students

A reciprocity agreement between the states of Colorado and New Mexico allows NMHU to grant a waiver of the non-resident portion of tuition charges to a limited number of students from Colorado. Each student requesting such a waiver must complete an application each semester. The application must be submitted no later than the first day of the semester and can be obtained from the Office of the Registrar.

Non-Resident Tuition Waiver for Student Athletes

New Mexico Senate Bill 81 authorizes resident tuition status for athletic scholarship recipients. To be eligible the student must be a recruited athlete and must receive an athletic scholarship through the Department of Athletics. For more information, call the NMHU Department of Athletics, 505.454.3368.

Veterans Administration Educational Benefits

Several programs are available for veterans pursuing a post-secondary education. Academic programs are approved by the State Approving Agency and are approved for educational benefits by the Department of Veteran Affairs. Contact the Office of the Registrar for details, 505.454.3424.

Vocational Rehabilitation

Through the New Mexico Division of Vocational Rehabilitation, the state and federal governments offer tuition assistance to students with disabilities. Other assistance may be given to those students who are financially unable to provide services themselves. Students wishing to apply for this assistance should contact the New Mexico Vocational

Rehabilitation Office.

Workforce Investment Act

Through the New Mexico Department of Labor, the state and federal governments offer assistance with tuition, books and supplies, transportation, and child care for those who qualify. For more information and the application process, contact the New Mexico Department of Labor.

GENERAL ACADEMIC POLICIES

Grades and Grading Policies

This section states policies regarding grades given at the university, computation of grade averages, academic warnings, and honors for academic excellence.

Students may appeal a final grade by completing and processing a Grade Appeal Form available from the chief academic officer.

The following grades are given at the university. As appropriate, they appear on mid-term reports, semester or summer term grade reports, and transcripts.

A Excellent

B Above Average

C Average

D Passing

F Failure

AU *Audit*. (No credit is given for the course, but attendance is required in at least 70 percent of the scheduled class sessions.)

S *Satisfactory*. (Used for proficiency courses and some developmental courses, some practicum courses, institutes, workshops, and the completed thesis or field project. Indicates satisfactory completion of course requirements.)

R *Repeat*. (Used exclusively for developmental and proficiency courses. Indicates that course requirements have not been satisfied and that the course must be repeated to satisfy the proficiency requirement.)

PR *Progress*. (Used only for thesis, field project, senior readings, some practicum courses, and as a mid-term grade for graduate seminar courses.) Indicates that acceptable progress has been made. To receive a permanent grade of “S,” the student re-registers for the course until the course requirements are completed.

NP *No Progress*. Used for thesis, field project, senior readings, some practicum courses, and as a mid-term grade for graduate seminar courses to indicate that acceptable progress has not been made.

I *Incomplete*. Given at the discretion of the course instructor only when circumstances beyond the student’s control prevent completion of course requirements within the established time. The student requests an “I” in lieu of a final course grade from the instructor, whose approval is required. The instructor reports the “I” and files a form with the registrar’s office documenting the work requiring completion and other conditions. An Incomplete not completed within one calendar year automatically becomes an “F” for both undergraduate and graduate students. (The instructor has the option of setting a terminal date of less than one year.) **Students should not re-register for a course in which they have an “I”; if they do so, the “I” will become an “F” at the time when a grade is awarded in the re-registered course.**

CR *Credit*. Used in acceptance of transfer courses.

Grade Point Average

Following are the allowable grades and associated grade points:

A = 4.00

B = 3.00

C = 2.00

D = 1.00

F = 0.00

The sum of the earned honor points is divided by the number of credits to calculate the grade point average (GPA). The following is a sample calculation:

A student earns the following grades in five classes during a certain semester:

4 hrs. A = 16.0 pts.

6 hrs. B = 18.0 pts.

3 hrs. C = 6.0 pts.

2 hrs. D = 2.0 pts.

15 hrs. = 42.0 pts. total

42.0 pts. ÷ 15 hrs. = 2.80 grade point average.

GPA requirements are stated in subsequent sections.

Repetition of a Course

A student may repeat any course, but will receive credit only once, unless otherwise noted in this catalog. The most recent grade received will be used in the calculation of the cumulative grade point average.

Course Repeat Forms are available in the Office of the Registrar and must be completed by students who are repeating a course. The student’s transcript will be coded to reflect that the course was repeated, and cumulative grade point average will be adjusted.

Mid-Term Grades

The faculty submits mid-term grades for each student in each class to the registrar’s office in the fall and spring semesters, according to the schedule announced in the schedule of classes. (No mid-term grades are submitted for short term courses.) These grades are displayed for viewing by the student on the NMHU secured web site, www.nmhu.edu. These reports serve to inform students and advisors of a student’s progress, so that any problems in class performance may be addressed. If discrepancies occur at this time in the student’s schedule of classes, the student should proceed immediately to the registrar’s office to correct the schedule. Mid-term grades do not appear on transcripts and are not kept as a permanent record.

Honors List

Graduate students who, in a semester, earn a grade point average of at least 3.85, with no incomplete grades included, and nine (9) graded hours are recognized by the chief academic officer, on a published list, and receive a certificate of recognition.

Honors are awarded in summer terms for the same levels of performance, except students must complete at least six credits.

Satisfactory Academic Progress

Students who maintain the minimum academic standards shown in the scale below will be considered in good academic standing and will be considered to have demonstrated satisfactory academic progress. Students must show evidence of satisfactory progress toward a college degree to avoid academic probation and dismissal, and to continue to be eligible for financial aid through most financial aid programs.

Cumulative Credit Hours Graded

Required Grade Point Average (GPA)

1 – 9 graduate credits graded

2.75 cumulative GPA

9 or more graduate credits graded

3.0 cumulative GPA

Academic Dismissal

Academic dismissal is issued to students who do not meet the required GPA after being on academic probation for two consecutive semesters. Dismissals will be for one calendar year from the posting of semester grades. The Office of Graduate Studies will notify students of their academic dismissal immediately after semester grades are posted. To appeal one or more grades, the student must complete a Grade Appeal Form available in the Office of

Academic Affairs and the Office of Graduate Studies.

Students may also appeal the dismissal itself to the Academic Affairs Graduate

Subcommittee within 30 days of the beginning of the semester when the dismissal begins. If the appeal is approved, the dismissal may be waived or shortened to one semester.

During the period of dismissal, students may not register for classes, live in student housing or participate in student activities at NMHU. No credit will be granted for courses taken at other institutions while under dismissal at NMHU. After a dismissal, a student must petition for readmission in the Office of Graduate Studies.

Students suspended or dismissed from another institution are not eligible to enroll at NMHU until they have served the suspension or dismissal period of that institution.

Academic Dishonesty

NMHU is an academic community and, as such, is dedicated to the principles of truth and academic honesty. When students commit academic dishonesty, they undermine the integrity of the University and its reputation.

Academic Dishonesty occurs when a student engages in any of the following activities on any graded exercise or examination:

- Academic Dishonesty:** Any behavior by a student that misrepresents or falsifies the student's knowledge, skills or ability.
- Plagiarism:** This process of copying another person's idea or written work and claiming it as original without acknowledgement of the original author or creator.
- Cheating:** Student's use of, or attempt to use, unauthorized notes, texts, visuals, electronic devices, or copies of tests to misrepresent their knowledge, skills, or abilities.
- Collusion:** Secret cooperation between students in order to cheat or plagiarize.
- Facilitation:** One student assists another student in cheating, plagiarism, or collusion.
- Falsification of Records:** A student alters academic records, without authorization, to unfairly favor themselves or another student's

grades.

At NMHU, academically dishonest students are subject to a number of punitive measures by instructors or the University. These punitive measures must be supported by documentation and evidence. Students found to practice academic dishonesty are subject to expulsion from the University. Accusations of academic dishonesty may be appealed through the Office of Academic Affairs. Further guidance on academic dishonesty is available in the Student and Faculty Handbooks.

New Mexico Highlands University reserves the right to change its instructional programs at any time. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and New Mexico Highlands University.

Class Attendance

Instructors may not permit students to attend classes without being registered for them. Students whose names do not appear on class rosters are to be referred to the Office of the Registrar to resolve the matter.

Students are expected to attend all class meetings. Those who are absent because of circumstances beyond their control may be required to make up work that was missed during the period of absence. Excessive absences may be expected to affect a student's grade adversely or may result in an "F". Instructors should make the policies on attendance in each class available in writing to students.

If a student's conduct in class interferes with others, is disruptive to teaching, or is contrary to the established class practices, the instructor may ask the student to leave the class.

Scheduled Class Meetings

No change in the scheduled class days and hours may be made without the approval of

the chief academic officer, and the registrar, even though all students in the class concur with the change. Any temporary departure from the schedule is to be prearranged through the chief academic officer.

Room changes may be made by instructors only through the registrar and the college/school dean. Instructors are not to change rooms without this approval. Classes are not to be transferred to private facilities.

Students are not to register for classes that are scheduled to meet in overlapping times or days.

Final Examinations

The schedule of final examinations is given in the schedule of classes for each term. The exam schedule is also noted at our web site: www.nmhu.edu. The final examination period for each class is a part of the semester's instructional time and is to be used by the instructor of the course.

Any departures from the scheduled time or day for a final examination must be approved in advance by the chief academic officer. Faculty members are not to adjust the schedule on their own initiative, even though all of the students in the class concur with the change.

If a student would experience a great personal hardship through attendance at a regularly scheduled final examination, the instructor of the course may agree to give an incomplete or to give an individual early examination.

If a student fails to take a final examination, the instructor will decide whether the grade for the course will be an "F" or an "Incomplete". Each case should be decided on its merit. Circumstances beyond the student's control should result in the incomplete grade.

Independent Study, Independent Research, or Directed Study Classes

Independent study, independent research, and

directed study courses are for individual work by a student under supervision of a faculty member on a topic agreed upon between them. The faculty member's permission is required at the time of registration for the course. A form describing each independent study course is approved by the dean of the college/school in which the course is offered and filed with the registrar. The university offers graduate independent study and research courses under the numbers 590, 592, 690, and 692. These are "variable-credit" courses that offer students and faculty supervisors a choice in the extent of the project and the corresponding amount of time to be spent and academic credit to be earned.

Policies on graduate independent study/research are stated in the Graduate Policies and Degree Requirements section of this catalog.

Practicum, Internship, Thesis, and Field Project Courses

These titles are used for courses that students undertake under the joint supervision of a work-supervisor and a university faculty member, either at an on or off campus site. Often they are offered with a "variable-credit" option that allows students a choice in the extent of the work and thus in the amount of academic credit to be earned.

Registration in these courses requires permission of the faculty member who will serve as faculty course supervisor.

Testing Out of Classes by Special Examination

The following regulations apply to the testing-out procedure at the university. Permission to undertake the special examination is requested on a form that is available in the Office of the Registrar. The request must be approved before the special examination can be given. Applicants for special examination must meet the conditions stated in "A" and "B" below:

A. A student is eligible to apply for special examination to test out of a class offered at the university if the student meets one of the following conditions:

1. A course has been taken with similar content, but credit has not been received for reasons other than failure.
2. There has been private tutoring, as in private instruction in music.
3. The student has had successful work experience involving extensive preparation in the field.
4. The student has produced a work of recognized merit or presents other evidence of mastery in the field.

B. A student eligible under "A" above must also:

1. Have been a resident student at this university for at least one semester.
2. Have at least a 3.0 grade point average in the field and at least a 2.0 grade point average in all previous university work.
3. Limit the total number of requests for special examination to six credits. (Exceptions to this limit must be approved by the chief academic officer.)
4. Obtain approval of the course instructor, the dean of the college/school in which the course is offered, and the chief academic officer.
5. Pay a fee of \$40 per credit hour for each special examination.

Examination questions and the completed examination paper are to be filed in the Office of the Registrar.

Credit for Military Education

The university grants credit for military education or service schools on recommendation of the American Council on Education's publication *Guide to Evaluation of Educational Experience in the Armed Services*. Air Force veterans should provide an academic transcript from the Community College of the Air Force.

STUDENT RECORDS

(Access to and Confidentiality)

Under the Family Rights and Privacy Act of 1974 (FERPA) New Mexico Highlands University Students have the following rights in regards to your educational records:

1. The right to inspect and review their education records within a reasonable time, not to exceed 45 days, upon making an official request and obtaining an appointment to do so.
2. The student may challenge inaccuracies or misleading statements contained in their educational records. Challenges must be made in writing and forwarded to the registrar.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes exceptions without consent. Exceptions are school official with a legitimate educational interest, compliance with judicial order or lawfully issued subpoena, officials for audit or evaluation purposes, in an emergency involving the health or safety of a student or other person and directory information.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Complaints may be forwarded to:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave, SW

Washington, DC 20202-4605

Directory information at New Mexico Highlands is student's name, address information, e-mail address, telephone listing, field of study, class standing, dates of attendance, honors and degrees awarded, full-time or part-time status, date and place of birth, home town, previous school attended, participation in officially recognized activities and sports, and height and weight of athletic team mem-

bers. Directory information may be published or released unless the student has requested in writing that directory information be withheld. Written requests from student to have directory information withheld must be forwarded to the registrar's office by the last day of registration and will be maintained for the remainder of the academic year.

Social Security Number

Social security numbers are collected from prospective students for administrative coordination and record identification purposes only. The social security number is a confidential record and is maintained as such by the university in accordance with the Family Educational Rights and Privacy Act (FERPA).

Change of Name

Students who need to process a change of name for their academic records must bring appropriate documentation (at least two types of identification showing the new name) to the Office of the Registrar. Examples of such documentation include marriage certificate, birth certificate or court order for legal name change. For more information, call the Office of the Registrar, 505.454.3233.

Transcripts

The Office of the Registrar issues both official and unofficial copies of NMHU student academic transcripts. Any student may request a transcript of his/her academic record, and it will be issued in accordance with the student's wishes and is subject to all transcript policies. A fee is charged for all transcripts; however, an enrolled student is entitled to one free unofficial transcript per semester. The cost for each transcript is \$2.00 for standard mail, and \$5.00 for a fax, to be paid in advance.

To request a transcript, send a letter to Student Records, NMHU Office of the Registrar, Box 9000, Las Vegas, NM 87701, or fax a

signed request to 505.454.3552. Include name (and other names that may appear on school records), Social Security Number/Student ID number, date of birth, approximate first semester attended, complete address where to send transcript, current address and current phone number. The student's signature is required to authorize the transcript's release. Students may also request an official transcript online through our secure website, www.nmhu.edu. For specific policies and procedures associated with requesting transcripts, contact Student Records in the Office of the Registrar at 505.454.3455.

Transcripts from other institutions sent to NMHU for purposes of university admission are not copied or returned to the student.

Transcript Holds

Transcripts will not be released to the student or to any other person or institution until all the student's outstanding obligations to the university have been paid or satisfactory arrangements have been made. These obligations include, but are not limited to loans, such as the New Mexico Student Loan Program, tuition and fees, and other charges. All financial arrangements are handled in the Business Office, not the Student Records Office.

Right to Petition for Hardship

Students are entitled to petition for relief of an unfair academic hardship brought about by any regulation of the university, when warranted by special circumstances.

There is a two year statute of limitation, academic petitions received after a two year period will be forwarded to the Vice-President of Academic Affairs for consideration.

Academic Petitions Procedures

1. Student must submit academic petition to the Office of Academic Affairs. All petitions must be typed.

2. The Office of Academic Affairs is responsible for obtaining all needed signatures, such as the Department Chair and Dean/Director signatures.

3. Petitions are sent via university mail by the Office of Academic Affairs to the members of the appropriate sub-committee of the Academic Affairs Committee:

a. All undergraduate petitions are sent to the members of the Undergraduate Sub-Committee.

b. All graduate petitions are sent to the members of the Graduate Sub-Committee.

4. Members of the sub-committee should respond in one week to the petition. The ballot and all materials must be sent back to the Office of Academic Affairs. The Provost is responsible for tallying the votes and informing the student of the decision of the committee.

5. If a student's appeal is denied, the student should be informed that they may make a personal appeal to the sub-committee. The student may bring witnesses to the hearing. No witnesses may speak, unless a member of the sub-committee asks them questions. At the hearing, the student will be asked to present evidence to support the petition.

a. It is the responsibility of the chair of the sub-committee to invite witnesses which may be needed to refute the academic petition.

In the case of a grade appeal, the instructor, department chair, and dean may be invited to the hearing by the sub-committee.

b. During the hearing, witnesses are heard by the sub-committee, one at a time. All witnesses should remain outside of the hearing until called.

6. After the presentations, the members of the subcommittee vote on accepting or denying the petition. This information must be sent to the Office of Academic Affairs. The Provost is responsible for informing the student of the decision by the committee. This is the last step of the petition process, as long as proper procedures have been followed.

7. The Full Committee of the Academic Affairs Committee will not hear academic petitions, unless a violation of procedures has occurred. In the case of procedural violations, the petitions should be brought to the Full Committee for consideration.

Catalog of Record

The student is responsible for knowing the rules and regulations concerning graduation requirements and for acquiring the courses necessary to meet them. For specific requirements, see appropriate discipline program requirements.

Graduation

Students must apply for graduation by filling out a form available in the registrar's office. A one-time, non-refundable graduation fee is charged for each degree. Graduation is subject to completion of all requirements, and students are reminded of the importance of the final degree check.

Commencement

To participate in the commencement ceremony, a student must be eligible to complete all degree requirements at the end of the spring semester or summer term.

Posting of the Degree

The degree earned will be recorded on the student's transcript at the end of the semester during which all requirements are completed, after the grades have been received by the Registrar.

GRADUATE POLICIES AND DEGREE REQUIREMENTS

Graduate programs are administered by the offices of the Deans, through the Office of Graduate Studies.

Graduate students will find program requirements for each graduate degree under

the appropriate college/school listings in this catalog. Considerations from those sections and from the university's general academic regulations, together with these regulations and requirements, should be followed carefully.

Graduate courses are offered in some disciplines, which do not offer a degree, that may be used for certification requirements or simply to increase knowledge in a particular subject.

It is the responsibility of each student to know and to meet the various deadlines and requirements.

Graduate Degree Programs

Graduate degrees offered at the university are the Master of Arts, Master of Science, Master of Social Work, and Master of Business Administration. Specific program descriptions and course listings are given in the section "Academic Programs and Courses."

Performance of Graduate Students Probation/Suspension

Graduate students must maintain high quality in their course work. Students must have a grade point average of at least 3.0 in the graduate courses listed on the program of study to receive a master's degree. Failure to maintain a satisfactory average will result in probation or suspension. No course in which a grade below "C" is earned will be given graduate credit, but it will be counted in determining the grade point average.

Any student whose grade point average in graduate work falls below 3.0 in any semester will be placed on probation. Other conditions for probation may be established. Any student whose cumulative grade point average falls below 2.4 may be suspended. A student on graduate academic probation for two consecutive semesters may be suspended. Other conditions for suspension may be established. After one year, suspended graduate students may

apply to the Academic Affairs Committee for readmission.

Approved Program of Study

An approved program of study must be filed during the first semester in which a student is enrolled in regular status. (A sample approved Recommended Curriculum or Plan of Study may be available from the appropriate college/school and/or department.) A student will not be considered a candidate for a degree until the program of study has been submitted and formally approved. The program of study, signed by the student, the advisor, the appropriate graduate program coordinator/dean, and the chief academic officer must include the following:

- A total of at least 32 semester credits of 500- or 600-level courses of which at least 15 credits are at the 600 level. None of the course work may have been used for another degree, except for dual masters programs, nor may a 500-level course be used for credit if the 400-level counterpart has been used for a bachelor's degree. A course already taken may not be retaken for credit merely because the course number, title, level, instructor, textbook, or offering has changed. A course already taken may not be repeated as independent study.
- No more than one quarter of the total credits in the student's approved graduate program may be in thesis or field project, independent research, independent study, directed study, or any combination thereof.
- Failure to file a proposed program of study during the first term may result in a delay of registration in the next term.

The following policies apply to transfer, workshop, and institute credits:

- A student may transfer up to six semester credits from another accredited institution, provided that the hours were earned at

that institution with "B" or higher grades, they were not used for another degree, were completed within the specified time limitations, and were earned in courses acceptable for a graduate degree at the institution where they were earned.

- Acceptability of transfer credits will be determined by the appropriate discipline, the concerned dean, and the chief academic officer. The request for transfer of credit must be submitted on a special application provided for this purpose (in addition to listing the hours on the program of study). These transfer credits will not be used in computing grade point averages to determine probation or eligibility for assistantships and graduation.
- The final eight semester credits (not including independent study or research) will be in courses offered in residence by New Mexico Highlands University.
- No workshops or institute credits may be used toward a master's degree. (They may be used for teacher licensure or endorsements.)

Upon approval of the program of study, the graduate student will be admitted to candidacy. Notification of the approval will be sent to the student, along with a list of courses and requirements to be completed before the degree can be awarded. These requirements may be altered with the formal approval of the student, the advisor, the concerned dean, and the chief academic officer.

Time Limitations

All work applied to a graduate degree must be completed within five calendar years from the end of the semester in which the program was begun. Work accepted for transfer from other institutions must have been completed within this same time period.

Students who, for reasons beyond their control, are unable to complete the work within

the prescribed time may petition the Academic Affairs Committee for an extension of one year, giving good and valid reasons for the delay. The discipline and the dean concerned should be requested to make a recommendation as to the currentness of the course content in question. If approved, the student will be required to update the work by assigned readings and possibly by the preparation of a paper for each outdated course.

Any additional extension of time will require a testing-out examination on all outdated work as stated in the Testing-Out of Classes by

Special Examination section of this catalog or retaking the outdated classes.

If a student, whose course work exceeds six years, remains continuously enrolled for one hour of Thesis, Field Project, or designated exit document class, will not be required to pay the test-out fee to establish currency.

The process of testing for currency will be the same as that for courses that are over five years, but less than six years old. If the student breaks the cycle of enrollment, then the fee requirement to test current will become effective immediately.

If all course work, except for Thesis, Field Project, etc., is over six years old, the program may develop a comprehensive examination instead of a per-course exam to test the student. The fee for this examination will not exceed \$1,200.

Graduate Oral Examination

The master's degree will be awarded at the first commencement following the satisfactory completion of an approved program of study and an oral comprehensive examination. Requests for the oral examination shall be made on the form available in the Office of Graduate Studies. Requests should not be submitted to

the Office of Graduate Studies until the time, date, and examining committee members have been established. **Requests must be received two weeks prior to the scheduled date of examination.**

To be acceptable, a comprehensive examination must be conducted by a committee of at least three members, two of whom must represent the field of the student's program or concentration area and one from a different content discipline. The committee must be chaired by a member of the graduate faculty, and a fourth member may be a person with expertise in the student's field but does not need to be a member of the faculty. The fourth (optional) member will be a voting member. If a student's chairperson retires before the student has defended his/her thesis, the retired faculty member may continue to serve as the chairperson for up to 12 months after the official date of retirement.

The comprehensive exam should: 1) test the candidate's ability to integrate and present knowledge from a broad field of study; 2) include a defense of the thesis, field project, or publishable papers; and 3) be of sufficient duration to permit coverage of the field in substantial depth.

The committee conducting the oral examination may pass the candidate, fail the candidate, or require that the candidate give further evidence of preparation by taking a written or oral examination on all or any part of the matter covered.

Oral examinations may be held in the last semester in which course work is taken. All "Incompletes" for courses in the candidate's program of study must be eliminated before an oral examination is scheduled.

At the conclusion of the examination, each member of the approved committee, including the chair, will cast one vote on the candidate's performance. The committee's

ruling will be determined by a majority vote. In the event of a tie, the candidate will have neither passed nor failed, and a second examination will be scheduled.

Students should make an appointment with the registrar for a degree check prior to the start of the semester in which they expect to complete the requirements for the degree.

Only under exceptional circumstances, and with approval of the Academic Affairs Committee, or the chief academic officer may an off-campus oral examination be administered.

Thesis, Field Project, and Professional Paper

The thesis, field project, or professional paper is to be presented in proper form to the appropriate office before the end of the semester in which the degree is to be awarded. A fee of \$13.00 is charged for the library binding. (See the Thesis Information Sheet available at the library or at the Office of Graduate Studies.)

A committee of at least three members, must read and approve the thesis, field project, or professional paper before it will be accepted. The committee is the same as the oral examination committee.

The thesis, field project, or professional paper is to be defended in the oral examination. A draft of the paper(s) must be in the hands of the committee members at least one week before the oral examination. The student must acquire the signature of the chief academic officer before submitting the thesis or publishable papers to the library. The field project must acquire the signature of the appropriate dean. The field project or professional paper must meet the same internal review expected of thesis.

The thesis, field project, or professional paper is to be a report of an independent and original investigation done under the supervision of a member of the graduate

faculty with the advice and cooperation of the committee members and other graduate faculty. It is expected that editorial advice will be given to the student by the graduate faculty supervisor and committee members and that the student will rewrite the paper until it is worthy of being a part of the permanent library collection.

The usual letter grades are not given for Thesis (699) or Field Project (697). A completed thesis or field project will receive either an "S" (satisfactory) or an "F" (fail). Students who do not complete a thesis or field project during the semester for which they register will be given the grade of "PR" (progress) or "NP" (no progress). "PR" grades will be changed to "S" upon successful completion of the thesis or field project.

Until the program is completed, students are to enroll for at least one credit hour of thesis, field project, or designated course in each semester in which work on the program is performed.

A professional paper must conform to the manuscript style and format dictated by the appropriate discipline. Content of the paper will be evaluated by the chair and other members of the student's oral examination committee. The student will have met the professional paper option upon completion of the internal review process. Binding and acceptance of the papers may occur after approval by the dean and the chief academic officer.

At the end of the five-year limitation allowed by university policy for completion of a master's degree, the student's graduate program, including thesis or field project work, will be automatically terminated unless an extension has been approved by the Academic Affairs Committee.

Independent Study, Independent Research, and Directed Study

Special course designations are used to allow credit for independent study, independent research, and directed study.

The content of independent study or research may not be the same as the content of regularly offered courses. Included in such work must be an examination of primary sources to the greatest extent possible, the conducting of original experiments where appropriate, the creation of original artistic works when appropriate, and the presentation of results and conclusions in a scholarly fashion.

Secondary sources, textbooks, and reference works should not be the sole basis for the project. The results or conclusions may be presented orally in a seminar situation, by performance or exhibit, or in a written paper.

Students will not be permitted to register for independent study or research courses until they have had adequate preparation in the particular area to be studied. A student planning to register in either independent study or research should consult with the prospective faculty supervisor well in advance of registration in order to delineate the problem to be covered. The supervisor and student should work together, especially in the planning stages, so that the design of the problem is within the time and credit limitations. For each semester hour of credit, the student should expect to spend at least four hours of work per week. The supervisor and student should schedule regular appointments, preferably once a week, with each student.

The student must present to the supervisor an outline of the independent study or research problem, together with a description of methods and literature sources. This report must be sent to the concerned dean for approval and transmission to the registrar

through the Office of Graduate Studies before the student may register for such a class. The project should be given a short title that can be entered on the transcript when the grade is given.

No more than one quarter of the total credits in the student's approved graduate program may be in thesis or field project, independent study, independent research, directed study, or any combination thereof.

New Mexico Highlands University reserves the right to change its instructional programs at any time. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and New Mexico Highlands University.

REGISTRATION

Registrar's Office
Rodgers Administration Bldg,
Room 201
Las Vegas, NM 87701
505.454.3233
FAX: 505.454.3552

E-mail: registrar@nmhu.edu

Registration Periods

Registration periods are announced for the fall and spring semesters and the summer session each year. The specific dates, locations, and procedures are stated in the schedule of classes for each semester or session. The schedule of classes may be obtained from the Office of the Registrar or the web site: www.nmhu.edu. Students should receive academic advising before signing up for classes.

Continuous registration process begins on the date noted in the schedule of classes and continues through the Friday before late registration.

Internet registration is available through a secure area on the web at www.nmhu.edu. For additional information or assistance, call 505.454.3438.

Late registration extends from the first day of classes through the Monday of the second week of classes in the fall or spring semester and the first week of classes in summer sessions. During late registration, the selection of classes may be limited, because many classes will already be closed. For specific semester dates, refer to the appropriate schedule of classes.

Registration for Graduate Courses

All students registering for graduate work must hold advanced-standing, provisional, regular, or non-degree graduate student status. A regular, provisional, or advanced-standing graduate student is classified as holding degree-seeking status.

Each student's selection of courses is subject to approval by the assigned academic advisor and the dean in the student's major field. Requests for any exceptions to university academic regulations are then reviewed by the Office of Graduate Studies for compliance with general university requirements. Students' course selections are subject to review, and a student may be withdrawn from a class if enrollment in it violates an academic regulation of the university (such as those regulating course levels and maximum loads).

Nine graduate hours of credit constitute a full load for graduate students, the maximum load per semester for full-time graduate students is 16 semester hours. For students with full graduate assistantships, the maximum load is 12 hours. A maximum of six hours is recommended for persons in full-time employment. Overloads will be allowed only in exceptional cases of demonstrated superior performance and must be approved by the advisor or dean and by the chief academic officer. An absolute maximum course load is 20 hours of credit in a semester.

A full-time graduate student is advised against employment for more than 20 hours per week, including graduate assistantship service requirements.

Graduate students may register for no more than nine semester hours of credit during the summer session, the recommended maximum load is six semester credits. Summer session students with six or more credits are identified as full-time students.

Students may not enroll in graduate courses in deficiency areas until appropriate prerequisites are completed. If a recommended prerequisite is at the 400-500 levels, the student may be permitted to take the 500-level offering, but the course will be required in addition to

the minimum 32 credit hours needed for the master's degree.

Course Numbers and Levels Graduate Division

Courses numbered from 500 through 599 are for graduate students, although undergraduate students may be enrolled in the same course under a 400 number. In this case, the graduate students in 500-level courses will be required to demonstrate graduate level proficiency in the work. Courses numbered 600 or above are only for graduate students.

Auditing a Class or Classes

Auditing students attend a class but do not receive credit for it. Audited classes do not count toward any graduation requirements of the university and are recorded with an "AU" on the student's transcript, subject to attendance at a minimum of 70 percent of the scheduled class sessions.

Students who wish to audit must request this status at the time of registering for the class or through an official change to the approved schedule of classes. Changes from audit to credit or credit to audit may only be made during the first eight weeks of a semester or the first four weeks of a summer session, with instructor approval. Any changes made after the deadline will require approval from the chief academic officer. The deadline for changing the credit/audit status of courses is stated in the schedule of classes for each term.

Changes to the Approved Schedule of Classes

Changes to a student's approved schedule of classes may be made through the web or in the Office of the Registrar between 8 a.m. and 5 p.m. on weekdays. (Note: There is no \$2 charge for adding and withdrawing from classes through web procedures.) See the schedule of classes for additional information.

Adding and Dropping Classes

The first 6 days of the semester and the first week of a summer session constitute the late registration period. During this period, students may add classes to their schedule, either in substitution for a class or classes being dropped or as an increase in the number of classes. The total number of credits allowed is subject to limits stated elsewhere in this section.

During the first two weeks of the semester, students may drop classes. Tuition charges will be adjusted, and the course will not appear on the student's transcript.

After the late registration period, students may withdraw from classes but may no longer add new classes or substitute different classes. Withdrawal from classes is allowed through the tenth week of the semester. Refer to the schedule of classes for the last day to withdraw from summer term. The course(s) will remain on the student's transcript, recorded with a grade of "W". In addition, students will be required to pay tuition charges and fees on any classes in which they are enrolled after the end of the late registration period, even though they subsequently withdrew. (The late registration period is defined above.)

Any courses added to a student's original schedule of classes throughout the semester, may result in overload tuition charges.

Instructors do not drop or withdraw students from classes. It is the student's responsibility to do so. Students who wish to drop or withdraw from all their classes must complete the procedure for withdrawing from school. Students who remain enrolled in a class after the deadline to withdraw will receive a grade (other than a "W") in the class.

Withdrawing from School

If a student wishes to do a complete withdraw from school, the student must do so officially through the Office of the Registrar. (Students who find themselves unable to appear personally must contact the Registrar by phone or letter to request assistance in completing the process of withdrawing.) The last day to withdraw from classes is subject to change and is reflected in yearly academic calendars as well as published in the schedule of classes.

A schedule of deadlines for full or partial refund of tuition is published in each semester or summer term schedule of classes. The refund policy is stated under the section Special Policies Regarding Tuition and Fees in this catalog.

If withdrawal from school occurs within the late registration period, no courses will appear on the transcript for that term. If withdrawal occurs after the late registration period, grades of "W" are entered for the classes. Students who leave school without completing an official withdrawal from school will receive grades of "F" for that term. The last day to withdraw from school coincides with the last day to withdraw from class.

Academic Programs & Courses

The academic program at NMHU is administered through one college and three schools. Students and any others who need assistance or information about academic programs should contact the office of the dean of the appropriate academic unit. In this section of the catalog, the academic program is presented by discipline within each college/school. Program descriptions and instructional requirements are given for each discipline unit, followed by course listings.

Symbols and Abbreviations in Course Listings

Courses are listed by course number followed by course title. Courses offered concurrently at more than one level are listed with a split number (for example, 534-634).

The number in parentheses following the title indicates the number of credits for that course. When a range of credits is given, the specific number of credits within that range is determined either when the course is scheduled or, for variable-credit courses (identified as "VC"), when each student selects an individually approved number of credits. When no numbers follow this number, the course's contact hours per week match the number of course credit hours (with one hour comprising 50 minutes of meeting time).

When present, the figures following the number of credits indicate a number of contact hours per week different from the number of credit hours. The first number indicates lecture contact hours, and the second number indicates lab or studio contact hours; their sum equals the total contact time.

Any specific prerequisites or co-requisites are stated at the end of the course description. These are enforced by academic program advisors and by the faculty member teaching the course in question. In cases where specific course prerequisites are not stated, assumption of ability to perform at the appropriate level in that discipline is still made.

COLLEGE OF HUMANITIES AND FINE ARTS

Dr. Roy Lujan, Dean
Douglas Hall, Room 136
505.454.3080
FAX: 505.454.3389

Mission of the College of Humanities and Fine Arts

Description

The College of Humanities and Fine Arts includes undergraduate and graduate degree programs in the Departments of English and Philosophy, History and Political Science, Languages and Culture, and Visual and Performing Arts. The college faculty serve the University, its student body, and the community. By such service, faculty are instrumental in bringing positive change to the University, providing mentorship and sponsorship of student groups and organizations, and providing a voice to serve as a resource for producing resolutions to challenging issues. The college's commitment to learning is demonstrated by capable and informed graduates from varied ethnic backgrounds and world regions.

Mission

The mission of the College of Humanities and Fine Arts is to provide a high quality and challenging undergraduate and graduate educational experience which prepares students for succeeding in a complex and changing world. The college not only plays a significant role in providing instruction in core curriculum courses, but is also dedicated to serving and fulfilling the needs of its majors and minors while simultaneously recognizing the importance of preserving the Spanish language and Northern New Mexico's cultural heritage.

Goals

The goals of teaching in the college encompass not only imparting to students the knowledge, values, attitudes, and verbal and cognitive skills that comprise the basis of a liberal education, but also instilling in them the ability and desire to think and work independently and creatively; to appreciate the intrinsic rewards of learning; and to recognize the lifelong benefits of a commitment to truth and excellence.

The goals of research in the college are to explore and discover answers to perplexing and complex questions, remain current in scholarship, expand and enhance our intellectual base, serve as mentors for our students, and disseminate knowledge to colleagues, students, and the greater community.

DEPARTMENT OF ENGLISH AND PHILOSOPHY

Dr. Barbara Risch,
Department Chair
Douglas Hall, Room 141
505.454.3451

FAX: 505.454.3389

E-mail: barbararisch@nmhu.edu

Mission of the Department of English and Philosophy

The Department of English M.A. program offers advanced instruction in literature, linguistics, creative writing, and composition. It is designed to provide a strong foundation in advanced research methods for the study of English; a thorough background in the history and development of the English language; current theories in linguistics, literary criticism, and writing; and a variety of electives in the three emphasis areas.

The graduate program serves regional secondary school teachers, prospective community college teachers, students who plan to enter Ph.D. programs, and students who seek stronger credentials in English for careers in journalism, publication, and professional writing. Each year, graduate assistantships are awarded competitively to full-time students. Along with tutoring in the writing center. Graduate assistants undertake extensive teacher training in composition and gain considerable experience as composition instructors.

Faculty

Regina Briefs-Elgin (Composition, Creative Non-fiction)

Helen Blythe (18th-20th century British Literature)

Brandon Kempner (American Literature)

Daniel Martinez (Creative Writing Poetry, Chicano/a Literature)

Holly Middleton (Composition and Literacy Studies, Pedagogy)

Barbara Risch (English Linguistics, Writing Narrative)

Alice Lee Stauffer (Philosophy)

Eduardo Tafoya (Creative Writing-Fiction, New Testament)

Donna Woodford-Gormley (Early British Literature)

Resources and Facilities

English and Philosophy are located in Douglas Hall that houses classrooms, the Writing Center, the Language Learning Center, and offices for faculty and graduate assistants in the humanities.

The Department of English program provides the services of the Writing Center to students in all university courses as well as in English composition courses. The facility offers individual tutoring and small group work. Teaching assistants in the English M.A. program begin learning tutoring pedagogy while working at the Writing Center during their first semester.

The Department of English houses *Picayune Review*, a national humanities journal that publishes poetry, fiction, and essays in Spanish, Dine, and English. Graduate students earn practicum credit for their work in the production of the journal. The M.A. English program also sponsors a chapter of the international English honor society, Sigma Tau Delta.

Philosophy

Courses in aesthetics and cognitive science serve as electives in the English graduate program.

Master of Arts in English (M.A.)

Students should consult with the director of graduate studies in English prior to registration each term for advisement. During the first meeting, the director and student will develop a long-term plan for completing the program.

Required core:

Engl	502	Literary Theory (3)
Engl	541	Hist of the Engl Lang (3)
Engl	601	Res Meth in Engl (3)
Engl	699	Thesis (6)
Required course for teaching assistants:		
Engl	515	Meth of Tutoring & Teaching Writing (3)

Core Total: 15 credit hours

Students should take 9 hours of electives in their emphasis area and the remainder from any area. Please note that for Creative Writing Students, 3 of their 9 credits must be in ENGL 671. Electives may also include other faculty-approved courses.

Concentration in Literature

Choose seven courses from the following:

Engl	502	Literary Theory (3)
Engl	511	Major American Writers (3)
Engl	512	Major British Writers (3)
Engl	513	Major World Writers (3)
Engl	514	Literary Realism (3)
Engl	521	Chaucer (3)
Engl	522	Shakespeare (3)
Engl	523	Milton (3)
Engl	535	Selected Topic in Engl (3)
Engl	545	Cultural Criticism & Theory (3)
Engl	5/650	Seminar in Engl (1-4)
Engl	582	Lit of the SW (3)
Engl	591	Arthurian Lit (3)
Engl	610	Major Amer Poets (3)
Engl	636	Var of Romanticism (3)
Engl	641	Hist of Pop Lit (3)
Phil	540	Philosophy of Art & Aesthetics (3)

Concentration Total: 21 credit hours**Program Total: 36 credit hours****Concentration in Linguistics, Literacy, and Composition**

Choose seven courses from the following:

Anth	561	Comm & Culture (3)
------	-----	--------------------

MArt	518	Desktop Pub (3)
MArt	533	Feature Writing (3)
MArt	536	Scriptwriting (3)
MArt	545	Screenwriting (3)
Engl	500	Creative Writing: Exp Fiction (3)
Engl	501	Creative Writing: Adv Poetry (3)
Engl	515	Meth of Tutoring & Teaching Writing (3)
Engl	535	Selected Topic in English (3)
Engl	543	Sociolinguistics (3)
Engl	5/650	Seminar in Engl (1-4)
Engl	565	Non-Fiction Prose (3)
Engl	585	Stylistics (3)
Engl	651	Images & Words: Semiotics (3)
Engl	661	Literacy and Orality (3)
Engl	671	Creative Writing Workshop (3)
Phil	572	Cognitive Science (3)

Concentration Total: 21 credit hours**Program Total: 36 credit hours****Concentration in Creative Writing**

Students must take nine credits in creative writing courses, including at least three credits of Engl 671: Creative Writing Workshop. This course may be repeated with a change of content. Creative writers may choose an additional 12 credits of electives from either of the first two emphasis areas.

Concentration Total: 21 credit hours**Program Total: 36 credit hours****Examinations**

All students must pass a written qualifying examination based on a reading list approved by the thesis committee, director of graduate studies and department chair.

Language Requirement

In addition to the 36 credits required for the M.A., students must demonstrate reading knowledge of a language other than English. The language requirement may be fulfilled by:

(1) completing the final course of a four-semester undergraduate sequence in a language with a grade of “B”; (2) completing a 300- or 400- level course with a grade of “B”; (3) passing the Princeton language test; or (4) passing a comparable test administered by the Department of Humanities.

Courses in English (Engl)

500. Creative Writing:

Experimental Fiction (3)

Advanced fiction writing with an emphasis on experimental techniques, styles, and approaches, including stream-of-consciousness and fictive-autobiography. The reading component of this course will include theoretical and creative texts.

501. Creative Writing: Advanced Poetry (3)

A writing workshop for experienced poets. Students will write original poems and read 20th century poetry and poetics from the United States and around the world. Prerequisite: Permission of the instructor after review of a writing sample.

502. Literary Theory (3)

Theories of literature from Plato to the present. Application of these theories to various works, ancient and modern.

511. Major American Writers (3)

In-depth study of a major author or authors, school, genre, tradition in American literature. Possible topics: literature of the American West; American Modernism; American poetry. May be repeated with change of content.

512. Major British Writers (3)

In-depth study of a major author or authors, school, genre, or tradition of British literature. Possible topics: Byron and the “Satanic School,” The British Moderns (Lawrence, Woolf, Joyce). May be repeated with change of content.

513. Major World Writers (3)

In-depth study of a major author or authors, school, genre, or tradition of world literature, generally excluding British and American

works. Possible topics: Kafka and the Kafkaesque, ancient erotic literature, post-colonial African fiction, the epic, Eastern spiritual classics. May be repeated with change of content.

514. Literary Realism (3)

Covers the international development of the theory and practice of the realist novel.

515. Methods of Tutoring and Teaching Writing (3)

This course will prepare students to tutor and teach basic readers and writers (college-level). Students will study composition theory and develop a course syllabus and materials for teaching a writing class. Students will also tutor college writers as part of their course work.

521. Chaucer (3)

Intensive study of The Canterbury Tales and selected minor works.

522. Shakespeare (3)

Intensive study of a group of Shakespeare’s plays, such as comedies, tragedies, Greek plays, English history plays, or late romances. May be repeated with a change of content.

523. Milton (3)

Intensive study of Paradise Lost and selected minor works.

534-634. Practicum (1 – 4 VC)

Students gain practical knowledge through internships in such areas as tutoring, editing, public relations, and feature writing.

535. Selected Topic in English (1 – 4 VC)

Course in a topic or topics in English. May be repeated with change in content.

541. History of the English Language (3)

Investigation of the origin of modern English, with a study of the evolution of English sounds, inflections, vocabulary, and syntax, from earliest times to the present.

542. Contemporary English Linguistics (3)

An examination of the structures, processes, and functions of elements of the English language, with particular attention to their description in the theories of cognitive grammar.

543. Sociolinguistics (3)

A study of dialects, bilingualism, multilingual-

ism, speech communities, and regional and social variations as they relate to linguistic variables. Course includes methodological concern and relationships between Sociolinguistics and related disciplines.

545. Cultural Criticism and Theory (3)

A survey of advanced cultural criticism from the Birmingham School and its contemporary derivatives. Authors to be studied include Foucault, Hall, Hebdige, and Barthes. Emphasis will be on the study of contemporary culture from a theoretical perspective.

550-650. Seminar in English (1 – 4 VC)

Seminar course in a topic or topics in English.

563. Rhetoric and Reality (3)

Survey of rhetoric and rhetorical theory from classical Greece to the 20th century.

564. Women and Rhetoric (3)

An overview of women's writings within the masculine rhetorical tradition, in addition to historically feminine rhetoric and the new feminist rhetoric.

565. Non-Fiction Prose (3)

An introduction to the reading, analysis, and writing of non-fiction works such as biography, political prose, propaganda, history and the essay. Emphasis on critical reading and thinking, interpretative skills, and writing non-fiction forms. The reading component of this course will include theoretical and creative texts.

582. Literature of the Southwest (3)

An examination of the tri-cultural literary heritage of the southwestern United States. Readings include journals and diaries of the Territorial Period, as well as imaginative works by novelists of the Southwest. Emphasis is placed on cultural traditions that shaped the literature.

585. Stylistics (3)

An examination of linguistic principles, specifically as they apply to the analysis of written texts. Students will learn to make the kind of textual observations needed to reveal stylistic traits and tendencies in the language

of literature.

590 – 690. Independent Study (1 – 4 VC)

Independent study of selected author(s) or topic(s) arranged with an instructor. Prerequisite: Permission of instructor.

591. Arthurian Literature (3)

Literature generated by the legends of King Arthur and his court, studied in a variety of European texts from the Middle Ages.

592. Independent Research (1 – 4 VC)

Independent directed research project arranged with an instructor. Prerequisite: Permission of instructor.

601. Research Methods in English (3)

Methods, sources, and tools of research for linguistics, composition, and literature.

602. Theories in Writing (3)

A comprehensive background of the development of writing programs, theory, and research in American education. Attention to the writing process, as well as genres of both academic and non-academic settings.

603. Contemporary Literary Theories (3)

An in-depth study of a topic or combination of related topics involving current trends in literary theory. Varying subtitles for the course might include literary canon formation, deconstructionism, feminist theory, new historicism, psychoanalytic theory, Marxist theory, reader-response criticism, comparative literature. May be repeated with a change in topic.

610. Major American Poets (3)

Intensive reading and study of four important American poets of the 20th century. Different poets will be featured each time the course is offered. Class discussion of the poets and their work will be the focus of the course.

636. Varieties of Romanticism (3)

A consideration of the varieties of Romanticism across time and cultures: contextualization of the British Romantic experience against the background of developments in Germany and France, and examination of the heritage of Romanticism in all its postmodern vitality.

641. The History of Popular Literature (3)

A survey of the development of popular literature, from the “street literature” that emerged in the decades immediately following the invention of movable type, to the genre fiction of today. Readings will include popular literary works in a variety of genres (romance, horror, thrillers).

651. Images and Words: Semiotics (3)

A semiotic approach to the study of meaning. Various sign systems, as expressed in the visual and verbal representations of cultural practice, myth, and literature will be examined.

661. Literacy and Orality (3)

A survey of the development of alphabetic writing in the West. Issues covered include writing and cognitive development, conflicting definitions of literacy, politics of literacy, and literacy education.

671. Creative Writing Workshop (3)

An advanced workshop in the writing of fiction, poetry, or drama. Students will read works in the genre, and theories of the genre, and produce a portfolio of original works. The reading component of this course will include theoretical and creative texts.

699. Thesis (1 – 6 VC)

Individual research and writing in preparation of the graduate thesis. After enrolling for the thesis, students must continue to enroll for at least one credit hour of thesis each semester until the thesis is completed. Prerequisite: Permission of instructor.

Courses in Philosophy (Phil)**500. Major Philosophers (3)**

Study of a major philosopher’s work. Examples of possible offerings are the Pre-Socratics, Socrates and Plato, Aristotle, Augustine, Aquinas, Descartes, Spinoza, Locke, Hume, Kant, Hegel, Schopenhauer, Nietzsche, Bergson, Kierkegaard, Heidegger, Sartre, Huserl, Wittgenstein, Merleau-Ponty, and others. May be repeated with change of content.

505. Major Philosophical Movements (3)

Study of a major philosophical movement or philosophy. Examples of possible offerings are analytic philosophy, phenomenology, process philosophy, logical positivism, ethics, epistemology, and the philosophy of negation. May be repeated with change of content.

525. Reasoning Skills for the Schools (3)

A general introduction to the basic skills involved in reasoning and critical thinking, and how they may be incorporated into the curricula of the schools.

530. Scientific Reasoning (3)

An examination of the general structure of scientific reasoning, including the logic of discovery, explanation, theory building, and decision-making.

535. Selected Topic in Philosophy (1 – 4 VC)

Course in a topic or topics in philosophy. May be repeated with change of content.

540. Philosophy of Art and Aesthetics (3)

Advanced study of the theoretical grounds for various philosophic theories of art, and their consequences for the world of art and art criticism.

550. Seminar in Philosophy (1 – 4 VC)

Seminar course in topic or topics in philosophy.

572. Cognitive Science (3)

An interdisciplinary investigation of the foundations of human knowledge, representation and understanding, the functioning of the human brain, and how these impact on recent computer technologies. Cross-listed as: Psy 572 and CS 572.

584. Philosophy of History (3)

A chronological survey of the development of the concept of history and its philosophical foundations. Cross-listed as: Hist 584.

590. Independent Study (1 – 4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of the instructor.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Dr. Peter Linder
Department Chair,
Douglas Hall, Room 241
505.454.3423
FAX: 505.454.3389

E-mail: linderpeter@nmhu.edu

Mission of the Department of History and Political Science

History and Political Science forms an academic unit serving the undergraduate and graduate student body with a wide range of courses and possibilities for study. Historical and political understanding and awareness are perceived as one of the chief attributes of a functional and involved citizen of the United States. It is the mission of this program to provide services that will contribute to this goal, train graduates to work in appropriate fields utilizing historical and political skills and knowledge.

Faculty

Tom Corbin (Political Science)
 Peter Linder (History)
 Roy Lujan (History, Political Science)
 Abbas Manafy (Political Science)
 Kristie Ross (History)
 Steven J. Williams (History)

Resources and Facilities

History and Political Science are located in Douglas Hall, a newly-renovated building that houses classrooms, the Writing Center, the Language Learning Center, and offices for faculty and graduate assistants in the humanities.

History

Historians investigate the past so that they can understand the present – “how we came to be, where we are, and what we are.” The word “history” derives from the Greek word for “inquiry” or “to know.” Historians, broadly speaking, are interested in the social,

political, economic, and religious daily affairs of all people. Their methods range from interviewing eyewitnesses of recent events, to researching old diaries and letters in public or private documents and records, to compiling computer-generated data on people and their activities. The history faculty at NMHU encourage students to make connections between their own lives and times and the past.

Students of history may seek careers in teaching or other professions, and many will continue for an advanced degree or enter law school. Professional applications of history and social science include a variety of careers in public affairs, business, and the private sector, where research, communication, and other liberal arts skills are valued. Some history students obtain positions in museums or archives, or in historical research and preservation for private and public institutions.

Political Science

Aristotle characterized politics as the “queen of the sciences.” Political Science is, in one sense, an ancient discipline and, in another sense, one of the most recently developed social sciences. The origins of the study of politics reach back to the beginnings of human society, for people have always made observations about the nature of their government. It is also true that political science, as it is taught today, is a very new discipline, as current scholars have attempted to move from observations about politics to scientific observations about politics. Political science, in the broadest sense, is the study of governments, governing procedures, and political processes. The political science faculty encourage students to make connections between the theoretical (or textbook) study of government/politics, and how government affects their lives in contemporary times. NMHU enables a special focus on the Southwest and minority political studies.

Students in political science may seek careers in government, teaching, or private industry. The political science major serves as excellent preparation for law school or other academic pursuits such as graduate study. It provides pre-professional training for governmental or public sector positions involving policy-making or administration. Representative employers include government agencies at the national, state or local levels, non-profit organizations, corporations and research institutions.

Master of Arts in Public Affairs (M.A.)

The Master of Arts in Public Affairs combines studies in sociology, political science, economics, anthropology, literature, and history with an interdisciplinary emphasis. The program gives a comprehensive understanding of the social and cultural environment of the public and private spheres through a core curriculum taken by all students in political theory, classical social theory and historical thought, human culture, and economic theory.

Students then select courses from one of the following concentration fields: history, political and governmental process, and historical and cross-cultural perspectives. Each student receives training in appropriate research methodologies, and completes a thesis or two professional papers.

This program will prepare students for doctoral studies and may provide enrichment for professionals in public careers such as law, politics, or government service. The program also provides advanced preparation for teachers. The interdisciplinary nature of the program is well suited to such purposes. It combines theory and practice in the following areas: historical and cross-cultural analysis; archival research; personal and participant observation, interview, and survey techniques; statistical analysis,

model building, and simulation as applied to the analysis of social and cultural trends; political and economic policy at local, regional, national, and international levels; and organizational and institutional processes.

The program's geographic location in a multi-ethnic region of the Southwest brings unique perspectives. Field and practicum experiences are available to capitalize on the region's rich social, cultural, and institutional resources. The program's faculty – from sociology, anthropology, history, political science, economics, and literature – are engaged in many kinds of research, with special interests in regional and cultural dimensions.

The program is administered by and through the discipline of History and Political Science. The course listings for this program may be found among the separate discipline listings for anthropology, history, political science, sociology, and Spanish.

Required core:

Choose 12 to 15 credits from the following:

Anth	650	Sem: Concepts of Human Culture (3)
Hist	615	Cont Hist Thought (3)
PolS	563	Political Economy (3)
PolS	654	Sem: The State (3)
Soc	539	Classical Social Theories (3)

Core Total: 12 – 15 credit hours

Choose concentrations from:

History

Political & Governmental Processes

Historical & Cross-Cultural Perspectives

Elective substitutions in the following concentration areas may be made with faculty and discipline approval in the concentration area.

Concentration in History**Requirement (to be taken as part of the core):**

Hist 615 Contemporary Historical Thought (3)

Complete 12 credits from the following:

Hist 501 The Chicano Exper (3)
 Hist 503 Chicano Leadership (3)
 Hist 506 North Amer Frontiers(3)
 Hist 511 Women in the US (3)
 Hist 512 Civil War & Reconstruc-
 tion (3)
 Hist 513 The US Since WW II (3)
 Hist 514 The American Pres (3)
 Hist 535 Selected Topics in Hist (3)
 Hist 552 New Mexico History (3)
 Hist 553 Hist of the Southwest (3)
 Hist 605 The Trans-Mississippi-
 West (3)
 Hist 618 The Southwest (3)
 Hist 619 NM Since Statehood (3)
 Hist 640 Mexico (3)

Concentration Total: 12 credit hours**Research Requirement: 3 credit hours**

Hist 620 Research Methods in History (3)

Complete 9 credits in Thesis.*

*Nine additional hours of coursework and two professional papers may be substituted for the nine hour thesis requirement in this concentration, subject to approval by the student's advisor and the chair of the Department of History and Political Science.

Program Total: 36 credit hours**Concentration in Political and Governmental Processes****Complete 12 to 15 credits from the following:**

PolS 510 American Const (3)
 PolS 515 Govt & Bus (3)
 PolS 517 Legis Process (3)
 PolS 518 Admin Law & Proc (3)
 PolS 519 Public Admin (3)
 PolS 546 Govt & Politics in

Latin Amer (3)

PolS 551 Sem: New Mexico Govt & Politics (3)
 PolS 553 IR, Human Rights & Int'l Law (3)
 PolS 558 Pol Theory & Phil (3)
 PolS 560 The Amer & Russian Systems (3)
 PolS 563 Political Econ (3)
 PolS 611 Sem: SW Politics (3)
 PolS 614 Sem: Public Policies (3)

Concentration Total: 12-15 credit hours**Concentration in Historical and Cross-Cultural Perspectives****Complete 12 to 15 credits from the following:**

Anth 525 Cont Latin American Sociocultural Sys (3)
 Anth 561 Comm and Culture (3)
 Anth 573 Women, Men, & Cult (3)
 Anth 611 Dynamics & Chg (3)
 Hist 513 US Since WW II (3)
 Hist 514 Amer Presidency (3)
 Hist 640 Seminar: Mexico (3)
 Hist 650 Sem: The US (3)
 Span 503 Latin American Lit: Short Story (3)
 Span 504 Latin American Lit: Novel (3)
 Span 531 Spain: Civilization & Cult (3)
 Span 532 Latin America: Civilization & Cult (3)
 Span 533 NM & SW: Civilization & Cult (3)
 Span 650 Sem: Spanish SW (3)

Concentration Total: 12-15 credit hours**Research Requirement: 3**

Hist 620 Res Meth in Hist & Pol Sci (3)

Complete six credits in Thesis, in the discipline of the concentration.*

* Six additional hours of coursework and two professional papers may be substituted for the

six-hour thesis requirement, subject to approval by the student's advisor and committee, and the chair of the Department of Humanities.

Program Total: 36 credit hours

Master of Arts In Southwest Studies (M.A.)

The Master of Arts in Southwest Studies marshals interdisciplinary resources in the study of anthropology, history and political science, and Hispanic language and literature of the Southwest. Students complete a core of courses in Southwestern prehistory and history; social, political, and cultural dynamics, and contemporary writers. In addition, each student selects one of three specialized options: anthropology, with courses in fields such as human geography and Indians of the Southwest; history and political science, including courses in Chicano leadership, the American frontier, legislative process, and New Mexico since statehood; or Hispanic language and literature, including folklore studies, New Mexican and Southwestern Spanish language, and a comprehensive survey of Hispanic traditions. Instruction in appropriate research methodologies then prepares each student for the culminating experience of a thesis.

Because of its multi-ethnic composition, varied traditions, and rich history, the American Southwest lends itself to interesting and important studies. NMHU offers a breadth of faculty experience, well-equipped laboratories, linkages with such regional organizations as the Mexican-American Research Consortium in Higher Education (MARCHE), and opportunities for students to travel through a study-abroad program.

The program is administered by and through the discipline of History and Political Science. The course listings for this program may be found among the separate discipline listings for anthropology, history, political science, sociology, and Spanish.

Required core:

Choose 12 to 15 credits from the following list:

Anth	513	Archeology of SW (3)
Hist	618	Sem: The SW (3)
PolS	611	Sem: SW Politics (3)
Span	652	Sem: Cont Hisp Writers of the SW (3)
Soc	524	Soc & Cult Dyn of the Southwest (3)

OR

Anth	524	Soc & Cult Dyn of the Southwest (3)
------	-----	--

Core Total: 12 – 15 credit hours

**Concentration in History/
Political Science**

Complete 12 to 15 credits from the following list:

Hist	501	The Chicano Exp (3)
Hist	503	Chicano Ldrshp (3)
Hist	506	Nrth Amer Frntrs (3)
Hist	552	Sem: NM History (3)
Hist	553	Hist of the SW (3)
Hist	605	Sem: The Trans- Mississippi West (3)
Hist	619	Sem: NM Since Statehood (3)
Hist	640	Sem: Mexico (3)
PolS	517	The Legis Process (3)
PolS	614	Sem: Public Policies (3)

Concentration Total: 12-15

Requirement in Research: 3 credit hours

Hist	620	Res Meth in Hist & Pol Sci (3)
------	-----	-----------------------------------

Complete six credits in Thesis, in the discipline of the concentration.*

* Six additional hours of coursework and two professional papers may be substituted for the six-hour thesis requirement, subject to approval by the student's advisor and committee, and the chair of the Department of Humanities.

Program Total: 36 credit hours

Courses in History (Hist)

501. The Chicano Experience (3)

Major trends in the historical experience and development of Chicanos in American society.

503. Chicano Leadership (3)

A study of significant leaders among the Hispanic population in the Southwest during the Mexican territorial and early statehood periods.

506. North American Frontiers (3)

Patterns of settlement in North America, with emphasis on frontier experience in the United States.

511. Women in the United States (3)

A survey of the role of women in the history of the United States, including methodological and conceptual developments.

512. The Civil War and Reconstruction (3)

The Old South, secession, civil conflict, Radical Reconstruction.

513. The United States Since World War II (3)

American society and foreign policy from Pearl Harbor to the present.

514. The American Presidency (3)

The history, institution, and powers of the chief executive of the United States.

535 – 635. Selected Topic in History (1 – 4 VC)

Course in a topic or topics in history; may be repeated with change of content.

550 – 650. Seminar in History (1 – 4 VC)

Seminar course in a topic or topics in history.

552. Seminar: New Mexico History (3)

Seminar course in a topic or topics in New Mexico history.

553. History of the Southwest (3)

An analysis of historic and contemporary issues confronting peoples of the Southwest.

590 – 690. Independent Study (1 – 4 VC)

Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor.

605. Seminar: The Trans-Mississippi West (3)

An analysis of the development of the western regions of the United States. May be taken twice for credit.

615. Seminar: Contemporary Historical Thought (3)

The development of the concept of history in the western world, with an emphasis on recent interpretations of historical theory.

618. Seminar: The Southwest (3)

Analysis and writing in Chicano, Anglo, and Indian history. May be taken twice for credit.

619. Seminar: New Mexico Since Statehood (3)

Research and writing on topics in New Mexico since 1912. May be taken twice for credit.

620. Research Methods in History and Political Science (3)

Historical method, including sources, criticism, tools, organization, form, and problems. Cross-listed as POLS 620.

640. Seminar: Mexico (3)

Research and writing on Mexican topics. May be taken twice for credit.

650. Seminar: Southwest History (3)

Seminar course in a topic or topics in Southwest history. May be taken twice for credit.

690. Independent Study (1 – 4 VC)

Research and writing on Mexican topics. May be taken twice for credit.

692. Independent Research (1 – 4 VC)

Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1 – 8 VC)

Individual research and writing in preparation for a graduate thesis. Prerequisite: Permission of instructor.

Courses in Political Science (PoIS)

502. Interests Groups (3)

The forms, tactics, and influence of interest groups, their role in a pluralistic society, and their importance in a democracy.

510. The American Constitution (3)

Origin and establishment of leading constitutional doctrines.

515. Government and Business (3)

Case study of United States government regulations of economic activity, with emphasis on the administrative process.

517. The Legislative Process (3)

The process of law-making in the United States, national and state; legislation drafting and legislative procedure.

518. Administrative Law and Procedure (3)

This course will help students become aware of administrative law and its relationship to public administrative programs. Administrative law concerns the powers and procedures of administrative agencies, particularly including the law governing judicial review of administrative action. Political science majors who endeavor to enter the public administration arena often will be involved in the administrative process, which is a complex of methods by which agencies carry out the tasks of adjudication, rule-making and related functions.

519. Public Administration (3)

Organization of the administrative structure, problems of internal management, personnel, fiscal management, forms of administrative action, and procedure.

533. Chinese Communist Government (3)

An analysis of the Chinese government with emphasis on the role of the Communist Party; relationship of policies to tradition and world affairs.

534. Practicum (1 – 4 VC)

Experiential study directed by an instructor. Prerequisite: Permission of instructor.

535 - 635. Selected Topic in Political Science (1 – 4 VC)

Course in a topic or topics in political science; may be repeated with change of content.

546 Government and Politics of Latin America

Analysis of political systems, contemporary mass movements, and inter-American relations.

550 – 650. Seminar in Political Science (1 – 4 VC)

Seminar course in a topic or topics in political science.

551. Seminar: New Mexico Government and Politics (3)

Structure, organization, function, and operation of New Mexico state and local government.

553. International Relations, Human Rights and International Law (3)

A theoretical and critical analysis of the meaning and relevancy of the IR politics and its collision with international law and human rights in the age of globalization. Prerequisite: PoIS 353, or permission of instructor.

558. Political Theory and Philosophy (3)

Leading political ideas of the western world.

560. The American and Russian Systems (3)

A comparative study of the American and Russian political institutions, cultures, and structures, including their underlying belief systems.

562. International Monetary Systems (3)

Examination of the national and international procedural rules which channel the behavior of governments and monetary authorities.

563. Political Economy (3)

The comparative study and analysis of the political economies of the major countries of the world, stressing the interdependence of the study of economics and politics.

611. Seminar: Southwest Politics (3)

Analysis and original research on southwest

politics, with emphasis on New Mexico and ethnic politics. May be taken twice for credit.

614. Seminar: Public Policies (3)

Past and present governmental attempts in the United States to deal with vital problems in such areas as education, health, poverty, and civil strife. May be taken twice for credit.

620. Research Methods in History and Political Science (3)

Research methods in political science, including sources, criticism, tools, organization, form, and problems. Cross-listed as: Hist 620.

654. Seminar: The State (3)

The essence, origin, justification, and functions of the nation state. May be taken twice for credit.

690. Independent Study (1 – 4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1 – 8 VC)

Individual research and writing in preparation for a graduate thesis. Prerequisite: Permission of instructor.

DEPARTMENT OF LANGUAGES AND CULTURE

Dr. Julia Grinstein
Department Chair
Douglas Hall, Room 237
505.426.2110
FAX: 505.454.3389
E-mail: jbgrinstein@nmhu.edu

Mission of the Department of Languages and Culture

The Department's mission is to provide quality education leading to intellectual growth and professional success. The program as a whole is committed to preserving, interpreting, and promoting the unique multicultural heritage of the region. Through its different concentrations, the graduate program in Language and Culture is committed to developing broadly literate students educated in analytical and critical thought, and promoting a wide understanding of the liberal arts. Because of its location and student population, NMHU recognizes the importance of Spanish language and culture in the local and global community.

Faculty

Julia Grinstein (Spanish Peninsular Literature)
 Brett Allen Rosenberg (Linguistics)
 Veronica Saunero-Ward (Latin-Amer Lit)
 Carmen Vidal-Lieberman (Span Peninsular Lit)

Resources and Facilities

Students of language at NMHU hear Spanish spoken in the community and on campus every day. The university's location in northern New Mexico, where 70 percent of the population is Hispanic, offers a richly varied setting for studies in local, regional, and international culture and languages. The program's Language Learning Center (LLC) is equipped with twenty-four student stations and an instructor station with a Smartboard; a large media collection of audiovisual programs and recordings is available to faculty and students. Thomas C. Donnelly Library

has more than 5,000 titles in Spanish culture and literature, with especially rich holdings in the Golden Age of Spanish literature. International studies are enhanced by the university's International Students' Club, and language students participate in an active Spanish Club.

Master of Arts in Southwest Studies (M.A.)

The Master of Arts in Southwest Studies marshals interdisciplinary resources in the fields of anthropology, history and political science, and Hispanic language and literature of the Southwest.

The Languages and Culture program offers advanced instruction in the Spanish language and in Hispanic literature and culture, including folklore studies, New Mexican and Southwestern Spanish language, and a comprehensive survey of Hispanic tradition.

While the curriculum emphasizes Hispanic civilization of the American Southwest, students may elect to develop their studies through courses in Spanish Peninsular and Latin American civilization.

Required core:

Choose 12 to 15 credits from the following:

Anth	513	Archeology of SW (3)
Hist	618	Sem: The SW (3)
PolS	611	Sem: SW Politics (3)
Span	652	Sem: Cont Hisp Writers of the SW (3)
Soc	524	Soc & Cult Dyn of the Southwest (3)

OR

Anth	524	Soc & Cult Dyn of the Southwest (3)
------	-----	--

Core Total: 12-15 credit hours

Elective substitutions in the following concentration area may be made with faculty and discipline approval in the concentration area. The course listings for this program may be found among the separate discipline listings for anthropology, history, political science, sociology, and Spanish.

Concentration in Hispanic Language & Literature

Required courses:

Choose 15 credits from the following:

Span	520	Chicano Short Story of the SW (3)
Span	531	Spain: Civil & Cult (3)
Span	532	Latin Amer: Civil & Cult (3)
Span	533	NM & SW Civil & Cult (3)
Span	536	Studies in Hisp Lit (3)
Span	546	NM during the 19th & 20th Centuries (3)
Span	558	Colonial Lit of the Americas (3)
Span	562	SW Folklore (3)
Span	567	Hist of Span Lang (3)
Span	570	Chicano Novel of the Southwest (3)
Span	575	Hisp Women Writings of U.S. in Translation (3)

Concentration Total: 15

Research Requirement: 3

Span	600	Rsrch Meth in Span/ Modern Lang (3)
------	-----	-------------------------------------

Complete six credits in Thesis in the discipline of the concentration.*

* Thesis, or two publishable papers, must be written in Spanish. Six additional hours of coursework and two publishable papers, may be substituted for the six-hour thesis requirement, subject to approval by the student's advisor and committee, and the chair of the Department of Humanities.

Program Total: 36 credit hours

Courses in Spanish (Span)

501. Spanish Literature: Aspects of the Short Story (3)

Traces the development of the short story from the Middle Ages, Renaissance, and Golden Age to the present.

502. Spanish Literature: Aspects of the Novel (3)

Traces the development of the novel from its origins in prose fiction of the Middle Ages and the Renaissance to the present.

503. Latin American Literature: Aspects of the Short Story (3)

Traces the development of the Latin American short story from the 19th to the 20th century. The different literary movements will be traced via this genre: romanticism, realism, naturalism, and modernism. Particular focus will be placed on the more current 20th century short story.

504. Latin American Literature: Aspects of the Novel (3)

Focuses on the Spanish American novel from the Colonial period to the 20th century. It will emphasize different periods within this genre, i.e., the colonial period, the regionalist novel, and the Latin American boom.

505. Film in the Hispanic World (3)

This course introduces the field of visual arts and cinematic technique. The work of major Hispanic film directors will be presented and compared.

506. Hispanic Women Authors (3)

Designed to introduce the student to the women authors in Spanish America, the course covers most genres through the works of Sor Juana Ines de la Cruz, Alfonsina Storni, Domitilia Chungara, Rosario Castellanos, Barbara Delano, and others.

520. Chicano Short Story of the Southwest (3)

A study of major short story writers since the Chicano movement kicked into high gear in the mid-1960s. Master short story writers ranging from Sabine Ulibarri, Tomas Rivera, Rolando Hinojosa Smith, Miguel Mendez, and Rosaura Sanchez, to more modern prose writers such as Denise Chavez and Alicia Gaspar de Alba, among others, will be included.

525. Spanish for the Profession (3)

Study of the vocabulary, expressions, and cultural background to successfully interact in business and professional situations in the Hispanic world. Prerequisite: Span 201 or permission of instructor.

526. Spanish for the Profession - Spanish for Law Enforcement (3)

An advanced course in Spanish for Law Enforcement personnel. The course focuses on situations commonly encountered by professionals in the law enforcement field.

530. Introduction to Spanish Linguistics (3)

Introduces study of Spanish Linguistics, including phonetics, phonology, morphology, syntax, historical linguistics, and socio-linguistics. Combines discussion of theoretical issues with linguistic analysis of Spanish. Prerequisite: Span 325.

531. Civilization and Culture of Spain (3)

Provides students with a synthetic and highly accessible overview of Spanish history, literature, and culture. Prerequisite: Span 325 or permission of instructor.

532. Civilization and Culture of Latin America (3)

Presents the Spanish American experience of yesterday and today through the social, historical, political and literary aspects that this experience encompasses. Prerequisite: Span 325 or permission of instructor.

533. Civilization and Culture of New Mexico and the Southwest (3)

Spanish cultural developments and events that have brought about ethnic, economic, political, social, literary, linguistic and historical changes, and typical features in New Mexico and in the southwestern United States. Prerequisite: Span 325 or permission of instructor.

534. Practicum in Spanish (3)

Experiential study directed by an instructor. Prerequisite: Permission of instructor.

535–635. Selected Topics in Spanish (1–4 VC)

Course in a topic or topics in Spanish. May be

repeated with a change in content.

536. Studies in Hispanic Literature (3); 3,0 Alt Sp

This course attempts to introduce the student to the literary production in Spanish. Works written in the Americas and Spain will be studied. A myriad of authors, genres, and themes will be studied. The content of the course will vary each semester. Prerequisite: Span 325 and Span 400.

541. Spanish for the Bilingual Classroom (3)

This course targets students of Bilingual Education and presents the Spanish language as it is applied in school community settings. Use of both vernacular and formal language will be included. Spanish is the language of instruction, inclusive of student presentations/participation. Prerequisite: Span 325.

545. Teaching of Spanish: Theory and Methodology (3)

This course familiarizes prospective teachers with the philosophy, methodology, and practical techniques of teaching Spanish. Prerequisite: Span 325 or equivalent. Prerequisite: Span 325 or equivalent. May also be taken as a co-requisite with 325.

546. New Mexico during the 19th and 20th Centuries: An Intellectual Panorama (3); 3,0

This course endeavors to study writings created in New Mexico from different sources: personal journals, historical accounts, newspaper cultural articles, and literary renditions in all genres. Special attention will be devoted to the poetry of the Penitentes and the Oral Tradition of New Mexico's Religious Theater during the 19th century. This course will be taught in Spanish. Prerequisite: Span 325 and Span 400.

550. Seminar in Spanish (3)

Topic to be selected by instructor.

552. Nobel Prize Laureates in Hispanic Literature (3)

The principal purpose of the course is to study the Nobel Prize Laureates from Spain and/or

Spanish America to ascertain their literary greatness within the genre each one represents in Europe and the Western Hemisphere. May be repeated for credit.

558. Colonial Literature of the Americas (3); 3,1 Alt Fa

This course examines in depth literature written in Spain and in Spanish speaking America prior to and during Latin America's colonial period which would, by geographical extension, include the American Southwest. Texts will include historically prior European works which influenced the conquistador's ideology, and poetry, letters, diaries, and historical chronicles of Latin America and the southwest from 1492 until the beginning of the 19th century. Prerequisite: Span 4/533.

560. Hispanic Literature of the SW (3)

A study of Hispanic southwestern literature written in English and in Spanish. The origins and evolution of this literature are discussed, from the early Spanish exploration to the most recent manifestations in every major literary genre. Prerequisite: Span 325 or instructor permission.

562. Southwest Folklore (3)

A study of the different genres of New Mexican and southwestern folklore, along with the analysis of their popular, cultural, and literary values. Prerequisite: Span 201, 202, 260 and 325.

564. Hispanic Women of New Mexico (3)

This course traces the role and contributions of the Hispana from colonial times to the present. The common-ordinary woman as well as the well-to-do will be studied from a social, cultural, political, and educational perspective.

567. History of the Spanish Language (3); 3,0 Alt Sp

This course traces the development of the Spanish language from Latin to the present. It analyzes the cultural, literary and historical factors that have contributed to its evolution. The transformations that the language

undergoes in a different linguistic setting are studied in a section on sociolinguistics issues of U.S. southwestern Spanish. This course will be taught in Spanish.

570. Chican@ Literature of the Southwest (3)

This is a survey course which studies major literary genres in Chicano literature spurred by the Chicano movement, such as essay, poetry, short story, novel and drama, and folk literature. Prerequisite: Span 433 or instructor permission.

575. Latina Writers in Translation (3); 3,0 Alt Sp

This course examines the literary production of Hispanic women in the U.S. Gender, race, ethnicity, and socioeconomic issues are analyzed. Through their writings, these women are active in developing new categories of knowledge and creative expression, which demonstrate how Hispanic women position themselves and are positioned within the context of history, culture, and society.

590-690. Independent Study (1-4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of instructor.

600. Research Methods in Spanish/Modern Languages (3)

The purpose of this course is to teach graduate students the art of research methods and methodology for the study of Spanish/Modern Languages and Literature. Topics that will be addressed are: the meaning of scholarship, plagiarism, parts of a research paper, and composition. There will be an oral presentation of the abstract of the final research paper. Other topics to be discussed are literary theory and archival research.

650. Seminar (1-4 VC)

Seminar course in a topic or topics in the language or literature of the Spanish Southwest.

652. Seminar: Contemporary Chicano Writers of the Southwest (3)

Literary achievements of Chicano writers of

the Southwest, beginning with the Chicano movement of the 1960s. This course will be taught in Spanish and/or English, according to the needs of the students.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. will be accomplished by the study of specific vocabulary and terminology pertaining to those professions.

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Professor Miriam Langer,
Department Chair
Media Arts Building,
Room 104
505.454.3588
FAX: 505.454.3241
E-MAIL: melanger@nmhu.edu

The Department of Visual and Performing Arts includes instructional programs in art, design studies, music, media arts, and theater. In addition to the joint master's degree in media arts and computer science, the department provides instruction at the graduate level, which may be used for licensure or to satisfy emphasis area requirement in the master's degree in education, curriculum and instruction concentration.

Mission of the Department of Visual and Performing Arts

The general mission of the Department of Visual and Performing Arts (VPA) is to education students in the technical skills, the theoretical underpinnings and the socio-cultural context for the disciplines represented by the academic programs. VPA seeks to inspire students to make creative and expressive ideas in the foundation of their lives and in their work, which is the essence of the cultivation of the human mind and spirit.

*In its collaborative enterprises, VPA seeks to provide opportunities for students to work closely with faculty and staff in its academic courses, thus demonstrating that faculty and staff readily interact with students. *Community members join the department for many productions and activities. VPA aims to incorporate appropriate elements from northern New Mexico artistic, theatrical and musical culture in its courses and productions, which relate to the rich heritage of Hispanic and Native American cultures that are distinctive of the State of New Mexico. *Ultimately,

VPA aims to prepare its students for an active professional life in each discipline through the knowledge, creativity, teaching skills and dedication of its faculty and staff, showing excellence in teaching, discovering, preserving and applying knowledge.*

*Quotes taken from the University Mission Statement, phrases 15, 3, 7, and 1, respectively.

Faculty

Todd Christensen (Art)
Tatianna Dutoit (Music)
Andre Garcia-Nuthmann (Music)
Ed Harrington (Music)
Megan Jacobs (Media Arts)
Miriam Langer (Media Arts)
David Lobdell (Art)
Ardys Otterbacher (Media Arts)
Andrew Wollner (Media Arts)
Robert Woods (Theater)

Resources and Facilities

New Mexico Highlands University provides a media arts building with state-of-the-art computer systems; music studios for group rehearsal and individual practice; art studios for ceramics, painting, drawing, jewelry and metalsmithing, printmaking, sculpture, and a fully-equipped art foundry; a 1,000-seat proscenium stage theater; a green screen special effects studio; and two computer labs dedicated to video graphics, effects, animation, and high end design and printing.

Students in Visual and Performing Arts are joined by other students on campus and by community members in the Concert Choir, Madrigal Choir, HU Jazz Singers, Pep Band, Chamber Orchestra, Guitar Ensemble, Jazz Ensemble, and Mariachi, as well as in four main-stage productions. Two galleries in the arts Building (Burriss Hall) and the design studies wing of the Media Arts Building serve as the focal point for artistic work produced

through various classes and studios. The Art Club, Media Arts Club, Music Club, and Theater Club are an active part of campus life, as well as serving to promote their various programs.

Master of Arts or Science In Media Arts and Computer Science (M.A. or M.S.)

The disciplines of Media Arts and computer science are seeing a significant convergence of interests. Computer science, with its interest in exploring and developing new programming paradigms, user interfaces, computer networking models, and multimedia-based technologies, is constantly offering new forms of human communication. The communication arts professions, including graphic design, animation, interaction design, as well as video and audio production, have always sought new and more effective ways to express ideas, concepts and visions. Thus, they have a natural interest in the possibilities offered by the technologies coming out of computer science and electronics engineering. The departments of VPA and Mathematics and Computer Sciences jointly offer a program in media arts and computer science that, depending on one's area of concentration and background would lead to either a master of arts or a master of science degree. Students will receive a degree in media arts and computer science (MACS) with a concentration in one or the other. Students working towards a master of science degree must choose the thesis option. The thesis or project must reflect both an exploration of the student's interest area and an effort to integrate that exploration in to a broader, interdisciplinary context.

Admissions:

Admission to the MACS (Media Arts and Computer Science) program is selective. Admission to the media arts side is contingent upon undergraduate transcripts, student port-

folio, which must demonstrate a competency with some media applications. Students who do not meet these criteria may be admitted to the program on a provisional basis, and by taking certain courses may gain full admittance to the MACS program.

Required core: 15 credit hours

MArt	600	Principles of Media Art & Computer Science (3)
MArt	610	Synthesis of Media Arts & Computer Science (3)
MArt	620	Multimedia Project Development (3)
MArt	697	Field Project (6)
OR		
MArt	699	Thesis (6)

Concentration in Media Arts

By concentrating in Media Arts, students will develop proficiency with the computer-based production tools currently used in professional industry. They will learn how to apply their skills, talent and intellectual capacity to interpret concepts in the appropriate form of media for the target audience. From interactive design, to multimedia, to print communications, students will be challenged to push the current boundaries of media technologies.

The MACS program has a partnership with the Museum of New Mexico which allows students to concentrate on Interactive Exhibit Design. This requires students to take (as two electives) Exhibit Design and Advanced Exhibit Design. To complete this concentration requires Exhibit Internship during the course of a semester or summer. Internships are managed through the MACS program and the Department of Cultural Affairs.

Electives:

Choose 21 credit hours (7 courses) from the following courses, from any approved graduate level course in computer science,

mathematics, or media arts. At least one of the courses must be in a discipline other than the area of concentration. Students may be able to add courses from psychology, education, art, music or other disciplines, depending on interests. Students working towards a master of science degree must choose courses from computer science, mathematics, or from a discipline offering a masters of science degree.

MACS

MArt	505	Digital Painting (3)
MArt	513	Non-linear Editing (3)
MArt	515	Design Projects for the Community (3)
MArt	517	Publication Design (3)
MArt	518	Prin of Multimedia (3)
MArt	522	HD Cinema Workshop (3)
MArt	526	Multimedia Project Management (3)
MArt	527	Web Production Workshop (3)
MArt	528	Principles of Game Design (3)
MArt	536	Experimental Video Production (3)
MArt	541	Application Training in Media Arts (1)
MArt	543	Digital Photography 1 (3)
MArt	545	Digital Photography 2 (3)
MArt	546	Screenwriting (3)
MArt	552	Audio Production in Radio (3)
MArt	556	Physical Computing (3)
MArt	557	Surround & Installation Workshop (3)
MArt	559	Advanced Interactive Multimedia (3)
MArt	560	Alternative Photographic Techniques (3)
MArt	561	Adv Design Practice (3)
MArt	562	Video Effects (3)
MArt	563	Video Animation (3)
MArt	564	Adv Digital Cinema (3)
MArt	565	Adv Media Projects (3)

MArt	566	Audio for Video (3)
MArt	567	Character Animation (3)
MArt	568	Adv Lightwave Modeling (3)
MArt	569	Adv Video Animation (3)
MArt	573	Typography (3)
MArt	575	Adv Screenwriting (3)
MArt	595	Exhibition Design (3)
MArt	596	Advanced Exhibition Design (3)
MArt	598	Professional Internship (3)

Program total: 36 credit hours

Music and Art

While there are no graduate degrees offered in music and art, they may be selected as emphasis areas within the curriculum and instruction master of arts program in education for students wishing to pursue graduate studies in music and art education. In addition, certain music and art courses are applicable as electives in the Department of Behavioral Sciences' master of arts program in southwest studies.

Music/Theater

The music program at NMHU offers a variety of options to meet the needs of students with personal or pre-professional interests in music. A wide range of choral and instrumental ensembles provide students from all areas of the campus with opportunities to participate in active music making. These include the Concert Choir, Madrigal Choir (El Coro de la Tierra Alta), Jazz Choir, Pep Band, Chamber Orchestra, Guitar Ensemble, Jazz Ensemble, and Mariachi (Vaqueros de la Sierra). Other choral and instrumental ensembles are offered as students interest dictates. Scholarship opportunities include activity awards, Lorraine Schula Scholarship, Thomas Mishler Scholarship and the Lorenzo Miguel Gallegos Scholarship.

Students in the music program will become proficient in the necessary skills of music performance according to their particular choice of instrument or voice, while acquiring a thorough knowledge in the philosophy, aesthetics, literature and history of music from Western culture and from the Southwest. They will be enabled to enter the teaching profession with the requisite training and knowledge to teach music at the elementary and secondary levels.

Students wishing to pursue music studies in more depth may select music as a major in Music Performance or Music Education. The music performance concentration allows serious performers the opportunity to develop appropriate technical skills in preparation for a professional career as a musician. The music education concentration prepares music graduates for a full licensure as K-12 music teachers in the public schools of New Mexico, and throughout the region. Three minors, Music Performance, Music Literature and History, and General Music are offered as options to further develop musical skills. The music performance minor allows for students to pursue serious performance opportunities as soloists and as members of university ensembles; it is open to majors in music performance and music education as well as to all other majors. The music literature and history minor allows students to pursue research into a variety of music in terms of their cultural, social and historical contexts; it is also open to majors in music performance and music education as well as to all other majors. The general music minor is designed for students who have a vocational interest in music as a supplement to their principal studies at NMHU.

In addition, the music program cooperates with other academic areas within the university by providing opportunities for musical

training in conjunction with programs in media arts, anthropology, southwest studies and languages and literature.

Fine Art

The goal of the art faculty at New Mexico Highlands University is to provide students with a strong foundation in the visual arts. The program offers a range of traditional media and upper division course work that qualifies the student to enter a graduate program or embark on a professional career. Training in art history as well as in hands-on studio provides the knowledge of skills, techniques and critical thinking required of a committed artist. By nurturing ideas and creativity a student is able to become visually literate, technically competent, historically informed and conceptually relevant.

Contemporary artists often combine digital media with traditional works. The art program intends to support the interrelationship of media arts with its traditional disciplines as students learn to merge these fields. The program also recognizes the need for training in electronic media for the publication and documentation of traditional art work. Course work in basic imaging skills is required with other upper division courses may be selected from a list of elective courses.

NMHU's art discipline reserves the right to retain students' work submitted for course credit for a limited time for the purposes of education, exhibition, and promotion. Lab fees are required for all studio courses. Expenses vary from course to course and some supplies will be provided from student fees.

Courses in Art (Art)

521. Painting 3 (3); 2,4

This intermediate to advanced level course emphasizes personal imagery and the exploration of the language of paint. Prerequisite: Art 321 or permission of instructor.

522. Painting 4 (3); 2,4

Continuation of Art 521 with emphasis placed on an individual topic decided upon by both student and instructor resulting in a series of paintings and a research paper. May be repeated for additional credit. Prerequisite: Art 521 or permission of instructor.

531. Ceramics 3 (3); 2,4

Form building including kiln firing and glaze calculation. Course may be repeated for credit. Prerequisite: Art 331 or permission of instructor.

534. Practicum (1-4 VC)

Experience in an on-campus or work placement. Prerequisite: Permission of instructor.

535. Selected Topics in Art (1-4 VC)

Course in a topic or topics of art studio. May be repeated with a change of content. Prerequisite: Permission of the instructor.

541. Sculpture 3 (3); 2,4

A continuation of Art 341, and an introduction to bronze casting. Prerequisite: Art 341 or permission of the instructor.

542. Sculpture 4 (3); 2,4

Development of a personal aesthetic in sculpture. Course may be repeated for credit. Prerequisite: Art 441 or permission of instructor.

550. Seminar in Art (1-4 VC)

Seminar course in a topic or topics of art. Course may be repeated for credit. Prerequisite: Permission of instructor.

561. Jewelry and Metalsmithing 3 (3); 2,4

A continuation of Art 361. Prerequisite: Art 361 or permission of the instructor.

571. Printmaking 3 (3); 2,4

A continuation of Art 371 with emphasis placed on innovative technologies in intaglio, the art of the monotype, and advanced practices in lithography including color. Attention will be placed highly on individual imagery

and outside research. Prerequisite: Art 371 or permission of instructor.

572. Printmaking 4 (3); 2,4

Continuation of Art 571 with emphasis placed on an individual topic decided upon by both student and instructor resulting in a suite or series of images in print, and a research paper. May be repeated for additional credit. Prerequisite: Art 571 or permission of the instructor.

581. Weaving 3 (3); 2,4

A continuation of Art 381 which will involve experimental problems. Prerequisite: Art 381 or permission of the instructor.

585. Art Foundry 3 (3); 2,4

An emphasis on refining aesthetic knowledge and technical skills. Course may be repeated for credit. Prerequisite: Art 385 or permission of instructor.

590. Independent Study (1-4 VC)

Individual research in a selected area of art history or criticism arranged with an instructor. Prerequisite: The appropriate 300-level course and permission of the instructor.

593. Directed Study in Art Studio (1-4 VC)

Advanced independent work arranged with a faculty member to expand upon knowledge and techniques gained in lower division studio courses in the student's field of emphasis. Prerequisite: The appropriate 300- or 400-level course and permission of instructor.

596. Exhibit Design (3)

Students will participate in mounting a multimedia exhibit on a topic in Fine Arts.

Courses in Art History (AH)

540. 19th and 20th Century Art (3)

A survey of European and American art from the late 18th century until the present. Major artists and trends in painting, sculpture, photography and architecture will be discussed with particular emphasis on personality and innovation. Prerequisite: Art 411 or permission of instructor.

550. Seminar in Art History (1–4 VC)

Seminar course in a topic or topics of art history. May be repeated with a change of content. Prerequisite: Permission of instructor.

580. Art History: The Americas (3)

A survey of the arts of the Americas, covering the pre-Columbian indigenous cultures, Hispanic colonial presence, and contemporary Native American and Hispanic arts.

Courses in Media Arts (MART)**505. Digital Painting (3)**

A course designed for students interested in learning how to use Corel Painter and the Wacom table tools to enhance their digital art skills. Painter is a digital studio application that aims to recreate the analog tools of an artist's studio (painting, ink drawing, pastels, and other techniques.)

513. Non-Linear Digital Video Editing (3)

The study of video editing techniques and system which have emerged from the intersection of television and computer techniques.

515. Design Projects for the Community (3)

This course focuses on developing critical thinking skill for relating media content and for understanding how social and cultural issues impact public perceptions and behaviors. Through advocacy of a non-commercial cause, students will explore the many facets of an issue, identify key points to impact public appeal, develop a media promotional strategy, and employ visual communication skills to promote social change.

517. Publication Design (3)

The study of computerized design, layout, typography, illustration, photo manipulation, and work processing applications in the preparation of printer materials.

518. Principles of Multimedia (3)

Learning the basic principles and applications used to create interactive animated movies, games and websites.

522. HD Cinema Workshop (3)

An advanced production course focusing on documentary and narrative video production as well as HD cinema production tools. Pre-requisites: MArt 221 or Permission of instructor.

526. Multimedia Project Management (3)

Through working on a creative team you will learn how to interact with clients, manage exhibition content, information flow, budget, and production schedule, and master the art of problem solving and trouble-shooting.

527. Web Production Workshop (3);2,2

An introduction to producing websites, planning a website and using HTML, javascript and dynamic HTML in the Dreamweaver authoring environment.

528. Principles of Game Design (3)

This course provides the basic theories and implementation of game design. Students will study structure, strategy and work on developing their own games, digital or analog.

535. Selected Topics in Media Arts (1-4VC)

Course in a topic or topics in Media Arts. May be repeated with a change of content.

536. Experimental Video Production (3)

In this course students will explore approaches to and aspects of experimental storytelling using advanced HD video. Students will learn the basics of project proposal writing as well as how to secure funding and seek distribution for experimental projects. Prerequisite: MArt 221 and 322.

541. Application Training in Media Arts (1)

This course is added to the schedule periodically to meet graduate students needs in terms of current industry standard software applications. Prerequisites: Graduate student status or permission of the instructor.

543. Digital Photography 1 (3)

This course will cover how to properly use a digital SLR camera, how to manipulate and print an image through Photoshop, and how to use those skills to successfully communicate ideas through the medium of digital photogra-

phy. Prerequisite: MArt 233

545. Digital Photography 2 (3)

This course seeks to expand the possibilities of the creative, technical, and conceptual aspects of digital photography through advanced techniques such as advanced masking, the creation of panoramic imagery, High Dynamic Range shooting, and large-format printing. Prerequisite: MArt 233 and 543

546. Screenwriting (3)

The study of the format, the writing styles, and the creative and technical techniques useful in the development of the dramatics screenplay for television and film.

552. Audio Production for Radio (3)

The study of digital audio hardware and software used in the audio production and radio industries. An introduction to audio engineering concepts.

556. Physical Computing (3);2,2

This course focuses on physically interactive technology, enabling student's work to sense and respond to its environment. This course is geared toward people interested in exploring new possibilities for scree-based and installation art, robotics, and "smart" architecture. The course begins with the basic theories of electronics and leads to fully functional interactive projects which react to physical interactions, as well as, build a series of working prototypes.

557. Surround & Installation Workshop (3)

The course prepares students to create multimedia, interactive audio installations. Works for gallery and public art installation are given special emphasis in this course. Prerequisites: MArt 366, 326 or 318

559. Advanced Interactive Multimedia (3)

A course designed for students interested in advanced multimedia and web development. This course is designed to relate directly to currently professional standards in multimedia, interaction and web production. Prerequisite: Graduate Status

560. Alternative Photographic Techniques (3)

This course will focus on alternative processes and techniques: light box imagery, lazertran, imagery on silk, digital negatives, and cyanotypes. We'll also explore creative shooting options: hola cameras and lens babies. Throughout this semester we will question and evaluate how alternative photographic techniques can be used to extend the meaning of a piece. Prerequisites: MArt 233 and 443

561. Advanced Design Practice (3)

This class is an advanced design class and an advanced practice class. The course projects will focus on targeting audiences, in a cohesive manner, with print, web, and interactive materials. How to identify users and buyers. Prerequisite: Permission of instructor.

562. Video Effects

The study of digital video post-production techniques, such as chromakey production, image morphing, and video compositing.

563. Video Animation (3);2,2

The study of 3-D animation and modeling, using Lightwave.

564. Advanced Digital Cinema (3)

A capstone course in video production that requires the student to write, produce and direct a professional quality video piece. Prerequisite: MArt 536 or Permission of Instructor

565. Advanced Media Projects (3)

This course is for advanced students who need to develop professional quality projects for their portfolios. Students will have their current work evaluated, then focus on one project to highlight their strongest skills. Students will look at existing professional work in Video Effects, 3D Animation, Web Development, Interactive Media, and Video/Audio Production. Students will have one-on-one and group critique, resulting in presentation of a final high quality media project.

566. Audio for Video (3)

The course prepares students to create multi-track audio for use in a variety of video and multimedia programs. Digital audio tools are

given special emphasis in the course.

567. Character Animation (3)

This course focuses on character animation. Students will develop their skills in 2D and clay animation by learning the concepts of storyboarding, character movement, walk cycles, facial expression, audio syncing and camera angles.

568. Advanced Lightwave Modeling (3);3,0

The study of three-dimensional computer modeling techniques for virtual objects. Prerequisite: Media 363 or Media 563.

569. Advanced Video Animation (3)

The study of advanced techniques of lightwave animation, including the use of metanurbs, inverse kinematics, multiple-target morphine, and quasi-cel animation. Prerequisite: Media 363 or Media 563.

573. Typography (3)

A study to typographic form and usage. The course covers the design and appropriateness of letter form systems in the communication process.

575. Advanced Screenwriting Workshop (3)

The goal of advanced screenwriting is to establish a workshop atmosphere, where students can delve seriously and intently into the discussion of each other's work. Students will be expected to complete a feature-length screenplay. Prerequisite: Media 546.

590. Independent Study (1-4VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of instructor.

595. Exhibition Design (3)

Through readings, class discussions, field trips, and guest presentations, you will gain a mastery of exhibition content, the principles of exhibition design, the design of physical spaces, static and interactive exhibition elements, and how to combine design, construction and multimedia skills. Some weekend and evening meetings will be required.

596. Advanced Exhibition Design (3)

This advanced course is for students who

have already taken Exhibition Design. In this class students will expand their understanding of designing in a physical space, static and interactive elements, and combining design, construction and multimedia skills to produce a final exhibit for the public. Prerequisite: Media 595.

597. Professional Internship (3)

Exhibition Internship is required for a concentration in Exhibition Design. Students will be matched with a State institution and assist with the exhibitions department. Students will attend training workshops with museum employees.

598. Professional Internship (1-6VC)

An external job placement in a position appropriate to the discipline. Both an instructor of record and an on-site supervisor are required. The position may be paid or unpaid. Prerequisite: Permission of instructor.

600. Principles of Media Arts and Computer Science (3)

An interdisciplinary investigation of the terminology, roots, assumptions and principles that underlie the merging disciplines of media arts and computer science. Cross-listed as: CS 600.

610. Synthesis of Media Arts and Computer Science (3)

An interdisciplinary synthesis of the principles that underlie the merging disciplines of computer science and media arts. Cross-listed as CS 610.

620. Multimedia Project Development (3)

A study of the processes, techniques, and tools used in the development of sophisticated multimedia-based projects. The courses focuses on both the theoretical and practical aspects of multimedia design and programming. A key component to the course is the completion of a project that combines the various tools and techniques discussed in the course. The course will also involve student presentations on the research related to their thesis or project. Cross-listed as CS 620.

697. Field Project (1-6VC)

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

699. Thesis (1-6VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Courses in Music (Mus)**525. Instrumental Techniques (4); Alt Sp**

Study of the performing and teaching techniques of instruments of the band and orchestra.

526. Orchestration (3); 3,0; Fa, Sp

A study of the techniques of scoring for instruments and voices for the purpose of creating and analyzing orchestra, band, choral, and various ensemble scores.

535. Selected Topic in Music (1-4 VC)

Course in a topic or topics in music. May be repeated with change of content.

550. Seminar in Music (1-4 VC); All

Seminar course in a topic or topics in music.

570. Full Recital (2); 2,0; Fa, Sp

The student will prepare a 60-minute public recital. Prerequisite: Permission of instructor.

571. History of Jazz (3); 3,0; Alt Sp

Study of the origins and development of jazz from traditional New Orleans jazz through big band, swing, bebop and contemporary styles.

572. Chicano and Latino Music in the USA (3); 3,0; Alt Fa

An examination of the varied musical expressive forms of Spanish speaking groups in the United States, both in the Southwest (New Mexico, Texas, and California) and the Eastern seaboard (Florida and New York).

573. Blues, Rock and Soul Music (3); 3,0; Alt Fa

An examination of the growth and development of blues and rock musical styles from their roots in late 19th century folk and popular traditions to

their emergence as an international phenomena in the 20th century. Emphasis is on understanding the cultural significance of these styles as well as their technical musical structure.

574. Country Music (3); 3,0; Alt Sp

An examination of the growth and development of country music from its beginnings as a rural southern folk tradition through its emergence as a national commercial popular music industry. The emphasis is on the processes of change that have determined the character and style of country music.

583. Ensemble (1-2 VC); All

Musical performance in large- and small-group contexts, both choral and instrumental. See the Schedule of Classes for list of ensembles offered during any given semester or summer session. Course may be repeated for credit. Prerequisite: Permission of instructor.

5/690. Independent Study (1-4 VC); All

Individual directed study arranged with an instructor. Prerequisite: Permission of instructor.

**COLLEGE OF SCIENCE
AND MATHEMATICS**

Dr. Tom Ward, Dean
Ivan Hilton Science Center,
Room 132
505.454.3196
FAX: 505.426.2122
E-mail: tsward@nmhu.edu

**Mission of the College of Science and
Mathematics****Mission**

The mission of the College of Science and Mathematics at New Mexico Highlands University is to provide the highest quality undergraduate and graduate programs in the life sciences, physical sciences, computer sciences, exercise and sport sciences, mathematics, nursing, and the social and behavioral sciences. In addition to serving the needs of its majors and minors in these disciplines, the college undertakes the instruction of courses in the core curriculum as part of the university's mission to provide a well-rounded education for all of its students.

The college recognizes the integral relationship between teaching, research, and public service and strives to excel in all three areas.

Goals

The goals of teaching in the college encompass not only imparting to its students the knowledge, verbal and cognitive skills, and values and attitudes that comprise the basis of a liberal education, but also instilling in them the ability and desire to think and work independently and creatively; to appreciate learning for its own sake; and to recognize the lifelong benefits of a commitment to truth and excellence.

The purpose of research in the college is to amend and extend the bases of knowledge; to

renew and enrich our teaching resources; to exemplify in our own work superlative scholarly habits to provide our students a model to which to aspire; and to share our knowledge with the scholarly community, our students, and the public.

The college's public service commitment signifies that in all of our scholastic endeavors, we will remember the purpose of our activities is to benefit the members of the regional, state, and global communities.

DEPARTMENT OF BIOLOGY

**Dr. Mary Shaw,
Department Chair
Ivan Hilton Science Building,
Room 325
505.454.3407
FAX: 505.454.3203**

E-mail: shaw_mary@nmhu.edu

Mission of the Department of Biology

The mission of this program is to provide students with a high quality science education that includes experience with research and field projects. The program provides scientific and technical background that empowers students to successfully pursue science and technology careers, or proceed on to advanced graduate studies. Biology faculty strive to make each student's educational experience challenging and rewarding.

The Department of Biology prides itself on its ability to place students into bioscience careers. Data show that our graduates are highly successful in being admitted to and completing Ph.D. and professional school programs nationwide. This success is attributed to intensive biology laboratory experiences with cutting edge technology and instructors committed to individual student progress. Facilities available to the students include laboratories in microbiology, cell and molecular biology, genetics, physiology, plant biology and a green house. A computer laboratory and bioinformatics software programs are available for classes and student use. Most of our biology faculty have active research programs in a variety of fields including reproductive biology, cell and molecular biology, environmental and medical microbiology, genetics, bioengineering, and cardiovascular physiology.

Resources and Facilities

The Department of Biology is housed in the new Ivan Hilton Science Center. Modern

laboratory spaces with state-of-the-art safety and teaching features provide students with hands-on, student-centered learning environments.

Faculty

E.R. "Dick" Greene
Jennifer Hernandez Gifford
Carol Cutler Linder
Ben Nelson
Richard Plunkett
Maureen Romine
Mary Shaw

Master of Science in Life Science (M.S.)

Concentration in Biology

Students in the M.S. program are expected to complete their degree in two years, including at least one summer. Under exceptional circumstances, students may require a longer degree program. Student should meet with their master's committee on a yearly basis to provide progress reports and for guidance on meeting requirements for degree completion. The M.S. curriculum includes both thesis and non-thesis options. Students interested in pursuing a Ph.D. are strongly encouraged to select the thesis option. Students also are encouraged to attend conferences and present research results at local, national, or international meetings.

Required Core Courses: 19 credit hours

Biol	600	Research Methods in Life Science (3)
Biol	620	Adv Topic in Life Sci (2)*
Biol	650	Grad Sem in Life Sci (1) <i>Repeated four times for credit</i>
Biol	559	Fundamental Principles of Laboratory Safety (1)
Indp	692	Research Ethics and Integrity (1)

*Repeated for credit with different subject matter for a total of four credit hours.

Choose at least two of the following:

Biol	610	Environ Physiology (3)
Biol	640	Advanced Molecular and Cell Biology (3)
Biol	630	Adv Microbiology (3)

Thesis Option:

Biol	699	Thesis (1-7)
------	-----	--------------

Non-thesis Option:

Biol	690	Independent Study (3)
------	-----	-----------------------

OR

Biol	692	Independent Research (3)
------	-----	--------------------------

Elective Courses: Choose from the following courses in consultation with your advisor. Other 500 or 600 level courses offered in chemistry, forestry, geology, psychology, or other appropriate disciplines may be substituted for electives listed below with the approval of your Biology advisor.

Thesis Option: 12 hours**Non-thesis Option: 18 hours**

Biol	505	Bacterial Physiology (3)
Biol	510	Functional Genomics (4)
Biol	515	Biotechnology (4)
Biol	522	Plant Physiology (4)
Biol	523	Molecular & Cell Biol (4)
Biol	524	Molecular & Cell Biology laboratory (1)
Biol	525	Marine Biology (4)
Biol	527	Immunology (3)
Biol	528	Pathogenic Microbiol (4)
Biol	530	Livestock Mgmt (3)
Biol	532	Vertebrate Physiology (3)
Biol	535	Selected Topics in Life Science (1-4)
Biol	555	Wildlife Diseases (3)
Biol	556	Survey of Bioengineering (3)
Biol	563	Animal Nutrition (3)
Biol	576	Evolution (3)
Biol	580	Parasitology (4)
Biol	581	Developmental Biol (4)
Biol	585	Endocrinology (4)
Biol	587	Histology (4)
Biol	588	Soil Ecology (4)

Biol	593	Field Botany (2)
Biol	594	Field Zoology (2)
Chem	581	Biochemistry 1 (3)
Chem	582	Biochemistry 2 (3)

M.S. Thesis Defense

Open Seminar and Oral Defense

M.S. Non-thesis Exam and Presentation

Comprehensive exam ($\geq 75\%$ will be considered as a passing grade) and formal oral and written presentation of independent study or independent research

Major Total:

Thesis: ≥ 34 hrs

Non-thesis: ≥ 40 hrs

Courses in Biology (Biol)**505. Bacterial Physiology (4); 3,1; Alt Sp**

Aspects of the physiology and molecular biology of bacteria. The genetics, molecular structure and functional aspects of prokaryotic cells will be discussed. Bacterial metabolism will be studied, including energy production and use by aerobic and anaerobic microorganism. Concepts of cellular growth, biosynthesis and molecular genetics will also be addressed. Prerequisite: Biol 300, 301, Chem 212

510. Functional Genomics (4); 2,4; Alt Sp

Functional genomics includes the study of function-related aspects of the genome. Different techniques and tools are used to improve our understanding of gene and protein functions, their interactions, and molecular evolution. Because of the large quantity of data produced by these techniques and the desire to find biologically meaningful patterns, bioinformatics is crucial to these types of analyses. In this course students will analyze and explore the genome of a model organism to learn techniques and better understand the function and relationships of genes and proteins.

515. Biotechnology (4); 2,4; Alt Sp

Introduces students to latest techniques in

biotechnology with hands-on laboratories in recombinant DNA technology, bioinformatics, and molecular biology techniques used in genetic engineering, industrial microbiology, and agricultural biotechnology. Prerequisite: Biol 300, and Chem 341 or equivalent or permission of instructor. A special fee is charged.

522. Plant Physiology (4); 3,2; Alt Sp

The physiology of germination, growth, flowering, fruiting, and senescence in plants. Prerequisite: Biol 303 and Chem 341 or equivalent or permission of instructor.

523. Molecular & Cell Biology (4); 3,2; Fa

Detailed exploration of basic cellular chemistry, macromolecules, cell structure and functions, and mechanisms and regulation of gene expression. The laboratory will explore eukaryotic cell biology using molecular biology techniques. Topics include DNA and protein structure and functions. Prerequisite: Biol 301, 302 and 303 or equivalent or permission of instructor.

524. Molecular & Cell Biology Laboratory (1); 0,2; Fa

Laboratory course to accompany Biol 423/523. This lab is required of students that have satisfied the Molecular & Cellular lecture requirement but have not taken the laboratory portion.

525. Marine Biology (4); 3,2; Alt Sp

Major groups of marine invertebrates and algae are observed and studied in their natural habitats. Students participate in a 10-day field trip during the spring break, with a transportation and room charge to be determined at the time of the class. Enrollment limited to 16. Prerequisite: Biol 302 and 303, or equivalent and permission of the instructor.

527. Immunology (3); 3,0; Alt Fa

Study of diseases of vertebrates with emphasis on host-parasite interactions. The course includes principles of isolation, characterization, and control of pathogenic organisms as well as principles of vertebrate response to infection, antigen-antibody interaction, hypersensitivity,

and auto-immune diseases. Prerequisite: Biol 301 or equivalent or permission of instructor.

528. Pathogenic Microbiology (4); 2,4; Alt Fa

This course will cover fundamental concepts in the isolation, characterization, and control of pathogenic organisms as they relate to human-host parasite interactions.

530. Livestock Management (3); 3 Alt Sp

This course will address livestock health management, livestock production economics and effects on natural resources. Primary emphasis will be on beef cattle production, but other species of domestic animals and wildlife will be discussed.

532. Vertebrate Physiology (4); 3,2; Alt Sp

Fundamental life processes in the vertebrates. Prerequisite: Biol 302 and Chem 341 or equivalent or permission of instructor.

535 – 635. Selected Topics in

Life Science (1 – 4 VC)

Specialized course in exploring topic(s) in life science. May be repeated with change of content.

555. Wildlife Diseases (3); 3; Alt Fa

An introduction to viral bacterial, and fungal diseases found in wildlife species. The diagnosis and management of the disease are explored.

556. Survey of Bioengineering (3); 3,0; Alt Fall

A survey of the major aspects of bioengineering will be presented. Basic biology, physiology, and pathophysiology are integrated with engineering principles, modeling, measurement theory, biotechnology, and clinical instrumentation. Current topics and methods are discussed and made relevant. This course is for bioscience, engineering, biotechnology, and premed/vet students .

559. Fundamental Principles

of Laboratory Safety (1); 1; Fa, Sp

Introduction to the principles of laboratory safety including the proper use of emergency safety equipment and personal protective equipment, instructions for the safe handling,

labeling, storage and disposal of chemicals, and safety in the biology and physics labs. Emphasis will be placed on preparing science educators in safety procedures. Prerequisite: Chem 211 and Chem 212 or equivalent or permission of instructor.

563. Animal Nutrition (3); 3; Alt Fa

This course is designed to provide students with an understanding of animal nutrition and appreciation of the importance of nutrition in health and economics. Subjects to be covered will include digestive anatomy, physiology, and nutrition of various animal species

576. Evolution (3); 3; Alt Fa

Evolution, studied in terms of molecular, Mendelian, and population genetics. Prerequisite: Biol 300 or equivalent or permission of instructor.

580. Parasitology (4); 2,4

An introduction to the taxonomy and life cycles of vertebrate parasites and pathogenic effects upon their animal hosts; protozoan, trematode, cestode, nematode, and acanthocephalan parasites of domestic animals and humans. Prerequisite: Biol 423, or permission of instructor.

581. Developmental Biology (4); 3,2; Alt Sp

This course investigates cellular and molecular mechanisms that regulate animal development. Topics include fertilization cleavage, gastrulation axis specification, organogenesis, morphogenesis, and stem cells. Laboratory sessions focus on experimental manipulations of early invertebrate and vertebrate embryos and emphasize student-designed research projects. Prerequisites: Biol 301, Biol 302 or equivalent or permission of instructor

585. Endocrinology (4); 3,2; Alt Fa

This course will review the embryological origin, histological structure, and function of the endocrine glands. Individual organs, the hormones that it produces, and how its function may be integrated at the systemic and cellular level will be examined. Endocrine topics will be presented with "real world" examples and presented in a comparative manner among

species. Prerequisite: Biol 423 or 532 and 302 or equivalent or permission of instructor.

587. Histology (4); 2,4; Alt Sp

The microanatomy and functional organization of basic tissues: epithelium, connective tissue, cartilage, bone, muscle, and nerve. The course covers the histology of the blood and lymph vascular systems, glands, and secretion, especially in humans. Prerequisite: Biol 432 or 532 or equivalent or permission of instructor. A special fee is charged.

588. Soil Ecology (4); 3,2; Alt Fa

The soil as a habitat, including physical and chemical properties of soil, classification of soils, soil organisms (emphasis on soil fungi and bacteria), and nutrient cycling.

593. Field Botany (2); 1,2

Qualitative and quantitative techniques of community analysis, including floral sampling techniques for estimating population demographic patterns. The taxonomy and natural history of representative groups of land plants will be studied in the field. Prerequisite: Biol 303 or equivalent or permission of instructor.

594. Field Zoology (2); 1,2

Qualitative and quantitative techniques of community analysis, including faunal sampling techniques for estimating population demographic patterns. The taxonomy and natural history of representative groups of land animals will be studied in the a field setting. Prerequisite: Biol 302 or equivalent or permission of instructor.

600. Research Methods in

Life Science (3); 3; Fa

An introduction to research methods in life science. Topics covered include libraries as research tools, introduction to statistical inference.

620. Advanced Topic in Life Science (2); 2; Fa, Sp

In-depth consideration of a specific topic of interest to faculty and the graduate student population. Subject matter will vary from semester to semester, and the course may be

repeated for credit.

630. Advanced Microbiology (3); 3,0; Alt Sp

Advanced concepts of the physiology and molecular biology of microorganisms. The genetics, molecular structure and functional aspects of prokaryotic cells will be discussed. Emphasis will be given to energy and biosynthetic metabolism in aerobic and anaerobic microbes. The role of prokaryotic organisms in global elemental cycles and how they sense and respond to their environment will also be covered. Prerequisites: Biol 300, 301 or equivalent or permission of instructor.

640. Advanced Molecular and Cell Biology (3); 3; Alt Fa

Advanced concepts of molecular and cellular biology. The genetics, molecular structure, and functional aspects of eukaryotic cells, both in isolation and as part of multicellular systems, will be discussed. Prerequisite 532 or equivalent or permission of instructor.

650. Graduate Seminar in Life Science (1)

Seminar presentations on current topics in life science. May be repeated for credit.

690. Independent Study (1 – 4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1 – 7 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Interdepartmental courses (InDp)

692. Research Ethics and Integrity (1); 1; Fa

In this seminar course we will discuss contemporary issues in research ethics and integrity. We will examine relevant case material, and use this to outline the value conflicts inherent in research. We will spend a lot of time

discussing grey areas of the field, where it is unclear whether or how the research should progress. Finally, we will try to develop a clear understanding how the federal guidelines apply to the decisions made by Institutional Review Boards.

DEPARTMENT OF CHEMISTRY AND FORENSIC SCIENCE

Dr. Merritt Helvenston,
Department Chair
Ivan Hilton Science Building,
Room 232
505.454.3167
FAX: 505.454.3202

E-mail: merritt@nmhu.edu

The Department of Chemistry offers advanced study in chemistry leading to the master of science degree. The program of studies culminates in a master's thesis for all students. Chemistry and physics graduate courses may be used as electives in chemistry graduate program with the permission of the student's graduate committee. Chemistry graduate courses will satisfy the emphasis area requirements in the master's degree in education, curriculum and instruction concentrations.

Mission of the Department of Chemistry

The mission of the Department of Chemistry is to teach the science courses required for the education of all students attending NMHU. The chemistry master of science degree permits the graduate to enter the work force at a level higher than that of a B.S. graduate. It also prepares students for the rigors of a more advanced professional Ph. D. program of study. Course preparation and advisement are available for students who choose to enter a professional school to study for careers in medicine, veterinary science, dentistry, pharmacy, etc.

Faculty

Merritt Helvenston, (Chemistry)
Rodolfo Martinez, (Chemistry)
David Sammeth, (Chemistry)
Tatiana Timofeeva, (Chemistry)

Resources and Facilities

The Department of Chemistry is housed in the new Ivan Hilton Science Center. New laboratory spaces, with state-of-the-art safety and teaching features provide students with hands-on, student-centered learning environments.

Chemistry

Chemistry has modern laboratories for chemistry classes and research. Chemical measurement instrumentation includes a high-field nuclear magnetic resonance device, x-ray diffraction equipment, gas and liquid chromatographs, mass spectrometers, IR, UV, and visible spectrophotometers, and laser spectroscopy facilities. Students who major in chemistry are expected to become fully competent in the use of the instruments by the time they graduate. Students gain a practical perspective on chemistry through involvement with research projects. Chemistry has been highly successful in placing its graduates in exciting careers in industry and government, while many students proceed to advanced graduate studies in chemistry at other institutions. Most chemistry faculty have research grants that can hire students.

Master of Science in Chemistry (M.S.)

The chemistry concentration includes the study of inorganic, analytical, physical, and organic chemistry and biochemistry, with applied emphases in medicinal and materials chemistry, reaction mechanisms, and environmental chemistry. This program requires a research project culminating in an original thesis for each student. The chemistry concentration prepares candidates for entry into the chemistry profession or for Ph.D. work.

Required courses: 28 credit hours

Chem 519	Chem Lab 7 (3)
Chem 541	Reaction Mech (3)
Chem 621	Adv Analy Chem (3)
Chem 671	Chem Thermodyn (3)
Chem 672	Quantum Chem (3)

Chem 691 Chem Colloq (1)*

Chem 699 Thesis (1-8)

Choose one of the following:

Chem 561 Inorganic Chem I (3)

Chem 581 Biochemistry 1 (3)

Electives: 6

Choose at least six credits in graduate courses from biology, chemistry, environmental science, geology, physics, or other appropriate disciplines with approval of a graduate advisor.

* Taken for two semesters to equal a total of two credit hours.

Program Total: 34 credit hours

Courses in Chemistry (Chem)

519. Advanced Instrumental Analysis (3); 0,6

Chemical instrumentation laboratory uses modern separation, purification, and instrumental analysis techniques including such techniques as NMR, GC-MS, FT-IR, fluorescence, HPLC, capillary electrophoresis (CE), X-ray diffraction (powder and single crystal XRD) and electrochemistry. Prerequisite: Chem 321 or 322 are required, while Chem 317, and Chem 372 are recommended.

535 – 635. Selected Topic in Chemistry (3)

Course in topic or topics in chemistry. May be repeated with change of content.

541. Reaction Mechanisms (3)

Theoretical organic chemistry including molecular orbital theory, photochemistry, orbital symmetry, and reaction mechanisms. Prerequisite: Chem 317, Chem 342, and Chem 372.

542. Synthetic Chemistry (3)

An advanced treatment of synthetic organic and inorganic chemistry and reaction mechanisms. Prerequisite: Chem 317, 342, and 372.

550-650. Seminar in Chemistry (1 – 3 VC)

Seminar course in a topic or topics in chemistry. Prerequisite: Chem 317, Chem 342, and Chem 372.

555. Chemistry Research Seminar (1)

Graduate students participating in a chemical research project will make one or two 30-minute presentations on their project to

faculty members and other graduate and undergraduate students registered in the course. In addition the students will participate in the discussion evolving from other students' presentations.

559. Fundamental Principles of Laboratory Safety (1)

Introduction to the principles of laboratory safety including the proper use of emergency safety equipment and personal protective equipment, instructions for the safe handling, labeling, storage and disposal of chemicals, and safety in the biology and physics labs. Emphasis will be placed on preparing science educators in safety procedures. Prerequisite: Permission of instructor.

561. Inorganic Chemistry 1 (3)

Quantum mechanical approach to chemical bonding, crystal and ligand field theory, acid/base theories, and transition metal chemistry. Prerequisite: Chem 317 and Chem 372.

562. Inorganic Chemistry 2 (3)

A continuation of Chem 561. Topics include metal, transition metal, and non-metal inorganic topics and symmetry as related to spectroscopy and reaction mechanisms. Prerequisite: Chem 561.

573. Chemical Kinetics (3)

An in-depth study of chemical reaction kinetics. Prerequisite: Chem 317 and Chem 372.

581. Biochemistry I (3)

An introduction to the chemistry of biologically important molecules, including proteins, carbohydrates, lipids, and nucleic acids; physical properties, mechanisms of action, and enzyme kinetics. Prerequisite or co-requisite: Chem 316 and Chem 342.

582. Biochemistry II (3)

A continuation of Chem 581. Prerequisite: Chem 581.

621. Advanced Analytical Chemistry (3)

An in-depth treatment of chemical equilibria involving topics in acid/base, solubility, electro-chemistry, complexation reactions, and the theory of separations.

671. Chemical Thermodynamics (3)

An in-depth study of chemical thermodynamics.

672. Quantum Chemistry (3)

An in-depth study of spectroscopy and quantum mechanics.

691. Chemistry Colloquium (1)

Students and faculty discuss current research problems. May be repeated for credit. Course must be taken twice to fulfill program requirement.

699. Thesis (1 – 8 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

DEPARTMENT OF COMPUTER SCIENCE

Dr. Hossein Tahani,
Coordinator
Ivan Hilton Science Building,
Room 227
505.426.2121

FAX: 505.454.3169

E-mail: htahani@nmhu.edu

The Department of Computer Science offers graduate courses in computer science. In addition a joint media arts and computer science degree is offered by the Department of Computer Science and the Department of Visual and Performing Arts.

Mission of the Department of Computer Science

“The Mission of the Department of Computer Science is to train students in the fields of Computer Science. By encouraging and developing problem-solving, numerical methods, mathematical process, critical/analytical thinking, and practical, laboratory-based skills, our students will be well-prepared for careers in any combination of these fields, either via solid preparation for further graduate education or immediate entrance into the workforce (industry, teaching, and government).”

Faculty

Hossein Tahani (Computer Science)
Gil Gallegos (Computer Science)
Lonny Montoya (Computer Science)

Resources and Facilities

There are two large teaching labs, three small research labs, a student work lab, and an area set aside for network experimentation. The labs are equipped for the most part with machines running both Windows and Linux. The department has a 16-node high performance cluster. Software includes symbolic and numerical products, compilers, integrated development environments, web and multimedia development tools, Mathematica, MATLAB, databases, and packages for special fields such

as artificial intelligence. Some computers are set aside for student experimentation with the understanding that students may install any software as long as copyright laws are not violated.

Master of Arts or Science in Media Arts and Computer Science (M.A. or M.S.)

The disciplines of computer science and media arts are experiencing a significant convergence of interests. Computer science, with its interest in exploring and developing new programming paradigms, user interfaces, computer networking models, and multimedia-based technologies, is constantly offering new forms of human communication. The media arts professions, including graphics design, broadcasting, as well as video and audio production, have always sought new and more effective ways to express ideas, concepts, and visions. Thus, they have a natural interest in the possibilities offered by the technologies coming out of computer science. The Department of Visual and Performing Arts and the Department of Computer Science jointly offer a program in Media Arts and Computer Science (MACS) that, depending on one's program of study and background, could lead to either a Master of Arts or Master of Science degree.

Students can enter the program starting from either a Media Arts or Computer Science perspective and develop further skills in both areas. Key to the program is its interdisciplinary nature and students are expected to work with students from other disciplines in class and out of class. Many of the courses are team taught with instructors from both Media Arts and Computer Science.

While the program itself is broadly based students are expected to develop a focused program of study in conjunction with an advisor. Students are encouraged to be innovative in the development of their focus. Possibilities could grow out of networking, multimedia

systems, human-computer interface issues, animation and visualization.

The general entrance requirement for the program is that a student has a bachelor's degree in an area related to one of the disciplines involved in this program or a bachelor's degree in some unrelated area AND work experience in an area related to one of the discipline areas. To be accepted into the Master of Science track must have a Bachelor's of Science degree or have a strong mathematics background including Calculus and either Discrete Mathematics or Linear Algebra.

Curriculum

To promote the integration of disciplines stressed above, all students will take a core set of team taught courses. This nine-unit core is the foundation of the interdisciplinary nature of this program. The first two courses create the interdisciplinary, collective atmosphere that sets the tone for the rest of the program. Working together, students and faculty from various backgrounds will strive to create a common language and educate each other in the core ideas of the different disciplines. In the third course students use industrial techniques and tools in the development of a sophisticated multimedia-based project. In all three courses there is time set aside to support the process of developing a thesis project.

All students must take 6 units of thesis or project work so the complete code looks as follows:

CS	600	Principles of Media Arts and Computer Science (3)
CS	610	Synthesis of Media Arts and Computer Science (3)
CS	620	Multimedia Project Development (3)
CS	697	Field Project
OR		
CS	699	Thesis (1-6)

Required core: 15 credit hours

With completion of these courses, students begin the process of integrating their own special interests with the commitment to maintain an interdisciplinary, collaborative attitude. Students are expected to develop a focused program of study in conjunction with an advisor. They are encouraged to be innovative in the development of their focus.

As part of their program of study students should choose at least 21 units in conjunction with an advisor.

Program Total: 36 credit hours

Courses in Computer Science (CS)

511. Computer Programming for Educators (3)

An in-depth study of the BASIC and LOGO programming languages, two of the most popular computer programming languages for use in the educational environment. This course will have a strong pedagogic component, and all students will develop lesson plans for teaching computer programming in the secondary school.

512. Scripting Languages (3); 2,2

An introduction to high-level scripting languages. This course uses script programming to teach the basic ideas of programming and to introduce the object-oriented paradigm. It does not, however, teach the complexities of a standard third generation language. It is meant as an introduction for students who wish to understand programming principles without learning the details.

514. The C++ Programming Language (3); 2,3; Fa, Sp

An in-depth study of the C++ programming language. The significant features of the language will be discussed with special emphasis on those that relate to object oriented programming.

515. JAVA Programming (3); 2,2; Fa

Introduction to object-oriented programming

language. Numerous programs will be written to exercise the material covered. Prerequisite: Permission of instructor.

516. Advanced Computer Programming with Data Structures (3); 2,3; Fa, Sp

Topics include the principles of software engineering, debugging and testing, string processing, internal searching and sorting, simple data structures, recursion, and object-oriented programming. In addition, students explore how to best teach the material. Prerequisite: CS 514 with a "C" or better or permission of instructor.

518. Multimedia Programming (3); 2,2; Sp

Introduction to programming multimedia applications. Numerous programs will be written to exercise the material covered. Prerequisite: Programming experience and permission of instructor.

521. Advanced Data Structures and Algorithm Development (3); Alt Sp

An investigation of computer data structures with an emphasis on the design and development of efficient algorithms for solving a wide variety of common computing problems. The course also covers the analysis and measurement of the performance of algorithms. Prerequisite: Grades of at least "C" in CS 345, CS 350, and Math 317.

525. Computer Hardware Installation and Maintenance (1); 0,2; Fa, Sp

A practical investigation of the processes involved in the installation and debugging of complex computer hardware systems including disk controllers, sounds and graphic boards, communication hardware, and various peripherals. Students will work on their own and in teams to build computer systems.

526. Computer Software Installation and Maintenance (1); 0,2; Fa, Sp

A practical investigation of the processes involved in the installation of complex computer software including operating systems, communication packages, and Windows-based programs. Students will work on their own and in teams to both prepare computers for

installation and actually install a wide range of computer software. Prerequisite: CS 525 or permission of instructor.

527. UNIX and Systems Administration (1); 0,2; Fa

A hands-on introduction to the UNIX operating system with an emphasis on system administration and networking. Prerequisite: Graduate standing and knowledge of at least one other operating system.

528. C and UNIX (3); 3,0; Fa

C programming language and system programming on UNIX and LINUX operating systems. Prerequisite: CS 527 or permission of instructor.

531. Database Management (3); 3,0; Fa

The development of the major types of database systems, providing the framework for some experience with at least one database model. Assignments will include accessing, updating, and organizing a database. The use of a relational model will be emphasized along with various database inquiry systems, including natural language-like systems. Prerequisite: CS 516 with a minimum of "C" or permission of instructor.

532. Advanced Database Management (3); Alt Sp

An investigation into advanced topics in information management and retrieval. The focus of the course may change from year to year. Some example topics that may be taught: multimedia databases, building digital libraries, relational or object oriented implementation, building database-driven web sites, text and image information retrieval, data mining, students will be expected to read and report on research literature related to the course topic. Prerequisite: Permission of instructor.

535. Selected Topics in Computer Science (1 - 4 VC)

Course in a topic or topics in computer science. May be repeated with change of content.

536. Human-Computer Interaction (3); 3,0; Alt Fa

This course investigates theory and practice in Human-Computer Interaction. Students will

study the impact of Human perception and cognition on user interface design and learn to use tools for building graphical user interface (GUIs) and speech interfaces. In addition, each student will design and implement a user interface. Prerequisite: CS

516 with a minimum grade of "C" or permission of instructor.

542. Computer Systems

Architecture (3); 3,0

Acquaints the student with the way a computer works internally. Topics to be covered include basic logic design, data coding, parity generation and detection, number representation and arithmetic, and computer architecture. Prerequisites: CS 341 and CS 516 with a minimum grade of "C" or permission of instructor.

543. Operating Systems (3); Alt Fa

A study of the concepts associated with the modern operating system. Topics will include supervisors, command processors, device drivers, interrupt handlers, queue managers, resource managers, memory allocation schemes, process activation and control, and timesharing or multi-task control. Prerequisite: CS 341.

551. Software Engineering (3); Alt Sp

A study of the concepts and techniques of software engineering. Emphasis will be object-oriented design principles, the integration of systems analysis methodologies into software engineering, and topics such as formal specifications and proof of program correctness. Prerequisite: CS 350.

555. Computer Graphics (3)

To provide an introduction to the applications and basic techniques involved in the general field of computer graphics. The course will be a combination of surveying the different hardware and software used in graphic systems and of implementing some basic graphic algorithms. Students will have access to SGI hardware and software. Prerequisite: CS 516, Math 331 or permission of instructor.

556. Internet Services (3); 2,2; Fa

An introduction to telecommunications and

the Internet. This course introduces the use of Internet for both research and problem-solving. Students will be expected to develop tools for enhancing and accessing the Internet.

557. Computer Networks (3); Fa

A study of the major concepts of computer networks and data communications. Topics discussed will include data communication networking, computer communications architectures and protocols as well as applications including Local Area Networks (LAN) and Wide Area Networks (WAN). Cross-listed as: MIS 520.

558. Network Management (3); Alt Sp

Application of networking concepts related to the management of LANs. Includes topics related to repair, setup, management and maintenance of LANs. Prerequisite: CS 557, MIS 520 or experience with computer networks, with permission of instructor.

559. Network Security (3); Alt Sp

This course addresses security issues for TCP/IP-based and NT networks, access control and communications security. Prerequisite: CS 557, MIS 520, or permission of instructor.

561. Programming Languages (3); Alt Fa

A comparative study of programming languages and their features. The course is aimed at developing an understanding of the organization of programming languages, especially the run-time behavior of programs. Students will gain experience with a variety of languages. Prerequisite: CS 245 and one other programming language course.

562. Compiler Design (3)

Formal treatment of programming language interpreter, translator, and compiler design concepts. Topics include lexical analysis, parsing, code generation, and code optimization. Emphasis will be on the theoretical aspects of parsing context-free languages, translation specifications, and machine-independent code improvement. Programming projects that demonstrate various concepts will be assigned. Prerequisite: CS 561.

563. Web Programming (3); 2,2; Sp

Introduction to programming on the Internet.

Prerequisite: Permission of instructor.

564. Network Programming (3);

To extend the students' knowledge and practice in analysis, design, and programming of computer networks.

Prerequisites: CS 245 and CS 528

571. Artificial Intelligence (3); Alt Sp

A general introduction to the theories and problems involved in the development of computer-based intelligence systems with specific emphasis on knowledge representation and search. The focus will be on artificial intelligence research that provides information for the understanding of human intelligence and on application research in areas such as expert systems, natural language systems, and intelligent computer aided instruction.

572. Cognitive Science (3)

An interdisciplinary investigation of the foundations of human knowledge representation and understanding, the functioning of the human mind, and how these impact on recent computer technologies. Cross-listed as: Psy 572 and Phil 572.

573. Artificial Neural Networks (3); Fa, Sp

Basic NeuroBiology; Neural Networks; Single Neuron Models; Single Layer Perceptrons; Multi-Layer Perceptrons; Radial Basis Function networks; Committee machines; Kohonen networks; Applications of neural networks.

Prerequisites: CS 245 and Math 273

574. Machine Learning

Algorithms (3); Fa, Sp

This course studies different machine learning techniques/paradigms, including decision trees, neural networks, genetic algorithms, Bayesian learning, rule learning, and reinforcement learning. The applications of these techniques to problems in data analysis, knowledge discovery and data mining are discussed. Prerequisites: CS 245, Math 320, Math 345 (Stat) recommended

575. Image Processing (3); Fa, Sp

The course will provide mathematical foundations and practical techniques for digital manipu-

lation of images; preprocessing; segmentation; Fourier domain processing; and compression.

Prerequisites: CS 245 and Math 320

576. Animation and Visualization (3); Fa, Sp

Computer-based graphical representations, or *visualizations*, or scientific processes and phenomena have become commonplace in scientific communities. For example, geologists like to visualize plate tectonics; meteorologists like to visualize weather systems; and computer scientists like to visualize algorithms. After briefly surveying the use of visualization in scientific communities, this course pursues an in-depth investigation of its theoretical underpinnings, from the three diverse perspectives; the cognitive perspective, the social perspective, and the cultural perspective.

Prerequisites: CS 245, Math 320

577. Parallel and Distributed Programming (3); Fa, Sp

This course introduces algorithms and techniques for programming highly parallel computers. Topics covered include trends in parallel and distributed computing; shared address space and message passing architectures; design issues for parallel algorithms; converting sequential algorithms into equivalent parallel algorithms; synchronization and data sharing; improving performance of parallel algorithms; interconnection network topologies, routing, and flow control; latency limits on speedup of algorithms by parallel implementations. Design, coding, performance analysis, debugging and other aspects of parallel algorithm development will be covered. Prerequisites: CS 245 and CS 421

590. Independent Study (1 - 4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

592. Independent Research (1 - 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

600. Principles of Media Arts and Computer Science (3); Fa

An interdisciplinary investigation of the termi-

nology, roots, assumptions and principles that underlie the merging disciplines of computer science, mass communications, and design studies. Cross-listed as: MArt 600.

610. Synthesis of Media Arts and Computer Science (3); Sp

An interdisciplinary synthesis of the principles that underlie the merging disciplines of computer science, mass communications, and design studies. Cross-listed as: MArt 610.

620. Multimedia Project Development (3); Fa

A study of the processes, techniques, and tools used in the development of sophisticated multimedia-based projects. The course focuses on both the theoretical and practical aspects of multimedia design and programming. A key component of the course is the completion of a project that combines the various tools and techniques discussed in the course. The course will also involve student presentations on the research related to their thesis or project. Prerequisites: CS or MArt 600 or 610

635. Selected Topics in Computer Science (3)

Course in a topic or topics in computer science. May be repeated with change of content. Prerequisite: CS 535 in the same topic area.

650. Seminar: Project Development (1); Fa, Sp

A seminar that focuses on the process of writing a thesis or project with specific emphasis on literature search. Students will propose a topic and develop an annotated bibliography using as many different search modalities as possible. Cross-listed as: Mart 650.

651. Seminar: Literature Review and Methodology (1); Fa, Sp

A seminar that focuses on the process of developing a formal thesis/project proposal as well as writing chapters 1 and 2 of a thesis or project. Prerequisite: CS 650, Comm 650, or Des 650. Cross-listed as: Mart 651.

652. Seminar: Interdisciplinary Reports (1); Fa, Sp

The presentations by students of their process on their thesis or project. The focus will be

on interdisciplinary presentations that allow students from one discipline to understand a subject from another discipline and on the development of collaborative efforts. Prerequisite: CS 651, Comm 651, or Des 651. Cross-listed as: Mart 652.

697. Field Project (1 –6 VC)

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

699. Thesis (1 –6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

DEPARTMENT OF EXERCISE AND SPORT SCIENCES

Dr. Kathy Jenkins,
Department Chair
Wilson Physical Education Complex,
Room 227
505.454.3479/3287
FAX: 505.454.3001
E-mail: kjenkins@nmhu.edu

Mission Department of Exercise and Sport Sciences

The mission of the Department of Exercise and Sport Sciences is to improve the quality of life related to the many aspects of human movement. We concentrate on a full spectrum of human potential, from young to old, fit to unfit, recreational to highly athletic, healthy to diseased, and able-bodied to disabled. Our programs are related to the study of exercise physiology, health, teaching, athletic injuries, recreation, sport administration, and coaching.

Faculty

Andrellita Chavez (Athletic Training)
Kathy Jenkins (Exercise Science)
Yongseek Kim (Sport Administration)
Charles (Pete) LeRoy (Health)
Joe Schmalfeldt (Physical Education)
Angela Synder (Health)

Master of Arts in Human Performance and Sport (M.A.)

This program continues the undergraduate program's emphasis on physical education, health, wellness, and sport. The program is flexible in offering a number of course options for school applications; social, legal, and ethical dimensions; advanced exercise physiology; health; and specialized topics such as sports psychology and special physical education. Students in the master's program also receive a foundation in inquiring skills including research methods and assessment as preparation for a comprehensive study. Students may select either a thesis, field project or non-thesis option. A total of 36 credit hours is required.

Required courses: 6 credit hours

HPS	620	Res Meth in HPLS (3)
HPS	670	Assessment & Eval in HPLS (3)

Electives: 24 (30 if you are choosing the Comprehensive Exam Option)

Choose at least 24 credits from the following:

Hlth	521	Epidemiology (3)
Hlth	535	Selected Topic in Health (3)
Hlth	569	Pub Health & Well (3)
Hlth	589	Fitness/Wellness Prog Leadership (3)
Hlth	590	Indep Study (1-4)
HPS	508	Prin, Ethics, & Prob of Athletic Coach (3)
HPS	521	Designs for Fitness (3)
HPS	528	Nutrition & Supplements for Sport (3)
HPS	530	ACSM Hlth Fitness Instr Review (3)
HPS	532	NSCA Strength Coach Review (3)
HPS	5/634	Practicum in HPS(1-4)
HPS	5/635	ST in HPS (1-4)
HPS	536	Pediatric Exercise Physiology (3)
HPS	538	Physical Activity & Aging (3)
HPS	561	Sport Mktg & Promotion (3)
HPS	565	Planning Areas & Facilities (3)
HPS	568	P E for Special Pop (3)
HPS	576	Stress Testing (2)
HPS	578	Psy of Coaching (3)
HPS	5/690	Indep Study (1-4)
HPS	604	Curriculum Design (3)
HPS	612	Sport in Society (3)
HPS	613	PE, Athletics & Law (3)
HPS	641	Issues in HPLS (3)
HPS	650	Seminar (1)
HPS	651	Admin of Athletics (3)
HPS	660	Hist & Phil of P E & Sport (3)
HPS	682	Phys Basis of Sport Perf & Cond Prog. (3)

HPS	687	Analy of Sport Perf (3)
HPS	692	Indep Research (1-4)

Students must choose one of the following:

HPS	697	Field Project (1-6)
-----	-----	---------------------

OR

HPS	699	Thesis (1-6)
-----	-----	--------------

OR

Comprehensive Exam Option: Students must complete 6 more credits of approved electives. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.

Program Total: 36 credit hours**Masters of Arts in Human Performance and Sport with concentrations in:**

Teacher Education and Sports Administration
This program presents an opportunity to focus on careers in teaching in the public or private sector, national or international market, or in the sports and fitness industry. Students may select an area of study that best meets their specific interest in the fields of teacher education and sports administration. The following emphasis areas are flexible and inclusive: Teacher Education and Sports Administration with advisement, students may select an interdisciplinary approach that best satisfies their specific needs. Students may select either a thesis, field project, or comprehensive exam option. A total of 36 credit hours is required.

Research Methodology: 6-12 credit hours

These courses satisfy the university's research criteria.

GnEd	610	Educ Res Interpret (3) (Education emphasis)
------	-----	--

OR

HPS	620	Res Meth HPLS (3)
-----	-----	-------------------

OR

Mgmt	601	Bus Res Methods (3) (Business emphasis)
------	-----	--

HPS	670	Assess & Eval (3)
HPS	697	Field Project (1-6)

OR

HPS	699	Thesis (1-6)
-----	-----	--------------

OR**Comprehensive Exam**

Comprehensive Exam Option: Students must complete 6 more credits of approved electives. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.

Required core: 12 credit hours

HPS	612	Sport in Society (3)
HPS	613	PE, Athletics, & Law (3)
HPS	641	Issues in HPLS (3)
HPS	604	Curriculum Design (3) (Education Students Only)

OR

HPS	651	Admin of Athletics (3) (Sports Admin Stud Only)
-----	-----	--

Core Total: 18-24 credit hours**Concentration in Teacher Education**

Select 12 credits from the following (8 credits if you are selecting the comprehensive exam option).

HPS	508	Prin, Ethics, & Prob of Athletic Coach (3)
HPS	521	Designs for Fitness (3)
HPS	528	Nutrition & Supplements for Sport (3)
HPS	530	ACSM Hlth Fitness Instructor Review (3)
HPS	532	NSCA Strength Coach Review (3)
HPS	5/635	ST in HPS (1-4)
HPS	536	Pediatric Exer Phys (3)
HPS	538	Physical Act & Aging (3)
HPS	5/650	Seminar in HPS (1-4)
HPS	561	Sport Mktg & Promotion (3)
HPS	568	PE for Special Pop (3)
HPS	576	Stress Testing (2)
HPS	578	Psy of Coaching (3)

HPS	5/690	Indep Study (3)
HPS	660	Hist & Phil of P E & Sport (3)
EdLd	673	Public School Admin (3)
HPS	682	Physi Basis of Sport Perf & Cond (3)
HPS	687	Analy of Sport Perf (3)

Concentration Total: 12-18 credit hours

Concentration in Sports Administration

Select 12 credits from the following (18 credits if you are selecting the comprehensive exam option):

EdLd	673	Public School Admin (3)
Acct	606	Managerial Acct (3)
Fin	607	Financial Mgmt (3)
Mgmt	664	Org Behavior (3)
MIS	525	Info Sys: Mgmt Issues & Tech (3)
Mktg	511	Marketing Res (3)
HPS	508	Prin, Ethics, & Prob of Athletic Coach (3)
HPS	5/634	HPS Practicum (1-4)
HPS	5/635	ST in HPS (1-4)
HPS	5/650	Seminar in HPS (1-4)
HPS	509	Econ & Fin in Sport (3)
HPS	512	Public Relations in Sport (3)
HPS	561	Sport Marketing & Promotion (3)
HPS	565	Planning Areas & Facilities (3)
HPS	578	Psy of Coaching (3)
HPS	5/690	Indep Study (1-4)
HPS	604	Curriculum Design (3)
HPS	660	Hist & Phil of Sport & PE (3)
HPS	598-698	Internship (1-9)

(See additional licensure requirements for New Mexico's State certification.)

Concentration Total: 12-18 credit hours

Courses in Health (Hlth)

510. Examination and diagnosis of Upper Extremity Injuries (4);3,2

This course will study the Upper Extremities, Spine thorax and Abdomen as they relate to

the recognition, evaluation, diagnosis and immediate care orthopedic injuries from physical activity. Prerequisites: Hlth 3XX, HPS 370, 376, Biol 332 and Chem 342. Co-requisite: Hlth 5XX Athletic Training Clinical 1.

511. Examination and Diagnosis of Lower Extremity Injuries (4);3,2; Sp

This course will study the Lower Extremities, Spine Thorax and Abdomen as they relate to the recognition, evaluation, diagnosis and immediate care of sport related orthopedic injuries. Prerequisites: Hlth 410 Examination and Diagnosis of Upper Extremity Injuries

521. Epidemiology (3)

Epidemiology, the study of "all around," is the science behind public health statistics. Epidemiological concepts and skills involving interpretation and use of health related data in populations or groups are studied. The course enables the understanding of causes and transmission of disease, tracking community health problems, and identifying trends related to public health problems. Critical judgement in assessing health related data is developed. Prerequisite: Hlth 321 or the equivalent.

535. Selected Topic in Health (3)

Course in topic or topics in health. May be repeated with change of content.

569. Public Health and Wellness (3)

This course includes advanced public health concepts and development of critical thinking about the role of public health in the community. With interactive discussions, the course reviews community health promotion objectives and epidemiologically derived statistical information. Comprehensive focus is on three major areas: community health promotion, environmental health protection, and health resources and services. Prerequisite: Hlth 321 or the equivalent.

589. Fitness/Wellness Program Leadership (3)

Practical field experience and supportive lecture in the fitness and wellness program management aspects of health promotion. Leadership skills include administration, health education, nutrition strategy, and ap-

plied exercise science/technology. Students assist in the operation of the New Mexico Highlands University Wellness (HU-Wellness) Program. Students may want to choose another work site to gain valuable field experience upon approval from the professor.

590. Independent Study (1 – 4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

Courses in Human Performance and Sport (HPS)

505. Body Composition (3);2,2

Theory and practice of body composition assessment and weight management programs will be presented. Laboratories will include skinfolds, bioimpedance, and hydrostatic weighing techniques.

508. Principles, Ethics, and Problems of Athletic Coaching (3)

Seminar approach to non-technical, “off-field” aspects of athletic coaching, including education implications, equipment, financing, liability, and coach-athlete rapport. Prerequisite: Human performance major/minor, coaching minor, athletic training minor, or consent of instructor.

509. Economics and Finance of Sport (3); 3,0

This course will explore the principles of financial management and economics of the sport industry. Budgeting practices, fundraising methods, economic impact analyses, methods of financing, and computer applications in financial management will be analyzed in the context of sport.

512. Public Relations in Sport (3); 3,0

This course will provide both theoretical and practical applications of public relations with regard to the sport industry. Specific managerial functions relating to effective communication with various publics will be analyzed, including employee relations, community relations, media relations, customer relations, and image enhancement.

521. Designs for Fitness (3); 3,0

This course teaches the comprehensive approaches to writing exercise prescriptions for cardiorespiratory and muscular fitness, and weight management programs. Additionally, graduate students must analyze current exercise prescription research.

528. Nutrition and Supplements for Sports (3)

Various sports supplements used as ergogenic aids will be discussed, as to their use, safety, and validity.

530. ACSM Health Fitness Instructor Review (3)

This course will help prepare students for the certification in Health/Fitness Instructor by the American College of Sports Medicine

532. NSCA Strength Coach Review (3)

A course designed to help students prepare for the National Strength and Conditioning Association’s Certified Strength and Conditioning Specialist (CSCS) exam. The course will focus on NSCA terminology and training philosophy, helping to integrate the student’s knowledge of personal training, exercise physiology, and kinesiology.

536. Pediatric Exercise Physiology (3)

The physiological aspects of exercise in children will be discussed. Differences between the physiology of adults and children will be compared to enhance the understanding of this special population.

538. Physical Activity and Aging (3)

The Biological aspects of aging and their relationship to physical fitness and assessment are discussed.

534 – 634. Practicum in Human Performance and Sport (1 – 4 VC)

Field experience work placement with specific responsibility over a sustained period of time. Includes on-campus seminars with supervisor. Credit hours for each experience are approved separately by program area. May be repeated for a maximum of four credit hours. Practicum areas may be offered in aquatics, adapted

physical education, athletic coaching, athletic training, health education, and physical education. Prerequisite: Pre-approval by petition and permission of instructor.

535 – 635. Selected Topics in Human Performance and Sport (1 – 4 VC)

Course in topic or topics in human performance and sport. May be repeated with change of content.

540. Experiential Activities (3)

Developing a repertoire of activities to promote self esteem, improve communication skills, promote group cohesion and trust among individuals, and to expand problem-solving skills.

550-650. Seminar in Human Performance and Sport (1 – 4 VC)

Seminar investigations in physical education and/or the related areas of health education, recreation, and athletics.

561. Sport Marketing and Promotion (3); 3,0

Course will cover elements and salient issues in management of sport marketing and promotion including segmentation and targeting, marketing mix, research and analysis.

565. Planning Areas and Facilities (3)

Planning, financing, and managing physical education and athletic grounds and facilities, health and fitness centers, private and commercial facilities, and campsites—course is designed for professional personnel.

568. Physical Education for Special Populations (3)

Investigations of the historical aspects and current issues of providing adapted/special physical education programs for special populations. The course covers implications of federal legislation, practice in preparing Individual Education Programs (IEPs), and program assessment, planning, and evaluation.

576. Stress Testing (2);2,0

Theory and practice of graded exercise testing for analysis of safe functional capacity and for prescription of exercise training programs.

Students will learn to read EKGs and monitor blood pressure during testing. Prerequisite: HPS 370 and HPS 376. Special lab fee.

578. Psychology of Coaching (3)

This course is a practical survey of sport psychology that is grounded in science. Attitudes, feelings, and behaviors that affect athletic performance and coaching effectiveness are dealt with from the standpoint of description, explanation, and prediction. Students develop the ability to interpret research results. Major topical areas include review of psychological needs of athletes and coaches, and development of mental skills and control with applied techniques.

590 – 690. Independent Study (1 – 4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

598 – 698. Internship (1 – 9 VC)

External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor.

604. Curriculum Design (3)

A critical evaluation of curriculum patterns in physical education, past and present, including development of a curriculum in physical education based on the recommendations of the National Association for Sport and Physical Education Task Force for accreditation to meet the needs of today's society.

612. Sport in Society (3)

An investigation of the influence sports have had in American society, including Little League, interscholastic, intercollegiate, and professional sports. The course will include a critical analysis of such trends as violence in sports.

613. Physical Education, Athletics, and the Law (3)

A study of the areas of negligence, supervision, and administrative issues related to school settings.

620. Research Methods in Human Performance, Leisure, and Sport (3)

Topics include descriptive methods, ex-

perimental design, and historical research; formal writing procedures; measurements; the research process; library techniques. The composition of a manuscript is a major part of the course.

641. Issues in Human Performance, Leisure, and Sport (3)

A seminar on issues in the human performance, leisure, and sport fields studied, analyzed, written formally, and presented orally. The composition of a manuscript comprises a prominent portion of the course.

650. Seminar (1)

The development and exchange of scholarly information and/or secondary research in physical education. The exchange of ideas may involve written papers and critiques as well as oral presentations.

651. The Administration of Athletics (3)

The relationship of interscholastic and intercollegiate athletics to education; implementation of athletic programs for men and women; eligibility; finance; trends and development in management; public relations.

660. History and Philosophy of Physical Education and Sport (3)

A seminar approach to the historical and contemporary foundations, philosophies, and future of physical education and sport.

670. Assessment and Evaluation in Human Performance, Leisure, and Sport (3)

An interpretation of practical statistical data utilized in the assessment and evaluation of athletic and physical education performance.

682. Physiological Basis of Sport Performance and Conditioning Programs (3)

Review of current scientific literature on the functioning of body systems during training and competition, with specific emphasis on the development of strength, power, flexibility, cardiovascular endurance, agility, and speed. Factors affecting performance such as nutrition, altitude, and thermal stress will also be covered.

687. Analysis of Sport Performance: Separating Fact from Fiction (3)

Analysis of sport techniques using the principles of biomechanics, including linear/angular kinematics and kinetics, and fluid mechanics.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

697. Field Project (1 – 6 VC)

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

699. Thesis (1 – 6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: HPS 620 and HPS 670 and permission of instructor.

DEPARTMENT OF MATHEMATICS, ENGINEER- ING AND PHYSICS

**Dr. David Olivas,
Department Chair
Ivan Hilton Science Building,
Room 226
505.454.3165
FAX: 505.454.3169**

E-mail: jdolivas@nmhu.edu

Mission of the Department of Computer and Mathematical Sciences

The Department of Mathematics, Engineering, and Physics (the Department) offers graduate courses in mathematics and physics. The mission of the Department is to train students in the fields of Mathematics, Engineering, and Physics. By encouraging and developing problem solving, numerical methods, mathematical powers, critical/analytical thinking, and practical, laboratory-based skills, our students will be well-prepared for careers in any combination of these fields, either via solid preparation for further graduate education or immediate entrance into the workforce (industry, teaching, and national laboratories.)

The graduate-level courses in mathematics and physics offered by the Department support graduate degrees in other disciplines such as business, chemistry, computer science, and education. The Department does not offer stand-alone graduate degrees. Students that pursue graduate degrees that require the preparation of a thesis are encouraged to select research topics that require the application of mathematics or physics principles.

Faculty

Dr. E.R. "Dick" Greene (Bio-Engineering)
Dr. John S. Jeffries (Mathematics)
Dr. J. David Olivas (Engineering)
Dr. Joe Sabutis (Physics)
Dr. Gregg Turner (Mathematics)
Dr George Zrilic (Engineering)

Resources and Facilities

The Department resides within the Ivan Hilton Science Building on the NMHU main campus. As part of the physics program, the Department maintains an astronomical observatory located on the roof of the Ivan Hilton Science Building. The observatory is equipped with a 16-inch Meade research-grade telescope.

Mathematics

A mathematics student can emphasize the applied areas of mathematics for a future in industry, the theoretical areas for advanced study, or a combination of the two for teachers. The mathematics discipline also provides supportive courses for academic programs throughout the university at the graduate level. Out graduate-level mathematics courses cover the range of current mathematics topics, and include courses dedicated to cryptography and chaos.

Physics

Physics has long been regarded as the mother of the sciences because physics, in its most basic form, allows the direct application of the scientific methods to the description and quantitative understanding of elementary phenomena that are accessible by direct observation. The central role played by physics in the exposition of modern scientific reasoning makes physics fundamental to the understanding of all science and engineering. Consequently, the physics curriculum is designed not only to teach the student the fundamental concepts and laws of physics, but also to develop practical and analytical tools for problem solving through use of the scientific method. The ability to identify problems, formulate solutions and communicate these findings to others are all highly marketable skills. Our graduate-level physics courses cover the spectrum of current physics topics, and in the recent past have included courses dedicated to astrophysics and laser technologies.

Courses in Mathematics (Math)

501. Discrete Chaos and Fractals (3); Fa,Sp

An introduction to fractal geometry and discrete dynamics in one dimension. Topics include stability of one dimensional maps, periodic points, bifurcations, period three orbit, Sharkovsky's theorem, Schwarzian derivative, chaos in one, metric spaces, transitivity, conjugacy, fractals, fractal dimension, Julia and Mandelbrot sets. Prerequisite: Math 317 and Math 275 with a minimum grade of "C", or permissions of instructor.

502. Discrete Dynamical Systems and Chaos (3); Fa,Sp

A continuation of Math 401 in higher dimensions. Topics include discrete linear dynamical systems, orbits, stability, spectral decomposition theorem, affine systems, nonlinear dynamical systems, bounded invariance, global stability of fixed points, sinks, repellers and saddles, bifurcation, attractors, Li-Yorke chaos, hyperbolic Anosov Toral Automorphism, and more on fractal dimension. Prerequisite: Math 320 and Math 501 with a minimum grade of "C".

504. Intro to Numerical Analysis (3); Alt Fa

An introduction to numerical methods for determining the roots of nonlinear equations, numerical interpolation and integration, and numerical methods for approximating solutions to ordinary differential equations. Prerequisite: Math 320, and Math 325 and permission of instructor.

506. College Geometry (4); 3,2; Fa,Sp

A rigorous treatment of the elements of Euclidean geometry and hyperbolic geometry. Prerequisite: Math 317 with a grade of "C" or better, or permission of instructor.

507. Mathematical Models (3)

Overview of model construction with many different examples. The course includes differential equations, Markov chains, linear programming, zero sum games, graphs, and queues, with computer simulations of some of

the above. Prerequisite: Math 320 and Math 325 with a grade of "C" or better.

510. Optimization Techniques (3)

The study of unconstrained and constrained optimization computational algorithms. Prerequisite: Math 320 and Math 343 with a "C" or better.

515. Intro to Cryptography (3); Alt Fa

An introductory course on the mathematics of cryptography. Topics include column transposition, monoalphabetic and polyalphabetic ciphers, the one-time pad, the Hill cipher, and cipher machines. Prerequisite: Math 317 with a grade of "C" or better.

517. Mathematical Statistics II (3)

A continuation of Math 345 covering the topics of contingency tables, multiple regression, analysis of variance, and other special topics in mathematical statistics including multivariate topics. Prerequisite: Math 345 with a "C" or better.

519. Modern Methods of Cryptography (3); Fa,Sp

A study of modern methods of cryptography and their applications. Topics include the Data Encryption Standard, the RSA public-key cryptosystem, Digital Signatures, and Quantum Cryptography. Prerequisite: Math 515 with a grade of "C" or better.

525. Introduction to Real Analysis (3); Fa

This course is to give students a solid background in theoretical graduate analysis; with the theory and deeper understanding of calculus stressed. Students are introduced to proofs that motivate them toward clear thought and understanding of limits, continuity, differentiation, and series. This provides a rigorous training in mathematical thinking. Prerequisites: Math 301, Math 320, and Math 273 with a minimum grade of "C".

526. Intro to Complex Variable (3); Fa, Sp

An introduction to the properties of analytic functions. Topics include mappings, limits, continuity, differentiation, Cauchy-Riemann equations, harmonic functions and branch points, definite integrals and the Cauchy-Goursat theorem, Cauchy integral formula,

maximum modulus theorem, Liouville's theorem, fundamental theorem of algebra, Taylor and Laurent series, residues and poles, analytic continuation and Poisson integral. Prerequisite: Math 525 with a minimum grade of "C".

532. Abstract Algebra (3); Sp

Topics from groups, rings, and field theory. Prerequisite: Math 313 and Math 331.

535. Selected Topic in Mathematics (1–4 VC)

Course in a topic or topics in mathematics. May be repeated with change of content.

544. Matrix Theory with Applications (3); Fa, Sp

A study of advanced topics in linear algebra and the theory of matrices with emphasis on computer-based applications. Topics include eigenvalues, eigenvectors, similarity, characteristic and minimal polynomials, diagonalizable matrices, and symmetric matrices, Jordan canonical form, vector and matrix norms, spectral radius, stable matrices, functions of matrices, non-negative matrices and Perron-Frobenius theory, differential equations, stability, location of eigenvalues, Rayleigh quotient and Gersgorin's Theorem, matrix polynomials, solvents and analytic matrix functions. Prerequisite: Math 317, Math 320 and Math 325 with a minimum grade of "C".

550. Seminar in Mathematics (1–4 VC)

Seminar course in a topic or topics in mathematics.

560. Applied Multivariate Statistics I (3)

Introductory matrix analysis for statistics, multivariate distributions, multiple regression, multiple analysis of variance and covariance, principal component analysis, and canonical correlations. Prerequisite: Math 320.

A continuation of Math 560, including discriminant analysis, factor analysis, categorical techniques, distance concepts, and cluster analysis. Prerequisite: Math 560.

590. Independent Study (1–4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

592. Independent Research (1–4 VC)

Individual, directed research arranged with an

instructor. Prerequisite: Permission of instructor.

Courses in Physics (Phys)

502. Statistical Mechanics (3)

Mechanical theory of the thermodynamics of gases, including ensembles and distributions; connection between statistical and thermodynamic quantities. Quantum statistics will be emphasized. Prerequisite: Phys 292 and Math 325.

521. Electricity and Magnetism I (4); Fa

Electrostatics, dielectrics, boundary value problems, magnetism, Maxwell's equations, electromagnetic theory of radiation and light, interference, and diffraction scattering. Prerequisite: Phys 292 and Math 325.

522. Electricity and Magnetism II (3); Sp

Continuation of Physics 521, with an emphasis on applications. Prerequisite: Phys 521.

535. Selected Topic in Physics (2–3 VC)

Course in a topic or topics in physics. May be repeated with a change in content.

550. Seminar in Physics (1-4 VC)

Seminar course in a topic or topics in physics.

561. Quantum Mechanics I

(4); 3,1 recitation; Fa

The algebra of quantum mechanics; the Hamiltonian; examples in a finite basis; the Schroedinger equation; examples in one- and three-dimensions. Prerequisite: Phys 361 and Math 325.

562. Quantum Mechanics II (3); Sp

Continuation of Phys 561, with an emphasis on applications. Prerequisite: Phys 561.

568. Solid State Physics (4); 3,1 recitation

Mechanical and thermal properties of solids, the electron theory of metals, and band theory. Prerequisite: Phys 461 or Phys 561.

590-690. Independent Study (1–4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

592. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor

DEPARTMENT OF NATURAL RESOURCES MANAGEMENT

Dr. Kenneth Bentson,
Department Chair
Ivan Hilton Science Center,
Room 332
505.454.3501
FAX: 505.4540.3202

E-mail: kbentson@nmhu.edu

Mission of the Department of Natural Resources Management

The Natural Resources Management department is comprised of the Environmental Geology and Forestry programs. The Forestry major is the only one accepted by Federal and state agencies in New Mexico. Furthermore, the Watershed Management concentration in Environmental Geology provides a new, cutting-edge program in an emerging technical field of great importance to New Mexico and the western United States. The Environmental Geology major focuses on classic geological principles applied to environmental problems like groundwater pollution, geologic hazards, mine tailings and reclamation, and other topics. Las Vegas is located near many types of natural resources. Within minutes of campus, students can be in short-grass prairies, forests, lakes, streams, and alpine tundra ecosystems. Consequently, NRM programs are focused on extensive student field experiences. The area is geologically rich in fossils, mineral ores, and geologic hazards, while having many abandoned and active mines. NRM students are in demand by federal and state agencies, which need personnel trained in the unique social, ecological, and geological conditions in the southwest. NMHU is also home of the New Mexico Forest and Watershed Restoration Institute that is leading New Mexico in the restoration of forests, ranges, and stream systems. Numerous opportunities for undergraduate student involvement in research and field projects exist at NMHU.

Faculty:

Kenneth Bentson (Forestry)
Craig Conley (Forestry)
David W. Hacker (Forestry)
Jennifer Lindline (Geology)
Edward Martinez (Forestry)
Michael Petronis (Geology)

Resources and Facilities

The Department of Natural Sciences is housed in the new Ivan Hilton Science Center. New laboratory spaces, with state-of-the-art safety and teaching features, provide students with hands-on, student-centered learning environments.

Concentration in Natural Resource Management:

Required courses: 15 credit hours

Biol	600	Research Methods (3)
For	620	Adv Topic in NRM (2)*
For	625	Advanced Quantitative Methods in NRM (3)
For	650	Graduate Seminar (1) **
Anth	581	Cultural Resources Mgmt (3)***

May be repeated for credit with different subject matter for a total of 4 credit hours.

*Taken for four semesters to equal a total of 4 hours.

**Prerequisites are waived by the Anthropology discipline.

Electives: 20-24 hours

With the advice and consent of the graduate advisor, choose from 500 and 600 level courses in Life Science, Geology, NRM, Chemistry or other appropriate disciplines to bring the total number of credits to at least 33 semester hours. Students will complete approximately 7 hours of thesis in the Natural Resources Management area.

Program total: 36-37 credit hours

Courses in Forestry (FOR)

502. Silviculture (3)

Silviculture is the practice of growing and managing trees. The course focuses on the growth of trees, and the cultural practices utilized to meet management objectives for forest stands. The ramifications of ecological manipulations are explored.

500. Surface Hydrology (3)

A course designed for graduate students in earth sciences and natural resources management. The course combines (1) a qualitative conceptual understanding of hydrologic process, (2) an introduction to the quantitative representation of those processes, and (3) an understanding of approaches to hydrological measurements and the uncertainties involved in those measurements.

505. Wildland Fire Management (3)

A course on the behavior of wildfires in forest and range ecosystems. The course reviews methods for fuel load assessment, fire weather prediction, fire suppression, and prescribed fire. Contrasts will be made between the costs and benefits of fires on ecosystem and humans.

508. Limnology (4; 3, 2)

A study of the interrelationships among plants, animals, and environmental factors in aquatic ecosystems. The course is field oriented and concentrates on the development of sampling techniques and the analysis of biotic and abiotic components of nearby lakes and streams.

510. Forest Management (3)

This course focuses on the economic and scientific decisions for large tracts of land and multiple types of forest stands. The elements of planning management activities to create the least costs and greatest benefits to a landowner are explored.

512. Surveying and GIS (4; 3, 2)

Surveying is the determination of boundaries and positions on the earth's surface. Geo-

graphic information systems are geospatially referenced databases that relate positions of objects to associated data and properties. The course will explore the application of these technologies to forestry and geology problems.

515. Dendrology (3; 2, 2)

Dendrology is the study of trees and woody vegetation. The course will first look at tree and shrub identification with associated botanical nomenclature. The second portion of the course examines the structure and function of trees and woody vegetation. A collection of local trees and shrubs is a requirement of the course.

517. Watershed Management (4); 3, 2

This course will emphasize the interdisciplinary characteristics of watershed management and the need to incorporate physical, chemical, biological and socioeconomic factors when planning and implementing natural resource programs to achieve sustainable, environmentally sound natural resource development.

520. Wildlife Habitat Management (3)

Principles and practice of wildlife management; with emphasis on habitat, distribution, abundance and legal considerations.

525. Field Safety Practices (1) Alt Sp

This course provides training to graduate students in OSHA's heavy equipment and field operations regulations, safe practices for field workers, and risk management and liability issues surrounding field work by various types of personnel. Field Safety Practices is required for Natural Resources Management graduate students. Graduate students will prepare a field risk management plan for their thesis work.

535-635. Special Topic in Natural Resources Management (1-4 VC)

Course in topic(s) in Natural Resources Management. May be repeated with change of content.

540. Integrated Natural Resources Management (3)

This course is an introductory course to the

broad field of natural resources management for graduate students that do not have a resource management background. The course will cover the ecological and biological underpinnings of agriculture, forestry, range management, watershed management, and ancillary fields, and, the decision making processes that are utilized. Natural resources management will be placed in the context of broader societal mandates and concerns about natural, environmental, and cultural resources.

553. Toxicology in Life Science (4; 3, 2)

Toxicology studies the effects of chemical substances on the health of organisms and ecosystems. Toxic substances from industrial activities have wide ranging effects on natural systems at long distances from sources. Moreover, toxic substances are utilized in health care, agriculture, forestry, wildlife management, and fisheries to manipulate populations of pests. This course explores the basic principles of toxicology, and application of toxicology to Life Science and environmental problems.

589. Applied Ecology and Environmental Restoration (3)

Ecological principles applied to solving environmental problems including pest and biological resource management, conservation biology, environmental planning, impact assessment, remediation, reclamation and ecological restoration.

602. Environmental Assessment (NEPA) (2)

Principles and practice of the science and art of assessing environmental impacts of various stress agents in the environment. Includes consideration of the legal framework (e.g., National Environmental Policy Act), various approaches to prediction and assessment of environmental impacts, and factors entering environmental decision-making.

605. Integrated Biotic Resources Protection (3)

Integrated biotic resources protection investigates the management of invasive plants and animals, insect pests, plant pathogens,

and competing vegetation through sustainable alterations in ecological community structures. The monitoring and manipulation of pest populations by alteration of hosts, environments of pests and population sizes are the most common means to manage losses of valuable natural resources in range management, conservation biology and forestry.

610 Ecosystem Management (2)

Ecosystem Management is a landscape level approach to the sustained production and conservation of biotic resources. Many federal and state agencies have adopted ecosystem management as their guiding principle. Ecosystem management is utilized to maintain wildlife and vegetation patterns conducive to the healthy function of ecosystems. Moreover, it is an important aspect in conservation biology and the recoveries of threatened and endangered species.

620 Adv. Topic in NRM (2)

In-depth consideration of a specific topic of interest to faculty and graduate students. Subject matter will vary from semester to semester, and, the course may be repeated for credit.

625 Advanced Quantitative Methods in NRM (3)

The course will provide hands-on experience with the analysis and design of experiments and observational studies. Parametric and non-parametric techniques commonly utilized in the analysis of ecological, biological, and environmental data sets will be explored. Students will gain familiarity with the use of spreadsheets and statistical software programs for data analysis.

630 Vegetation Analysis and Management (3)

Vegetation analysis entails the methods to measure and characterize plant communities and associations. These techniques are useful in habitat typing and the recognition of sensitive systems. The other aspect of the course are the techniques that are commonly utilized

to manage vegetation, both desirable and undesirable. Economic and social considerations in vegetation management are also discussed.

640 Recreational Resource Management (2)

This course explores the fundamentals of managing recreation on or near public lands to minimize disruption of natural ecosystems and cultural artifacts. Recreation is currently the greatest social and monetary use of public lands in the United States. Natural resource managers are often involved with teams to analyze and mitigate adverse impacts from pack stock in wilderness areas, off-road vehicles, heavy pedestrian traffic, campgrounds, trails, and unwanted vegetation and animals. People with a background in recreational resource management are involved in local, state, and federal parks and monuments, and public lands with recreational uses.

690. Independent Study (1-4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1-4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1-7 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Courses in Geology (Geol)

521. Environmental Ground Water Hydrology (4); Alt Sp

Study of the origin, movement, method of entrapment, and removal of subsurface waters. Course includes extensive discussion of problems associated with ground water pollution and remediation. Prerequisite: Geol 101 and Geol 301.

522. Genesis and Environmental Impact of the Earth's Resources (3); Alt Sp

Study of the distribution, mineralogy, classification, modes of occurrence, and economic

implications to industry and world affairs of mineral deposits.

535. Selected Topic in Geology (1 – 4 VC)

Course in topic or topics in geology. May be repeated with change of content.

590. Independent Study (1 – 4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

592. Independent Research (1 – 4 VC)

Individual, directed research arranged with an instructor. Prerequisite: Permission of instructor.

600. Environmental Mineralogy (3)

This is an emerging topic that combines the studies of mineralogy and environmental science. The course will cover the physical and chemical properties of minerals and how scientists are applying mineralogy to serious environmental problems caused by human activity. Case studies may include Silicosis and the Hawk's Nest Incident, Gauley Bridge, WV; Asbestos: Mineralogy, Disease and Public Policy; Pollution associated with Western Metal Mining - Summitville, Colorado; and Mineralogical Aspects of Radioactive Waste Disposal - Yucca Mountain, Nevada.

610. New Mexico Geological Resources and Environmental Policy (3)

This course is designed to heighten student awareness about the environmental policies in place to protect public and private lands and rural communities in New Mexico from hard rock mining impacts. The course will briefly cover the nature and origin of the earth's rock and mineral resources; the methods of extraction, usage and disposal of natural resources; and their impacts on the environment. The course will cover at length the major types of regional and federal environmental policies, discuss the roles of the major players in the public policy process, and review the important policy analysis techniques that are currently used in environmental decisions. The class will study the 1872 Mining Law and the 1993 New Mexico Mining Act that improved regulation of mining at the state level. Case

studies may include the Chino Mine Closure, the El Cajete Pumice Mine, and the Molybdenum Mine Case.

620. Clay Mineralogy (4; 3, 2)

A lecture and laboratory course. The lecture will provide an in-depth survey of the structures, classification, genesis, weathering, and importance of clay minerals in controlling nutrient uptake, influencing the plastic properties of earth materials and retarding the mobilities of contaminants in the environment. Weekly laboratory time will be dedicated to providing x-ray safety training, covering principles of x-ray diffraction, and utilizing a powder x-ray diffractometer for qualitative and quantitative clay analysis.

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

**Dr. Ian Williamson,
Department Chair
Hewett Hall, Room 205
505.454.3342
FAX: 505.454.3331**

E-mail: iwilliamson@nmhu.edu

The department offers graduate programs in psychology, applied sociology, and anthropology.

Mission of the Department of Social and Behavioral Sciences

The mission of the Department of Behavioral Sciences is to contribute to meeting the educational and research needs in psychology, sociology, anthropology, and the related fields; contribute to meeting the career needs in psychological and social services and social sciences, as well as contribute to training for careers in education, engineering, physical and biological sciences, medicine, and other science fields; contribute to meeting the need for secondary school teacher certification in sociology and/or anthropology; and to provide psychological and sociocultural service and expertise for the region, as well as the greater global community.

Faculty

Erika Derkas (Sociology)
Camea Gagliardi-Blea (Psychology)
Mario Gonzales (Anthropology)
Jean Hill (Psychology)
Warren Lail (Anthropology)
Linda LaGrange (Psychology)
Maura Pilotti (Psychology)
Gerald Russell (Psychology)
Arlie Tagauna (Sociology/Criminal Justice)
Orit Tamir (Anthropology)
Thomas Ward (Sociology)
Ian Williamson (Psychology)

Resources and Facilities

The human riches of northern New Mexico provide an outstanding context for psychological, social, and cultural studies at NMHU. Students engage in field archaeological digs, ethnographic, social and psychobiological research, and clinical practicum. Each student has the opportunity to conduct research in our psychobiology and anthropology lab. Studies of human behavior emphasize field data and computer applications for analysis and interpretation.

The department provides a computer laboratory for student use. Students have access to word processing, spreadsheets, and statistical packages as well as the Internet.

Student professional societies and organizations, such as Psi Chi, and the Sociology and Anthropology Club, provide opportunities for student participation and program enrichment beyond the classroom.

Anthropology

The graduate program in anthropology is a part of an interdisciplinary master of arts degree program in southwest studies. This includes the disciplines of anthropology, history, political science, and languages and literature.

Students complete a common core of courses in southwestern prehistory and history; social, political, and cultural dynamics; and contemporary writers. Prior to admission to the program, students select one of three areas of concentration: anthropology, history/political science (see history or political science disciplines in the department of Humanities) or Hispanic language and literature (see languages and literature discipline in the department of Humanities). Students interested in anthropology will follow the anthropology curriculum described below.

The master of arts program prepares students for doctoral programs in anthropology and related fields, teaching, research, and applied positions in cultural resources management, federal, state, and local agencies as well as private business and non-profit sectors. The institution's geographic location in a multi-ethnic region of the Southwest provides a unique perspective for archaeological and ethnographic field experiences. The anthropology lab houses a significant collection of prehistoric and historic cultural resources for northeastern New Mexico.

Master of Arts in Southwest Studies (M.A.)

Required core: 12 – 15 credit hours

Anth	513	Archeology of SW (3)
Hist	618	Sem: The SW (3)
PolS	611	Sem: SW Politics (3)
Span	652	Sem: Cont Hisp Writers of the SW (3)
Soc	524	Soc & Cult Dyn of the Southwest (3)

OR

Anth	524	Soc & Cult Dyn of the Southwest (3)
------	-----	--

Concentration in Anthropology

Electives: 12 – 15 credit hours

Electives selected in consultation with graduate advisor.

Required courses: 10 credit hours

Anth	652	Sem: Thesis Writing (1)
Anth	696	Ethnographic Research Methods (3)
Anth	699	Thesis (6)*

Program Total: 37 credit hours

Post Baccalaureate Certificate in Cultural Resource Management (CRM)

Required courses: 20-24 credit hours

Anth	510	Archaeology (3)
Anth	513	Archaeology of the SW(3)
Anth	514	Field Methods in Archaeology (Field School) (2-6)
Anth	524	Social Cultural Dynamics in the Greater SW (3)
Anth	576	Indians of the Amer SW (3)

OR

Anth	577	The Hisp Southwest (3)
Anth	581	Cultural Resources Management (3)
Anth	696	Ethnographic Research Methods (3)

Chose in consultation with your advisor, three of the following courses: 9 credits

Anth	511	Paleoethnobotany (3)
Anth	512	Lithic Tech & Analysis (3)
Anth	542	Forensic Anth (3)
Geol	512	Surveying & Geographic Information Systems (3)

Program Total: 30 credit hours

Psychology

The master of science degree program in psychology offers close relationships among faculty, students, and area specialists. All graduate students perform original research for the master's thesis with mentorship by the psychology faculty. The faculty welcomes student participation in research and activities such as attending conferences, presenting papers, and working on professional teams. The discipline of Psychology at NMHU has a history of receiving federally funded research grants, which has provided well-equipped, spacious laboratories for research. The presence of the state psychiatric hospital and the large number of boarding homes for the chronically mentally ill in the community provide unique opportunities for clinical training with this population.

In the recent past, approximately 40 percent of the program's graduates have applied to Ph.D. programs, all have been accepted, and virtually all who have entered Ph.D. programs have attained the doctorate. Also, many graduates choosing service careers are successfully employed in mental health and allied agencies.

Master of Science in Psychology (M.S.)

Required core: 30 credit hours

Psy	601	Data Analysis & Stats (3)
Psy	602	Behav Res Meth (3)
Psy	603	Adv Learning (3)

OR

Psy	605	Memory & Cog (3)
Psy	608	Intro to Neuropsych (3)
Psy	612	Psychopharm (3)
Psy	621	Adv Social Psych (3)
Psy	640	Adv Dev Psych (3)
Psy	651	Profession Ethics & Issues (3)

Psy	671	Adv Psychopath (3)
Psy	699	Thesis (3)

Core Total: 30

General Psychology Track

Electives: 6 credit hours

In addition to the core required coursework, students in the general psychology track must also complete six credit hours of electives, including at least one assessment course (three credit hours), which are selected in consultation with an advisor. Advisors work with the student in order to structure the elective courses in accordance with the student's career goals.

Track Total: 36 credit hours

Clinical/Counseling Track

In addition to the core required 30 credit hours of coursework, students in the clinical psychology/counseling track must also complete the following required coursework for a total of 66 credit hours.

Required courses: 36 credit hours

Psy	525	Intro to Group
-----	-----	----------------

		Psychotherapy (3)
Psy	627	Career Dev (3)
Psy	672	Intro to Counseling and Therapy (3)
Psy	674	Individual Intelligence Testing (3)
Psy	675	Personality Assess (3)
Psy	677	Multicultural Psychotherapy (3)
Psy	679	Behavior Therapy & Assessment (3)
Psy	681	Neuropsychological Assessment (3)
Psy	634	Practicum (12)

Track Total: 66 credit hours

Sociology

The graduate program in sociology is part of an interdisciplinary master of arts degree program in public affairs. The program provides a comprehensive understanding of the social and cultural environment in the public and private sphere through a common core of courses taken by all students in political theory, social theory and historical thought, human culture, and economic theory. Students, prior to admission to the program, select one of the following concentrations: political and governmental processes (See political science in the department of Humanities), or applied sociology. Students interested in sociology will follow the curriculum described below.

This program will prepare students for doctoral studies and may provide enrichment for professionals in public careers such as law, politics, or government service. The program also provides advanced preparation for teachers. The interdisciplinary nature of the program is well suited to such purposes, by combining theoretical knowledge and practical methodology in historical and cross-cultural analysis; archival research; personal and participant observation, interview, and survey techniques; and statistical analysis, model-building, and simulation—applied to analysis

of social and cultural trends; political and economic policy at local, regional, national, and international levels; and organizational and institutional processes.

The program's geographic location in a multi-ethnic region of the Southwest brings unique perspectives. Field and practicum experiences are available to capitalize on the region's rich social, cultural, and institutional resources.

Master of Arts in Public Affairs (M.A.)

Required core: 12 – 15 credit hours

Choose twelve to fifteen credits from the following list:

Anth	651	Concepts of Human Culture (3)
Hist	615	Cont Hist Thought(3)
PolS	563	Political Economy (3)
PolS	654	Sem: The State (3)
Soc	539	Classical Socio Theories (3)

OR

Soc	639	Cont Socio Theories (3)
-----	-----	-------------------------

Core Total: 12-15 credit hours

Applied Sociology Concentration

Required courses: 6-9 for thesis option; 12-15 for non-thesis option

Soc	530	Data Analysis (4)
Soc	539	Classical Socio Theories (3)
Soc	630	Res Meth in Soc & Anthro (3)
Soc	639	Cont Soc Theories (3)

Choose one of the following, in consultation with your advisor:

Soc	699	Thesis (6)
-----	-----	------------

OR

Completion of two professional papers and six additional hours of coursework.

Electives: 6 – 15

Select six to nine credits for thesis option, twelve to fifteen credits for non-thesis option.

Soc	511	The Community (3)
-----	-----	-------------------

Soc	512	Social Stratification (3)
Soc	515	Dev & Socio-Cultural Change (3)
Soc	527	Criminology (3)
Soc	528	Comp Legal Syst (3)
Soc	529	Gender & Society (3)
Soc	531	Political Sociology (3)
Soc	593	Race & Ethnic Relations (3)
PolS	558	Pol Theory & Phil (3)
PolS	519	Public Adm (3)
PolS	614	Sem: Public Policies (3)

Electives selected in consultation with your graduate advisor.

Program Total: 37 credit hours

Courses in Anthropology (Anth)

510. Archaeology (3); 2,2; Fa

The purpose, techniques, methods and theory of archaeology in the study of the human past and in the context of modern science. Prerequisite: Permission of the instructor.

511. Paleoethnobotany (3)

The question of subsistence is central to every archaeological inquiry. The specialized field of paleoethnobotany allows us to infer dietary habits from charred plant remains recovered during archaeological excavations. The purpose of this course, therefore, is to familiarize students with field methods employed in the recovery of botanical remains (samplings, flotation, capture, and drying) and lab methods used to identify and interpret them. Special emphasis will be placed on identifying wild and domestic plants used by prehistoric peoples of northeastern New Mexico.

512. Lithic Technology and Analysis (3)

The purpose of this course is to familiarize students with the study of stone tools in archaeological contexts. We wish to learn from which materials these tools were made, the techniques that were employed to make them, how they came to be discarded to become part of the archaeological record. We also wish to know from where the materials came and

what properties caused them to be selected for the purpose of purposes for which they were chose. Accordingly, the course is broken into four general areas: geology, technology, analysis, and interpretation.

513. Archaeology of the Southwest (3); 2,2; Sp

Study of prehistoric cultures (before 1500) of the American Southwest. Prerequisite: One course in introductory Sociology or Anthropology.

514. Field Methods in Archaeology (2 – 6 VC); Su

Instruction in Archeology field and laboratory techniques and methods. Prerequisite: Anth 510 or permission of instructor.

515. Development and Socio-Cultural Change (3); Sp

This course concerns the nature and consequences of development and culture change. The focus is on contemporary issues and many ways in which anthropology is used outside its purely academic context: how anthropology is applied to contemporary human issues, how it benefits society, and how it advances theoretical knowledge. Prerequisite: One course in introductory Sociology or Anthropology. Cross-listed as: Soc 515.

520. Anthropology Goes to the Movies (3) Alt Sp

The course will feature ethnographic films that explore cross-cultural themes about identities (race-ethnicity, nationality, political organization, religion, gender, class, sexuality, and so on) primarily through film and secondarily through ethnographic texts. Course readings, films, class lectures and discussions will examine the themes of cinematic (visual and auditory) manipulation of audience's perceptions and interpretations, research and ethics and accountabilities, and the politics of ethnographic representation. You will learn about film in anthropology by viewing and discussing films that reflect various anthropo-

logical principles. Thinking about anthropology films will require taking and writing about the subject.

521. Ethnology (3); Fa

An advanced study of the development of the discipline and close examination of selected ethnological texts. Prerequisite: Permission of instructor.

522. Religion and Culture (3); Fa

The origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices, and symbolism. Course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Prerequisite: One course in introductory Sociology or Anthropology. Cross-listed as: Soc 522.

524. Social/Cultural Dynamics in the Greater Southwest (3); Fa

Investigation of the interrelationships among the major cultural groups living in the Greater Southwest today. Cross-listed as: Soc 524.

528. Comparative Legal Systems (3); Fa

A sociological and anthropological analysis of social control and law in a variety of social and cultural contexts.

529. Gender, Culture, and Society (3); Fa

This course provides a foundation for understanding gender as expressed within and influenced by society. Cross culturally men and women are perceived as different, often as opposites. This perception can affect the quality of life, both on a structural level (in terms of wages earned, jobs held) and on an interpersonal level (in terms of expression of self/autonomy). Various theoretical perspectives are explored in order to understand why this perception of difference exists, how it translates into inequality and how it is learned.

535. Selected Topics in Anthropology (1 – 4 VC); Fa, Sp

Course in a topic or topics in anthropology: may be repeated with a change of content.

542. Forensic Anthropology (3); 2,2; Sp

Presentation and application of biological anthropology techniques in the identification of humans from skeletal remains.

554. Women and Globalization (3) Sp

This course examines how women's lives are shaped by globalization through the feminization of labor and migration, environmental degradation, Diaspora, sexuality, cultural displacement, and militarization. It explores the ways women have confronted these conditions as well as the possibilities and challenges of cross-border feminist coalitions.

556. U.S.-Mexico Immigration: Border Issues (3); Sp

Socially and culturally, economically and demographically no international process has affected everyday life in the United States more than Mexican immigration. The course will examine the evolution, expansion and maintenance of processes and structures that have come to institutionalize the unspoken immigration "agreements" between these two nations.

550 – 650. Seminar in Anthropology (1 – 4 VC)

Seminar course in a topic or topics in anthropology: may be repeated with change in content.

561. Communication and Culture (3); Fa

Anthropological linguistics, focusing on investigations of the relationships between language and culture.

574. Contemporary Indian Issues (3); Sp

An examination of emerging social and cultural issues in American Indian society today.

576. Indians of the American Southwest (3); Fa

A survey of the Native American cultures in the Southwest since 1500, including both Pueblo and non-Pueblo cultures. Prerequisite: One course in introductory Sociology or Anthropology.

577. The Hispanic Southwest (3); Fa

The ethno-historical and socio-anthropological examination of Spanish-speaking people in the Southwest from their establishment to contemporary times.

580. Issues in Applied Anthropology (3); Sp

Course will focus on what applied anthropology is, how it is done, how it benefits society, and how it advances Anthropology's theoretical knowledge of culture and society. It is also a course for students who are interested in learning about the various ways in which anthropology is used outside the classroom.

581. Cultural Resource Management (3); Fa

This course will provide the students with the foundations for conducting cultural resource management (CRM). It addresses laws, regulations, agencies, and techniques needed for conducting CRM work and practical experience. Prerequisite: One culture area course.

651. Concepts of Human Culture (3)

Acquaint students with the world of human cultures and to arrive at means of understanding "culture" as well as theoretical constructs developed to examine the central concepts of anthropology. The place of anthropology in the western tradition; issues examined by anthropologists from an array of theoretical perspectives; examples from ethnographic studies; application to public issues and policies, are means through which theory will be brought to bear on praxis.

652. Seminar: Thesis Writing (1)

Instruct and facilitate students in empirical, historical, and theoretical research and in design, preparation, and completion of thesis in Anthropology.

690. Independent Study (1 – 4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

696. Ethnographic Research**Methods (3); Fa**

The course addresses methods of data collection, coding, and analysis for Ethnographic field work in Anthropology. Techniques include naturalistics and participant observation, structured and unstructured interviewing, field note taking and management, and other related qualitative data gathering approaches, some of which may be used in the development of quantitative instruments and analysis. Of continuing concern is the interplay between theoretical and perspectives and the influence of selected data collection methodologies.

699. Thesis (1 – 6 VC); All

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Courses in Psychology (Psy)**502. Psychology of Sports Performance (3)**

Psychological and social-psychological factors affecting sports performance. Specific attention will be given to the relationship between sports performance and motivation, personality, aggression, and attitudes. The social processes of social facilitation, observational learning, social reinforcement, and competition will also be viewed in relation to their effect upon the individual's sports performance.

508. Drugs and Behavior (3)

Psychological and pharmacological study of alcoholism, drug abuse, and drug use, including tranquilizers and non-prescription drugs, throughout society.

509. Domestic and Sexual Violence (3)

This course will focus on physical, sexual, and emotional abuse that occurs within families. A particular emphasis will be a focus on the psychological consequences of exposure to physical and sexual trauma and neglect. Victim and offender characteristics will be discussed in the context of family dynamics. Typical and potential criminal

justice system responses will be explored.

510. Physiological Psychology (3)

An overview of the neuroanatomical and neurophysiological processes underlying behavior. Topics include neurological disorders, brain organization, sensory systems, and applied human neuropsychology. Co-requisite: Psy 511.

511. Techniques in Physiological Psychology (1)

Laboratory work designed to develop skills needed to collect data in physiological psychology. Exercises include brain dissection techniques and the use of the following instruments: centrifuge, balance, spectrophotometer, and high performance liquid chromatography (HPLC). Co-requisite: Psy 510.

515. Psychology and Law (3)

This course examines the way in which psychology interacts with the law. The primary context will be the way in which psychology interacts with the criminal justice system. The course explores a variety of topics including expert testimony, civil commitment and the rights of mental patients, competency, the insanity defense, forced medication and the transfer of mentally ill inmates to mental hospitals, and a review of the mental illnesses and personality disorders commonly encountered in criminal justice settings.

516. Motivation and Emotion (3)

A review of the major phenomena and theories that relate to motivation and emotion. Prerequisite: Psy 203, Psy 204, or permission of instructor.

519. Introduction to Behavior Therapy (3)

Introduction to and survey of behavior therapy procedures and their application to child and adult populations in a variety of settings including homes, schools, prisons, and hospitals.

522. Human Sexuality (3)

Review of contemporary, socio-psychological issues relating to human sexuality. Topics include sexual anatomy, sexually-transmitted

diseases, sexual dysfunctions, sexual attitudes and mores.

525. Intro to Group Psychotherapy (3); Su

An overview of group therapy, theory and techniques. Course includes an experiential component designed to provide experience with group process and group leadership. Prerequisite: Permission of instructor.

530. Gender Roles (3)

An examination of gender roles and role theory in understanding the behavior of women and men. Topics include development, stereotyping, sex differences in personality, abilities, achievement, and status. Attention is given to implications of changing female and male roles in society.

533. History of Psychology (3)

Review of the major figures associated with the development of psychology as a science from Plato's time to the present, with special emphasis on the nineteenth and twentieth centuries. Prerequisite: Psy 203, Psy 204, or permission of instructor.

535 – 635. Selected Topic in Psy (1 – 4 VC)

Course in a topic or topics in psychology: may be repeated with a change of content.

545. Behavior Disorders in Children (3)

Etiology and treatment of behavioral problems in children in a variety of settings, including home and school environments. An eclectic coverage of the major theories, approaches, and research is provided. Prerequisite: Psy 240, Psy 340, or permission of instructor.

550 – 650. Seminar in Psychology (1 – 4 VC)

Seminar course in a topic or topics in psychology. May be repeated with a change in content.

564. Organizational Behavior (3)

Analysis of formal organizations and informal relationships among individuals and small groups. Study of business organizations as a system of authority and status, control and communication, decision-making centers, and

leadership positions. Use is made of cases and research studies.

571. Psychological Testing (3); 2,2

Presentation of the principles underlying psychological testing and measurement. Major areas of psychological testing are surveyed and special attention is given to social and ethical aspects of psychological testing. Prerequisite: Psy 203, Psy 204, or permission of instructor.

572. Cognitive Science (3)

An interdisciplinary investigation of the foundations of human knowledge representation and understanding, the functioning of the human mind, and how these impact on recent computer technologies. Cross-listed as: Phil 572 and CS 572.

575. Abnormal Psychology and Literature (3)

Characters from many literary works analyzed in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor.

577. Culture and Mental Illness (3)

An examination of current descriptions and explanations of mental disorders in a sample of countries from all major regions of the world. Historical, technical, ethical, and pragmatic aspects of international research in the realm of psychology/psychiatry are also addressed. Prerequisite: Psy 101, Psy 324, or permission of instructor.

579. Psychology of Religion (3)

An examination of the relationship between the discipline of psychology and religion. Perspectives addressed include the historical, cultural, philosophic, psychoanalytic, and scientific. Prerequisite: Psy 101.

580. Community Psychology (3)

An introduction to community psychology with emphasis on theories and research regarding prevention and consultation. Prerequisite: Psy 101 or permission of instructor.

590 – 690. Independent Study (1 – 4 VC)

Individual, directed readings and library

research arranged with an instructor on a topic of mutual interest to the student and instructor. Prerequisite: Permission of instructor.

601. Data Analysis and Statistics (3); 2,2; Fa
A comprehensive introduction to the design, analysis, and application of psychological data and experiments. The focus of the course is on the foundation and application of statistical techniques to problems of design and analysis. An introduction to the use of SPSS to analyze data will be included. Prerequisite: Graduate standing in psychology or allied program or permission of instructor and Undergraduate statistics or equivalent.

602. Behavioral Research Methods (3); 2,2; Sp

A comprehensive examination of the language and logic of psychological research. Research designs and strategies for the laboratory, existing social organizations, and field setting are covered. Prerequisite: Psych 601 or permission of instructor.

603. Advanced Learning (3)

A comprehensive examination of the basic principles of learning derived from the study of nonarticulate organisms. Both the theory and data bearing on the classical, instrumental, and operant conditioning paradigms will be examined. Other topics include avoidance, rewards, punishment, extinction, generalization, discrimination learning, and animal memory.

605. Memory and Cognition (3)

An examination of human information processing. Topics include the study of encoding, storage, and retrieval processes in memory. In addition, seminars will be conducted on selected special topics relevant to current issues in cognition, such as false memories, the nature of consciousness, and the issue of "real" versus "artificial" intelligence.

608. Introduction to Neuropsychology (3)

This course will cover a broad range of issues in the field of neuropsychology. The structural and cellular organization of the central

nervous system will be reviewed followed by a discussion of the theoretical framework for brain behavior relationships. Common neurological disorders including epilepsy, degenerative diseases, traumatic brain injury, and vascular insults will be examined in detail. The test batteries and techniques typically used in neuropsychological assessment will be reviewed.

612. Psychopharmacology (3); Sp

The course consists of the study of drug action at physiological and behavioral levels. Psychological and medical applications and limitations of drugs used in the treatment of mental illness will be covered. Prerequisite: Permission of instructor.

618. Experimental Models of Psychopathology (3)

Examination of laboratory-based models and theories of adaptive and mal-adaptive behavior, including the clinical applications of these models and theories.

621. Advanced Social Psychology (3); Sp

Comprehensive review of major theories and related research in social psychology. Emphasis given to attributional and social exchange approaches.

627. Career Development (3)

An examination of theories and frameworks for career development including the major techniques and instruments used in career assessment. Attention will be given to the psychological and social factors affecting career choice, planning and development. Prerequisite: Graduate standing in psychology or allied major, permission of instructor.

630. Advanced Agency research (3); 3,0

The course provides an examination of advanced methods and strategies for research in applied settings. Topics include experimental, quasi-experimental, and small sample methodologies, survey research designs, and evaluation research approaches. Emphasis will

be given to mental health practice. Ethical and professional standards for research and practice settings are covered. Prerequisite: SW 430, SW 530 and Math 345 or Psy 302 or equivalent courses approved by instructor.

634. Practicum (1 – 12 VC)

A field placement in a local institution or agency providing extensive exposure to the use of professional techniques under staff supervision. This course may be repeated up to a limit of 12 hours of credit. Prerequisite: Permission of instructor.

640. Advanced Developmental Psy (3); Sp

An in-depth coverage of developmental theories and research across the life span.

651. Professional Ethics and Issues (3); Fa, Sp

Examination of ethical theory as it relates to the practice of psychology. Review of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct. Presentation of additional information relevant to the professional psychologists. Course may be repeated once for credit.

660. Multivariate Data Analysis (3)

An introduction to the role of multivariate statistical methods in behavior research, and their interpretation and conceptual understanding. Techniques covered include canonical correlation, discriminate analysis, multivariate analysis of variance, and analysis of repeated measures and principal components.

669. Int'l Influences in Clinical Psy (3)

A broad yet very deep survey of a variety of professional pursuits in the field of clinical psychology in the international setting. Topics addressed include international research, personality theory, clinical assessment, mental disorders, etc. Prerequisite: Permission of instructor.

671. Advanced Psychopathology (3); Fa

An examination of adult psychopathology with emphasis on current research, theories, and interventions presented within the context

of DSM application. A unique aspect is exposure to the shifting of paradigms from disease-centered psychiatry to the culture-based, client-centered paradigm of mental illness. Prerequisite: Graduate status in psychology or permission of instructor. Cross-listed as SW 671.

672. Intro to Counseling and Therapy (3)

To provide the student with a relatively in-depth introduction to a number of the major psychotherapeutic approaches currently in use by practitioners. Each of the approximately 10 psychotherapies will be addressed in terms of its history, theory, and process of psychotherapy and its applications. Readings of case examples will also accompany each approach to also provide the student with an experiential dimension, so as to enable fuller integration of course material. This will be accomplished in the context of in-class "exercises," during which students will employ the techniques theories of adaptive and mal-adaptive behavior, including the clinical applications of these models and theories.

674. Individual Intelligence

Testing (3); 1,2; Fa

Theories of intelligence, administration, scoring, and interpretation of widely used individual intelligence tests. Emphasis is given to the WISC-III and WAIS-III. Prerequisite: Permission of instructor.

675. Personality Assessment (3); 1,2; Sp

Administration, scoring and interpretation of the Minnesota Multiphasic Personality Inventory (MMPI-2), Thematic Appreciation Test (TAT), and additional techniques, and integration of these findings with case history data. Prerequisites: Psy 671 and Psy 571 or Psy 674 or permission of instructor.

677. Multicultural Psychotherapy (3); 3 Sp

Examination and application of the American Psychological Association's Multicultural Guidelines and the American Counseling Association's Multicultural Competencies in therapy and counseling. Emphasis on clinical

strategies for building cultural competence in working with racial/ethnic minority populations and other culturally diverse populations.

679. Behavior Therapy & Assm't (3); 1,2 Fa

Experimental and theoretical basis of behavior therapy and assessment, and issues related to their application. The course seeks to familiarize the student with current procedures and their origins in experimental psychology, to indicate strengths and limitations of these techniques and to suggest specific problem areas requiring research exploration.

681. Neuropsychological Assessment (3); 1,2 Sp

Course provides the student with a systematic clinical diagnostic procedure used to determine the extent of any possible behavioral deficits following diagnosed or suspected brain injury. Such assessments would be helpful for patients having, or suspected of having, various brain disorders that result in problems with memory, intellectual and cognitive functioning, daily activities, or behavior and emotions. Such conditions include head injury, stroke, epilepsy, brain tumor, toxic or other encephalopathies, dementia, developmental and learning disabilities, and other neurological disorders. Neuropsychological assessment would be used to determine the differential contribution of neurologic and psychiatric factors in a patient's presenting problems, and in the specification of the patient's psychological and behavioral strengths and weaknesses related to neurological dysfunction. Prerequisites: Psych 510 and psych 674, or equivalent courses, or permission of instructor.

691. Colloquium: Teaching of Psychology (1)

Teaching approaches and issues applicable in specified courses in psychology; designed for graduate teaching assistants in psychology. Prerequisite: Permission of instructor.

692. Independent Research (1 – 4 VC)

Independent research, including data collec-

tion, analysis, and interpretation, arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1 – 6 VC)

Individual research and writing in preparation of a graduate thesis. After enrolling for thesis, student must continue to enroll for at least one credit hour of thesis each semester until completed. Prerequisite: Permission of instructor.

Courses in Sociology (Soc)

510. Large Scale Organizations (3)

Advanced study of complex institutions and organizations.

511. The Community (3)

Analysis of human communities in terms of social structure, social class, participation in formal and informal associations, power structure, and inter-group conflict.

512. Social Stratification (3); Sp

Differentiation, status, social mobility, class, and caste in selected societies.

515. Development and Socio-Cultural Change (3)

This course concerns the nature and consequences of development and culture change. The focus is on contemporary issues and many ways in which anthropology is used outside its purely academic context: how anthropology is applied to contemporary human issues, how it benefits society, and how it advances theoretical knowledge. Cross-listed as: Anthro 515. Prerequisite: One course in introductory Sociology or Anthropology.

522. Religion and Culture (3)

The origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices and symbolism. Course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Cross-listed as: Anth 522. Prerequisite: One course in introductory Sociology or Anthropology.

524. Social/Cultural Dynamics in the Greater Southwest (3)

Investigation of the interrelationships among the major cultural groups living in the Greater Southwest today.

527. Criminology (3); Sp

An overview of definitions and types of crime, and social theories of crime causation; special issues related to crime, crime control and crime prevention.

528. Comparative Legal Systems (3); Fa

A sociological and anthropological analysis of social control and law in a variety of social and cultural contexts.

529. Gender, Culture, and Society (3); Fa

This course provides a foundation for understanding gender as expressed within and influenced by society. Cross culturally men and women are perceived as different, often as opposites. This perception can affect the quality of life, both on a structural level (in terms of wages earned, jobs held) and on an interpersonal level (in terms of expression of self/autonomy). Various theoretical perspectives are explored in order to understand why this perception of difference exists, how it translates into inequality and how it is learned.

530. Applied Social Research and Data Analysis (4) 3, 2; Sp

Instruction in application of techniques used in the analysis of quantitative and qualitative social science research data.

531. Political Sociology (3)

Sociological theory and research as applied to the study of political behavior, including such topics as the social bases of power (class, occupation, religion, cultural values), decision-making, leadership and communications.

535 – 635. Selected Topics in Sociology (1 – 4 VC)

Course in topic or topics in sociology: may be repeated with a change of content.

538. Sociology of Knowledge (3)

A study of the socio-cultural creation of reality

and the social determination, conditioning, transmission, and distribution of knowledge in general and of ideology and science in particular.

539. Classical Sociological Theories (3); Sp

An in-depth study of selected sociologists and their theories from the time of Comte, including such theorists as Durkheim and Weber.

550 – 650. Seminar in Sociology (1 – 4 VC)

Seminar course in a topic or topics in sociology: may be repeated with change in content.

554. Women and Globalization (3) Sp

This course examines how women's lives are shaped by globalization through the feminization of labor and migration, environmental degradation, Diaspora, sexuality, cultural displacement, and militarization. It explores the ways women have confronted these conditions as well as the possibilities and challenges of cross-border feminist coalitions.

558. Mediation and Conflict: Interest Based Transformative and Narrative Paradigms (3)

This is a practical, interactive course offering a process of communication to manage conflict in interpersonal, organizational, and other macro-level context such as international, inter-regional, inter-local, intergovernmental and major environmental disputes both manifest and latent. Prerequisite: Soc 560 or permission of instructor.

560. Approaches to Dispute Resolution (3)

This course provides a theoretical and practical understanding of dispute resolution processes in use in the private and public sectors. The course examines how and why dispute resolution processes function in particular environments, and critiques the strengths and weaknesses of each process. Prerequisite: Introductory course in psychology or introductory course in sociology.

590–690. Independent Study (1 – 4 VC)

Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor.

593. Race and Ethnic Relations (3); Sp

The basic processes operating in the present day interrelations of ethnic groups.

630. Research Methods in Sociology and Anthropology (3); Fa

Research techniques in the study of social and cultural aspects of human existence, critical study, and application of methods.

639. Contemporary Sociological Theories (3); Fa

Detailed study of recent social theories with critical analysis and comparison.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

698. Field Experience (1 – 6 VC)

A field placement in a local institution or agency providing opportunity for observation and limited exposure to the use of professional techniques under staff supervision. Prerequisite: Permission of instructor.

699. Thesis (1 – 6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

SCHOOL OF BUSINESS ADMINISTRATION

Dr. Charles Swim, Dean
Sininger Hall, Room 208
505.454.3115

FAX: 505.454.3354

E-mail: charlesswim@nmhu.edu

Accreditation

The School of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the master of business administration degree.

Mission of the School of Business Administration

New Mexico Highlands University's School of Business Administration is committed to be the best small HSI business school in the nation by developing our students to be competitive and ethical professionals with the ability to operate in the global business environment.

Excellence in teaching is evidenced by:

- Faculty recruiting and development that fosters enhancement in the quality of teaching
- Scholarly and research activity that supports and enhances classroom teaching
- Faculty service that narrows the gap between classroom theory and the needs of the business community

Educational experience is offered through:

- Small class enrollments to foster interactive and high involvement learning
- Opportunities for students to participate in many real-world scenarios in classroom and internship settings
- Faculty-student relationships that extend from academic advising through career choices, including facilitating employment opportunities

Faculty

Elizabeth Alexander (Finance)
Ali Arshad (Economics)
Carrie Goodman (Accounting)
John V. Hayes (Financial Planning)
Ron Maestas (MIS)
Emmanuel Nkwenti (Mgmt & Int'l Business)
Hal Olafson (Finance)

Luis Ortiz (Mgmt & Int'l Business)
James Peters (Accounting)
Hormuzd Rassam (Business)
Mary Romero (Accounting)
Charles Swim (MIS/Mgmt)
William Taylor (Economics)
Kent Tucker (Finance)
Donna Vigil (Accounting)
Margaret Young (Marketing)

Resources and Facilities

NMHU Campus

Main campus School of Business Administration facilities are located in Sininger Hall on the NMHU campus directly across the quadrangle from Thomas C. Donnelly Library. Extensive computer facilities are located within the building, including a teaching classroom with 24 systems attached to a local area network which, in turn, is connected to the NMHU network. This provides the students with access to full Internet facilities.

In addition, there is an open computer laboratory similarly tied together via a local area network into the NMHU system. This allows students to work on assignments on their own time schedule. A complete array of word processing, spreadsheet, database, and presentation graphic software is maintained on all the systems. Students also have access to several portable computer systems that can be moved into a classroom for class presentations.

NMHU Centers

The M.B.A. is also offered at the New Mexico Highlands University Center at Rio Rancho, NMHU Center in Partnership with San Juan College, and at NMHU center in Santa Fe/Española.

Requirements for admission to the M.B.A.

Program:

1. Students must have at least a 3.0 GPA in undergraduate work; however, performance in major courses and the last 60 hours of credit may be given strong consideration.
2. Professional work experience in administration may be considered when reviewing

applicants who do not have an undergraduate degree in business.

3. Students who do not have an undergraduate degree in business will be considered based upon the total undergraduate record, with deficiency courses required as needed to establish an appropriate background for graduate work in business administration.
4. All students are expected to have computer proficiency and be able to use basic tools of business: word processing and spreadsheets. Students lacking these skills are advised to take classes in these areas prior to request in admission to the program.

Master of Business Administration (M.B.A.)

The master of business administration requires a minimum of 37 credit hours, with at least 30 hours in courses restricted to graduate students. The program prepares students for leadership positions in business, state and federal government, or non-profit institutions. Building on a foundation of management, accounting, finance, economics, and marketing, the program emphasizes administrative ability, managerial potential, financial decision making, and long-range planning skills.

The program utilizes an intensive problem-solving approach, featuring case studies and simulations across the spectrum of decision areas within business organizations and emphasizing the integrative nature of managerial responsibilities. Use of the computer as a management tool is required for databases, spreadsheets, statistical analysis, and linear programming.

Dual Masters Degrees in Business and Social Work

Highlands University allows students to complete Masters degrees in Social Work (MSW) and Business Administration (MBA) with minimal overlap. Interested students should refer to the catalog section for the School of Social Work.

Exit Requirements for Completing the M.B.A. Degree

During the final year of M.B.A. coursework all students must take Mgmt 689, Business Strategy and Bus 696 Business Case Study. Students should take these courses in the last semester of coursework. Mgmt 689 focuses on strategic business analysis, and each student will prepare and present a final written case analysis that demonstrates their ability to analyze business problems. They will present their case solution formally in an oral examination to a committee of three members, at least two of these must be School of Business faculty. Students must continue to register for Bus 696 until all requirements are completed.

The written document will follow the APA style format and will comply with the exit requirements of the Office of Graduate Studies at New Mexico Highlands University.

Upon successful completion of any deficiencies, all coursework, the written case analysis and oral examination, the student will be nominated to candidacy for the M.B.A. degree.

General MBA Program

Required courses: 22 credit hours

Bus	604	Quantitative Methods (3)
Acct	606	Managerial Acct (3)
Fin	607	Managerial Finance (3)
Econ	608	Managerial Econ (3)
BLaw	639	Law and Ethics in Business (3)
Mktg	684	Marketing Mgmt (3)
Mgmt	689	Business Strategy (3)
Bus	696	Business Case Study (1)

Core Total: 22 credit hours

Students must choose an MBA concentration from one of the following areas:

Concentration in Accounting

Required courses: 9 credit hours

Acct	601	Budgeting (3)
Acct	605	Financial Acct (3)
Acct	685	Financial Statement Analysis (3)

**Plus two electives from the following:
6 hours**

Acct	522	Corporate Tax (3)
Acct	581	Accounting Systems (3)
Acct	582	International Acct (3)
Acct	589	Governmental Acct (3)
Acct	634	Practicum (1-4)
Acct	689	Semin in Tax Planning (3)

Concentration Total: 15 credit hours

Concentration in Management

Choose 5 courses from the following list:

Acct	585	Financial Statement Analysis (3)
Acct	605	Financial Acct (3)
Econ	609	Public Economics (3)
Mgmt	601	Research Methods (3)
Mgmt	622	Int't. Business & Society (3)
Mgmt	664	Organizational Theory (3)
Mgmt	687	Human Resource Management (3)
Psy	601	Data Analysis and Statistics (3)

Concentration Hours: 15 credit hours

Concentration in Government Non-Profit Management

Choose 5 Courses:

Acct	583	Not-for-Profit Acct
Acct	601	Budgeting
Econ	609	Public Economics (3)
Policy	Either SW 642, EdAdm 675 or PolS 614 (3)	
Mgmt	634	Practicum in Not for Profit (3)

Any Business Elective (3)

Concentration Hours: 15 credit hours

Concentration in International Business

Required courses: 12 credit hours

Mgmt	622	Int't Business & Society (3)
Span	625*	Applied Span for the Professions (3)
IntB	640	Int't Business (3)

IntB	654	Practicum: International Residency (3)
------	-----	--

OR

IntB	580	Doing Business in the Spanish Speaking World (3)
------	-----	--

*Requirement waived for students able to demonstrate proficiency in any language used in international commerce. For these students 15 hours are required for the concentration.

Electives: 6 hours

Choose two of the following in consultation with an advisor:

Anth	515	Development & Socio-Culture Change (3)
Anth	651	Concepts of Human Culture (3)
Mktg	574	Int't Marketing (3)
IntB	530	Int'l Negotiations (3)
IntB	540	Int'l Business (3)
IntB	580	Doing Business in the Spanish Speaking World (3)
Fin	575	Int'l Finance (3)
Acct	574	Int'l Accounting (3)

Concentration Total: 18 credit hours

Concentration in Human Resources Mgmt

Required courses: 12 credit hours

Mgmt	653	Org Leadership (3)
Mgmt	664	Organizational Theory (3)
Mgmt	665	Personnel Practices and the Law (3)
Mgmt	687	Human Resources Mgmt (3)

Electives: 3 hours required

Choose one of the following:

Mgmt	540	Int'l Human Resource Mgmt (3)
Mgmt	560	Training & Development of Human Resource (3)
Mgmt	566	Compensation & Benefits (3)

Concentration Total: 15 credit hours

Concentration in Management Information Systems (MIS)

Required courses: 9 credit hours

Students in the MIS concentration are required to already be proficient in a current programming language. Students who have not had a current programming course as an undergraduate must take CS 514 C++ Progr or CS 515 Java Programming.

CS/MArt 600	Prin of MArt/CS (3)
CS/MArt 610	Synthesis of MArt/CS (3)
MIS 690	Independent Study (3)

OR

Bus 634*	Practicum (3)
----------	---------------

*Practicum must be in an IT setting.

Electives: 6 hours required

MIS 520	Networking the Business Environment (3)
---------	---

OR

CS 557	Computer Networks (3)
MIS 545	Electronic Commerce (3)
MIS 551	Internet Marketing (3)
MIS 586	Web Site Authoring & Mgmt (3)
CS 563	Web Programming (3)

Concentration Total: 15 credit hours

Courses in Accounting (Acct)

508. Tax Planning (3)

Study of income tax principles and law applied to the financial planning process. The course focuses on how income taxes impact financial planning for individuals and families.

522. Corporate, Partnership, and Estate Taxation (3)

Emphasis on taxation of corporations, estates, partnerships and gifts tax. Prerequisite: Acct 321

581. Accounting and Information Systems (3)

The formal accounting-information system with emphasis on the application of general theory of information to the problem of efficient economic operations. Prerequisite: Acct 301 or permission of instructor

582. International Accounting (3)

A study of the differences in reporting proce-

dures between US GAPP and IFRS, the convergence agreement between FASB and IASB, and their importance to business. Prerequisite: Acct 392

583. Not-for-Profit Accounting (3)

This course provides a foundation of Not-for-Profit accounting. Students will compare and contrast not-for-profit enterprises with for-profit businesses, apply basic accounting concepts to not-for-profit organizations, and understand and construct basic financial statements. *This course does not count toward the Accounting Concentration.*

589. Governmental Accounting (3)

Principles and procedures in governmental and institutional units and fiduciaries. Prerequisite: Acct 287 or Permission of instructor

601. Budgeting (3)

This course is designed to introduce students to budgeting theory and practice. The course examines forecasting revenues and the allocation of resources to meet management goals and objectives.

605. Financial Accounting (3); 4,0

The organization and analysis of financial accounting information.

606. Managerial Accounting (3); 4,0

The uses of cost information in evaluating past performance and planning future operations.

685. Financial Statement Analysis (3)

The core objective of this course is to teach students how to read and interpret a firm's 10-K filing with the Securities and Exchange Commission (SEC). A firm's 10-K filing is the most comprehensive, publicly available, audited report on a firm's financial and operating activities.

689. Seminar in Tax Planning (3)

A study of tax planning with particular emphasis given to income, gift, and estate taxes.

690. Independent Study (1 – 4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of the instructor.

Course in Business Law (BLaw)

639. Law and Ethics in Business (3)

A study of legal and ethical concepts that influence and guide business activity in the United States..

Courses in General Business (Bus)

500. Principles of Business Administration (3)

This course provides an introduction to principles of Management, Information Systems and Marketing for students who have not taken these course in their undergraduate preparation. Those students must take this course in their first semester. The course is not required for students with undergraduate degrees in business.

501. Business Analytical Techniques (3)

This course provides an introduction to business analysis techniques including fundamentals of accounting, financial and micro-economics analysis for students who have not taken such courses in their undergraduate preparation. Those students must take this course in their first semester. The course is not required for students with undergraduate degrees in business.

601. Business Research Methods (3)

This course introduces quantitative and qualitative tools used to conduct and evaluate business research.

604. Quantitative Methods in Business (3)

A study of the most widely used operation-research techniques in business and economics.

634. Practicum (1–4 VC)

External firm placement with extensive responsibilities and project, taken once for credit. Graded with "S" or "NP." Prerequisite: Completion of all M.B.A. core requirements and permission of advisor.

690. Independent Study (1–4 VC)

Individual directed study with an instructor. Prerequisite: Permission of instructor.

696. Business Case Study (1)

Individual business case analysis. Students must register for one credit hour of Bus 696 during the semester that they expect to complete their oral examination and receive their degree.

Courses in Economics (Econ)

510. Human Resource Economics (3)

This is a course in Human Resource Economics, a relatively new field of study. Human Resource Economics employs the tools of economic analysis to common personnel issues. Major course topics include: employee recruitment, hiring, salary and benefits, turnover, evaluations, training, and empowering workers.

608. Managerial Economics (3)

The course emphasizes the application of micro-economic theory to business management and strategy. Key course concepts include marginal analysis, prices and the allocation of resources, cost analysis, market structures and information.

609. Public Economics (3)

Public economics is the study of government's effect on the economy. The primary focus of this course is on the provision and financing government services. Key concepts covered in the class include the cost of providing government services, pricing government services, cost-benefit analysis, intergovernmental finance, and tax theory and practice.

635. Selected Topics in Economics (1–4 VC)

Course in a topic or topics in economics. May be repeated with change of content.

Courses in Finance (Fin)

507. Risk and Insurance Planning (3)

This course examines risk management and insurance within the personal financial planning process. Topics include insurance for life, health, disability, property, liability, long term

care, group insurance and annuities.

509. Investment Planning (3)

This course examines investment theory and practices and the various types of securities traded in financial markets. It focuses on investment strategies and portfolio construction and management.

510. Real Estate Investments (3)

This course provides the framework to understand the real estate market as an investment vehicle. Value will be addressed from the aspect of the investor and the lender. The three approaches to value including the Cost, Market and Income Approach, used by real estate appraisers will be defined. The use of ratios, Direct Capitalization, Net Present Value and Discounted Cash Flow models will be applied in the valuation process. The legal foundation, the mortgage function, the role of real estate brokerage, and tax implications will be discussed.

511. Retirement Planning & Employee Benefits (3)

This course provides students with an understanding of public and private retirement plans and programs. It describes such public programs as Social Security, Medicare and Medicaid and how they relate to retirement and benefits planning. The course also compares and contrasts the workings and regulation of defined benefit and defined contribution retirement plans. Prerequisite: Fin 509 or permission of the instructor.

512. Estate Planning (3)

Estate planning focuses on the efficient conversion and transfer of wealth. The course explores the legal, tax and financial aspects of estate planning and covers such topics as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and taxes.

513. Financial Planning Capstone (3)

This course requires students to use various financial management tools to analyze and evaluate various personal finance situations

and to develop and communicate financial plans to the client. Prerequisite: Instructor permission.

552. Mutual Fund Investing (3); 4,0

This course introduces the student to mutual funds in the context of today's financial environment. Students will generate a portfolio of mutual funds to meet their needs.

560. Portfolio Analysis (3); 4,0

This course introduces the student to the financial analysis of common stock in the context of today's financial environment. Student will generate a portfolio of stocks to meet their needs.

575. International Financial Management (3)

An overview of the workings of trade and finance in an international setting. Particular attention is given to handling problems associated with exchange rate movements, sources of funds for overseas operations and investments, and criteria to judge foreign investment opportunities.

607. Financial Management (3)

A study of the tools and techniques used in financial management. Analysis of financial needs, acquisition of financial resources, and allocation of funds are covered in readings, case problems, and class discussions.

690. Independent Study (1 – 4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of the instructor.

Courses in International Business (IntB)

530. International Negotiations (3)

This course studies the fundamentals of international negotiations and the effects of cultural differences in negotiation processes.

580. Doing Business in the Spanish-Speaking World (3)

The goal of this course is to expose students to how business is conducted in different Span-

ish speaking countries. The course requires students and their professor to visit numerous businesses as well as major cultural destinations in the country. The course exposes students to various kinds of business, but focuses on those involved in international commerce. Students are required to observe, describe and analyze major factors affecting business in the country and propose courses of actions that business should consider to effectively compete in international markets.

640. International Business (3)

This course introduces MBA students to key elements of international business, including factors influencing management decision making in an international setting. It explores managerial response to the economics, political, cultural and social factors shaping business and contrasts the success potential and operations of internationally focused companies to those that are solely focused on the domestic market.

654. International Residency (6); Su

The goal of this course is to allow the student to have an international experience. The student will register in two courses offered at a participating institution. Supervision from the Major Advisor is required. The courses most likely are to be taught in a foreign language reinforcing the students language skills. Additionally, visits to local firms and living in a different cultural environment will provide first hand knowledge and experience. If available, teaching or research assistantship will be negotiated with the foreign institution.

Courses in Management (Mgmt)

535– 635. Selected Topics (1–4 VC)

Course in a topic or topics in business. May be repeated with a change of content.

540. International Human Resource Management (3)

The goal of this course is to sensitize students to the complex issues that exist in the interna-

tional business environment. The topics of HR planning, selection, appraisal, training, cross cultural adaptation, motivation, empowerment, and management style will be studied through case analysis as they apply to international business operations.

552. Technological Entrepreneurship (3)

This course explores the problems and issues facing a new firm (or a new product in an existing firm) based on an invention or technological advancement.

555. Management History (3)

This course is designed to examine the evolution of management thought from its earliest days to the present. The emphasis is on various significant contributors to the body of management knowledge and their ideas. The history of great ideas in management on motivations, job design, human resource management, ethics, social responsibility, leadership, production/operation management, business policy/strategy, and the management process are explored.

560. Training and Development of Human Resources (3)

This course covers the training cycle and the development of human resources: needs assessment, training approaches and techniques, and evaluation of training effectiveness.

566. Performance Evaluation and Compensation (3)

This class focuses on the concepts and theories applicable to the design, development, implementation and maintenance of a pay system that treats all employees fairly and recognizes differences in work related knowledge and skills. The components of total compensation, including base pay, incentives, benefits and work life issues will be discussed. Special attention will be given to measuring and rewarding performance and contribution at the individual, group and organizational level. Cases and problems associated with implementing compensation systems will be analyzed and discussed.

590–690. Independent Study (1–4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of instructor.

601. Business Research Methods (3)

A combination of instruction, reading, and investigation designed to develop tools to do practical research.

622. International Business and Society (3)

This course studies ethical business practices: Particular attention is given to businesses operating internationally.

640. International Business (3)

This survey course introduces MBA students to key elements of international business, including factors influencing management decision making in an international setting. It explores managerial response to the economic, political, cultural and social factors shaping business and contracts the success potential and operations of internationally focused companies to those that are solely focused on the domestic market.

650. Seminar in Management (1–3 VC)

Seminar course in a topic or topics in management.

653. Organizational Leadership (3)

This course is designed to address the fundamental aspects of leading and motivating people. It includes understanding and working with people individually, as well as in groups. Studies high performance organizations and challenges of leading change in organizations. Students identify their own leadership traits.

664. Organizational Theory (3)

Analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organization as a system of authority and status, control and communication, decision-making centers, and leadership positions. Use is made of cases and research studies.

665. Personnel Practices and the Law (3)

This course addresses the increasing roll of the law in personnel functions by familiarizing students with the EEO and personnel law. Such topics as the Family Medical Leave

Act and the Americans with Disabilities Act will be discussed as they relate to personnel practices.

687. Human Resources Management (3)

The study of human resources management issues, including management theory, and labor law from the manager's perspective.

689. Business Strategy (3); 4,0

A case approach to concepts of corporate strategy and organizational planning. Must be taken in the last semester of the program. Each student must complete an individual case analysis and present it to their oral committee as a final requirement for the degree. Prerequisite: Acct 606, Fin 607, Mktg 684, Mgmt 664, Mgmt 604 or permission of instructor.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

698. Internship in Management (1–6 VC)

Provides field experience in selected management environments for the graduate candidate. Prerequisite: Approval by the internship advisor.

Courses in Management Information Systems (MIS)

520. Networking in the Business Environment (3)

An introduction into the use and role of LANs in the business environment. The course discusses the function of file servers in the LAN's environment and provides hands-on experience. Cross-listed as: CS 557.

545. Electronic Commerce (3); 4,0

This course provides an introduction to electronic commerce for business students. This course will focus on the impact of electronic commerce on business, its current state of development, successful electronic business strategies and the future of electronic commerce. Prerequisite: Computer literacy and the ability to use the internet.

551. Internet Marketing Strategies (3); 4,0

The course focuses on the place of internet marketing in an internet marketing strategy, consumer behavior on the internet, current internet marketing practices, and the future of internet marketing. Prerequisite: Computer literacy and the ability to use the internet.

585. System and Software Architecture (3)

A capstone course. Students will extend their understanding of the design of comprehensive systems that integrate business requirements, work flow, organization structure, and information processing. Students will also demonstrate, with a practical application design, their understanding of MIS principles of all courses in the major.

586. Web Site Authoring and Mgmt (3)

This course covers the basics of web-page design, including interactive and dynamic pages. Use of basic technology such as HTML, XML, and CGI programming, as well as page creation tools is covered. Site management and maintenance using dedicated web tools is stressed.

690. Independent Study (1 – 4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of the instructor.

Courses in Marketing (Mktg)**501. An Overview of Principles of Mktg (3)**

This course discusses marketing as a discipline that encompasses a very broad area. and as an essential segment of business activity, which is further broken down into many diverse areas and has one overriding purpose – to help the organization meet the customer's needs.

511. Marketing Research (3)

Gathering, recording, and analyzing data about problems relating to the marketing of goods and services.

515. Consumer Behavior (3)

A seminar studying how individuals make buying decisions. It focuses on the psychological, sociological, behavioral, and cultural

aspects of the buying decision, and how firms can use this information to sell more effectively in the marketplace. The course will emphasize current research in the field of consumer behavior.

530. International Negotiations (3)

The main goal of the course is to study the fundamentals of international negotiations and the effect of cultural differences in the communication processes. We will review also the importance of cross-cultural communication for international negotiation processes and for the development of human resources multinational companies.

535. Selected Topics in Marketing (1–4 VC)

Course in a topic or topics in marketing. May be repeated with a change of content.

540. Marketing Channels and Marketing Logistics (3)

Principles, methods, and problems relating to wholesaling, retailing, and physical distribution.

545. Electronic Commerce (3)

This course provides an introduction to electronic commerce for business students. The course will focus on the impact of electronic commerce on business, its current state of development, successful electronic business strategies, and the future of electronic commerce. Prerequisite: Computer literacy and ability to use the Internet.

551. Internet Marketing Strategies (3)

The course focuses on the place of Internet marketing in an integrated marketing strategy, consumer behavior on the Internet, current Internet marketing practices, and the future of Internet marketing. Prerequisite: Computer literacy and ability to use the Internet.

574. International Marketing (3)

Objectives, problems, and challenges facing those who engage in marketing operations in foreign countries. Foreign marketing organizations, cultural dynamics, trade channels, the legal environment, and political considerations are examined.

684. Marketing Management (3)

The approaches and problems of marketing decision making, considered from the standpoint of the marketing manager.

690. Independent Study (1 – 4 VC)

Individual directed study arranged with an instructor. Prerequisite: Permission of the instructor.

SCHOOL OF EDUCATION

Dr. Michael Anderson, Dean
Victoria D. de Sanchez Teacher
Education Center, Room 114B
505.454.3357
FAX: 505.454.3384

Mission of the School of Education

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. We are committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. We subscribe to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure and home, while respecting, tolerating and valuing all people.

Faculty

James M. Alarid (Special Education)
 Michael Anderson (General Education)
 Jeanette Baca (Counseling)
 Alice Blake-Stalker (Reading Education)
 David Brawn y Barycki (General Education)
 James B. Burns (Educational Leadership;
 General Education)
 Jayni Flores (Elementary Education)
 Joan Gallini (General Education)
 Michael Immerman (Clinical Faculty)
 Aline Edna Harrison (Elem Educ; Bilingual)
 Stella Helvie (Special Education)
 Evelyne Hinds (Elementary Education)
 Marie Hummel (Early Childhood Multicultural Education)
 Effie Laman (Special Education)
 Karen Lehman (Special Education)
 George Leone (Counseling)
 Merryl Kravitz (Secondary Education)
 Doug Main (Counseling)
 Linda Martinez (Educational Leadership)
 Shirley Meckes (Early Childhood
 Multicultural Education)

Kara Moloney (Curriculum & Instruction)
 Chris Nelson (Special Education)
 Carolyn Newman (Early Childhood
 Multicultural Education; Curr & Instruction)
 Sandra Tammie Ortega (Educ Leadership)
 Flora Ida Ortiz (Educational Leadership)
 Barbara Reider (Curriculum & Instruction)
 Lori Rudolph (Counseling)
 Joseph Sabutis (General Education)
 Carolyn Stupin (Elementary Education)
 Gayle Anne Talaga (Educational Leadership;
 Curriculum & Instruction)

Resources and Facilities

The Victoria D. de Sanchez Teaching Education Centers is a modern 3-level building that houses classrooms. Distance Education rooms, a Graduate Seminar Suite, an Instructional Materials Evaluation Center and the Pre-Kinergarten Classrooms.

The TEC building also serves as a home for Vistas sin Limites, the Regional Education Collaborative, the Center for the Education & Study of Diverse Populations, Advanced Placement-New Mexico, and MESA-Northern New Mexico.

- The School of Education has an on-site Child Development Center with educational programs for infants, toddlers and preschool age children. The Child Development Center provides practicum and Field work experience for students in early childhood education, as well as for other university programs.
- Established by the School of Education, the Center for the Education and Study of Diverse Populations studies diverse populations whose needs are unmet and who encounter barriers to services and opportunities, and develops strategies for removing those barriers.
- The School of Education houses a regional Instructional Materials Evaluation Center that contains publisher-supplied samples

of state-approved texts and materials for review by school district administrators, teachers, parents, and education faculty and students. The Center also functions as an institutional curriculum library, providing selected samples of resources for short-term loan.

- Advanced Placement-New Mexico, centered in the School of Education, is managed in partnership with the Public Education Department and the College Board. It provides Summer Institutes for over 600 New Mexico AP teachers annually and coordinates AP exam fee discounts for thousands of New Mexico students who enroll in AP courses in high schools across New Mexico.
- Finally, the School of Education offers selected graduate and undergraduate programs at the Centers in Santa Fe, Rio Rancho, and Farmington with the cooperation of the Educational Outreach Services Program.

The master's program in education accepts students with personal commitment to the discipline who also meet the standards of scholarship. With the exception of a degree in counseling, master's candidates complete 12 credits of courses in educational content and 12 credits in a selected emphasis field, as well as 12 credits in appropriate research methodologies. Education leadership requires 15 credits in the content areas and nine credits in a selected emphasis field.

School counseling and rehabilitation counseling, require a 48 semester hour curriculum. The licensed professional counseling track requires a 60 semester hour curriculum, inclusive of oral and written exams detailing the student's course work and internship experience. A vocational evaluation specialization is also available to rehabilitation students.

The master's degree in education offers a variety of concentrations and emphases. The master of arts option in education leadership prepares individuals for licensure in administration. The master of arts option in special education provides the opportunity to specialize in the areas of general special education, cognitive impairments, learning disabilities and emotional and behavioral disorders. An option in counseling and guidance offers a variety of emphases in school counseling, rehabilitation counseling, and professional counseling. The program qualifies students for State of New Mexico Public Education Department professional counselor licensure. The curriculum and instruction option offers graduate work in a variety of academic content fields, with both elementary and secondary emphases. The emphasis fields available to curriculum and instruction students may include the educational subjects of reading, technology education, early childhood education, and bilingual education; and arts and sciences subjects including music, art, English, Spanish, history, political science, chemistry, life science, mathematics, computer science, business, and human performance and sport.

The School of Education "STURDY" Model (*Being Revised Fall 2009*)

"Student-centered Teaching for Understanding, with Reflection and Diversity for Youth"
This model is the foundation for the conceptual framework of the NMHU School of Education.

Teaching for Understanding

Teaching for understanding means taking students as they arrive in our classroom, building on knowledge, skills, and experience to reach the desired understanding. Teaching for understanding has been expanded to include the notion of "backwards curriculum development." It is necessary to identify the desired outcomes before developing a curriculum (and, in our case, syllabus for a course). We ask ourselves, "What evidence would demon-

strate that the student has achieved the desired outcome?" Given that information, the instructor develops a series of lessons, activities, and learning experiences to reach those goals. A student who has achieved true understanding can explain, predict, apply or adapt, justify, critique, judge, make connections, and avoid common misconceptions.

Teaching for Reflection

Reflective teaching assumes an active role for the instructor – that of a reflective practitioner. The reflective teacher focuses not only on content, but on such things as the interaction of the learner with that content, on the teaching environment and classroom culture, the teacher's own behavior and the student's reactions to it, and on the class in the larger context of the school, community. The ultimate goal is continual renewal of the teaching practice.

Teaching for Diversity

The faculty of the teacher-preparation program at NMHU recognizes that in order to prepare pre-service teachers for successful and effective instruction in our nation's public schools, the issue of equity in education should be addressed. A well-prepared teacher should be able to deliver quality instruction in any diverse setting. Preparation for quality instruction begins with culturally responsive teaching through a comprehensive approach, rather than a particular method to be added to other techniques. The faculty also extends the traditional definition of "culture" to a broader scope so as to include a great number of characteristics in an individual which may result in bias from others. Such characteristics include, but are not limited to race, ethnicity, religion, socioeconomic status, educational level, sexual orientation, age, area of origin, varying ability, gender, or language. The ultimate goal of education for diversity is to provide equity among students through the practice of presenting and giving voice to diverse perspectives in the classroom.

Master of Arts in Education (M.A.)

Counseling

The Master of Arts and Counseling offers three concentrations. The school counseling emphasis area is designed to meet requirements for licensure in school counseling set by the State of New Mexico Public Education Department. The licensed professional counseling emphasis area is designed to meet requirements set by the New Mexico Counseling and Therapy Practice Board for licensure as a licensed professional clinical counselor (LPCC). The rehabilitation counseling emphasis is accredited by the National Commission on Rehabilitation Counselor Certification for certified rehabilitation counselors. Rehabilitation Counseling also meets requirements for Licensed Rehabilitation Counselor in the schools set by the State of New Mexico Public Education Department. A specialization in vocational evaluation is available to students in the rehabilitation concentration. They must complete Coun 646 and Coun 648 with an internship.

Upon completion of coursework and the internship, oral and written examinations (Counselor Preparation Comprehensive Examination) are required of all students. The oral examination reports results from the students' professional paper. The written exam is a comprehensive objective exam covering the core content areas. As required by the American Counseling Association Code of Ethics, students failing to demonstrate personal, professional, and/or ethical behaviors (as these behaviors relate to the ability to function as a counselor), may be denied continuance in the counseling program. If intervention is indicated and completed, the student may petition for readmission. Students will have a midpoint evaluation by their advisor.

Concentration in Counseling

The program is structured around three components: core curriculum, research and methodology, and emphasis area.

Required core: 30-33 credit hours

Coun	601	Prof Orientation (3)
Coun	603	Theory & Pract of Career Develop (3)
Coun	605	Pre-Pract in Coun Skills (3)
Coun	606	Theories & Prin of Ind Couns (3)
Coun	607	Group Tech Coun (3)
Coun	611	Multicult Coun (3)
Coun	634	Practicum (3)
Coun	698	Internship in Counseling (3-6)*
GnEd	605	Statistics for Educ (3)
GnEd	610	Educ Res Interpret (3)

* 600 hours over two semesters. Three credits each semester. This can be done in one semester with approval of advisor.

Core Total: 30-33 credit hours**Emphasis in School Counseling****Required courses: 12 credit hours**

Coun	602	Coun Child & Adol (3)
Coun	608	Appraisal of Ind, Group, & Fam in Coun (3)
Coun	615	Family Coun (3)
Coun	620	Org & Admin of Sch Coun (3)

Electives: 3 credit hours

Choose one course in consultation with an advisor.

Emphasis Total: 15 credit hours**Emphasis in Professional Counseling****Required courses: 15 credit hours**

Coun	608	Appraisal of Ind, Group & Fam in Coun (3)
Coun	615	Family Coun (3)
Coun	619	Mgmt of Coun Prog (3)
Coun	625	Couns Indiv Across Lifespan (3)

Coun	610	Assessment & Treatment Planning in Counseling (3)
------	-----	---

Emphasis total: 15 credit hours**Emphasis in Rehabilitation Counseling****Required courses: 15 credit hours**

Coun	608	Appraisal of Individual/ Group/Family (3)
Coun	640	Rehab Foundations (3)
Coun	642	Case Mgmt/Job Placement (3)
SpEd	673	Medical Aspects of Disability (3)
SpEd	674	Psychocult/Psychosoc Aspects of Disabil (3)

Emphasis Total: 15 credit hours**Program Total: 48 credit hours****Concentration in Vocational Evaluation Specialization in The Rehabilitation Counseling**

The VEWA specialization in rehabilitation counseling at NMHU is designed to be completed in 2 years for a full time student. It is a 54 semester hour program. Full-time students receiving traineeships would take courses in the following prescribed manner:

Required courses: 54 credit hours

Coun	601	Professional Coun (3)
Coun	603	Theory & Practicum of Career Development (3)
Coun	606	Theories & Prin of Individual Counseling (3)
Coun	605	Pre-Practiucm in Coun (3)
Coun	607	Grp Tech in Coun (3)
Coun	608	Appraisal on Individual, Group & Family (3)
Coun	611	Multicultural Coun (3)
Coun	634	Practicum in Coun (3)
Coun	640	Foundations of Rehab (3)
Coun	642	Case Mgmt & Job Placement (3)

Electives: 3 credit hours

Choose one course in consultation with an advisor.

Emphasis in Vocational Evaluation

Required courses: 21 credit hours

Coun	646	Foundations of Vocational Evaluation (3)
Coun	648	Adv Vocational Eval (3)
Coun	698	Internship in Vocational Evaluation (3-6)
Coun	698	Internship in Rehabilitation Counseling (3-6)
GnEd	610	Educational Research Interpretation (3)

Emphasis total: 21 credit hours

Program total: 54 credit hours

Concentration in Curriculum and Instruction

This program is structured around three components: required core, emphasis area, and research methodology.

Required courses: 12 credit hours

EdLd	625	Educ Leadership (3)
GnEd	615	Instr Strat & Ment (3)
GnEd	641	Adv Educ Psy (3)
GnEd	663	Prin of Curr Const (3)

Research Methodology: 12 credit hours

GnEd	605	Statistics for Educ (3)
GnEd	610	Educ Res Interpret (3)

Choose one of the following options:

GnEd	697	Field Project (1-6)
GnEd	699	Thesis (1-6)

Comprehensive Exam (6)

Comprehensive Exam Option: Students must complete 6 additional credits of approved electives instead of the 6 hours required for the field project/thesis. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.

Emphasis Area: 12 credit hours

Students will select an emphasis area in consultation with their education advisor and advisors for the field(s) of study selected. Emphasis area options are available in many

of the university's content fields. Specifically, emphasis-area options may be formulated from programs which offer 500- and/or 600-level courses in many disciplines including Advanced Placement and outside the School of Education, including art, music, Spanish, English, philosophy, history, political science, business, human performance and sport, anthropology, sociology, psychology, computer science, mathematics, life science (in biology and environmental science), chemistry, geology, physics, and also in technology teacher education, reading, early childhood multicultural education, and bilingual education. The advisor for the area of interest should be consulted.

In formulating plans for the emphasis area, students and advisors must consider various limitations: the frequency of offering of the necessary 500- and 600- level courses, both during the fall and spring semesters and in the summer session (the selection may be especially limited for students who rely totally or principally on classes scheduled in evenings and/or summers); any requirements from the New Mexico Public Education Department; having the preparation to undertake advanced studies in the field; and for students whose undergraduate degrees are from NMHU, the availability of appropriate 500-level courses that were not taken already at the 400-level.

Program Total: 36 credit hours

Additional stipulations for admission to the master of arts in education, curriculum and instruction: Students will have received licensure for teaching in the State of New Mexico or the equivalent. Applications should indicate a desired emphasis area at the time of application.

Concentration in Educational Leadership

This program is structured around three components: required core, emphasis area, and research methodology.

Two options are available for Master's Degree Candidates in Educational Leadership.

Option One: is to pursue a Master's Degree with eligibility for a New Mexico K-12 School Administrator License. Stipulations for admission to this option is that candidates will have received licensure for teaching in the state of New Mexico or the equivalent AND have at least one year of licensed K-12 teaching.

Option Two: is to pursue a Master's Degree without eligibility for a New Mexico K-12 School Administrator License. This option is tailored for candidates who do not have a teaching license or teaching experience, yet wish the background leadership and administrative knowledge obtained from the program. Candidates who choose this option would take all course requirements except the two semesters (6 credit hours) of Internship. Instead they would take two additional 3-credit elective courses approved by their advisor in the program to meet the 36-hour MA requirements.

Required courses: 15 credit hours

EdLd	600	Leader Exploration (3)
EdLd	625	EdLd & Principal (3)
EdLd	680	Reflective Leader (3)
EdLd	698	Internship 1 (3)
EdLd	698	Internship 2 (3)

Emphasis area: 12 credit hours

Complete four of the nine courses from the following list.

EdLd	611	Action Res in Ed (3)
EdLd	615	Sch Fin & Budget (3)
EdLd	620	School Law (3)
EdLd	630	Sch Comm Relat (3)

EdLd	635	Selected Topics (3)
EdLd	640	Supervis & Eval of Personnel (3)
EdLd	660	Chng Tech & Gov't (3)
Gned	663	Prin of Curriculum Const (3)
EdLd	690	Independent Study (1-4)

Required Research Courses: 9 hours

GnEd	605	Statistics for Educ (3)
GnEd	610	Educ Res Interpret (3)

Choose one of the following options:

EdLd	697	Field Project (3)
EdLd	699	Thesis (3)

OR The Portfolio Block:

EdLd	608	Res Sem 1 (1)
EdLd	651	Res Sem 2 (1)
EdLd	697	Field Project (1)

Comprehensive Exam Option: Students must complete 3 more credits of approved electives. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.

Program total 36: credit hours

Concentration in Special Education

This program is structured around three components: required core, emphasis area, and research methodology.

Required core: 12 credit hours

SpEd	501	Diag of Exceptional Child (3)
SpEd	5/650	Sem in Sp Ed (3)
SpEd	612	The Sp Ed Prog (3)
SpEd	675	Org & Adm Sp Ed (3)

Emphasis Area: 12 credit hours

Option 1 (Non-Licensure):

Choose twelve credits from the following list or from additional courses approved by the program advisor.

Anth	524	Soc & Cult Dynamics of the SW (3)
Anth	561	Comm & Cult (3)
Phil	525	Reasoning Skills for the Schools (3)

Psy	510	Physiological Psy (3)
Psy	519	Intro to Beh Therapy (3)
Psy	522	Human Sexuality (3)
Psy	530	Psy of Sex Roles (3)
Psy	545	Beh Disorders in Child (2)
Psy	573	Psy of Suicide (3)
Psy	605	Memory & Cognition (3)
Psy	671	Psychodynamics & Psychopathology (3)
Psy	674	Ind Intelligence Test (3)
Psy	675	Personality Assess (3)
Psy	679	Beh Therapy & Assess (3)
SpEd	672	Counseling Parents of Exceptional Child (3)
SpEd	673	Medical Aspects of Disability (3)
SpEd	674	Psychocultural/Psy Aspects of Disability (3)

**Research Methodology: 12 credit hours
Option 2 (Licensure) Students seeking
Special Education licensure as part of the
MA program are expected to complete the
following 12 credit sequence:**

GnEd	605	Statistics for Educ (3)
GnEd	610	Educ Res Interpret (3)

Choose one of the following options:

RdEd	511	Tch/Diag of Reading (3)
SpEd	510	Curr Methods for Students with Mild & Moderate (3)
SpEd	520	Curr & Methd for Stud w/ Severe Exceptionalities (3)
SpEd	530	Rdg Instruct in SpEd (3)
SpEd	697	Field Project (6)
SpEd	699	Thesis (6)

Comprehensive Exam (6)

Comprehensive Exam Option: Students must complete 6 more credits of approved electives. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.

Program Total: 36 credit hours

Courses in Counseling and Guidance (Coun)

535 – 635. Selected Topic in Counseling and Guidance (1 – 4 VC)

Course in topic or topics in counseling and guidance. May be repeated with change of content.

601. Orientation to Counseling (3)

This course is an overview of theory, practice, methods and basic principles used by counselors in various settings. Topics include understanding the professional identity of counselors from a historical perspective, counseling theory and skills, personality development, specialty areas in counseling and multicultural considerations. The importance of professional ethics and self-exploration will be emphasized throughout the course. Can be taken as a Co-requisite with Coun 606 also.

602. Counseling Children and Adolescents (3)

This course provides knowledge and skills necessary to provide developmentally appropriate therapeutic interventions for children, adolescents and their families. Topics include parent/child development, interviewing and counseling, case formulation, family systems, group counseling, and consultation. Ethical and legal considerations regarding minors and families will be examined throughout the course. Prerequisites: Count 601, 605 and 606.

603. Theory and Practice of Career Development (3)

A study of theories and approaches useful in career counseling. Emphasis will be given to career planning models, sources of information, and exposure to the changing world of work.

604. Counseling in the Elementary School (3)

Introduction to the types of problems found among elementary school children; exploration of developmental counseling for use in the elementary school.

605. Pre-Practicum in Counseling Skills (3)

This course serves as the student's first formal exposure to the actual practice of counseling. As such, it will introduce the student, within a safe and controlled setting, to the dynamics and process of the counselor's role, including core counseling skills, structure of the interview, and counselor characteristics. Prerequisite: Coun 601 and Coun 606.

606. Theory and Principles of Individual Counseling (3)

Contemporary theories and principles of individual counseling with emphasis on their application to counseling situations in schools and agencies. Prerequisite: Coun 601. Can be taken as a Co-requisite with Coun 601 also.

607. Group Techniques of Counseling (3)

Contemporary theories and principles of group counseling with emphasis on their application to counseling situations in schools and agencies. The student learn the principles of effective group facilitation, leadership styles and techniques, group stages and process, and membership roles and resistances. Prerequisite: Coun 601 and Coun 606.

608. Appraisal of the Individual, Group, and Family in Counseling (3)

The focus of this course is on direct and objective methods of assessment and their practical utility in the practice of counseling. In addition, projective techniques for assessment are studied as well as counseling strategies for disseminating the results.

610. Assessment and Treatment Planning in Counseling (3)

This course is an overview of the assessment and treatment of problematic human behavior patterns and characteristics. The primary focus is a study of the major mental, emotional, and personality disorders as categorized in the DSM-IV. The emphasis is on the accurate diagnosis and treatment plan formulation for these disorders, with special consideration given to ethnic and cultural factors in the lives of individuals. The learning modality includes

student reflection for greater relevance in understanding.

611. Multicultural Counseling (3)

Acquaints students with contrast of values, attitudes, and life styles of the predominant ethnic groups in the local region as well as throughout the nation. The students are expected to review emerging cross-cultural counseling approaches as a basis for developing a personal approach.

612. Mental Health Ethics, Law and Practice (3)

This course will introduce students to professional, ethical and legal issues that affect the practice of counseling. Ethical decision-making, understanding and applying ethical codes and laws, and opportunities to develop critical thinking skills will be emphasized and practiced throughout the course. Course will include lecture, experiential activities, discussion, role-plays, and group work. *PED competency F; CORE competency C.5; CACREP competency K.1.*

613. Advanced Group Counseling Seminar (3)

A study of four to six group counseling approaches for practicing counselors. Each student becomes proficient at applying at least one approach. Prerequisite: Coun 607.

614. Existential Counseling (3)

This course is designed to give the student an in-depth understanding of the principles and techniques of existential counseling. An existential counseling is defined as both a theoretical orientation and a practical approach to working with individuals and their problems with everyday living. Attention is given to the application of existential principles to culturally diverse populations. It is also seen how existential counseling responds to current needs for more brief forms of counseling. The overall approach includes the development of understanding through personal reflection.

615. Family Counseling (3)

This course will focus on developing intervention skills for working with family systems.

Emphasis is on systems theory in family counseling providing students with a beginning understanding of applications in working with families. There will be opportunity for in-class application of the skills introduced. Prerequisite: Coun 605 and Coun 606.

616. An Overview of Art Therapy and the Creative Process (3); Su

This course will extend over two weekends and will be an experiential journey into the unconscious. It will provide an opportunity through exercises using art, movement, music and imagery to experience ourselves more deeply and learn to apply the creative process in our work with clients. We will learn the origin of Dynamically Oriented Art Therapy, use Gestalt Art Therapy to explore our sub-personalities, discover archetypes and enact a fairy tale using Jungian Art Therapy and investigate our expanded consciousness through the Human Potential Movement and contact with our High Self. By doing our own inner work we will discover directly and profoundly the impact the creative process has on our own unconscious and how to hold and honor the psyche of the other. No experience in art or movement is necessary.

**617. Art/Play Therapy/
Sandtray Counseling (3)**

In this class we will explore the power of sandtray therapy with adults and children as well as art and play therapy for children. We will discover how these modalities can help to uncover the client's therapeutic issues, learn about the materials needed and establishing a safe environment, explore the appropriate responses to make and questions to ask and the use of directive and non-directive approaches. Additionally, we will use sandtray experientially to deepen awareness of our own issues, contact our inner child through play therapy and experiment with fundamental techniques using art therapy to enhance our ability to connect with our clients in child therapy.

**619. Management of
Counseling Program (3)**

This course covers the role, responsibilities, and functions of the licensed professional counselor and settings in which they might be employed. Leadership and management practices will be explored as they relate to the counseling profession and the services provided by professional counselors. Specific needs, challenges, and licensing requirements found in community mental health settings are given attention.

**620. Organization and Administration
of School Counseling (3)**

This course provides knowledge and skills necessary for school counselors to implement a developmentally appropriate, comprehensive school counseling program. Planning, designing, implementing and evaluating school counseling program will be discussed. Other topics include history of school counseling, legal and ethical considerations, program management, and the role of the school counselor. Collaboration, consultation, coordination and school counseling skills will be emphasized throughout the course. Competencies outline by the NM Public Education Department, ASCA, and CACREP are addressed.

**621. Grief, Loss and Expressive
Arts Therapy (3)**

In this class we will explore in a supportive environment our grief and how the experience of the Expressive Arts can allow the grieving process and healing to unfold. We will see a slide presentation on sudden death and the healing that followed using Art Therapy as well as explore the stages of grief and the use of creativity for moving through these stages. We will experience our own issues of loss and how, through the power of art, movement and journaling, we can access our inner allies and begin to heal our own wounds. We will enact an ancient myth, discover our own ancestral work that may still need completing, discuss complicated grief, and learn to apply the Expressive Arts in working with our clients. As we move through our healing and contact our

fullness we will be better able to assist our clients in their ability to touch their fullness as they move through their recovery.

625. Counseling the Individual Across the Lifespan (3)

This course is designed to familiarize counseling students with the spectrum of theory and hands-on practice of counseling techniques used with individuals as they develop across the lifespan. The problems and conflicts appearing in different life stages and their treatment through specific counseling skills and strategies are covered. Emphasis is placed on the individual within a family context.

634. Practicum in Counseling (3)

Face to face experience in counseling and guidance in a supervised, recorded, and evaluated counseling setting. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor, Coun 601, 605, 606, and 607 plus one other counseling course approved by advisor.

636. Mediation and Counseling Process (3)

A study of mediation process as a tool for managing conflict in the school, home, and the work environment. The course is designed to provide an alternative way of settling disputes as expediently and constructively as possible. Emphasis will be placed on strategies that will enhance the counseling process.

637. Advanced Practicum in Counseling (3)

This course is an extension of Coun 634, Practicum in Counseling. It is off-campus in local agencies and clinics to give the student an experience in the real working conditions of agency counselors. The student will learn record-keeping, treatment-planning, and related skills.

640. Foundations of Rehabilitation Counseling (3)

Foundations of Rehabilitation Counseling focuses on the history and philosophy of rehabilitation and rehabilitation counseling, including federal legislation concerning

vocational rehabilitation and independent living mandates. The course also focuses on attitudinal, physical and systems barriers to social integration, including the current range of services provided for persons with disabilities, and on informed consumer review, choice, and personal responsibility in the rehabilitation process. The course explores rehabilitation process provided in various setting, noting career alternatives for rehabilitation counselors.

642. Case Management and Job Placement in Rehabilitation (3)

The goal of Vocational Rehabilitation is most often to assist people with disabilities in job placement, i.e., preparing for employment, and obtaining and maintaining appropriate employment. This course is designed to provide the Rehabilitation Counseling student in overview of the job placement and case management functions of rehabilitation counseling, and to enhance the ability to rehabilitation counseling students to develop and implement successful job placement strategies for person with disability. Case Management is the process through which the rehabilitation counselor helps a single client enter and move through the vocational rehabilitation process, concluding with appropriate employment. The course addresses case management practiced in industry, public, and private settings, and provides knowledge of the managed care system. Practical experiences using a case development model will be provided.

644. Counseling Students with Special Needs (3)

This course is designed to be a study of problems associated with exceptionality and the practical and theoretical aspects of the counseling process in working with exceptional students. It is further designed to acquaint prospective counselors with their role and function in the special education process within a school setting.

646. Foundations of Vocational Evaluation (3)

The focus of this course is on the introduction

to client and work site evaluation, behavioral observation, individualized vocational evaluation planning, ethics, use of support service options and report development. General principles in vocational evaluation techniques (interest, achievement, aptitudes, values, temperaments and skills) as they apply to person with disabilities will be reviewed. Hands-on experience with evaluation tools is a required component of the class.

648. Advanced Vocational Evaluation (3)

The focus of this course is on advanced techniques in vocational evaluation including the use and development of work samples, portfolio development, functional vocational evaluation in transition, and the evaluation/use of assistive technology. Course work will cover current state and federal regulations affecting vocational evaluation and work adjustment practice.

650. Seminar in Counseling (1–4 VC)

Seminar course in a topic or topics in counseling and guidance.

690. Independent Study (1–4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

696. Professional Paper (1)

This course is designed to be a one semester hour course for those students who are finished with all their coursework but still need to do their Professional Paper and Oral Exam. This will allow the students to be enrolled in the university as they complete their Professional Paper. A course like this is mandated by the university so that students can be enrolled when all other coursework has been completed. This is not the mandatory course unless the student needs to continue to be enrolled in the university but has no courses remaining to be taken.

697. Field Project (1–6 VC)

Individual field research and writing in prepa-

ration of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

698. Internship/School, Professional, and Rehabilitation Counseling or Vocational Evaluation (3–6 VC)

The internship is the final and most comprehensive professional experience in the counseling program. The intent of the internship is to provide the student with closely supervised training at a site outside of the University environment which is congruent to his or her orientation within the counseling program. In order to insure that the students individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. The School of Education is structured on the basis on the basis of the "STURDY". Prerequisites: Coun 601, 605, 606, 607 and 634.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Courses in Early Childhood Multicultural Education (ECME)

515. Principles of Early Childhood Multicultural Education (3)

An in-depth study of the historical, theoretical, and philosophical development of early childhood education and its implications on current issues and problems.

524. Curriculum in Early Childhood Multicultural Education Programs (3)

An in-depth study of various early childhood education curricula and the development and design of a curriculum guide.

528. Organizational Designs of Early Childhood Multicultural Education Programs (2)

Planning early childhood education programs for teachers, supervisors, administrators, and social workers.

529. Teaching the Perceptual Skills (2)

The rationale, the techniques, and the sequence of teaching auditory, oral, visual, and psycho-motor skills prior to reading, writing, and arithmetic.

534. Practicum in Early Childhood Multicultural Education (1–4 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

535. Selected Topic in Early Childhood Multicultural Education (1–4 VC)

Course in topic or topics in early childhood education. May be repeated with change of content.

582. Early Childhood/Special Education (3)

Developing an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: SpEd 582.

590. Independent Study (1–4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

592. Independent Research (1–4 VC)

Individual, directed research arranged with an instructor. Prerequisite: Permission of instructor.

Courses in Educational Leadership (EdLd)**535 – 635. Selected Topic in Educational Leadership (1–4 VC)**

Course in topic or topics in educational leadership. May be repeated with change of content.

600. Leadership Exploration (3)

This introductory course is designed for graduate students who are pursuing a career in K-12 educational leadership. The course focuses on developing skills and perspective necessary to be a transformational leader. The faculty will assist students in developing an individualized professional development plan.

608. Research Development I (1)

The research development course will have two foci: (1) all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and (2) development of the framework for their portfolio.

611. Action Research in Education (3)

Action Research is a graduate level class addressing both educational research and school improvement. The aims of Action Research include a) development of the school leaders knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and b) preparing school leaders for informed analysis and evaluation of research Prerequisite: GnEd 610

615. School Finance and Budgeting (3)

The course emphasizes the study of key legislation (federal and state) that finances the public school enterprise. Specific emphasis is given to the financing of public education in New Mexico and the budgeting procedures required by the state, and participation in the budget preparation process at the local district level.

620. School Law (3)

The legal basis of public education will be the focus of this course. Constitutional, federal, state, local, and tort law; policies; and regulations will be studied.

625. Educational Leadership and the Principalsip (3)

This course is a study of the nature, processes, and functions of leadership, developing skills in leadership, communication, improving instruction for student learning, and group development.

630. School Community Relations (3)

The course focuses on the relationships that are needed to build strong school and community partnerships. Students will be able to combine theory and practice (praxis) in improving their knowledge and skills related

to connecting the schools with a larger community.

634. Practicum in Educational Leadership (1–4 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

635. Selected Topic in Educational Leadership (3)

Course in topic or topics in educational leadership. May be repeated with change of content.

640. Supervision and Evaluation of School Personnel (3)

The course will develop the necessary knowledge and skills for leaders to supervise teachers and staff and to provide appropriate staff development opportunities to meet organizational goals.

651. Research Development II (1)

The research development course will have two foci to continue to develop: (1) all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and (2) midpoint review of portfolio.

660. Change, Technology and Governance (3)

This course is an introduction to educational change, planning for the implementing technology, with an emphasis on ethical and moral principles of governance.

680. Reflective Leadership (3)

This is the capstone course that provided an opportunity for reflection, application and integration of knowledge acquired in the program.

690. Independent Study (1–4 VC)

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

697. Field Project (1–6 VC)

Individual field research and writing in prepa-

ration of a graduate field project (equivalent to a thesis). Prerequisite: GnEd 610 and permission of instructor.

698. Internship in Educational Leadership (1–6 VC)

Provides field experience in selected schools for the school leadership graduate candidate. Prerequisite: Approval by the internship advisor.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: GnEd 610 and permission of instructor.

Courses in Elementary Education (Elem)

517. English as a Second Language (3)

A study of English as a second language, conveying methods and procedures of teaching English to children and adults for whom English is not the native tongue. Students will be introduced to second language acquisition theories and basic elements of the sound system. It is highly recommended that RdEd 411 be taken prior to or concurrently with this class.

535-635. Selected Topic in Elementary Education (1–4 VC)

Course in topic or topics in elementary education. May be repeated with change of content.

542. Teaching Elementary School Science and Social Studies (3)

Development of teaching strategies appropriate to recent innovations in science and social science teaching for multicultural classrooms. Laboratories will be offered in both English and Spanish, when possible, to provide opportunities for Spanish/English bilingual majors and other interested students to develop skills for teaching science and social science in Spanish.

590-690. Independent Study (1–4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

619. Mathematics in the Elementary School (3)

A detailed consideration of problems of elementary mathematics—what to teach, the grade placement of content, and the methods and materials of teaching.

621. Evaluation of Classroom Performance in Elementary School Mathematics (2)

The use of teacher-made and standardized instruments to assess performance in elementary mathematics, diagnose areas of difficulty, and prescribe remediation.

622. Theory and Practice of Teaching Elementary School Mathematics (3)

Current classroom practices in elementary mathematics related to the various theories of learning. Emphasis will be placed on current developments.

624. Advanced Techniques of Teaching Social Studies in the Elementary School (3)

Exploration of the modern social studies curriculum with emphasis on research and curriculum development.

625. Science Education in the Elementary Grades (3)

History of science education and methodology in the elementary school, with emphasis on current trends.

634. Practicum (1–4 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

650. Seminar in Elementary Education (1–4 VC)

Seminar course in topic or topics in elementary education.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor

Courses in General and Secondary Education (GnEd)**510. The Art and Science of Teaching in Secondary Schools (4); 3,2**

Designed to provide an overview of curriculum and organization in the secondary school and to offer actual teaching experience in a “micro-teaching” situation, applying basic teaching strategies and techniques for the purpose of developing teacher competency. A special fee is charged.

512. Theories and Principles of Bilingual Education (3)

Fundamental theories and principles of bilingual education, preparing the prospective teacher to address the issues and concerns intelligently in the classroom.

520. Sheltered English for Content Area Instruction (3)

This course provides pre-service and in-service teachers a set of linguistic, instructional, assessment and classroom-management practices that allows English language learners (ELLs) from the advanced-beginner level on to develop content-area knowledge, operational skills and increased language proficiency.

525. Reasoning Skills for the Schools (3)

A general introduction to the basic skills involved in reasoning and critical thinking and how they may be incorporated into the curricula of the schools.

535–635. Selected Topic in General Education (1–4 VC)

Course in topic or topics in general education. May be repeated with change of content.

536. Parent and Community Involvement (3)

Development in prospective teachers and experienced educators of necessary attitudes and strategies related to involving parents and other community members in the educational process. Students will review the research which demonstrates the positive results from involving parents as partners in the child’s learning process.

537. Instructional Methodologies for Use in Spanish/English Bilingual Classrooms (3)

Demonstrate knowledge of and use theories, approaches, methods and techniques for teaching literacy, bi-literacy and other academic skills in English and the native language. Spanish is the language of instruction and student participation/presentations. Prerequisite: Span 201 or Span 202.

544. Computer Applications in Education (3)

Provides teachers a working knowledge of the microcomputer and its specific applications in education. A special fee is charged.

545. Knowledge of the Profession (3)

Legal, ethical, career, and organizational issues related to education. Students will be given experiences to assist them in communicating effectively with different individuals involved in the educational process. Prerequisite: Complete all required coursework (major and minor) and admission to student teaching. Co-requisite: Appropriate major Field-Based III experience.

550-650. Seminar in General or Secondary Education (1-4 VC)

Seminar course in a topic or topics in general or secondary education.

555. Classroom Management (3)

Introduces the student to a variety of techniques for managing behavior in the classroom. Major areas and specific techniques within each will be presented and practiced both in the class and in the student's own teaching situation. Prerequisite: Admission to student teaching and instructor permission.

590-690. Independent Study (1-4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

605. Statistics for Educators (3)

Basic statistics essential to the collection, summarization, and interpretation of statistical data that the educator frequently encounters.

610. Educational Research Interpretation (3)

Prepares the potential research consumer to analyze and evaluate research critically, to understand fundamental research principles and techniques, and to design research stratagems for problem areas in education. Prerequisite: GnEd 605.

611. Action Research in Education (3)

Action Research is a graduate level class addressing both educational research and school improvement. The aims of Action Research include a) development of the school leaders knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and b) preparing school leaders for informed analysis and evaluation of research Prerequisite: GnEd 610

615. Instructional Strategy and Mentoring (3)

Investigation and development of lessons based on a variety of teaching strategies that are appropriate for different grade levels and subject areas. Peer mentoring skills will be developed through coaching activities while practicing various teaching strategies.

630. Advanced Placement Institute (3)

A summer institute and two day follow up designed to prepare teachers to teach Advanced Placement and Pre AP courses.

634. Practicum (1-4 VC)

Supervised field experiences; planned, recorded, and evaluated. Prerequisite: Pre-arrangement and permission of instructor.

636. Workshop in Education (1-4 VC)

Workshop is a selected topic, which may be offered at the request of a school district or teacher group attempting to solve an educational problem.

640. Curriculum Design & Management for Advanced Placement (3)

This course will provide an in-depth discussion of academic content and methods for delivering instruction in

Advanced Placement classrooms.

641. Advanced Educational Psychology (3)

Application of recent learning research to instructional, curricular, and administrative problems.

645. Socio-Cultural Factors Affecting Education (3)

Studies of the social and cultural factors influencing educational practice with emphasis on Hispanic and Native American cultures of the Southwest and identification of local factors of a social/cultural nature that influence educational practice.

650. Foundations of the Advanced Placement Program, Leadership Approaches and Vertical Teaming (3)

This course introduces the foundations of Advanced Placement and Vertical Teaming. In addition, program development and evaluation will be explored.

663. Principles of Curriculum Construction (3)

A study of the social, cultural, psychological, and philosophical bases related to the principles and technical problems of curriculum development. The course assists in the identification of local educational needs through assessment.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

697. Field Project (1–6 VC)

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Courses in Reading (RdEd)

511. Teaching and Diagnosis of Reading (3); 2,2

An overview of teaching reading in the primary and intermediate grades and diagnostic tools and corrective instructional techniques in the classroom. Emphasis is placed on developing competencies in the teaching of reading and adopting reading instruction based on a knowledge of reading process, methods, and materials. Two hours of lab are required. Prerequisite: Field Base I & II.

516. Teaching Reading and the Language Arts in the Bilingual Classroom (3)

Methods and materials in the Spanish-English bilingual classroom, with emphasis upon the development of reading and language arts skills in bilingual children. The class is taught primarily in Spanish. Pre/Co-requisite: Span 325 or permission of instructor.

526. Reading and Literature for Children and Young Adults (3)

Exploration and evaluation of the artistic qualities of folk and fairy tales, myths, legends, fables, epics, hero tales, and realistic stories for children (pre-school to grade 8) and young adults (grades 9 to 12), with emphasis on multicultural literature and on helping teachers to motivate youngsters to develop reading skills while reading relevant literature.

527. Reading in the Content Area (3)

Survey of techniques for the development of reading/study skills needed at the secondary level as students employ reading as a tool for learning.

535 - 635. Selected Topic in Reading (1--4 VC)

Course in topic or topics in reading. May be repeated with change of content.

590 - 690. Independent Study (1--4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

616. Psycholinguistics and Reading (3)

The study of reading as a socio-psycholinguistic process.

618. Diagnosis and Remedial Reading 1 (3)

Advanced study of informal tests, assessment tools, the diagnostic process, and the implementation of corrective procedures for reading deficiencies through a case study for either an elementary or secondary student in clinical or classroom setting.

621. Diagnosis and Remedial Reading 2 (3)

A continuation of RdEd 618. Introduction to formal and standardized tests, with emphasis upon administering, interpreting, and evaluating the results obtained therefrom, drawing conclusions, and making relevant recommendations for correcting the reading deficiencies analyzed.

623. Evaluating Reading Materials & Designing Instructional Reading Programs (3)

Survey of reading resources and development and use of standards in selecting and evaluating appropriate materials for instructional programs in reading.

634. Practicum (1 – 6 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

650. Seminar in Reading (3)

Seminar course in a topic or topics in reading education. Content may vary.

692. Independent Research (1 – 4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

Courses in Special Education (SpEd)**501. Diagnosis of the Exceptional Child (3)**

Practice in the use of a variety of data-collection instruments and techniques, as well as procedures for writing up the data collected, making referrals, and developing an instructional program.

510. Curriculum & Methods for Student with Mild and Moderate Exceptionalities (3)

An examination of curriculum content, instructional methods, and individualized education programs appropriate for students with mild and moderate cognitive or behavioral exceptionalities whose education focuses primarily on the general education curriculum.

520. Curriculum & Methods for Students with Severe Exceptionalities (3) NEW

An examination of curriculum content, instruction methods, and individualized education programs appropriate for students with severe cognitive or behavioral exceptionalities whose education focuses on both the functional curriculum and the general education curriculum.

530. Reading Instruction in Special Education (3)

The study and application of developmental, corrective and remedial reading strategies, and assistive technology devices used to support students' reading both the general education curriculum and in the functional, life-skills curriculum, across all content areas.

534. Practicum in Special Education (1–4 VC)

Supervised work in a special education program setting.

535 – 635. Selected Topic in Special Education (1–4 VC)

Course in topic or topics in special education. May be repeated with change of content.

550-650. Seminar in Special Education (3)

A seminar course in topic or topics in special education.

555. Classroom Management in Special Education (3)

An examination of behavior management techniques, reward systems, fading and intermittent reinforcement schedules used with students who exhibit more severe behavior exceptionalities. School-wide, classroom and individual student behavior intervention plans will be reviewed with emphasis on behavior manifestation determination and other IDEA

mandates for addressing students' behavioral needs.

582. Early Childhood/Special Education (3)

Developing an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: ECME 582.

590–690. Independent Study (1–4 VC)

Individual, directed study arranged with an instructor. Prerequisite: Permission of instructor.

611. Action Research in Education (3)

Action Research is a graduate level class addressing both educational research and school improvement. The aims of Action Research include a) development of the school leaders knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and b) preparing school leaders for informed analysis and evaluation of research. Prerequisite: GnEd 610

612. The Special Education Program (3)

A study of special education with emphasis on exceptionality and types of program intervention.

634. Practicum in Special Education (1 – 8 VC)

Supervised work in a special education program setting, with program options made available to the course participants. Prerequisite: Permission of instructor.

672. Counseling Parents of Exceptional Children (3)

A study of problems associated with exceptionality and counseling approaches used with parents, with emphasis on resources available to parents.

673. Medical Aspects of Disability (3)

An overview of human disability and medical terminology. Provides a review of human body systems, major disabling conditions and their implications for rehabilitation counseling.

674. Psychocultural/Psychosocial Aspects of Disability (3)

Provides an overview of psychosocial and psychocultural aspects of disability emphasize-

ing emotional issues influencing the adjustment process of persons with disabilities.

675. Organization and Administration of Special Education (3)

A study of the organization and administration of special education services at the federal, state, and local level, with emphasis on New Mexico state guidelines for special education.

692. Independent Research (1–4 VC)

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

697. Field Project (1–6 VC)

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

SCHOOL OF SOCIAL WORK

Alfredo A. Garcia, Ph. D, Dean
Lora Shields Science Building
505.454.3307 or 505.260.6180
FAX: 505.454.3290

www.nmhu.edu/socialwork

Accreditation

The School of Social Work is accredited by the Council on Social Work Education.

Mission of the School of Social Work

The Mission of the School of Social Work is to educate students to practice social work sensitively and competently with the diverse, multicultural populations of New Mexico and the Southwest. The school has a primary commitment to Hispanic and American Indian peoples. Its curriculum grounds students in social work skills, values, ethical principles and awareness of and respect for cultural and gender differences. The school prepares undergraduate students for entry-level generalist practice and graduate students for advanced practice through the integration of classroom and field practicum instruction.

The School of Social Work offers the MSW program at the main campus, Las Vegas, New Mexico and also at the following five (5) campus locations:

NMHU @ Albuquerque-Rio Rancho, NM

NMHU @ Farmington, New Mexico

NMHU @ Roswell, New Mexico

NMHU Las Vegas (Main Campus)

P. O. Box 9000

Las Vegas, NM 87701

505.454.3307

Faculty (NMHU - Las Vegas)

David Arguello, Ph.D.

Jill Baker, Ph.D.

Jane Gorman, Ph.D.

Andrew Israel, J.D., LMSW, Associate Dean

Rey Martinez, Ph.D.

Dolores Ortega, Ph.D.

Julia D. Lucero, MSW, LISW, Director,
Field Education

Mario Rodriguez, Ph. D.

Lou Ann Romero, MSW, Director,
Admissions & Recruitment

Albuquerque-Rio Rancho

5401 Indian School Rd. NE

Albuquerque, NM 87110

505.260.6181 FAX: 505.896.6122

NMHU Center @ Rio Rancho

1700 Grande Court Suite 204

Rio Rancho, NM 87124

505.891.9053

FAX: 505.896.6122

Faculty @ Albuquerque- Rio Rancho

Kevin Barnas, LISW

Judith Barnstone, Ph. D.

Cristina Duran, Ph.D., LISW

Mark Dyke, Psy.D. , LMSW

Alfredo A. Garcia, , Ph.D., LISW, Dean

Julius Harrington, Ph.D.

George Mercer, MSW, LISW, Instructor

Avi Kreichman, M.D., Instructor

Aria Ponciroli, Ph. D.

Jessie "Rocky" Romero, MSW, LMSW,

Coordinator, Field Education

Jose Sisneros, Ph.D.

NMHU @ San Juan College

4601 College Boulevard

Farmington, NM 87402

505.566.3552 FAX: 505.566.3584

Faculty (NMHU - Farmington)

Joan Lucero Sisneros, MSW, LISW,

Program Director

Craig Stern, MSW, Academic Coordinator

Jennie Russell, MSW, LMSW, Coordinator,

Field Education

NMHU @ Eastern New Mexico**University (ENMU-R)**

P.O. Box 6000

Roswell, NM 88202-6000

505.624.7458

FAX: 505.624.7454

Faculty (NMHU – Roswell)

Becky Thomas, Administrative Assistant

Adjunct Faculty: Adjunct faculty are utilized at all of the program locations to complement the full-time faculty. These faculty members offer students the benefit of their professional experience and enhance the Social Work curriculum by assisting students in integrating classroom knowledge with Social Work practice.

Master of Social Work Program (MSW)

During the first year of the program, students are required to take a total of 31 credit units of generalist social work practice courses. The first year curriculum and courses provide students with an overview of the social work professions historical evolution, including an introduction to the body of social work knowledge, values, and ethical principles. In addition, the curriculum addresses the areas of research, policy, and practice knowledge and skills required of all practicing social workers. Working with a diverse, Hispanic and American Indian population has particular emphasis throughout the curriculum.

During the first year, students apply generalist social work knowledge in a field practicum setting under the supervision of a licensed M.S.W. social work professional. The social work courses, combined with field practicum, afford students the opportunity to apply classroom knowledge in working with individuals, families, groups and communities within a specific agency setting.

Area of Concentration/Specialization

During the second year, students take courses in an area of concentration. The required courses build upon the first year foundation courses, providing students with specific course content and depth in a specific area of social work practice. The three areas of concentration offered include, 1. Clinical Practice, 2. Government Non-Profit Management and 3. Bilingual/Bicultural Practice

NMHU-Las Vegas Campus is the only graduate social work program that offers all three program concentrations.

NMHU-Rio Rancho offers two concentrations: Clinical Practice and Government Non-Profit Management.

NMHU@ San Juan College and NMHU @ ENMU-R only offer the Clinical Practice concentration.

Students admitted to the M.S.W. program are admitted into one of the three areas of concentration and take courses outlined in the Social Work Program of Study. All social work courses at all program locations use the same course syllabi and textbooks, which ensures the same quality in course content.

Students admitted to a specific program location that does not offer their preferred area of concentration may request to transfer during their second year to another NMHU program location.

MSW/MBA Dual Degrees Program: Master of Social Work and Master of Business

The School of Social Work in collaboration with the School of Business Administration offers a joint program of studies leading to the completion of two separate degrees in Social Work (MSW) and in Business Administration (MBA). Students interested in pursuing the completion of both degrees must be admitted

into the Social Work Government Non-Profit Management Concentration. Upon completion of the first year MSW curriculum, students are then admitted into the MBA Government Non-Profit Management through the School of Business. The completion of both degrees is only open to students in the two year MSW Government Non-profit concentration. Both degrees must be completed within Five calendar years from date of admission.

The dual degrees program are ONLY offered at the main campus (Las Vegas, New Mexico) and at Albuquerque and Rio Rancho Center. Students must meet the admission requirements of both schools.

Programs of Study

The Master of Social Work program prepares students for advanced social work practice in an area of concentration with the knowledge, skills, values and ethical principles necessary to practice with Hispanic, American Indian, and other diverse populations of New Mexico and the Southwest. The program prepares students at an advanced level to analyze and evaluate the role of the social work practitioner in the delivery of human services.

The School offers three types of programs to meet each student's academic and personal needs. The three Programs include: Advanced Standing, Full-Time, and Part-Time. Students MUST complete the M.S.W. program within five years from the date of admission.

I. Advanced Standing- Limited to students with a BSW degree (2 – 3 semesters). Advanced Standing is offered at:
NMHU Campus, Las Vegas, New Mexico
Rio Rancho and Albuquerque Centers

The program is limited to individuals who have completed a Bachelor of Social Work de-

gree from an accredited School of Social Work within five years from the date of enrollment. Students begin taking second year courses, within an area of concentration. Students must attend full-time and take their course work at the appropriate campus.

II. Full-Time Program (4 -5 Semesters) The full time MSW Program is offered at:
NMHU Las Vegas Campus, Las Vegas, NM
NMHU Rio Rancho Center, Rio Rancho, NM
Also, at the Albuquerque location.

The Full-Time Program is intended for students who can attend on a full-time basis. Students at the NMHU-Las Vegas Campus and at the NMHU-Center at Rio Rancho and in Albuquerque attend daytime classes on Monday and Tuesday and Field Practicum on Thursday and Friday. Students who attend the Rio Rancho campus can attend part-time or full-time, taking evening and weekend courses, and can also complete the program in two academic years.

III. Part-Time Program (7-8 Semesters)
Students may attend part-time at any of the following four program locations:
NMHU Las Vegas Campus, Las Vegas, NM
NMHU Rio Rancho Center, Rio Rancho, NM
NMHU @ San Juan College, Farmington, NM
NMHU @ Eastern New Mexico University, Roswell, NM

The Part-Time Program affords students the opportunity to attend classes during the late afternoon, evening, and/or weekend. The program can be completed in seven consecutive semesters.
The MSW program must be completed within five calendar years from the date of admission.

Admission Requirements

New Mexico Highlands University School of Social Work seeks to admit candidates to its

graduate programs who demonstrate a personal and professional commitment to a career in social work, a readiness to pursue graduate education and a willingness to make a positive contribution in the lives of others. Candidates best suited for a career in social work must be motivated to work in the human services field, have demonstrated past academic potential, have good oral and writing skills, and have the interpersonal qualities to work with multicultural and diverse populations regardless of differences in social class, economic status, gender, age, physical disabilities, ethnicity, and culture.

All applicants must apply for admission to the School of Social Work.

The requirements for admission to the Graduate Program and the School of Social Work include:

* Bachelor's degree from an accredited United States institution or proof of equivalent training at an institution outside the United States.

* Grade point average of 3.0 in the student's major or upper division courses (junior and senior-level courses) and in any graduate work completed.

* Demonstrate a Liberal Arts education as part of the bachelor's degree.

* Successful completion of a course in statistics with a grade of "C" or higher within five years of applying for admission. Courses from other educational institutions and junior colleges may be acceptable as meeting this criteria. SW 330 Research Methods offered in the NMHU B.S.W. program meets this requirement.

Application Information

All applicants seeking admission to the Master of Social Work Program must complete the following information in order for the application to be considered complete and eligible for review and consideration. Information regarding the M.S.W. program may be obtained from the Social Work Department at NMHU-Las

Vegas, NMHU-Rio Rancho, NMHU-San Juan College, and NMHU-ENMU-Roswell campus.

School of Social Work Graduate Application Criteria

1. Application for Admission
2. Official transcripts from each post-secondary institution
3. Three reference forms (included in M.S.W. application packet)
4. A statistics or research course completed with a grade of "C" or higher within five years of application
5. Completion of Liberal Arts course requirements
6. Employment history
7. Volunteer service experience
8. Personal narrative statement
9. Application Fee

*A \$50 non-refundable application fee is required from applicants who will be enrolling at NMHU for the first time.

*A \$35 non-refundable application fee is required from applicants currently or formerly enrolled at NMHU.

*A \$35 non-refundable application fee is required from students submitting a second application, if previously denied admission.

*A \$50 non-refundable holding fee from students accepted into the program. Upon registration, the holding fee will be applied toward tuition.

Application Deadlines

February 15 is the priority deadline for submitting application materials. The School will accept applications after this date but is not obligated to review applicant files which are not submitted by the January 15 deadline. Applicant files are not reviewed until all materials have been received. Early application is strongly encouraged.

Review and Admissions Process

Applications are reviewed by the School's Director of Admissions, the School's Admissions Committee, and faculty. Recommendations for admission are made to the School Dean and forwarded to the University Office of Graduate Affairs. Applications are competitively reviewed based on GPA, human services work and volunteer experience, references, academic and disciplinary history and the quality of the responses to the questions in the Social Work application.

Admissions Status

Students who have a minimum of a 3.0 GPA are admitted as "Regular Status." Students may be admitted with less than a 3.0 GPA. Such students are admitted on "Provisional Status" with the requirement that the student must maintain a 3.0 GPA during the first semester (12 hours) of study. All applicants who apply by February 15 and are admitted will be notified in writing no later than April 30. If a student's application is complete and has met the February 15 deadline, earlier notification may be made. (Decisions on admission are not given by phone.)

Applicants admitted into the program must notify the School in writing by June 1 of their intent to accept admission and submit a non-refundable \$50.00 holding fee, which is applied to the student's tuition upon enrollment. Without notification from the student by the date, an alternate candidate will be selected by the School of Social Work.

All graduate students must complete the Master of Social Work program within five academic years from the beginning of the first semester of the first year. Students who do not complete the program within the required time may request a one-year extension. An additional extension of time will require the following:

*Complete testing-out exams on all work completed prior to the last five years.

*Obtain approval from the Dean, School of Social Work.

*Obtain approval from the University Academic Affairs Committee.

Denied Applicants - All Applicants not admitted may reapply for admission. Submission of a new application is required

Admission to Advanced Standing Status

To be eligible for Advanced Standing status, applicants must have a Bachelor of Social Work degree from a CSWE accredited program and must have completed the B.S.W. within five years from the date of anticipated enrollment in the M.S.W. program. The number of students admitted into Advanced Standing status is limited and restricted to students who can attend full-time. Advanced Standing is offered at the Las Vegas campus and at the Rio Rancho and Albuquerque Centers. (A minimum of a 3.0 GPA is required for admission into Advanced Standing.)

Admission of Transfer Students

Students requesting to transfer into the School of Social Work from another social work program must meet all the admission requirements and must be transferring from a CSWE accredited program. The School accepts no more than one full academic year of acceptable course credit from another institution towards the M.S.W. degree. Transfer students must complete at least the equivalent of one academic year at NMHU.

Admission Changes

Requirements for admission into the M.S.W. program are subject to change. Please contact the school for application information. For information call 505. 454.3310 or write to :
 NMHU School of Social Work
 Office of Admissions
 Attn: Ms. Lou Ann Romero, Director

Box 9000
Las Vegas, NM 87701

Student Association

Students are encouraged to participate in the Graduate Social Work Student Association (GSWSA) and other university student associations.

Student Stipends

The School of Social Work, in partnership with the Children, Youth, and Families Department (CYFD), offers stipends to students who wish to pursue a career in child welfare under the Title IV-E stipend program. All graduate level students are eligible to apply for the stipends. Students must conduct their field practicum with a CYFD office for one academic year.

Stipend recipients are required to take the SW 691 Child Welfare Practice and Service course. The average stipend amount awarded to students is \$11,000 per academic year. The amount is pro-rated for part-time students. Amount of stipend award is subject to change.

Upon completion of the MSW program, stipend recipients must work for CYFD for a period of 18 months for each academic year a stipend is received.

Stipend application information is provided to all students at the time of admission notification.

Request for Change of Area of Concentration

Students admitted into the Advanced Standing Program cannot request a change of concentration once admitted into the program. Full time and part time students are strongly encouraged to remain in the area of concentration they are admitted into. However, under special circumstances, a student may request a change of concentration. A change of major

concentration form must be submitted to the Dean of the School of Social Work prior to the completion of first year of study. The student will be notified in writing on the decision of this request.

Advisement

A faculty advisor is assigned to students at the time they enroll in the program. Students must develop a program of study with the assistance of their advisor.

Field Practicum/Internship

M.S.W. students are required to complete a total of 928 hours of field practicum during the two years of the program either in concurrent or block placement. A total of 12 credit units are required during the two years of the program. The field practicum provides the opportunity to apply classroom knowledge in working with individuals, families, groups and communities within an agency setting. All practicum placements require the approval of the Field Education Director/Coordinator.

Concurrent field practicum is offered during the fall/spring semesters. Students enrolled in a concurrent field practicum are placed with the same community agency for two days (16) hours per week for two semesters. In addition, during the first semester, first year MSW students are required to take a Field Seminar Course, designed to provide students with an opportunity to integrate classroom knowledge with their field practicum.

Block field practicum is only offered during the summer semester. Students must complete all social work courses required for the concentration prior to beginning block placement. Students enrolled in block field practicum placement are placed with a community agency for five days, (40) hours per week for approximately 12 weeks. First year MSW students must register for two field practicum

courses and one seminar. Second year MSW students must enroll in two field practicum courses. Field Seminar is not required for second year MSW students.

In the first year field practicum, students are placed in a social service agency where they learn generalist practice methods working with individuals, groups, families, organizations, and communities. Students are required to develop specific learning objectives in consultation with their agency instructor and field consultant that incorporate and apply classroom knowledge to working with specific client groups or organizations. Part-time students begin their first year practicum during the second year of study.

The second year field practicum must be completed in the student's chosen area of concentration. Students seeking the MSW/MBA degrees must complete a Block field practicum during the last semester of their program of study.

Incomplete Grades

Incomplete grades in prerequisite courses must be completed prior to registering for the following semester. Students will not be permitted to continue until the Incomplete "I" is removed from the official transcript.

Grade Point Average

A student earning a grade of "C" in a semester is considered passing if the student earns a cumulative grade point average of 3.0 or higher. Course Sequence Offerings: Courses are only offered once per academic year, Fall and Spring Semesters. During the Summer semester, students may take elective course requirements and/or register for Summer Block Practicum with prior approval.

First Year Required Courses

First Year: Foundation Curriculum

Students must complete all required 500 level courses before proceeding to take second year 600 level courses.

Required courses: 31 credit hours

Courses must be completed within the first year of the program.

SW	530	Evaluative Research (3)
SW	532	Field Practicum 1 (3)
SW	533	Law & Ethics in SW Practice (3)
SW	534	Field Practicum 2 (3)
SW	541	Soc Policy & Services 1 (3)
SW	546	SW Practice w/ Diverse Populations (3)
SW	551	Field Seminar 1 (1)
SW	565	SW Practice 1 (3)
SW	566	SW Practice 2 (3)
SW	585	HBSE 1 (3)
SW	586	HBSE 2 (3)

Core Total: 31 credit hours

The first year required courses must be completed before proceeding into the area of concentration/second year course requirements

Areas of Concentration - 2nd Year

Concentration in Clinical Practice

The primary objective of the Clinical Practice concentration is to prepare students to work as direct service practitioners with individuals, families, groups and communities in New Mexico and the Southwest. The concentration permits students to develop effective practice skills through the integration of social work knowledge and theory. The curriculum builds upon the first year foundation through courses in advanced practice methods. A multiple theoretical orientation is relied upon which recognizes the inter-relatedness of human problems, life situations and social conditions within multi-ethnic and multicultural populations of New Mexico and the Southwest.

The curriculum focuses on the analysis and synthesis of direct practice theories and interventions determined to be the most effective in improving the lives of ethnic minorities and other culturally diverse populations. Clinical practice services include intervening in crisis, identifying available community resources, short and long-term therapy and working as part of an in a inter-disciplinary team with other professionals. Students will be provided a broad awareness of social, cultural, and environmental conditions affecting clients. The skills developed in this concentration are clear communication, listening and interviewing skills, psychosocial assessment, formulation of treatment plans, and self evaluation and research methods. The clinical practice concentration is offered at all program locations.

Required courses: 24 credits

SW	601	DSM for Clinicians (3)
SW	630	Advanced Research 1 (3)
SW	632	Field Practicum 3 (3)
SW	634	Field Practicum 4 (3)
SW	644	Group Work (3)
SW	652	Clinical Supervision (3)
SW	665	Advanced Multicultural Practice 1 (3)
SW	666	Advanced Multicultural Practice 2 (3)

Elective Courses : 8 credit units

Students are required to take 8 credit units of electives which affords them the opportunity to enhance their area of clinical knowledge and skills.

Concentration Total: 32 credit hours

Program Total (Two Year Program): 63

Concentration in Bilingual/Bicultural Clinical Practice

The Bilingual/Bicultural concentration prepares students to be culturally and linguistically competent social workers to work directly with Spanish speaking populations of New Mexico and the Southwest. The curriculum immerses students in the Spanish language in

order that they obtain necessary social work skills, values and ethical principles and develop an awareness and respect for cultural and gender differences. The concentration prepares students for advanced practice through a unique bilingual/bicultural classroom setting and practicum placement whereby students are engaged in Spanish language application and interaction with peers, families and individuals. The focus is to obtain competency in the delivery of Spanish speaking clinical practice.

Required Courses: 30 credit hours

SW	615	Bilingual/Bicultural Immersion for SW 1 (4)
SW	616	Bilingual/Bicultural Immersion for SW 2 (3)
SW	631	Advanced Qualitative Research (3)
SW	632	Bilingual/Bicultural Practicum 3 (3)
SW	634	Bilingual/Bicultural Practicum 4 (3)
SW	654	The Latino Family (3)
SW	657	Beliefs & Healing Traditions w/in Latino Communities (3)
SW	661	Spanish Field Practicum Seminar (1)
SW	662	Spanish Field Practicum Seminar (1)
SW	667	Advanced Bilingual Practice 1 (3)
SW	668	Advanced Bilingual Practice 2 (3)

Concentration Total: 30 credit hours

Two Year Program Total: 61 credit hours

Chihuahua, Mexico Internship:

Bilingual program students are expected to participate in a one-week internship in Chihuahua, Mexico. As part of the Schools working relationship with La Universidad de Trabajo Social in Chihuahua, Mexico, students spend the last week of the fall semester in Chihua-

hua, Mexico working with Spanish speaking families and students from the School of Social Work in Chihuahua. Student stipends are available to offset some of the expenses.

Concentration in Government Non-Profit Management

The Government Non-Profit Management concentration prepares students for leadership and professional careers in local, state and federal government, and in non-profit and social service organizations. This concentration provides advanced courses in social policy analysis, management, leadership, budgeting and finance, human resource administration, economics, program evaluation and advanced evaluative research. This concentration emphasizes multiculturalism, diversity and social justice issues as they impact the delivery of social services within New Mexico and the United States. Experiential learning is provided through case studies and field internships in government and non-profit organizations.

Required Courses: 32 credit hours

SW	630	Advanced Research 1 (3)
SW	632	Field Practicum 3 (3)
SW	634	Field Practicum 4 (3)
SW	642	Advanced Social Policy (3)
SW	605	Public Budgeting (3)
SW	651	Leadership & Supervision (3)
SW	664	Organizational Theory (3)
SW	609	Political Economics (3)

Elective Courses : 8 credit units

Students are required to take 8 credit units of social work elective courses offered during the fall and spring semesters of the second year.

Concentration Total: 32 credit hours

Program Total: 63 credit hours

MSW/MBA Dual Degree Program

The School of Social Work and the School of Business Administration jointly offer students interested in the Government Non-Profit Management concentration an opportunity to seek

the MSW and MBA degrees, each of which prepares students for leadership positions in government and community based agencies. Building on the foundation of social work and business, the program emphasizes management, accounting, policy, budgeting, marketing, economics and finance. These programs prepare students with the skills and knowledge necessary to assume leadership positions within an array of human service agencies.

Admission Requirements:

Students interested in pursuing the dual degree program MUST meet the admission requirements for both professional schools. Students MUST complete two business course pre-requisites prior to the beginning of the second year of the program of study. These two courses are offered during the summer semester at the completion of the first year of the MSW program.

Required Courses:

Bus	500	Principles of Business Admin (Pre-Requisite)(3)
Bus	501	Business Analytical Tech (Pre-Requisite) (3)
SW	605	Public Budgeting (3)
SW	609	Political Economics (3)
SW	630	Advanced Research 1 (3)
SW	632	Field Practicum 3 (3)
SW	634	Field Practicum 4 (3)
SW	642	Adv Social Policy (3)
SW	651	Leadership & Supervision (3)
SW	664	Organizational Theory (3)
Mktg	684	Marketing (3)
Mgmt	689	Business Strategies (3)
Fin.	607	Managerial Finance (3)
Acct.	605 or 606	Managerial Accounting/ Financial Accounting (3)
Bus	696	Business Case Study (1)
Acct	589	Gov't Acct Business Elective (3)

Students in the Dual Degrees program are

NOT required to take any of the social work elective courses. Rather, they **MUST** complete the required business courses offered through the School of Business Administration. Completion of the above listed courses leads to the satisfaction of both MSW and MBA degree requirements.

Students should meet with their faculty advisor to complete a Program of Study to ensure timely completion of both degree programs.

First Year MSW Courses: 31 credit hours

Dual Degrees Total: 46 credit hours

Program Total: 77 credit hours

Courses in Social Work (SW)

Social Work courses are offered only once during the academic year. With the exception of social work graduate electives, all other courses are reserved solely for matriculating MSW students.

529. Family Violence (2); Elective

The course surveys major sociological and psychological theories of family violence throughout the life span. Social and interpersonal factors contributing to family violence are explored in an ethnocultural context, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest.

530. Evaluative Research (3); Sp

The foundation research course introduces students to concepts of research for application in various human service contexts. The course covers elements of the research process, research design, statistical analysis, and the ethical issues in conducting research. Both qualitative and quantitative methods are presented, and issues relevant to research focusing on culturally diverse populations. Prerequisite: Evidence of having completed a statistics course within the past five years. SW 330 Research Methods meets this prerequisite requirement.

532. Field Practicum 1 (3); Fa

This foundation practicum sequence is

designed to help students apply foundation knowledge of social work skills, values and ethics to practice. By providing a series of supervised assignments and tasks, the practicum experience will expose students to a variety of social work roles. Students will apply generalist social work knowledge, skills and values to practice with individuals, couples, families, groups and communities. Co-requisite: SW 565 and SW 551.

533. Law and Ethics in Social Work Practice (3); Fa

This course examines areas of the law in which social work and the legal system intertwine. Major emphasis is placed on the operation of the legal system in New Mexico and the Southwest. The course introduces students to critical principles, guidelines, reasoning strategies and legal concepts necessary to make informed, effective practice decisions.

534. Field Practicum 2 (3); Sp

This foundation practicum sequence is designed to help students apply foundation knowledge of social work skills, values and ethics to practice. By providing a series of supervised assignments and tasks, the practicum experience will expose students to a variety of social work roles. Students will apply generalist social work knowledge, skills and values to practice with individuals, couples, families, groups and communities. Co-requisite: SW 566.

535 – 635. Selected Topic in Social Work (1-3);

One or more elective courses may be offered relating to advanced topics in social work practice.

540 – 640. Social Work in Health Care Settings (2); Sp

The course provides an overview of social work within the health care delivery system. Topics covered include the psychosocial dimensions of chronic illness, the treatment role of the social worker, and the funding of contemporary health care. Special emphasis is

placed on health care delivery in the rural and urban settings of New Mexico and the Southwest, particularly with Hispanic and Native American populations.

541. Social Policy and Services (3); Fa

This foundational policy course outlines the history of social welfare policy and the manner in which social services have been provided before and after the European conquest of New Mexico and the Southwest. It surveys contemporary social problems, and evaluates social legislation, policies, programs and political and social manifestations of racism, sexism and oppression. It also analyzes the impact of these on the diverse, historically vulnerable populations of the Southwest. It introduces students to advanced policy analysis and advocacy strategies that promote social justice.

546. Social Work with Diverse Populations: Issues of Race, Class, Age, Gender (3); Sp

This course surveys theoretical approaches and outlines practice techniques and interventions useful for competent social work with diverse clientele. Special emphasis is placed on practice with the diverse populations of New Mexico and the Southwest, especially among Hispanic and American Indian populations. This course provides a framework for understanding issues of diversity, oppression and social justice within the context of race, ethnicity, culture, gender, class, age, sexual orientation, spirituality and religion, and physical and mental disability.

547 – 647. Resource Acquisition and Grant Writing in Human Services (2); Elective

The course teaches systematic resource acquisition skills for human services. Special emphasis is placed upon resource acquisition within New Mexico and the Southwest, especially on behalf of Hispanic and Native American populations.

551. Field Seminar (1); Fa

This seminar is required during the first

semester. It provides students with an opportunity to integrate practice theory with field practicum experience. Instructors will assist students with their understanding and application of social work knowledge to specific programs, issues, and concerns that arise in the provision of social work services. Co-requisites: SW 532 and SW 565.

565. Social Work Practice 1 (3); Fa

This course presents the foundation skills necessary for the provision of generalist social work services to individuals. The course develops the direct practice knowledge and skills necessary for ethical and competent engagement, problem identification, assessment, intervention design, implementation, and termination with diverse, vulnerable, and at risk clients. Emphasis is placed on generalist social work practice with Hispanic, American Indian and other oppressed groups of New Mexico and the Southwest. Co-requisites: SW 532 and SW 551.

566. Social Work Practice 2 (3); Sp

This course focuses on a critical and comparative analysis of frameworks, theories and models of social work practice. The course examines the four forces in psychology as the building blocks of an integrative, multicultural, ecosystems approach to social work practice. Implications of each practice approach for work at the micro, mezzo, and macro level are examined. Emphasis is placed on the evaluation of the practice approaches for work with diverse populations, with emphasis on the Native American, Hispanic and other oppressed populations of New Mexico and the Southwest. Prerequisite: SW 565. Co-requisite: SW 534.

585. Human Behavior and the Social Environment 1 (3); Fa

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence

explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest.

586. Human Behavior and the Social Environment 2; Sp

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest. This is the second course of a two semester sequence described above. Prerequisite: SW 585.

590 – 690. Independent Study (1 – 4 VC); Fa, Sp

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

601. DSM for Clinicians (3) Sp

This course will provide an overview of the DSM-IV TR classification. The cultural, gender, systemic, social and biological contexts for the expression, classification and assessment of conditions will be explored, including the biases and limits of the DSM categorical approach to understanding human nature. The class will utilize lectures, discussions and in-class exercises to emphasize how best to honor the particular strengths of individuals

and cultures as they relate to the processes and procedures of diagnostic categorization.

605 Public Budgeting (3) Sp.

This course focuses on public budgeting principles and processes and policy making process in federal, state and local government. Topics include the history of budgeting, budget reform, ethical considerations, budget development, analysis, and revenue, expenditure forecasting, and state and local financial management. (Pre-requisite SW 632 & SW 634)

606. Brief Time-Effective

Psychotherapies (2)

This course will provide a foundation for brief, time-effective clinical social work practice with individuals, couples, families, and groups. Emphasis will be placed on results-oriented, strength-based pragmatic clinical techniques and interventions that integrate various approaches including dynamic, behavioral, cognitive, strategic and solution-focused as examples.

608. Diagnosis and Treatment of Post Traumatic Stress Disorder (2)

This course surveys diagnosis of and social work practice interventions for the treatment of Post Traumatic Stress Disorder related to war, rape, terrorism, natural disaster, crime, violence, cult survivors and historic oppression of vulnerable populations. Psychotherapeutic, behavioral, chemo-therapeutic, inpatient and self-help approaches to individuals, families and groups will be presented, with special emphasis on interventions appropriate to the Hispanic and Native American population of New Mexico and the Southwest.

609. Political Economy (3) Sp.

This course reviews the government's effect on the economy, specifically reviewing the impact of the political process on government behavior; how government influences the behavior of private and public economics

and the extent of government intervention in the allocation and distribution of economic resources.

610. Crisis Intervention (2)

This course will provide models for understanding the process of crisis formations as well as models for enhancing functioning by changing the perception of the precipitating event and facilitating the acquisition of new coping skills. Practical strategies and guidelines will be presented for a basic model of crisis intervention with an emphasis on developing and maintaining rapport, identifying the meanings, perceptions and subjective distress related to the precipitating event and exploring, encouraging and presenting alternative coping behaviors.

613. Psychopharmacology for Social Workers (2)

This course will provide an overview of psychologically active (psychotropic) drugs commonly used in clinical practice and diagnostic conditions for which they are targeted. The focus will be on information relevant to mental health professionals whose clients are taking or may be prescribed psychotropic medication. Guidelines for referring clients for medication evaluations, communicating with prescribing physicians, and evaluating client response to psychotropic medications will be provided. Larger-system issues regarding the use and misuse of drugs prescribed for mental health disorders will be reviewed, including changes in the doctor-patient relationship, insurance reimbursement and the influence of the pharmaceutical industry. The class will utilize lectures and discussions to emphasize multimodal mental health treatment that integrates psychological, systemic, social, biological and medical models of mental health.

615 Bilingual/Bicultural Immersion 1 (Immersion Bilingue 1), (4) Sum

This cultural and language immersion course is the first of two classes which focus on Span-

ish language skill development within a bilingual/bicultural social services work setting. It is designed to build on and strengthen the student's prior academic and/or native Spanish language preparation. (Please see the prerequisite stated below.) The course emphasizes the practical oral use of Spanish through a variety of interactive role play situations pertinent to the field of Social Work. In addition, students will be given the opportunity to expand their views of bilingual/bicultural supervision in a diverse workplace. Language skills will be grammatically based, but embedded within functional/notional social work situations. Cultural nuances and regional New Mexican Spanish vocabulary will be included as integral parts of the class.

616 Bilingual/Bicultural Immersion 2 (Immersion Bilingue 2) , (3) Fa

This language and cultural immersion course is the second of two classes which focus on Spanish language skill development within a bilingual/bicultural social services work setting. It is designed to further build on and strengthen the student's prior academic Spanish language preparation in SW 671 in addition to complementing the additional courses required during the Fall. The course emphasizes the practical oral use of Spanish through a variety of interactive role play situations pertinent to the field of Social Work and correlates directly to the required Fall core courses. Practice, interviewing, and assessment with local Hispanic/Latino and immigrant families will be emphasized. Language skills will be grammatically based, but embedded within functional/notional social work situations which further correlate to the Fall core classes. Cultural nuances and regional New Mexican Spanish vocabulary will be included as integral parts of the class.

623. Couples Therapy (2); Elective

This course is designed to provide the student with the opportunity to study and practice

couples therapy. Through investigation of clinically proven, evidence based approaches, the student will be able to use the most effective treatment models in their practice. Each stage of the relationship lifecycle is explored, allowing the student to apply treatment approaches for each stage. The course maintains a focus on the diversity within adult couples within changing multicultural contexts.

630. Advanced Research (3); Fa

This course teaches advanced research skills necessary for program evaluation. Topics covered include qualitative and quantitative research methods, research design, analysis of research reports, the use of statistical packages for data analysis for practice and program evaluation.

631 Advanced Qualitative Research, (3) Fa (Investigacion Cualitativa)

This course is designed to introduce bilingual social work students to important issues in the mental health treatment of Hispanic and Latinos. Students will be immersed into the Hispano culture by working in, and conducting research on behalf of a bilingual/bicultural field agency in Northern New Mexico. This course will enhance the skills needed to conduct a culturally competent psychosocial assessment; treatment issues with Hispanic/Latino families; and an investigation of the lived experience by way of the cuento, story, of Hispanic/Latino Populations. Students will be exposed to this regional historical storytelling used by Hispanic/Latino families to communicate symptomology, illness, and, wellness.

632. Field Practicum 3 (3); Fa

The advanced field practicum sequence is designed to help students continue to develop a professional identity as a social work practitioner as well as to improve practice skills through experiential learning and supervision. This course will build on advanced practice skills learned in the foundation practice courses.

634. Field Practicum 4 (3); Sp

The advanced field practicum sequence is designed to help students continue to develop a professional identity as a social work practitioner as well as improve upon practice skills through experiential learning and supervision. This course will build on advanced practice skills learned in the foundation practice courses.

642. Advanced Social Policy (3); Sp

This course examines the social policy planning, advocacy, and implementation process, as well as the professional social worker's policy role. The use of frameworks for policy analysis at the agency, community, political, and legislative levels is discussed. Strategies and techniques for skillful social change interventions in the policy arena are taught. The influences of such factors as oppression, racism, ageism, and homophobia on policy planning at the administrative and agency levels (and in both urban and rural areas) is also examined. Emphasis is placed on the impact of social policy and planning on Hispanics, Native Americans, and other diverse populations of New Mexico and the Southwest.

644. Group Work (3); Fa, Sp

This course examines a range of groups found in historical and contemporary social work practice, and explores group stages and dynamics in the context of various theoretical approaches. Within a social justice framework, special emphasis is placed on ethical and practical issues of group work with historically oppressed populations.

645. Grief and Loss (2); Elective

The course surveys relevant theory pertaining to the grieving process. Multiple types of loss, including death, divorce, health problems and career transitions, are discussed in an ethnocultural context. The course also educates students in the design and implementation of grief interventions with individuals and families. Specific emphasis is placed on the design of grief interventions with the diverse

populations of New Mexico and the South west, including Hispanic and Native American peoples.

648. Addictions & Substance Abuse (2); Fa, Sp Elective

This course examines both abstinence-oriented and harm reduction interventions related to the prevention and treatment of addictive disorders, substance abuse and other compulsive behaviors. Approaches relevant to work with individuals, families, groups, and communities are presented, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest. The influences of culture, race, ethnicity, gender, age, sexual orientation and disability in relation to addiction, as well as the effects of oppression and social economic injustice will be explored.

651. Leadership & Supervision (3); Fa, Sp

This course examines relevant theory pertaining to the purpose, function and role of the social worker as administrator and manager. Management theory, leadership styles, and working within a diverse workforce are presented with special emphasis on working within administrative environments in New Mexico and the Southwest.

652. Clinical Supervision (3)

This course is intended to focus specifically on the role and function of the social work supervisor in human service agencies. Social workers in supervisory position are increasingly accountable for the clinical practices of their subordinates. Ultimately, the supervisor is responsible for the quality of services delivered to clients/consumers in the community. This course will examine the historical background, theoretical concepts, and practical applications of supervisory methods in clinical supervision. The course will prepare students with the knowledge and skill to be competent supervisors of other social work practitioners as well as other human services staff.

654 The Latino Family (3), Fa
(La Familia Latina)

This group work course focuses on working within the historical context of Latino, Hispano, and immigrant groups. Students will strengthen their language skills and build their knowledge of bilingual group facilitation, group dynamics, and cultural and social consciousness. Students will also strengthen their skills in creating new thematic support groups, which emphasize Latino(a) participation.

657 Beliefs & Healing

Traditions w/in Latino Communities (3), Sp

(Creencias y Tradiciones de Salud dentro La Comunidad Latina)

Designed for bilingual social workers, this course explores Latino culture with a specific emphasis in Northern New Mexican Hispanic culture related to healing and illness. Students will learn about alternative cultural healing practices such as Northern New Mexican spirituality, Curanderismo and Curandisimo Total: Partera, Yerbera, y la Sobadora. Students will be introduced to the cultural teaching stories, songs, invocations, and terminology related to illness and healing. Traditional alternative medications will be examined. Regional belief systems will also be explored, i.e., susto, el mal ojo, empacho, maléficio (brujeria), ventosas, etc.

661. Spanish Field Practicum

Seminar 1 (1); Fa

This language seminar is the first of two language seminars that provide students in the bilingual/bicultural concentration with the opportunity to describe, in Spanish, the integration of practice theory and field experience. The course will be co-taught to specifically address professional language delivery and application of the social work knowledge that arises in the context of serving Spanish-speaking populations at practicum agencies. (Co-requisite SW 632)

662. Spanish Field Practicum**Seminar 2 (1); Sp**

This language seminar is the second of two language seminars that provide students in the bilingual/bicultural concentration with the opportunity to describe, in Spanish, the integration of practice theory and field experience. The course will be co-taught to specifically address professional language delivery and application of the social work knowledge that arises in the context of serving Spanish-speaking populations at practicum agencies. (Co-requisite SW 634)

664 Organizational Theory (3) Fa.

This course provides an analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organizations as a system of authority and status, control and communication, decision-making centers and leadership positions. Current research and case studies are used for analysis. Co-requisite SW 632 & SW 634)

665. Advanced Multicultural**Practice 1 (3); Fa**

This is the first of two practice courses offered during the concentration year. This class offers students preparation in skills necessary for advanced social work practice with individuals, including interviewing, assessment, diagnosis, and treatment planning. The western, scientific approach to diagnosis and treatment using the DSM IV is examined as well as alternative approaches used by diverse clients. Emphasis is placed on practice with Hispanic, American Indian and other oppressed populations of New Mexico and the Southwest. Co-requisite: SW 632.

666. Advanced Multicultural**Practice 2 (3); Sp**

This course prepares students with the knowledge and skills necessary for advanced social work practice with children, adolescents and families. Interviewing, assessment, diagnosis treatment planning with families and children

are addressed. A social justice perspective on advanced practice with Hispanics, Native Americans and other oppressed populations is emphasized. Prerequisites: SW 665 and SW 632. Co-requisite: SW 634.

667 Advanced Bilingual Practice 1 (3), Fa. (Practica Bilingue Avanzada 1)

This is a two-semester practice course in which students are introduced to the Hispano culture of Northern New Mexico and to the diversity within this culture. This course strengthens the Spanish language skills of Spanish-speaking students. In addition, it trains them in a culturally competent approach to symptomatology in treatment and equips them with interviewing, assessment, and diagnosis skills from a bilingual, bicultural perspective using DSM IV. These treatment approaches will focus on Spanish-speaking rural Northern New Mexican clients who live in poverty and are vulnerable and marginalized. Gay and Lesbian issues in the Latino community will also be explored. (Co-requisite SW 631 & SW 632)

668 Advanced Bilingual Practice 2 (3), Sp (Practica Bilingue Avanzada 2)

This is the second in a sequence of courses in advanced practice, with a particular focus on the Hispano populations of Northern New Mexico. The course focuses on the development of clinical competency in social work with Hispanic families, children, and adolescents. The emphasis is on work with vulnerable populations in crisis, trauma intervention, and special issues in practice with children and adolescents in a variety of clinical settings. The course integrates bilingual/bicultural, multicultural, diversity, social justice, and social change content, particularly as it relates to Hispanic and indigenous communities of New Mexico and the Southwest. (Co-requisite SW 662 & SW 634)

671. Applied DSM (2)

This course focuses on a pragmatic approach to the assessment and diagnosis of common

psychiatric disorders within a multicultural perspective. The role of the social worker as an integral member of the interdisciplinary treatment team is emphasized. After discussion about interviewing techniques, the focus will be on the Diagnostic and Statistical Manual of Mental Disorders (DSM) and modifications of the interviewing process with various types of patients.

689. Multicultural Social Work Practice and Services in School Settings (2); Sp

The course examines the social worker's roles, responsibilities, and services in school settings, particularly with the school systems of New Mexico and the Southwest.

691. Child Welfare Practice and Services (2); Fa, Elective

The course provides an overview of practice and policy issues, problems, and opportunities in the provision of child welfare services in New Mexico and the Southwest.

692. Independent Research (1 – 4 VC); Fa, Sp

Individual directed research arranged with an instructor. Prerequisite: Permission of instructor.

ADMINISTRATION

Administration:

James Fries Ph.D	President
Gilbert Rivera, Ph. D.	Vice President for Academic Affairs
William Taylor, Ph. D.	Vice President for Finance and Administration
Judy Cordova-Romero	Vice President for Student Affairs

Deans:

Roy Lujan, Ph.D.	Dean, College of Humanities and Fine Arts
Tom Ward, Ph.D.,	Dean, College of Science and Mathematics
Charles Swim, Ph.D.	Dean, School of Business Administration
Michael Anderson, Ph.D.	Dean, School of Education
Alfredo Garcia, Ph.D.	Dean, School of Social Work

Administrative Support:

Linda LaGrange, Ph.D.	Associate Vice President for Academic Affairs
Lawrence Trujillo	Associate Vice President for Finance and Administration
Ruben Aragon	Director of Library Services
Max Baca	Director of Institutional Technological Services
Donna Castro	Director of Human Resources
Geraldine Chavez	Director of Purchasing
Ernestine Clayton	Director of International Education
John Coca	Registrar/Director of Admissions
Joann Lucero-Sisneros	Director of NMHU Center in Partnership w/SJC
Marisol Greene	Director of Facilities Management
Margaret Gonzales	Director of Campus Life
Gil Gonzalez	Director of Recruitment
Lew Granados	Director of NMHU Center at Rio Rancho
Nesbit Hagood	Comptroller
Jean Hill, Ph.D.	Director of Institutional Effectiveness
Thomasinia Ortiz-Gallegos	Director of Academic Support Services
Carlos Lovato	Director of Upward Bound
Jim Mandarino	Director of Alumni Affairs/Foundation Devel Officer
Ed Manzanares	Director of Athletics
Stephen Martinez, Ph. D.	Director of NMHU Center in Partnership with SFCC
Evonne Roybal-Tafoya	Director of Educational Outreach Services
Roland Salas	Director of Support Services
Eileen Sedillo	Director of Financial Assistance/Scholarships
Scott Scarborough	Chief of Campus Security
Steve Watson	Golf Pro
Sean Weaver	Director of University Relations
Yvette Wilkes	Director of Student Housing

Faculty

James Alarid. B.S., M.S., Ph.D., University of New Mexico. Professor of Education.

David Arguello. B.A., University of New Mexico; M.S.W., Ph.D., University of Washington. Associate Professor of Social Work.

Jeanette Baca, B.A., M.A. New Mexico Highlands University; Ed.D., University of New Mexico. Associate Professor of Counseling.

Jill Baker. B.A., University of Texas, Austin; M.S.W., University of Hawaii. Associate Professor of Social Work.

Kenneth P. Bentson. B.S., University of California, Berkeley; M.S., Ph.D., Oregon State University. Associate Professor of Environmental Science.

Helen Blythe. B.A., M.A., Auckland University; Ph.D. Stanford University. Associate Professor of English.

Alice Blake-Stalker. B.A., D'Youville College; M.A., Clark-Altanta University; Ph.D. University of Georgia. Assistant Professor of Reading

Regina Briefs-Elgin. B.A., Georgetown University and University of Aix Marseille; Ph.D., University of Virginia. Associate Professor of English.

James Burns. B.S., M.S., University of Wisconsin; Ed. D., University of Vermont. Assistant Professor of Educational Leadership.

Chyrle Cantrell. B.S., California State University; M.S., San Diego State University; Ph.D., University of Northern Colorado. Assistant Professor Rehabilitation Counseling.

Todd Christensen. B.S., Southern Utah University; M.F.A., University of Arizona, Assistant Professor of Art

Thomas Corbin. B.A., Eastern Michigan University; J.D., Thomas Cooley Law School.

Erika Derkas. B.A., Humboldt State University; M.A., University of New Mexico. Assistant Professor.

Tatianna Dutoit. B.F.A., University of Arts, Belgrade; M.F.A., Carnegie Mellon University; Ph.D., University of Pittsburgh, Assistant Professor of Music

Jayni Flores. B.A., M.Ed, Eastern New Mexico

University; Ed.D. New Mexico State University. Associate Professor of Elementary Education.

Camea Gagliardi-Blea. Assistant Professor of Psychology.

Gil Gallegos. B.S., M.S., Ph.D., New Mexico State University. Assistant Professor of Computer Science.

Joan Gallini. B.S., University of Missouri at Columbia; M.A., Ph.D., Florida State University. Associate Professor of Education and Assessment.

Alfredo Garcia. B.A., New Mexico Highlands University; M.A., University of Michigan; Ph.D., University of Denver. Associate Professor of Social Work.

Andre Garcia-Nuthmann. B.M., Southwestern University; M.M., University of New Mexico.; Ph.D., University of Arizona. Associate Professor of Music.

Mario Gonzales. Assistant Professor of Anthropology.

Jane Gorman. B.A., DePaul University; M.A., Ph.D., University of Chicago. Assistant Professor of Social Work.

E. R. Greene. B.A., M.S., Rice University; Ph.D., Colorado State University. Professor of Biology.

W. David Hacker. B.S., Sul Ross State University; M.S., East Texas State University; Ph.D., Stephen F. Austin State University. Associate Professor of Environmental Science.

Julius Harrington. B.A., LeMoyné-Owens College; M.A., University of Chicago; M.P.A., D.S.W., University of Utah. Professor of Social Work..

John V. Hayes. B.S., M.B.A, New Mexico Highlands University; Ph.D, Texas Tech University

Merritt Helvenston. B.A. University of the South M.S., Ph.D., University of Nevada-Reno. Professor of Chemistry.

Stella Helvie. B.A., New Mexico Highlands University; M.A., Ph. D. Texas Woman's University. Assistant Professor of Special Education.

Jean Hill. B.A., Douglass College, M.A., Rutgers University; Ph.D., DePaul University; Professor of Psychology.

- Michael Immerman.** B.A., Utica College of Syracuse University; M.A.E., University of Akron; Ph.D., University of New Mexico. Associate Professor of Education.
- Andrew Israel.** B.A., Manhattan College; M.S.W., New Mexico Highlands University; J.D., Syracuse University College of Law. Associate Professor of Social Work.
- Megan Jacobs.** B.A., Smith College; M.F.A., University of New Mexico, Assistant Professor of Media Arts
- John J. Jeffries.** B.A., University of California, Los Angeles; M.A., Ph.D., University of California, San Diego. Assistant Professor of Mathematics.
- Kathy Jenkins.** B.A., M.S., Ph.D., University of New Mexico. Associate Professor of Exercise Physiology and Anatomical Kinesiology.
- Bradon Kemper.** B.A., University of Oregon; M.A., Ph.D., Penn State University. Assistant Professor of English.
- Yongseek Kim.** B.A., KyungHee University; M.A. University of Tsukuba; Ph.D., University of New Mexico.
- Merryl Kravitz.** B.A., State University of New York; M.A., Ph.D., University of New Mexico. Professor of Secondary Education.
- Linda LaGrange.** B.A., University of Alaska; M.S., New Mexico Highlands University; Ph.D., University of Alberta. Professor of Psychology.
- Warren K. Lail.** B.A., University of North Carolina at Chapel Hill; M.A., University of Oklahoma; J.D., Wake Forest University School of Law; PhD (ABD) University of Oklahoma. Assistant Professor of Anthropology.
- Effie Laman.** B.A., Texas Tech University; M.Ed Eastern New Mexico University; Ed.D. Special Education. Assistant Professor of Special Education.
- Miriam Langer.** B.A, B.F.A., Cornell University; M.F.A., Tisch School of Fine Arts, New York University. Associate Professor of Media Arts and Fine Arts.
- George Leone.** B.A., Memphis State University; M.A., New Mexico State University; Ph.D., St. Louis University. Associate Professor of Counseling.
- Charles H. LeRoy.** B.S.E., M.S.E, Henderson State University; Ed.M, Ph.D., Oregon State University. Associate Professor of Health.
- Carol Linder.** B.S. University of New Mexico; M.A., Ph.D., University of Texas, Austin. Assistant Professor of Biology.
- Peter Linder.** B.A., University of New Mexico; M.A., University of New Mexico; Ph.D., University of Texas, Austin. Associate Professor of History.
- Jennifer Lindline.** B.S., Temple University; M.A., Ph.D., Bryn Mawr College. Associate Professor of Natural Resources Management.
- David M. Lobdell.** B.F.A., University of Southwestern Louisiana; M.F.A., University of Notre Dame. Professor of Art.
- John Luhman.** B.A., M.A., American University; Ph.D. New Mexico State University. Assistant Professor of Management.
- Roy Lujan.** B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Professor of History.
- Abbas Manafy.** B.A., The University of Azerbaijan; B.A., M.A., The University of Kansas, Lawrence; Ph.D., The University of Texas, Austin. Professor of Political Science.
- Daniel Martinez.** B.A., M.A., New Mexico Highlands University; Ph.D., University of Nebraska-Lincoln. Assistant Professor of English.
- Edward A. Martinez.** B.S. New Mexico Highlands University, M.S., Ph.D., Washington State University. Assistant Professor of Forestry.
- Rey Martinez.** B.A., University of Hawaii; M.S.W., Boston University; Ph.D. Florida State University. Associate Professor of Social Work.
- Rodolfo Martinez.** B.S., M.S., University of Texas at San Antonio, Ph.D., Baylor University. Research Professor of Chemistry
- Holly Middleton.** B.A., Sam Houston State University; M.A., University of Tennessee, Knoxville; Ph.D., University of Pittsburgh. Assistant Professor of English.

- Ben Nelson.** B.A., D.V.M., Texas A&M University. Assistant Professor of Biology.
- Chris Nelson.** B.A., Augustana College; M.S.Ed., Ph.D., University of Kansas. Associate Professor of Special Education.
- Carolyn Newman.** B.A., M.A., George Mason University; Ph.D., University of Texas, Austin. Associate Professor of Early Childhood Multicultural Education.
- Emmanuel Nkwenti-Zamcho.** M.B.A., University of South Dakota; D.B.A., US International University, San Diego.
- Harold Olafson.** CFP/CREA/ASA/GAA. B.A., M.B.A., University of California, Los Angeles. Professor of Finance.
- Luis Ortiz.** B.B.A., M.B.A., New Mexico Highlands University; Ph.D., University of Texas. Assistant Professor of Management.
- James Peters.** B.A., M.B.A., Washington State University; Ph.D. University of Pittsburgh. Associate Professor
- Michael Petronis.** B.S., Kent State University, M.S., Ph.D., University of New Mexico. Assistant Professor of Natural Resource Management.
- Chris Nelson.** B.A., Augustana College; M.S.Ed., Ph.D., University of Kansas. Associate Professor of Special Education.
- Carolyn Newman.** B.A., M.A., George Mason University; Ph.D., University of Texas, Austin. Professor of Early Childhood Multicultural Education.
- Maura Pilotti. Laurea,** B.A., Universita' degli Studi di Padova, Italy; Ph.D., Graduate Center of CUNY. Assistant professor of Psychology.
- Richard Plunkett.** B.A., Ph.D., University of New Mexico.
- Barbara Risch.** B.A., Thomas More College; M.A., Ph.D., University of Cincinnati. Professor of English.
- Maureen Romine.** B.S., M.S., Ph.D., Colorado State University. Professor of Biology.
- Lori Rudolph.** B.S.W., University of Wisconsin; M.A., Ph.D., The University of New Mexico. Assistant Professor Counseling.
- Joseph Sabutis.** B.A., University of Nebraska, Omaha; M.S., University of California, Los Angeles; M.S., Ph.D., University of Pittsburgh. Associate Professor of Physics and Education.
- David Sammeth.** B.S., Ph.D., Montana State University. Associate Professor of Chemistry.
- Veronica Saunero-Ward.** B.A., Colby College; M.A., Ph.D., Pennsylvania State University. Assistant Professor of Spanish.
- Joe G. Schmalfeldt.** B.A., UW-Milwaukee; M.S., UW-LaCrosse; Ph.D., Louisiana State University. Assistant Professor of Physical Education.
- Mary Shaw.** B.A., Lone Mountain College; M.S., Ph.D., University of California. Associate Professor of Biology.
- Alice Lee Stauffer.** B.A., M.A., University of Oklahoma; Ph.D., University of New Mexico. Associate Professor of Philosophy.
- Charles Swim.** B.A., M.S., Eastern Montana College; M.B.A., University of Nevada, Las Vegas; D.B.A., United States International University. Associate Professor of Management and Management Information Systems.
- Eddie Tafoya.** B.A., M.A., University of New Mexico; Ph.D., Binghamton University. Associate Professor of English.
- Arlie P. Tagayuna.** B.A., University of the Philippines-Diliman; M.A., University of Hawaii-Manoa; Ph.D., University of Hawaii-Manoa. Assistant Professor in Criminal Justice/Sociology
- Hossein Tahani.** M.S., St. Louis University; M.S., Ph.D., University of Missouri, Columbia. Assistant Professor of Computer Science.
- Orit Tamir.** B.A., University of Haifa, Israel; M.A., Ph.D., Arizona State University. Professor of Anthropology.
- William Taylor.** B.A., University of California; M.A., University of Chicago; Ph.D., University of New Mexico.
- Kent Tucker.** B.A., California State University, Fullerton; M.B.A., D.B.A., United States International University. Associate Professor of Finance.
- Carmen Vidal-Lieberman.** B.A., University of Maryland; M.A., George Mason University;

Ph.D., The Catholic University of America.
Associate Professor of Spanish.

Thomas Ward. B.S., Northern Arizona University; M.S., Ph.D., Iowa State University. Professor of Sociology.

Steven Williams. B.A., Rutgers College; Ph.D., Northwestern University. Associate Professor of History.

Ian Williamson. B.A., Macalester College; Ph.D., University of Minnesota. Assistant Professor of Psychology.

Andrew Wollner. B.A., Kenyone College; M.F.A., Savannah College of Art and Design, Assistant Professor of Media Arts.

Donna Woodford. B.A., California State University; M.A., Ph.D., Washington University. Associate Professor of English.

Margaret Young. B.B.A., University of Texas, El Paso; M.A., Ph.D., New Mexico State University. Associate Professor of Business Administration/Marketing.

Djuro G. Zrilic. B.S., University of Banja; M.S., University of Ljubljana; Ph.D., University of Belgrade. Professor of Engineering.

Emeriti

James Abreu. B.A., M.A., New Mexico Highlands University. Professor Emeritus of Education.

John Adams. B.A., Bethany College; M.A., Ph.D., University of Kansas. Professor Emeritus of English.

Ursel Albers. CPA/CMA, B.A., Hunter College; M.A., Michigan State University, Professor Emeritus of Accounting.

Robert L. S. Amai. B.A., M.S., University of Hawaii; Ph.D., University of Kansas. Professor Emeritus of Chemistry.

Frank Angel. Past President of the University. (deceased)

John Aragon. Past President of the University. (deceased)

Gilbert M. Baca. B.A., M.S.W., Loyola University of Chicago; Ph.D., University of Denver. Professor Emeritus of Social Work.

John Barrett. B.A., M.A., Teachers College, Columbia University; Ph.D., University of New Mexico. Professor Emeritus of Education.

James A. Beatson. (deceased)

Waldemere Bejnar. B.S., M.A., University of Michigan; Ph.D., University of Arizona. Professor Emeritus of Earth Science.

Ralph Bowyer. B.A., M.A., University of New Mexico; Associate Professor Emeritus of Physical Education.

Walter F. Brunet. (deceased)

Carlton H. Cann. B.S., University of North Carolina; M.B.A., New Mexico Highlands University; Ph.D., University of Colorado. Professor Emeritus of Psychology.

Luis Casaus. B.A., New Mexico Highlands University; M.A., University of New Mexico; Ed.D., Texas Tech University. Professor Emeritus of Education.

Thomas Cheaven. Ph.D., University of Texas at Austin, Emeritus Professor of Chemistry.

Samuel Cheng. B.A., University of China; M.S., Kansas State University, Manhattan; Ed.D., University of Northern Colorado. Associate Professor Emeritus of Business.

John Clark. B.A., Earlham College; M.S., Ph.D., Purdue University. Professor Emeritus of Psychology.

Ronald Clark. Ph.D., University of California at Riverside, Emeritus Professor of Chemistry.

Geraldo Coca. B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Associate Professor Emeritus of Education.

James E. Connor. (deceased)

Jose E. Cordova. B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Professor Emeritus of Education.

John A. Donnelly. (deceased)

Ray Farmer. (deceased)

Wilma Fitch. B.S., M.S., Iowa State University. Associate Professor Emeritus of Education.

Anthony F. Gallegos. B.S., New Mexico Highlands University; M.P.H., University of Oklahoma; Ph.D., Colorado State University. Professor Emeritus of Environmental Science-Health and

Biology.

Jose-Pablo Garcia. (deceased)

Lillian H. Gleason. (deceased)

Grady Greene. B.S.E., University of Arkansas; M.S., Kansas State University; Ed.D., University of Northern Colorado. Professor Emeritus of Music.

Donald G. Guerin. (deceased).

Albert Gutierrez. B.A., M.A., New Mexico Highlands University. Assistant Professor Emeritus of Business.

Calvin Hager. B.A., University of Washington; M.Ed., Ed.D., University of Nebraska. Professor Emeritus of Education.

Sara Hanna. B.A., Indiana University; M. Phil., Yale University; Ph.D. Indiana University. Professor Emeritus of English.

Sara Harris. B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Professor Emeritus of Languages.

Dorothy Hauschulz. B.A., New Mexico Highlands University. M.S.; University of Utah; Ed. D., University of New Mexico. Professor Emeritus of Mass Communications.

Melvin Hill. (deceased)

Stanley J. Hipwood. (deceased)

Fred A. Hopper. (deceased)

Orval D. Hughes. B.A., Colgate University; M.S., Syracuse University; Ph.D., University of New Mexico. Associate Professor Emeritus of Education.

Evelyn I. Ivanoff. B.S., Northern State College of South Dakota; M.A. in L.S., George Peabody College. Professor Emeritus of Library Science.

Gerald Jacobi. B.S., M.S., Colorado State University; Ph.D., University of Utah. Professor Emeritus of Environmental Science.

Jean Lee Johnson. B.A., University of Western Ontario; M.A., Ph.D., University of North Carolina. Professor Emeritus of Modern Foreign Languages.

Bill L. Johnson. B.A., M.A., New Mexico Highlands University; Ed.D., University of New Mexico. Associate Professor Emeritus of Education.

John Spencer Johnson. (deceased)

Kim Kirkpatrick. A.B., M.S., San Diego State College; Ph.D., New Mexico State University. Professor Emeritus of Physics and Computer Science.

William H. Knell. (deceased)

Alvin Korte. B.A., New Mexico Highlands University; M.S.W., Arizona State University; Ph.D., University of Denver. Professor Emeritus of Social Work.

Harry M. Leippe. B.A., Calvin College; M.A., University of California at Berkeley. Professor Emeritus of Art.

Robert G. Lindeborg. (deceased)

Vicente J. Llamas. B.S., M.S., University of Los Angeles; M.S., Ph.D., University of Missouri at Rolla. Professor Emeritus of Physics.

Anne Lohrli. B.A., M.A., Occidental College; M.A., Columbia University; Ph.D., University of Southern California. Professor Emeritus of English.

William Lux. B.A., University of New Mexico; M.A., Stanford University; M.A., Ph.D., University of Southern California. Professor Emeritus of History.

Ronald Maestas. B.A., M.A., Adams State College; Ed.D., Arizona State University. Professor Emeritus of Business.

Albert R. Maetz. B.A., M.A., New Mexico Highlands University. Assistant Professor Emeritus of Engineering Technology.

Thomas Oliver Mallory. (deceased).

James H. Marshall. B.S., University of Kansas; M.A., New Mexico Highlands University. Associate Professor Emeritus of Human Performance, Leisure, and Sport.

C. Leo Martinez. B.A., M.A., Eastern New Mexico University; Ed.D., Utah State University. Associate Professor Emeritus of Industrial Arts Education.

Ruth Matilla. (deceased)

Elaine M. McDowell. B.S., University of New Mexico; M.S., Colorado State University. Professor Emeritus of Home Economics.

Merritt W. McGahan. (deceased)

- Jack W. Mears.** B.S., M.A., Ed.D., University of Texas at Austin. Professor Emeritus of Education.
- Luis Medina.** B.S., Adams State College; M.S.W., St. Louis University; D.S.W., University of Utah. Professor Emeritus of Social Work.
- Alice Menzor.** B.A., M.A., New Mexico Highlands University; Ph. D., University of New Mexico. Professor Emeritus of Education.
- Robert E. Mishler.** B.A., Manchester College; M.A., University of Colorado. Professor Emeritus of Anthropology.
- Ira B. Mosley.** B.S., M.S., Kansas State Teachers College; Ed.D., Stanford University. Professor Emeritus of Education.
- Juanita Montoya.** (deceased)
- Opal Snitker Moore.** (deceased)
- Werner Muller.** B.A., Haverford College; M.A., Ph.D., Teachers College, Columbia University. Professor Emeritus of Education.
- Annelise Nanninga.** (deceased)
- Tito E. Narango.** B.A., New Mexico Highlands University; M.S.W., University of Utah. Associate Emeritus Professor of Social Work.
- Michael Olsen.** B.A., St. Olaf College; M.A., Ph.D., University of Washington. Professor Emeritus of History.
- Alfonso Ortiz, Jr.** B.A., M.A., New Mexico Highlands University; Ed.S., University of New Mexico. Associate Professor Emeritus of Education.
- John M. Pacheco.** B.A., M.S., New Mexico Highlands University; Ph.D., University of New Mexico. Past Vice President for Academic Affairs and Professor Emeritus of Education.
- Bruce I. Papier.** B.F.A., M.A., M.F.A., Ohio State University. Professor Emeritus of Graphic Design.
- Seth H. Parsons.** (deceased)
- Lynn I. Perrigo.** (deceased)
- Edith Clement Rackley.** (deceased)
- Gabino Rendon.** B.A., M.A., Ph.D., University of Colorado. Professor Emeritus of Sociology.
- Gilbert D. Rivera.** B.A., M.S., New Mexico Highlands University; Ph.D., University of North Texas. Past Vice President for Academic Affairs and Professor Emeritus of Mathematics.
- James V. Rocca.** B.B.A., Gonzaga University; Ph.D., University of Vienna. Professor Emeritus of Political Science.
- Lillian Rogers.** (deceased)
- Louise L. Roloff.** B.S., University of Colorado; M.A., New York University; Ph.D., State University of Iowa. Professor Emeritus of Health and Physical Education.
- Patrick E. Romero.** B.A., New Mexico Highlands University; M.A., Ball State University; Ed. D., Arizona State University. Professor Emeritus of Industrial Arts.
- James D. Russell.** B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Associate Professor Emeritus of History.
- Loretta Salazar.** B.A., M.A.T.S, Ph.D. University of New Mexico. Professor Emeritus of Education.
- Tomas Salazar.** B.A., New Mexico Highlands University; M.A., University of Montana; Ph.D., University of New Mexico.
- Lucille Sampson.** B.A., M.A., New Mexico Highlands University; C.P.S. Associate Professor Emeritus of Business Administration.
- Nicholas Sanchez.** B.A., New Mexico Highlands University; M.A., Ph. D., University of New Mexico. Professor Emeritus of Secondary Education.
- Willie Sanchez.** B.A., M.A., New Mexico Highlands University; Ed.D., University of New Mexico. Professor Emeritus of Education.
- Alice Sandoval.** B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico. Professor Emeritus of Education.
- Elmer Schooley.** (deceased)
- Joseph A. Schufte.** (deceased)
- Charles J. Searcy.** B.S., Panhandle A&M College; M.S., Ed.D., Oklahoma State University. Professor Emeritus of Mathematics.
- Lora Mangum Shields.** (deceased)
- Joe M. Shockley.** B.S., North Carolina State University; M.A., East Carolina University; Ed.D., University of Georgia. Professor of Human

Performance, Leisure, and Sport.

Erma Schuster. (deceased)

Virginia Sloan. (deceased)

Albert L. Soderblom. (deceased)

John W. Spencer. B.S., M.S., Washington State University; Ph.D., University of Arizona. Professor Emeritus of Biology.

George H. Sprenger. B.S., Winona State College; M.S.T., University of North Dakota; Ph.D., University of Idaho. Professor Emeritus of Chemistry.

John Uribe. (deceased)

Art Trujillo. B.A., New Mexico Highlands University; M.A., University of Virginia; M.A., University of Missouri. Professor Emeritus of Journalism.

Delfino Trujillo. B.A., New Mexico Highlands University; M.S.W., Our Lady of the Lake University at San Antonio. Professor Emeritus of Social Work.

Alfonso Urtiaga. B.A., M.L., Universidad de Madrid; M.A., Facultad Filosofica de la Compania de Jesus, Madrid; M.C.L., Columbia University; Ph.D., Louisiana State University. Professor Emeritus of Languages.

Facundo Valdez. B.A., New Mexico Highlands University; M.S.W., University of Denver. Professor Emeritus of Social Work.

Margaret Vasquez-Geffroy. B.A., M.A., University of New York; Ph.D., University of New Mexico. Professor Emeritus of Anthropology.

Bernice E. Waggoner. B.S., Abilene Christian College; M.S., University of Colorado; Ph.D., Texas Woman's University. Professor Emeritus of Human Performance, Leisure, and Sport.

George Wang. B.A., Chun Hsing University; M.A., University of Idaho; M.S., University of Oklahoma. Professor Emeritus of Library Science.

Loren E. Wise. B.M.E., University of Evansville; M.M., D.M.A., University of Arizona. Professor Emeritus of Music.

Frederick L. Yarger. (deceased)

Roberta Henderson Zohn. B.A., M.A., New Mexico Highlands University. Assistant Professor Emeritus of Music.

Index

A

Academic Dishonesty 25
 Academic Dismissal 25
 Academic Programs & Courses 37
 Accounting. *See* Business Administration
 Adding and Dropping Classes 36
 Administration 152
 Admission as a Non-Degree Graduate Student 15
 Admission Changes 139
 Admission Requirements 137
 Admissions Status 139
 Admission to Graduate Studies 13
 Admission to the University 13
 Advisement 140
 Anthropology. *See* Behavioral Sciences Program
 Application Deadlines 138
 Application Information 138
 Approved Program of Study 31
 Art. *See* Fine Art
 Art History. *See* Fine Art
 Auditing a Class 36

B

Behavioral Sciences Program 94
 Anthropology 94
 Applied Sociology Concentration 97
 Clinical Psychology/Clinical Track 96
 Concentration in Anthropology 95
 Courses in Anthropology 97
 General Psychology Track 96
 Master of Arts in Public Affairs (M.A.) 97
 Master of Science in Psychology (M.S.) 96
 Sociology 96
 Bureau of Indian Affairs 21
 Business Administration
 Concentration in Government Non-Profit Management 109
 Concentration in Management 109

Courses in Accounting 110
 Courses in Economics 111
 Courses in International Business 112
 Courses in Management Information Systems 114
 Dual Masters Degrees in Business and Social Work 108
 Exit Requirements for Completing the M.B.A. Degree 108
 General MBA Program 108
 Master of Business Administration (M.B.A.) 108
 MSW/MBA Dual Degree Programs 136
 Business Office 16

C

Campus Map 7
 Catalog of Record 30
 Change of Name 28
 Changes to the Approved Schedule of Classes 36
 Class Attendance 26
 Clinical/Counseling Track 96
 Code of Conduct 10
 College of Arts and Sciences 38
 College of Humanities and Fine Arts 38
 College of Science and Mathematics 65
 Commencement 30
 Concentration in Human Resources Mgmt 109
 Concentration in International Business 109
 Concentration in Management Information Systems (MIS) 110
 Concentration in Media Arts 57
 Concentration in Vocational Evaluation Specialization in The Rehabilitation Counseling 120
 Conduct Notice 12
 Counseling. *See* Education
 Course in Business Law (BLaw) 111
 Course Numbers and Levels Graduate Division 36
 Courses in Early Childhood Multicultural Education (ECME) 127
 Courses in Educational Leadership

(EdLd) 128

Courses in Finance (Fin) 111
 Courses in General Business (Bus) 111
 Courses in Management (Mgmt) 113
 Courses in Marketing (Mktg) 115
 Courses in Reading (RdEd) 132
 Courses in Spanish (Span) 52
 Credit for Military Education 27

D

Department of Biology 66

Concentration in Biology 66
 Courses in Biology (Biol) 67
 Courses in Life Science 93

Department of Chemistry and Forensic Science 71

Master of Science in Chemistry (M.S.)
 71

Courses in Chemistry (Chem) 72
 Courses in Physics (Phys) 88

Department of Computer Science 74

Master of Arts or Science in Media Arts
 and Computer Science (M.A. or
 M.S.) 74

Courses in Computer Science (CS) 75

Department of English and Philosophy 39

English Program
 Concentration in Literature 40
 Courses in English 41
 Master of Arts in English (M.A.) 39
 Concentration in Creative Writing 40
 Concentration in Linguistics, Literacy,
 and Composition 40

Courses in English 41

Courses in Philosophy (Phil) 43

Department of Exercise and Sport Sciences 80

Exercise and Sport Science 80
 Concentration in Sports Administration
 82
 Concentration in Teacher Education 81
 Courses in Health 82
 Courses in Human Performance and
 Sport 83
 Master of Arts in Human Performance

and Sport (M.A.) 80

Department of History and Political Science 44

Master of Arts in Public Affairs (M.A.)
 45

Southwest Studies

Concentration in History/Political Sci-
 ence 47

Master of Arts In Southwest Studies 47
 Political Science 44

Concentration in Historical and Cross-
 Cultural Perspectives 46

Concentration in Political and Govern-
 mental Processes 46

Master of Arts in Public Affairs (M.A.)
 45

Concentration in History 46

Courses in History (Hist) 48

Courses in Political Science (PolS) 49

Department of Languages and Culture 51

Spanish Program

Concentration in Hispanic Language &
 Literature 52

Master of Arts in Southwest Studies
 (M.A.) 51

Department of Mathematics, Engineer- ing and Physics 86

Computer and Mathematical Sciences 74

Computer Science Program 74

Courses in Computer Science 75

Master of Arts or Science in Media Arts
 and Computer Science (M.A. or
 M.S.) 74, 87

Department of Natural Resources Management 89

Courses in Forestry (FOR) 90

Courses in Geology 92

Department of Social and Behavioral Sciences 94

Master of Arts in Southwest Studies
 (M.A.) 95

Psychology 95. *See* Behavioral Sciences
 Program

Post Baccalaureate Certificate in Cultural
 Resource Management (CRM) 95

Courses in Anthropology 97

Courses in Psychology (Psy) 100
 Courses in Sociology (Soc) 104
Department of Visual and Performing arts 56
 Master of Arts or Science In Media Arts and Computer Science (M.A. or M.S.) 57
 Media Arts Program 57
 Courses in Media Arts 61 Courses in Art (Art) 60
 Courses in Art History (AH) 60
 Courses in Music 64
 Disenrollment Policy 18

E

Economics. *See* Business Administration
 Education 117
 Concentration in Counseling 120
 Concentration in Curriculum and Instruction 121
 Concentration in Educational Leadership 122
 Concentration in Special Education 122
 Courses in Counseling and Guidance 123
 Courses in Elementary Education 129
 Courses in General and Secondary Education 130
 Courses in Special Education 133
 Emphasis in Rehabilitation Counseling 120
 Emphasis in School Counseling 120
 Master of Arts in Education (M.A.) 119
 The School of Education "STURDY" Model 118
 Emeriti 156
 Emphasis in Professional Counseling 120
 Emphasis in Vocational Evaluation 121
 Enrollment Certifications 22
 Enrollment Requirements for Financial Aid 21

F

Faculty 153
 Field Practicum/Internship 140
 Final Examinations 26

Finance. *See* Business Administration
 Financial Aid
 Summer Sessions 21
 Fine Art 59

G

General Academic Policies 23
 GPA Requirement for Graduate Students 20
 Grade Point Average 24
 Grading Policies 23
 Graduate Assistantships 22
 Graduate Degree Programs 30
 Graduate Oral Examination 32
 Graduate Policies and Degree Requirements 30
 Graduate Student Completion Rate 20
 Graduation 30

H

Highlands at a Glance 10
 Honors List 25

I

Independent Study, Independent Research, and Directed Study 34
 Independent Study, Independent Research, or Directed Study Classes 27
 Interdepartmental courses (InDp) 70
 International Students 15, 22

L

Loan Deferments 21

M

Management. *See* Business Administration
 Map. *See* Campus Map
 Marketing. *See* Business Administration
 Master of Science in Life Science (M.S.) 66
 Masters of Arts in Human Performance and Sport with concentrations in: 81

Mathematics 75

Courses in Mathematics 79

Maximum Time Frame for Graduate
Students 20

Mid-Term Grades 24

Mission Statement 8

N

Natural Sciences 89

Navajo Residency 23

Non-Resident Tuition Waiver for Student
Athletes 23

Nonresident Tuition Waiver for Colorado
Students 23

O

Overview of Graduate Programs 9

P

Payment Plan/Procedure 18

Performance of Graduate Students Proba-
tion/Suspension 30

Posting of the Degree 30

Practicum, Internship, Thesis, and Field
Project Courses 27

Programs of Study 9

R

Registration 35

Registration for Graduate Courses 35

Repetition of a Course 24

Residency 16

Return of Title IV Funds 21

Review and Admissions Process 139

Right to Petition for Hardship 29

S

Satisfactory Academic Progress 20

Satisfactory Academic Progress 25

Satisfactory Academic Progress Appeals
21

Scheduled Class Meetings 26

Scholarship Cancellation and Reinstate-
ment 21

Scholarships 19

School of Business Administration 107

Social Security Number 28

Social Work 135

Areas of Concentration - 2nd Year 141

Chihuahua, Mexico Internship 142

Concentration in Bilingual/Bicultural
Clinical Practice 142

Concentration in Clinical Practice 141

Concentration in Government Non-
Profit Management 143

Courses in Social Work 144

First Year Required Courses 141

Master of Social Work Program
(M.S.W.) 136

MSW/MBA Dual Degree Programs
136, 143

Sociology. *See* Behavioral Sciences
Program

Student Records 28

Student Services 10

Student Stipends 140

Students with Disabilities 11

Symbols and Abbreviations in Course
Listings 37

T

Table of Contents 5

Testing Out of Classes by Special Exami-
nation 27

The Financial Aid Package 19

Thesis, Field Project, and Professional
Paper 33

Time Limitations 31

Transcript Holds 29

Transcripts 28

Tuition and Fees 16

Summer Sessions 17

Tuition Rates 17

Tuition Refund Schedule 19

V

Verification Policy 20

Veterans Administration Educational
Benefits 23

Vocational Rehabilitation 23

W

- Withdrawal Policies 19
- Withdrawing from School 37
- Workforce Investment Act 23



ACADEMIC CALENDAR

Fall Semester	2009	2010
**Early Registration	M-Apr 6-Sunday-Aug 16	M-April 5-Sunday Aug 22
Classes Begin	M-Aug 17	M-Aug 23
Last Day to Register	M-Aug 24	M-Aug 30
Last Day to Drop	F-Aug 27	F-Sept 3
Labor Day Holiday	M-Sept 7	M-Sept 6
Census	F-Sept 4	F-Sept 10
Mid-Term Exams	W-F Oct 7-9	W-F Oct 13-15
Fall Break	M-T Oct 12-13	M-T Oct 18-19
*Last day to Withdraw	F-Oct 23	F-Oct 29
Fall Recess	W-F Nov 25-27	W-F Nov 24-26
Final Exams	M-F Dec 7-11	M-F Dec 13-17
Semester Ends	M-Dec 14	M-Dec 20
Spring Semester	2010	2011
**Early Registration	M-Nov 9-Sunday Jan 10	M-Nov 8- Sunday Jan 16
MLK Holiday	M-Jan 18	T-Jan 17
Classes Begin	M-Jan 11	M-Jan 18
Last Day to Register	T-Jan 19	M-Jan 24
Last Day to Drop	F-Jan 22	F-Jan 28
Census	F-Jan 29	F-Feb 4
Mid-Term Exam	W-F Mar 3-6	W-F Mar 9-11
Spring Break	M-F Mar 22-26	M-F Mar 21-25
*Last Day to Withdraw	F-Mar 19	F-Mar 18
Spring Recess	F-Apr 2	F-April 22
Final Exams	M-F May 3-7	M-F May 9-13
Commencement	Saturday-May 8	Saturday-May 14
Semester Ends	M-May 10	M-May 16
Summer Session	2010	2011
**Early Registration	M-Mar 1-Sunday-May 30	M-March 7- Sunday June 5
Classes Begin	M-May 31	M-June 6
Last Day to Register	F-June 4	F-June 10
Last Day to Drop	F-June 4	F-June 10
*Last Day to Withdraw	F-June 25	F-June 24
Independence Day Holiday	Sunday-July 4	Monday-July 4
Final Exams	W-Thu July 22-23	W-Th July 21-22
Semester Ends	M-July 26	M-July 25