



NEW MEXICO HIGHLANDS

# Graduate Catalog



NEW MEXICO HIGHLANDS UNIVERSITY®



## Campus Phone Numbers

Academic Affairs .....	505.454.3311
Admission of Students - Undergraduate .....	505.454.3439
Admission of Students - Graduate .....	505.454.3266
Advisement/Testing .....	505.454.3327
Athletics/Intramurals .....	505.454.3368
Business Affairs/Student Accounts .....	505.454.3222
Campus Life .....	505.454.3590
Campus Security .....	505.454.3278
Career Services .....	505.454.3048
Catalog .....	505.454.3437
Course Schedule .....	505.454.3424
Child Care .....	505.454.3250
Educational Outreach Services/Distance Ed. ....	505.426.2058
Financial Assistance .....	505.454.3318
Student Housing .....	505.454.3544
General Inquires .....	505.425.7511
Institutional Effectiveness/Research .....	505.426.2020
Library .....	505.454.3401
Post Office .....	505.454.3358
Registration .....	505.454.3438
Student Affairs .....	505.454.3020
Student Government .....	505.454.3594
Scholarship/Student Employment .....	505.454.3318
Support Services .....	505.454.3483
Transcripts .....	505.454.3455
TTY Switchboard .....	505.454.3003
Web Registration Problems .....	505.454.3438

**New Mexico Highlands University**  
**Box 9000, Las Vegas, New Mexico 87701**  
**505.425.7511 | [www.nmhu.edu](http://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](http://www.ncacihe.org). To review or receive a copy of the Highlands University's NCA Affiliation Status Report, please contact the Registrar's Office.

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 feel he or she has been discriminated against is encouraged to file an incident report form with the Office of the Dean of Student Affairs. For more information, please refer to the NMHU Student Handbook or the NMHU website at [www.nmhu.edu](http://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 505 454.3252, or in writing to the Office of Accessibility Services, New Mexico Highlands University, Las Vegas, New Mexico 87701.

For the full-time degree seeking freshman who entered the university during the 2005-2006 academic year, the persistence and graduation rate may be obtained from the Office of Institutional Effectiveness.

*Bulletin*

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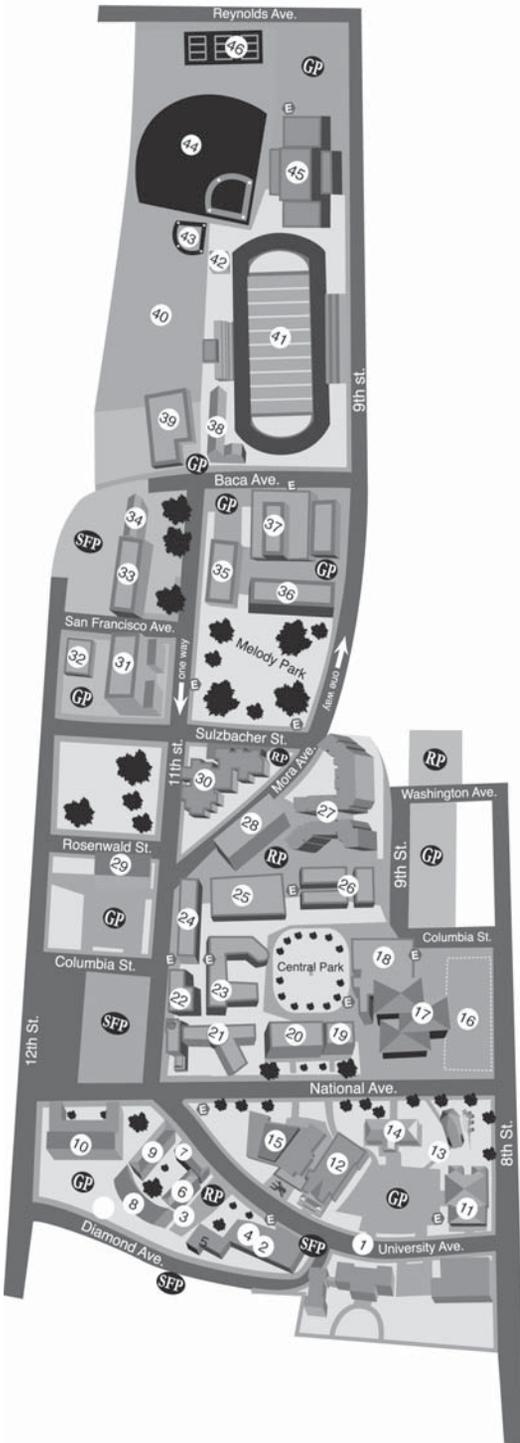
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Caitlin Syner, Student Regent



NEW MEXICO  
**HIGHLANDS**  
UNIVERSITY<sup>®</sup>

# Highlands–Las Vegas Campus Map



- 1 Sala de Madrid (SM)
- 2 Douglas Hall (DH)
- 3 Media Arts East (MAE)
- 4 Media Arts West (MAW)
- 5 Purchasing Bldg. (PB)
- 6 Kennedy East (KENE)
- 7 Kennedy North (KENN)
- 8 Kennedy South (KENS)
- 9 Kennedy West (KENW)
- 10 Hewett Hall (HH)
- 11 Felix Martinez Center Bldg. (FM)
- 12 Ilfeld Auditorium (ILF)
- 13 Alumni Centennial Tower
- 14 Rodgers Administration Bldg. (RAB)
- 15 Burris Hall (BH)
- 16 Future Student Center - 2012
- 17 Donnelly Library Ground Floors/ITS (LIBG)
- 18 Donnelly Library
- 19 Science Annex (SCA)
- 20 Lora M. Shields Science Bldg. (SC)
- 21 Ivan Hilton Science Tech Bldg. (HSCI)
- 22 Art Foundry (AF)
- 23 Sininger Hall (SH)
- 24 Engineering Bldg. (ENGR)
- 25 Archuleta Hall (ARCH)
- 26 Connor Hall (CH)
- 27 New Residence Hall (RH)
- 28 Arrott House (ARH)
- 29 Industrial Arts Bldg. (IA)
- 30 Melody Hall (MELH)
- 31 Victoria D. de Sanchez Teacher Education Center (STEC)
- 32 Child Development Center/Guadalupita (GUAD)
- 33 Facilities Services (FS)
- 34 Campus Police Bldg. (POL)
- 35 Champ Tyrone Music Bldg. (MU)
- 36 Gregg House (GREH)
- 37 Student Center (STU)
- 38 Field House (FLDH)
- 39 Natatorium
- 40 Football Practice Field
- 41 Perkins Stadium
- 42 Concession Stand
- 43 Soft Ball Feild
- 44 Harold K. Brandt Baseball Field
- 45 John A. Wilson Physical Education Complex (PE)
- 46 Tennis Courts

- Emergency Station
- General Parking
- Resident Parking
- Staff/Faculty Parking



**Vision Statement:**

New Mexico Highlands University will provide an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.

**Mission:**

Education through teaching, research, and service.

**Core Values:**

- Advancement of knowledge
  - Student success
  - A diversity of ideas
  - Accessible education
    - Community
  - Individual well-being
  - Sustainable practices
  - Multiculturalism

The Graduate Catalog 2011-2013 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 Registrar's Office.

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.

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## Academic Graduate Programs

Applied Chemistry (MS)

Business Administration (MBA)

Concentrations:

Human Resource Mgmt

International Business

Nonprofit Financial Mgmt

Cultural Resource Management

Certificate Program

Education (MA)

Concentrations:

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.

English (MA)

Concentrations:

Literature

Language, Rhetoric, & Comp

Creative Writing

Geological Instrumentation Systems

Certificate Program

Human Performance and Sport (MA)

Concentrations:

Sports Administration

Teacher Education

Media Arts and Computer Science (MA)

Concentrations:

Media Arts

Computer Science

Natural Sciences (MS)

Concentrations:

Biology

Environmental Science & Mgmt

Public Affairs (MA)

Concentrations:

Applied Sociology

History

Political & Gov't Processes

Historical & Cross-Cultural Perspectives

Psychology (MS)

Concentrations:

General Psychology

Clinical Psychology

Substance Abuse Assessment &

Treatment Certificate Program

Social Work (MSW)

Concentrations:

Bilingual/Bicultural Social Work Practice

Clinical Practice

Gov't Nonprofit Management

Southwest Studies (MA)

Concentrations:

Anthropology

History/Political Science

Hispanic Language & Literature



## 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, Highlands University 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, Highlands University also offers some degree-completion and graduate programs in Farmington, Rio Rancho, Española, Santa Fe and Raton.

Although students from all over the world attend Highlands, the majority of its approximately 3,700 students are from New Mexico and are Hispanic. Highlands' programs focus on its multiethnic 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, 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 nationally known for its research activities, student and faculty achievement, and opportunities for students to combine study with real-world experience. Highlands 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, Highlands University 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).

Highlands 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, track, volleyball and wrestling.

## Student Services and Code of Conduct

The Highlands University Student Handbook, which is published each year, describes student services, the code of student conduct and related policies and procedures. Administered by the dean of student 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](http://www.nmhu.edu); or a copy may be obtained from the Highlands Office of Student Affairs, Box 9000, Las Vegas, N.M. 87701.

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

## 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 accessibility. 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 Highlands University 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. Highlands is not obligated to provide accommodations to students who fail to document a disability in a timely manner. Accessibility Services is located in Room 110 of the Felix Martinez Building and may be reached at 505.454.3252 or via e-mail at [disabilities@nmhu.edu](mailto:disabilities@nmhu.edu).

Out of classroom accommodations are governed by the policy set forth in the previous paragraph. If you are an individual who needs auxiliary aids or services in order to participate in Highlands programs write to Accessibility Services, New Mexico Highlands University, Box 9000, Las Vegas, NM 87701 or e-mail [disabilities@nmhu.edu](mailto:disabilities@nmhu.edu).

### **Deadlines**

Students wishing to receive accommodations must completely document their disability with Accessibility 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 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 Accessibility Services.

More information about the policy and procedures relating to services to students with disabilities is found in the Accessibility Services Handbook, incorporated herein by reference. This handbook may be requested from Accessibility Services or may be downloaded from [www.nmhu.edu](http://www.nmhu.edu).

## **Admission to the University**

Office of Graduate Studies

Rodgers Administration, Room 108

505.454.3266

E-mail: [graduate@nmhu.edu](mailto:graduate@nmhu.edu)

The application for admission is available on our website, [www.nmhu.edu](http://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, nonrefundable 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:

- 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 programs 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 admission.
- Students who are within 12 semester credits of completing the requirements for a bachelor's degree, but 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 their 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, the chief academic officer and the Office of Graduate Studies.
- Students whose undergraduate work was done in the United States must have earned a bachelor's degree from a regionally accredited institution or is a candidate for regional accreditation. In rare cases, students may have graduated from institutions that 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 an 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 any of the following English tests:

**TOEFL (Test of English as a Foreign Language) Composite score =**  
500 paper based  
173 computer based  
61 Internet based

**IELTS (International English Language Testing System) = Band 5.5**  
Step Eiken (Test in Practical English Proficiency) = Pre-1

**For students applying to the School of Business:**

TOEFL Scores = 540 Paper based  
207 computer based  
76 Internet based

IELTS Band 6.0  
Step Eiken Pre -1

**Information regarding testing may be obtained from:**

TOEFL Services  
Educational Testing Service  
P.O. Box 6151

Princeton, NJ 08541-6151, USA

609.771.7100 or 877.863.3546 (Monday – Friday, 8 a.m. – 7:45 p.m. Eastern Time (New York), except for U.S. holidays)

609.771-7714 – TTY (24 hours a day, 7 days a week for test takers who are deaf or hearing impaired)  
www.toeflgoanywhere.org

## IELTS

www.ielts.org/contact\_us.aspx

## Step Eiken

www.eiken.or.jp/

www.stepeiken.org/forms/contact-form

All international students who seek graduate admission to Highlands University must submit a completed and signed application along with all required documents, and the nonrefundable \$15 USD application fee. Some programs may require additional documentation for consideration.

Applicants must submit the completed Financial Certificate form and official bank statements along with the application to New Mexico Highlands University before immigration documents can be issued to the admitted applicant.

All international student applications must be received from the country or the current residence of the applicant, no exceptions.

- 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 nonrefundable \$15 application, the student must submit the completed Financial Certificate for international admission.

For more information contact the International Education Center at:

International Education Center  
New Mexico Highlands University  
Box 9000  
Las Vegas, NM 87701 U.S.A.  
Telephone: 505.454.3372  
Fax: 505.454.3511  
International\_ed@nmhu.edu

## Admission as a Nondegree Graduate Student

Nondegree 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 nondegree graduate student. Application may be made at the time of registration. In the application, nondegree 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 Registrar's Office before the end of the first semester of registration.

Credits earned as a nondegree 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 nondegree 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.

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

## **Tuition and Fees**

**Business Office**

**Student Accounts**

**Rodgers Administration Building, Room 204**

**505.454.3222/3444/3240/3008**

**E-mail: sar@nmhu.edu**

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 to help meet the special costs associated with those events. Graduate and undergraduate tuition rates are determined by academic classification. Highlands University 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 by the student. 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 person, his or her 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 duration requirement.

A person, his or her 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 duration requirement.

Other relevant factors may be considered along with those listed above.

A reciprocity agreement between Colorado and New Mexico allows Highlands University to grant a waiver of the nonresident 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 Registrar's Office 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 out-of-state members of an American Indian nation, tribe and pueblo shall be eligible for in-state tuition rates. For specific information, please contact the Admissions Office or Registrar's Office.

A brochure explaining all requirements for establishing New Mexico residency and residency petitions is available from the Registrar's Office. Residency petitions will be accepted until the first day of each semester in the Registrar's Office. 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](http://www.nmhu.edu). The following rates are the 2010-2011 tuition rates. Rates may increase upon approval. These figures are provided to help students plan.

Summer session 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-campus tuition follows the fall-spring tuition schedule.

## Tuition Rates – all rates are subject to change

### Las Vegas Campus

<b>Resident:</b>	<b>Graduate</b>
1–11	\$ 146.00 per credit hour
12–18	\$ 1,752.00 total
18 +	\$ 115.30 each additional hour

<b>Non-resident:</b>	<b>Graduate</b>
1–11	\$ 234.00 per credit hour*
12–18	\$ 2,808.00 total**
18+	\$ 203.30 each additional hour

### Distance Education and Internet

\$132.00 per credit hour for graduate students

### Off-Campus Centers

<b>Resident:</b>	
1–11	\$ 146.00 per credit hour
12+	\$1752.00.00
18+	\$115.30 each additional hour

<b>Non-resident:</b>	
1–11	\$ 234.00 per credit hour
12+	\$ 2,808.00
18+	\$ 203.30 per credit hour

Audit rates are the same as credit hour rates.\*

International rates are available. Please see [www.nmhu.edu](http://www.nmhu.edu) for current rates.

Senior citizen rate is \$5 per credit hour. To qualify as a senior citizen, the student must reach the age of 65 years by the third Friday of classes.

## Non-Refundable Special Fees

Application fee (one-time): \$15

Matriculation fee (one-time): \$5

(No charge for course change if done through web or telephone.)

Graduation application fee (each degree): \$30

Dishonored check fee: \$25

Laboratory fees: Variable  
Housing application fee: (total fee is \$200)  
Special exam (test-out) fee, per credit: \$40  
Career placement fee, per year (renewal only; first year free): \$15  
Teacher preparation fees-student teaching: \$50  
Golf: \$25.  
Downhill skiing: \$195  
Techniques of golf: \$25  
Transcript fee: \$2  
Transcript – Fax charge: \$5

## **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 Highlands website, [www.nmhu.edu](http://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**

Highlands 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 Highlands University must reregister. The student will be required to make full payment or must complete financial arrangements for all university charges incurred and pay a nonrefundable reregistration/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 second 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 [sar@nmhu.edu](mailto:sar@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

Felix Martinez Building, Suite 240

505.454.3318 or 800.379.4038

E-mail: [financialaid@nmhu.edu](mailto: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 postsecondary 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 Highlands University.

Financial aid at Highlands is divided into three categories:

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

### The Financial Aid Package

The Office of Financial Aid 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 Highlands University (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) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For maximum financial aid consideration, students should apply by March 1. The Highlands school code is 002653.
2. Complete a loan data form to request a student loan.
3. If transferring into Highlands during the current academic year, the applicant will also need to access the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and add NMHU (002653) to the list of schools.

It is the applicant's responsibility to ensure the financial aid file is complete. The Office of Financial Aid cannot make a financial aid award if a file is incomplete or you are not admitted into a degree-seeking program. Also note that students must be enrolled in courses applicable to their program of study.

The Office of Financial Aid will determine if and how much financial aid an applicant is eligible for, once the processed FAFSA is received and file is complete and applicant is admitted degree-seeking. The aid awarded is based on the cost of attending Highlands, which includes tuition and fees, room and board, books and supplies, transportation, and personal expenses. Dependent care expenses may be considered if the applicant provides the appropriate documentation. Students may request budget adjustments for the purchase of a personal computer, see office for more information.

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

1. Demonstrate financial need as determined through a processed FAFSA.
2. Be a U.S. citizen or an eligible noncitizen.
3. Maintain satisfactory academic progress (see below).
4. Be enrolled in a regular degree program at Highlands.
5. Be enrolled at least half-time for all aid programs (with the exception of federal Pell Grant in certain situations).
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 Highlands Business Office/Student Accounts, after classes are charged to their accounts and before the awards are received.

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

## Verification Policy

Highlands University verifies between 30 and 50 percent of all financial aid applicants. If you are selected for verification by the U.S. Department of Education's federal processor, Highlands University will notify you regarding what documents are required. Highlands University 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 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 with a current degree check.

Examples:

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 above minimum standard 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. Appeal forms are available on our website in online documents. 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.

Effective July 1, 2011, by federal regulation, a student CAN NOT be on suspension two consecutive semesters. A student will be required to attend with no assistance from federal aid programs and meet the minimum standards as established in the Satisfactory Academic Progress Standards.

## **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, 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 Highlands University. Contact the Office of Financial Aid at 505.454.3318 for loan deferment procedures.

## **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 officially or unofficially withdraw from school. 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 800.379.4038.

## **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 within 15 days after receiving the suspension letter. Scholarship awards are for the academic year only and may not be used for the summer session.

## **Other Programs and Benefits**

### **Bureau of Indian Affairs (BIA)**

Each year, the Bureau of Indian Affairs 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 for program requirements and deadlines.

### **Enrollment Certifications**

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

tants 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 recommended 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 coursework 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.

### **American Indian Residency**

All enrolled out of state members of an American Indian nation, tribe and pueblo shall be eligible for in-state tuition rates. For specific information, please contact the Admissions Office or Registrar's Office.

### **Nonresident Tuition Waiver for Colorado Students**

A reciprocity agreement between Colorado and New Mexico allows Highlands to grant a waiver of the nonresident 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 Registrar's Office.

### **Nonresident 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 Highlands Department of Athletics, 505.454.3368.

### **Veterans Administration Educational Benefits**

Several programs are available for veterans pursuing a postsecondary education. Academic programs are approved by the state approving agency and are approved for educational benefits by the Depart-

ment of Veteran Affairs. Contact the Registrar's Office 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, 505.425.9365.

### **Workforce Investment Act**

Through the New Mexico Department of Labor (NM Workforce Connection), 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, 505.425.6451.

## **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 midterm 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 midterm grade for graduate seminar courses. Indicates that acceptable progress has been made. To receive a permanent grade of S, the student reregisters 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 midterm 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 reregister 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 reregistered course.

CR Credit. Used only for transfer credits.

## 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 Registrar's Office 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.

## Midterm Grades

The faculty submits midterm 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 midterm grades are submitted for short-term courses.) These grades are displayed for viewing by the student on the Highlands secured website, [www.nmhu.edu](http://www.nmhu.edu). These reports inform students and advisers of a student's progress, so any problems in class performance can 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. Midterm 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, and nine 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 Highlands University. No credit will be granted for courses taken at other institutions while under dismissal at Highlands University. 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 Highlands University until they have served the suspension or dismissal period of that institution.

## Academic Dishonesty

Highlands University 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 his or her 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, or attempt to use, of unauthorized notes, texts, visuals, electronic devices, or copies of tests to misrepresent their knowledge, skills, or abilities.
- Collusion: Secret cooperation between students 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 his or her or another student's grades.

At Highlands University, academically dishonest students are subject to a number of punitive measures by instructors or the university. These 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.

## 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 Registrar's Office 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 can 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 on Highlands' website, [www.nmhu.edu](http://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 Registrar's Office. The request must be approved before the special examination can be given.

Applicants for special examination must meet the following 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, such as 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 the 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 Registrar's Office.

## 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 officials 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 the 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 members. 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 Registrar's Office. Examples of such documentation include marriage certificate, birth certificate, and court order for legal name change, with a copy of state issued ID card or driver's license or Social Security card with change. Name changes must accompany a written request for the change and will be processed only for currently enrolled students. For more information contact the Registrar's Office, 505 454-3455.

## **Transcripts**

The Registrar's Office issues both official and unofficial copies of student academic records. Any student may request a transcript of his or her academic record, and it will be issued in accordance with the student's wishes 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 for standard mail, and \$5 for a fax. All transcript fees must be paid when the request is submitted.

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](http://www.nmhu.edu). For specific policies and procedures associated with requesting transcripts, contact Student Records in the Registrar's Office at 505.454.3455.

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

The Registrar's Office offers electronic transcript delivery. In partnership with SCRIP-SAFE International, New Mexico Highlands University is able to provide official electronic transcripts delivered through eSCRIP-SAFE to network and non-network recipients. To request an electronic official transcript, use the Transcript Request Form, fax or mail the request to the fax number or mailing address at the top of the request, and pay your transcript fee at the time of submission. Students with holds from Business Office, library, etc. cannot receive or request any type of transcript until all obligations to the university have been met. If you have any questions regarding the delivery or authenticity of an electronic official transcript sent from Highlands University via eSCRIP-SAFE or any of the information regarding your transcript request form, call 505.454.3455.

## **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 subcommittee of the Academic Affairs Committee:
  - a. All undergraduate petitions are sent to the members of the Undergraduate Subcommittee.
  - b. All graduate petitions are sent to the members of the Graduate Subcommittee.
4. Members of the subcommittee should respond in one week to the petition. The ballot and all materials must be sent back to the Office of Academic Affairs. The vice president of academic affairs 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 he or she may make a personal appeal to the subcommittee. The student may bring witnesses to the hearing. No witnesses may speak unless a member of the subcommittee 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 subcommittee to invite witnesses who 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 subcommittee.
  - b. During the hearing, witnesses are heard one at a time by the subcommittee. 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 vice president of academic affairs is responsible for informing the student of the committee's decision. 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, nonrefundable 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 that do not offer a degree, but 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 coursework. 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 adviser, 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 coursework may have been used for another degree, except for dual master's 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 adviser, 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 correctness 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 coursework 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 older than 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 coursework, except for thesis, field project, etc., is older than 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 or 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 \$13 fee 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. The 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**

Directed study courses are designed for individual or small groups of students who need a particular course to complete their program of study and are under the direction of a faculty member. The faculty member's permission is required at the time of registration for the course. The Directed Study Form must be approved by the dean and submitted to the Registrar's Office at the time of registration.

The content of the course and credits awarded may be that of a regularly offered course with the exception of core curriculum courses. Special circumstances under which these courses may be offered are:

- The student(s) needs the class to graduate before the next time the regular course is to be scheduled; and
- A course substitution is not feasible.

Directed study courses are offered under the numbers 393, 493, 593, and 693. The title of the directed study must be identified on the form consistent with the course number and title for which it will substitute, such as *SpEd 493 Classroom Management in Special Education*. The course syllabus must be attached to the Directed Study Form.

## REGISTRATION

Registrar's Office

Felix Martinez Building, Room 120

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 Registrar's Office or the website, [www.nmhu.edu](http://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 website at [www.nmhu.edu](http://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 adviser 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 Registrar's Office 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 six 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 10th 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, he or she must do so officially through the

Registrar's Office. (Students who are 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 Highlands University 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 corequisites 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.

## Degree and Certificate Programs

### Master of Arts in English (M.A.)

Students should consult with the director of graduate studies in English each term prior to registration 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 nine hours of electives in their emphasis area and the remainder from any area. For creative writing students, three of their nine 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 514: Literary Realism (3)
- Engl 521: Chaucer (3)
- Engl 522: Shakespeare (3)
- Engl 523: Milton (3)
- Engl 535: 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 MA, 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)**

This course examines 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)**

This course is 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)**

This course is an intensive study of theories of literature from Plato to the present with an emphasis on contemporary literary theory and application of these theories to various works, ancient and modern.

### **505. Gender and the Politics of Literacy (3)**

This course explores the historical connections between literacy on the one hand and reason/emotion on the other, focusing on how each has been historically gendered. The course begins with a history of style and how metaphors of gender have been used to describe writing. It will then study how cultural beliefs about literacy shape our conceptions of those “individual,” “citizen,” “aesthetic,” “rationality,” and “originality,” particularly how those categories apply differently to men and women. Prerequisite: graduate standing.

### **511. Major American Writers (3)**

This course is an in-depth study of a major author or authors, school, genre, tradition in American literature. Possible topics include literature of the American West, American modernism, and American poetry. May be repeated with change of content.

### **512. Major British Writers (3)**

This course is an in-depth study of a major author or authors, school, genre, or tradition of British literature. Possible topics include Byron and the Satanic School, and the British moderns (Lawrence,

Woolf, Joyce). May be repeated with change of content.

**514. Literary Realism (3)**

This course covers the international development of the theory and practice of the realist novel.

**515. Methods of Tutoring and Teaching Writing (3)**

This course prepares 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 coursework.

**521. Chaucer (3)**

This course is an intensive study of *The Canterbury Tales* and selected minor works.

**522. Shakespeare (3)**

This course is an 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)**

This course is an 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)**

This course is an 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)**

This course is 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)**

This course is a study of dialects, bilingualism, multilingualism, speech communities, and regional and social variations as they relate to linguistic variables. Course includes methodological concern and relationships between sociolinguistics and related disciplines.

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

Seminar course in a topic or topics in English.

**565. Nonfiction Prose (3)**

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

**582. Literature of the Southwest (3)**

This course is an examination of the tricultural 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)**

This course is 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)**

This course examines 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)**

This course explores methods, sources, and tools of research for linguistics, composition, and literature.

### **602. Theories in Writing (3)**

This course is 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)**

This course is 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)**

This course is an 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)**

This course is a consideration of the varieties of Romanticism across time and cultures including 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)**

This course is 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 such as romance, horror, and thriller.

### **651. Images and Words: Semiotics (3)**

This course is 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)**

This course is 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)**

This course is an advanced workshop in the writing of fiction, poetry, or drama. Students will read works in the genre, 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)**

This course is an individual research and writing in preparation of the graduate thesis. After enrolling for 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)**

This course is a 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, Husserl, Wittgenstein, Merleau-Ponty, and others. May be repeated with change of content.

### **505. Major Philosophical Movements (3)**

This course is a 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)**

This course is 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)**

This course is 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)**

This course is an 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)**

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

**584. Philosophy of History (3)**

This course is 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.

**Master of Arts in Public Affairs****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 & Reconstruction (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 nine 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 adviser 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 adviser and committee, and the chair of the Department of Humanities.*

**Program Total: 36 credit hours**

## **Master of Arts in Southwest Studies (MA)**

**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 adviser and committee, and the chair of the Department of Humanities.*

**Program Total: 36 credit hours**

## **Courses in History (Hist)**

### **501. The Chicano Experience (3)**

This course explores major trends in the historical experience and development of Chicanos in American society.

### **503. Chicano Leadership (3)**

This course is 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)**

This course examines patterns of settlement in North America with emphasis on frontier experience in the United States.

**511. Women in the United States (3)**

This course is 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)**

This course examines the Old South, secession, civil conflict, Radical Reconstruction.

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

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

**514. The American Presidency (3)**

This course explores 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)**

This course is an analysis of historic and contemporary issues confronting people 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)**

This course is 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)**

This course explores 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)**

This course is an 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)**

This course teaches 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. Interest Groups (3)**

This course explores 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)**

This course explores the origin and establishment of leading constitutional doctrines.

### **515. Government and Business (3)**

This course is a case study of U.S. government regulations of economic activity, with emphasis on the administrative process.

### **517. The Legislative Process (3)**

This course explores the process of national and state law making in the United States, 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)**

This course explores the organization of the administrative structure, problems of internal management, personnel, fiscal management, forms of administrative action, and procedure.

### **533. Chinese Communist Government (3)**

This course is an analysis of the Chinese government with emphasis on the role of the Communist Party and the 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**

This course is an 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)**

This course examines the structure, organization, function, and operation of New Mexico state and local government.

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

This course is a theoretical and critical analysis of the meaning and relevancy of international relations politics and their 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)**

This course explores leading political ideas of the western world.

### **560. The American and Russian Systems (3)**

This course is a comparative study of the American and Russian political institutions, cultures, and structures, including their underlying belief systems.

### **562. International Monetary Systems (3)**

This course is an examination of the national and international procedural rules which channel the behavior of governments and monetary authorities.

### **563. Political Economy (3)**

This course is a 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)**

This course is an 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)**

This course explores 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)**

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

### **654. Seminar: The State (3)**

This course examines 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.

## **Mater of Arts in Southwest Studies**

### **Required core:**

Choose 12 to 15 credits from the following:

- Anth 513: Archaeology 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 can 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 adviser 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)

This course 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)

This course 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)

This course 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)

This course focuses on the Spanish American novel from the colonial period to the 20th century. It emphasizes different periods within this genre such as 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)

This course introduces students to the work of 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)

This course is 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)

This course is a 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)

This course is 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)

This course introduces the study of Spanish linguistics, including phonetics, phonology, morphology, syntax, historical linguistics, and sociolinguistics. It combines discussion of theoretical issues with linguistic analysis of Spanish. Prerequisite: Span 325.

### 531. Civilization and Culture of Spain (3)

This course provides students with a synthetic and highly accessible overview of Spanish history, litera-

ture, and culture. Prerequisite: Span 325 or permission of instructor.

### **532. Civilization and Culture of Latin America (3)**

This course 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)**

This course explores 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 introduces 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 corequisite with 325.

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

This course studies 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)**

This course studies the Nobel Prize laureates from Spain and the Americas to ascertain their literary greatness within the genre each one represents. 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 that would, by geographical extension, include the American Southwest. Texts will include European works that influenced the conquistador's ideology, as well as 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)**

This course is 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)**

This course is 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 or 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. Chicano Literature of the Southwest (3)**

This is a survey course that 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 United States. 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)**

This course teaches 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)**

This course examines 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.

**Master of Arts or Science in Media Arts and Computer Science (MA or MS)**

**Required core: 15 credit hours**

- CS/Mart 600: Principles of Media Art & Computer Science (3)
- CS/Mart 610: Synthesis of Media Arts & Computer Science (3)
- CS/Mart 620: Multimedia Project Development (3)
- CS/Mart 697: Field Project (6)

**OR**

- CS/Mart 699: Thesis (6)

**Required core: 15 credit hours**

**Program Total: 36 credit hours**

**Electives:**

Choose 21 credit hours (seven 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 toward a master of

science degree must choose courses from computer science, mathematics, or from a discipline offering a master of science degree.

- 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**

## **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**

This course is a 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**

This course examines 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**

This course is 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**

This course promotes the 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**

This course is a continuation of Art 361. Prerequisite: Art 361 or permission of the instructor.

**571. Printmaking 3 (3); 2,4**

This course is 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 on individual imagery and outside research. Prerequisite: Art 371 or permission of instructor.

**572. Printmaking 4 (3); 2,4**

This course is a 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**

This course is a continuation of Art 381 and will involve experimental problems. Prerequisite: Art 381 or permission of the instructor.

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

This course emphasizes 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)**

This course is 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)**

This course is 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)**

This course is 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)**

This course is 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 recreates the analog tools of an artist's studio (painting, ink drawing, pastels, and other techniques.)

### **513. Non-Linear Digital Video Editing (3)**

This course is a study of video editing techniques and systems, 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 skills for relating media content and for understanding how social and cultural issues impact public perceptions and behaviors. Through advocacy of a noncommercial 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)**

This course is a study of computerized design, layout, typography, illustration, photo manipulation, and word processing applications in the preparation of printed materials.

### **518. Principles of Multimedia (3)**

This course examines the basic principles and applications used to create interactive animated movies, games and websites.

### **522. HD Cinema Workshop (3)**

This course is an advanced production course focusing on documentary and narrative video production as well as HD cinema production tools. Prerequisites: MArt 221 or Permission of instructor.

### **526. Multimedia Project Management (3)**

Through working on a creative team, students 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**

This course is an introduction to producing websites, planning a website and using HTML, JavaScript and dynamic HTML in the Dreamweaver® authoring environment.

### **534-634 Practicum (3)**

This is a course designed to let graduate students develop leadership roles on multimedia projects. Prerequisite: Instructor permission.

### **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 photography. Prerequisite: MArt 233.

### **545. Digital Photography 2 (3)**

This course expands 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)**

This course is a 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.

### **547. Digital Photography 3: Studio Lighting (3)**

This class introduces students to skills that are imperative in professional photography: studio lighting, portraiture, product photography and macro photography. The techniques learned in this class will be introduced through lectures about historical and contemporary photographers and photographic movements. Professional modes of presentation such as matting, framing, shipping, and archival treatments for gallery and commercial settings will be addressed as well. This course is structured with the assumption that students will create a sound, presentation-ready, professional portfolio of work by the end of the semester. Prerequisites: MArt 443 and 445.

### **549. Digital Photography 4: Photographic Installation (3)**

This class explores the ever-evolving area of interactive photography. Starting with an introduction to 3D imagery through stereoscope and lenticular photography, the course introduces students to new ways of thinking about photography as an interactive rather than an indexical tool. Students will research contemporary photographic installation artists and will present their academic findings in the form of an oral presentation. The final class project will culminate in the creation of a photographic installation that uses at least one form of interactivity. Students will learn how to write professional artist's statements to accompany their work and how to document their work. Prerequisites: MArt 543 and 545.

### **552. Audio Production for Radio (3)**

This course is a study of digital audio hardware and software used in the audio production and radio industries. It includes 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 screen-based and installation art, robotics, and smart architecture. The course begins with the basic theories of electronics and leads to fully functional interactive projects that react to physical interactions. Students will 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. Prerequisites: MArt 366, 326 or 318.

### **559. Advanced Interactive Multimedia (3)**

This is 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 focuses on alternative processes and techniques such as light box imagery, Lazertran, imagery on silk, digital negatives, and cyanotypes. Students also explore creative shooting options such as Holga cameras and Lensbabies. Throughout this semester, students 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. It also examines how to identify users and buyers. Prerequisite: Permission of instructor.

### **562. Video Effects**

This course is a study of digital video postproduction techniques, such as chromakey production, image

morphing, and video composing.

**563. Video Animation (3); 2,2**

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

**564. Advanced Digital Cinema (3)**

This is 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 multitrack 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**

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

**569. Advanced Video Animation (3)**

This is a 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.

**570. Advanced Design Practice 2 (3)**

This class is an advanced-design class and an advanced-practice class, placing an emphasis on process as well as client relations. The curriculum will focus on accurately targeting audiences, for professional clients, with print, web, and interactive materials. We will learn how to most effectively position a unique brand in the market. Prerequisite: Instructor permission.

**573. Typography (3)**

This course is a study of 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 a 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, students 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)**

This is required for a concentration in exhibition design. Students will be matched with a state institu-

tion and assist with the exhibitions department. Students will attend training workshops with museum employees.

**598. Professional Internship (1-6VC)**

This course is 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)**

This course is 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)**

This course is 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)**

This course is 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 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**

This course is a study of the performing and teaching techniques of instruments of the band and orchestra.

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

This course is 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**

This course is a 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**

This course is an examination of the varied musical expressive forms of Spanish-speaking groups in the United States, both in the Southwest and the Eastern Seaboard.

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

This course is 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**

This course is 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**

This course explores 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.

## **Master of Science in Natural Sciences**

### **Concentration in Biology**

#### **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) Repeated four times for credit
- 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 (VC 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 adviser. Other 500- and 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 adviser.

#### **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 Biology (4)
- Biol 524: Molecular & Cell Biology Laboratory (1)
- Biol 525: Marine Biology (4)
- Biol 527: Immunology (3)
- Biol 528: Pathogenic Microbiology (4)
- Biol 530: Livestock Mgmt (3)
- Biol 532: Vertebrate Physiology (3)
- Biol 535: Selected Topics in Life Science (VC 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: Develop Biology (4)
- Biol 582: Biochemistry 2 (3)
- Biol 585: Endocrinology (4)
- Biol 587: Histology (4)
- Biol 588: Soil Ecology (4)
- Biol 593: Field Botany (2)
- Biol 594: Field Zoology (2)
- M.S. Thesis Defense
- Open Seminar and Oral Defense

### **MS 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:**  $\geq 34$  hrs

**Non-thesis:**  $\geq 40$  hrs

### **Courses in Biology (Biol)**

#### **505. Bacterial Physiology (4); 3,1; Alt Sp**

This course explores 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**

This course 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**

This course explores 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**

This course is a 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 who have satisfied the molecular and cellular lecture requirement but have not taken the laboratory portion.

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

In this course, 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**

This course is a study of diseases of vertebrates with an 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 autoimmune diseases. Prerequisite: Biol 301 or equivalent or permission of instructor.

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

This course covers 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**

This course examines 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)**

This is a specialized course in exploring topic(s) in life science. May be repeated with change of content.

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

This course is 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 in this course. 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 pre-med/vet students.

**559. Fundamental Principles of Laboratory Safety (1); 1; Fa, Sp**

This course is an 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**

This course examines evolution, studied in terms of molecular, Mendelian, and population genetics. Prerequisite: Biol 300 or equivalent or permission of instructor.

**580. Parasitology (4); 2,4**

This course is 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 will be examined. 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**

This course examines 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**

This course examines 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**

This course explores 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**

This course explores 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 a field setting. Prerequisite: Biol 302 or equivalent or permission of instructor.

**600. Research Methods in Life Science (3); 3; Fa**

This course is 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**

This course is an 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.

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

This course explores 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**

This course explores 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, students will discuss contemporary issues in research ethics and integrity. Students will examine relevant case material, and use this to outline the value conflicts inherent in research. Students 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.

## Master of Science in Chemistry (MS)

### *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 adviser.

\* 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)

This course explores 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)

This course is an 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)**

This course examines 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)**

This course is a continuation of Chem 561. Topics include metal, transition metal, and nonmetal inorganic topics and symmetry as related to spectroscopy and reaction mechanisms. Prerequisite: Chem 561.

### **573. Chemical Kinetics (3)**

This course is an in-depth study of chemical reaction kinetics. Prerequisite: Chem 317 and Chem 372.

### **581. Biochemistry I (3)**

This course is 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 corequisite: Chem 316 and Chem 342.

### **582. Biochemistry II (3)**

This course is a continuation of Chem 581. Prerequisite: Chem 581.

### **621. Advanced Analytical Chemistry (3)**

This course is 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)**

This course is an in-depth study of chemical thermodynamics.

### **672. Quantum Chemistry (3)**

This course is 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.

## **Master of Arts in Human Performance and Sport (MA)**

*Required courses: 6 credit hours*

- HPS 620: Res Meth in HPLS (3)
- HPS 670: Assessment & Eval in HPLS (3)

*Electives: 24 (30 for students 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 574: Stress Mgmt (3)
- Hlth 589: Fitness/Wellness Prog Leadership (3)
- Hlth 590: Indep Study (1–4)
- HPS 508: Prin, Ethics, & Prob of Athletic Coach (3)
- HPS 515: Women in Sport (3)
- HPS 516: Aquatic Mgmt (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: PE for Special Pop (3)
- HPS 572: Biomechanics of Sport (3)
- HPS 576: Stress Testing (3)
- 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 PE & Sport (3)
- HPS 682: Phys Basis of Sport Perf & Cond Prog. (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 six 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**

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 six 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 (18 credits for students selecting the comprehensive exam option).

- Hlth 574: Stress Mgmt (3)
- HPS 508: Prin, Ethics, & Prob of Athletic Coach (3)
- HPS 515: Women in Sport (3)
- HPS 516: Aquatic Mgmt (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 572: Biomechanics of Sport (3)
- HPS 576: Stress Testing (3)
- HPS 578: Psy of Coaching (3)
- HPS 5/690: Indep Study (3)
- HPS 660: Hist & Phil of PE & Sport (3)
- EdLd 673: Public School Admin (3)
- HPS 682: Physi Basis of Sport Perf & Cond (3)

**Concentration Total: 12-18 credit hours**

### **Concentration in Sports Administration**

Select 12 credits from the following (18 credits for students 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 515: Women in Sport (3)
- HPS 516: Aquatic Mgmt (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 572: Biomechanics of Sport (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 5/698: 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 472, HPS 370, 376, Biol 332 and Chem 342.

### **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 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 in this course. The course enables the understanding of causes and transmission of disease, tracking community health problems, and identifying trends related to public health problems. Critical judgment 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.

### **574. Stress Management (3)**

This course includes an overview of the body of literature available on the topic of stress and the techniques required to manage stress effectively. With interactive discussions, the course reviews health promotion objectives as they relate to stress. Course modules include the nature of stress, the mind and soul, coping strategies, and relaxation techniques. Comprehensive focus is on strategies designed to help one cope with the stressors of life.

### **589. Fitness/Wellness Program Leadership (3)**

This course is a practical field experience and supportive lecture in the fitness and wellness program management aspects of health promotion. This course develops leadership skills, including administration, health education, nutrition strategy, and applied exercise science/technology. Students assist in the operation of the New Mexico Highlands University Wellness (HU-Wellness) Program. Students may 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 right management programs will be presented. Laboratories will include skinfolds, bioimpedance, and hydrostatic weighing techniques.

**508. Principles, Ethics, and Problems of Athletic Coaching (3)**

This course is a 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 explores 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 audiences will be analyzed, including employee relations, community relations, media relations, customer relations, and image enhancement.

**515. Women in Sport (3)**

This course discusses the past, present and future of women in sport. Information includes the historical and cultural foundation of women's sport from ancient to modern times, biomedical considerations specific to women, and the psychosocial dimensions of women's sport.

**516. Aquatic Management (3)**

This course is designed to provide guidelines for safe operation and efficient management of swimming pools and other aquatic facilities. Students will take the Certified Pool Operator Certification Examination the end of the course. A score of 75 percent or better certifies the student as a certified pool operator for five years.

**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.

**526. 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 as a health/fitness instructor by the American College of Sports Medicine.

**532. NSCA Strength Coach Review (3)**

This is 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)**

This course examines the physiological aspects of exercise in children. 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)**

This course examines the biological aspects of aging and their relationship to physical fitness and assessment.

**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 the 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: Preapproval 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)**

This course explores 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**

This course covers 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)**

This course explores planning, financing, and managing physical education and athletic grounds and facilities, health and fitness centers, private and commercial facilities, and campsites. The course is designed for professional personnel.

### **568. Physical Education for Special Populations (3)**

This course investigates 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 individualized education programs (IEPs), and program assessment, planning, and evaluation.

### **572. Biomechanics of Sport (3)**

This course is an examination of the musculoskeletal system and how it related to human movement. This will include analysis of human movement and sport techniques, using principles of biomechanics.

### **576. Stress Testing (3); 2,2**

This course explores the 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)**

This is a critical evaluation of past and present curricula patterns in exercise and sport sciences. Topics include national and state standards, the development of a sports handbook or curriculum guide, and the development of an advocacy plan.

### **612. Sport in Society (3)**

This course is 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)**

This course is 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)**

This course explores descriptive methods, experimental design, and historical research as well as formal writing procedures, measurements, the research process, and library techniques. The composition of a manuscript is a major part of the course.

**641. Issues in Human Performance, Leisure, and Sport (3)**

This is a seminar on issues in the human performance, leisure, and sport fields studied, analyzed, formally written, and orally presented. The composition of a manuscript comprises a prominent portion of the course.

**650. Seminar (1)**

This course examines the development and exchange of scholarly information and/or secondary research in physical education. The exchange of ideas can involve written papers and critiques as well as oral presentations.

**651. The Administration of Athletics (3)**

This course examines the relationship of interscholastic and intercollegiate athletics to education, implementation of athletic programs for men and women, eligibility, finance, trends and development in management, and public relations.

**660. History and Philosophy of Physical Education and Sport (3)**

This course is 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)**

This course examines the 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)**

This course is a review of current scientific literature on the functioning of body systems during training and competition, with specific emphasis placed 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.

**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.

**Master of Arts or Science in Media Arts and Computer Science (MA or MS)**

All students must take six 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 adviser. 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 adviser.

**Program Total: 36 credit hours**

As part of their program of study students should choose at least 21 units in conjunction with an adviser.

**Program Total: 36 credit hours**

## Courses in Computer Science (CS)

### **511. Computer Programming for Educators (3)**

This is 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**

This course is 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**

This course is 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**

This course is an 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**

This course explores the principles of software engineering, including 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**

This course is an 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**

This course is 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**

This course is 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**

This course is 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**

This course is 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**

This course explores 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**

This course explores 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 grade of C or permission of instructor.

**532. Advanced Database Management (3); Alt Sp**

This course is 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 include multimedia databases, building digital libraries, relational or object oriented implementation, building database-driven websites, text and image information retrieval, and 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**

This course 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**

This course is 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 multitask control. Prerequisite: CS 341.

**551. Software Engineering (3); Alt Sp**

This course is 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)**

This course provides 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**

This course is 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**

This course is 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**

This course explores the 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**

This course is a comparative study of programming languages and their features. The course develops 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)**

This course is a 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**

This course is an introduction to programming on the Internet. Prerequisite: Permission of instructor.

### **564. Network Programming (3);**

This course extends 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**

This course is 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)**

This course is 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**

This course examines basic neurobiology, neural networks, single neuron models, single-layer perceptrons, multi-layer perceptrons, radial basis function networks; committee machines; Kohonen networks, and 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 provides mathematical foundations and practical techniques for digital manipulation of images such as 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; and 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**

This course is an interdisciplinary investigation of the terminology, 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**

This course is 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**

This course is 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**

This course is 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**

This course is a seminar that focuses on the process of developing a formal thesis/project proposal as well as writing the first and second chapters 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**

This course is 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.

**Courses in Mathematics (Math)****501. Discrete Chaos and Fractals (3); Fa, Sp**

This course is an introduction to fractal geometry and discrete dynamics in one dimension. Topics include stability of one-dimensional maps, periodic points, bifurcations, period three orbits, Sharkovskiy'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 permission of instructor.

### **502. Discrete Dynamical Systems and Chaos (3); Fa, Sp**

This course is 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**

This course is 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**

This course is 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)**

This course is an 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)**

This course is a 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**

This is 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)**

This course is 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**

This course is 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 gives students a solid background in theoretical graduate analysis, stressing the theory and deeper understanding of calculus. 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**

This course is 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**

This course is 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, nonnegative 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)**

This course is an 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)**

This course examines mechanical theory of the thermodynamics of gases, including ensembles and distributions and the connection between statistical and thermodynamic quantities. Quantum statistics will be emphasized. Prerequisite: Phys 292 and Math 325.

**521. Electricity and Magnetism I (4); Fa**

This course examines 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**

This course is a 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**

This course examines the algebra of quantum mechanics such as the Hamiltonian, examples in a finite basis, the Schrodinger equation and examples in one and three dimensions. Prerequisite: Phys 361 and Math 325.

**562. Quantum Mechanics II (3); Sp**

This course is a 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.

## Concentration in Environmental Science and Management

### **Required courses: 15 credit hours**

- For 525: Field Safety Practices (1)
- Biol 600: Research Methods (3)
- For 620: Adv Topic in NRM (2)\*
- For 625: Advanced Quantitative Methods in NRM (3)
- Biol 650: Graduate Seminar (1) \*\*
- For 690: Independent Study (VC 1-4)\*\*\*
- For 692: Independent Research (VC 1-4)\*\*\*

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

*\*\*Repeated four times for a total of four credit hours.*

*\*\*\*These courses are arranged with faculty to develop a project of mutual interest. They are not to be used in lieu of thesis credits.*

### **Electives: 19-22 credit hours**

Students are required to take a minimum of three hours from each elective course cluster. Courses in biology, chemistry, geology, psychology, sociology, and other disciplines not listed below can be used as electives with the consent of the student's graduate committee.

#### **Science Cluster:**

- Biol 515: Biotechnology (4)
- Biol 610: Environmental Phys (3)
- Chem 519: Adv Instrumental Anal (3)
- For 500: Surface Hydrology (4)
- For 510: Forest Management (4)
- For 515: Dendrology (3)
- For 516: Soil Science (4)
- For 522: Forest Pathology (3)
- For 528: Forest Entomology (3)
- For 530: Terrestrial Ecology (4)
- For 561: Atmospheric Science (3)
- For 553: Toxicology in Life Sci (3)
- Geol 515: Remote Sensing & Analysis (4)
- Geol 521: Environmental Groundwater Hydrology (4)
- Geol 522: Genesis & Environmental Impact of Earth's Resources (3)

#### **Management Cluster:**

- Anth 581: Cultural Resources Mgmt (3)
- For 502: Silviculture (3)
- For 505: Wildland Fire Mgmt (3)
- For 510: Forest Mgmt (3)
- For 511: Mensuration & Biometrics (4)
- For 513: Ecological & Environmental Monitoring (3)
- For 517: Watershed Mgmt (4)
- For 520: Wildlife Habitat Mgmt (3)
- Geol 518: Adv Geographic Info Systems (4)
- Geol 610: NM Geol Resources & Environmental Policy (3)
- Soc 511: The Community (3)
- Psy 564: Organizational Behavior (3)

Students may elect to take Highlands University 500- and 600- level courses besides those listed above with the advice and consent of the student's graduate committee.

**Thesis Option:**

*Required minimum credits hours is 32*

**Report Option:**

*Required minimum credits hours is 37*

*Program total: 32-37 credit hours*

**Concentration in Geology**

**Required Core Courses: 15 credit hours**

- Biol 600: Research Methods (3)
- For 620: Adv Topics in ESM (2)\*
- For 525: Field Safety Practices (1)
- For 625: Adv Quantitative Methods in ESM (3)
- For 650: Graduate Seminar (1)\*\*

*\*May be repeated for credit with different subject matter for a total of four credit hours.*

*\*\*Taken for four semesters to equal a total of four hours.*

**Elective Courses: 20-24 credit hours**

With the advice and consent of the graduate adviser, choose from 500- and 600-level courses in geology, NRM, chemistry, mathematics, computer science, or other appropriate disciplines to bring the total number of credits to at least 33 semester hours. In addition, students will complete approximately seven hours of thesis credits. The courses listed below are recommendations only. Students are encouraged to develop their program of study along their lines of interest with consent of their principal adviser.

- Anth 581: Cultural Res Mgmt (3)
- For 500: Surface Hydrology (3)
- For 508: Limnology (4)
- For 512: Intro to GIS & Surveying (4)
- For 517: Watershed Mgmt (4)
- For 553: Toxicology in Life Sci (4)
- Geol 515: Adv Remote Sensing & Analysis (4)
- Geol 518: Adv GIS (4)
- Geol 521: Environmental Grd Wtr Hydrology (4)
- Geol 522: Genesis & Impact of Erth Resources (3)
- Geol 524: Environmental Geophysics (4)
- Geol 532: Environmental Geochemistry (3)
- Geol 600: Environmental Mineralogy (3)
- Geol 610: NM Geologic Resources & Environmental Policy (3)
- Geol 620: Clay Mineralogy (4)

**GIS Certificate Program Required Courses: 15 credit hours**

- For 512: Intro to GIS Surveying (4)
- Geol 518: Advanced GIS (4)
- Geol 515: Remote Sensing & Analysis (4)
- Geol 590: Capstone Seminar (2)

Certificate Total: 15 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)**

This is a course designed for graduate students in earth sciences and natural resources management.

The course combines a qualitative conceptual understanding of hydrologic process, an introduction to the quantitative representation of those processes, and an understanding of approaches to hydrological measurements and the uncertainties involved in those measurements.

### **505. Wildland Fire Management (3)**

This is 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)**

This course is 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.

### **511. Mensuration & Biometrics (4)**

Mensuration is the practice of measuring lengths and angles. Biometrics is the set of techniques for measurement and analysis of biological phenomena. Together, these topics provide a comprehensive overview of measurement and analysis techniques used in forestry and natural sciences. Prerequisite: Graduate Standing.

### **512. Surveying and Geographic Information Systems (4); 3, 2; Fa**

Surveying is the determination of boundaries and positions on the earth's surface. Geographic information systems are geospatially referenced databases that relate positions of objects to associated data and properties. The course explores the application of these technologies to forestry and geology problems.

### **513. Ecological & Environmental Monitoring (3) Alt Fa**

Monitoring is the observation of treatment effects on the conditions of natural and human systems over time. Many systems are monitored for pollutants and regulatory compliance, adverse outcomes of environmental management practices, and to determine trends in animal and plant populations. The course explores roles of monitoring in environmental management and ecology, considerations in designing monitoring programs, sampling methodologies for soil conditions, water quality, animal and plant populations, and responses to treatments, and uses of monitoring results. Prerequisite: Graduate standing.

### **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.

### **516. Soil Science (4) Alt Fa**

This course provides students with basic soil science concepts. The physical, chemical, and ecological properties of soils are applied to soil classification, genesis, fertility, productivity, irrigation, and erosion. Prerequisite: Graduate standing.

### **517. Watershed Management (4); 3, 2**

This course emphasizes 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)**

This course explores principles and practice of wildlife management; with emphasis on habitat, distribution, abundance and legal considerations.

### **522. Forest Pathology (3) Alt Fa**

This course is a survey of the beneficial and pathogenic microorganisms found in forests. Particular focus will be on pathogens that reduce commodity value and stand productivity, and microorganisms that have beneficial effects in forested ecosystems. Methods of detection and response to pathogen infestations will be examined. Prerequisite: Graduate standing.

### **525. Field Safety Practices (1) Alt Sp**

This course provides training to graduate students in the Occupational Safety and Health Administration'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.

### **528. Forest Entomology (3); Alt Fa**

This course is an introduction to the study of arthropods and insects. Particular focus will be on arthropods that reduce commodity value, threaten human and animal health, or have beneficial effects. Methods to manipulate arthropod population to achieve management objects are discussed. Prerequisite: Graduate standing.

### **531. Terrestrial Ecology (4); Alt Fa**

The ecology of natural and artificial groups of terrestrial organisms used in the production of goods and services is the focus of this course. Course topics include biological productivity, vegetation dynamics, biodiversity, range ecosystems, forest ecosystems, and pest populations. Prerequisite: Graduate standing.

### **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 who 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, as well as 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.

### **561. Atmospheric Science (3); Sp**

Atmospheric science embeds the disciplines of meteorology, climatology, and air pollution regulation and management. The structure and dynamics of the atmosphere will be explored with an emphasis on air pollutant dispersion. The linkage of atmospheric dynamics to biotic, geologic, aquatic and marine systems phenomena will be highlighted. Prerequisite: Graduate standing.

### **589. Applied Ecology and Environmental Restoration (3)**

This course explores 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)**

This course explores principles and practice of the science and art of assessing environmental impacts of various stress agents in the environment. It 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.

### **620 Adv. Topic in NRM (2)**

This course is an 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 provides hands-on experience with the analysis and design of experiments and observational studies. Parametric and nonparametric 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)**

### **512. Geologic Resources, Laws, and Environmental Policies (3); Alt Sp even yr**

This course is designed to raise students' awareness of the policies in place to protect public and private lands and rural communities in New Mexico from hard rock mining impacts. The course briefly covers the nature and origin of the Earth's rock and mineral resources, methods of resource extraction, and impacts on the environment. The course thoroughly covers the major types of regional and federal environmental policies, discusses the roles of the major players in the public policy process, and considers how to use science to inform the debate and remediate or lessen mining impacts. The class will study the 1872 Mining Law, which grants free and open occupation, exploration, and purchase of public lands to U.S. citizens. We will also study the 1993 New Mexico Mining Act that improved regulation of mining at the state level. Selected New Mexico hard rock mining cases and issues relevant to the Southwest will also be reviewed. Prerequisite: Geol 101 or an introductory physical science laboratory course.

### **515. Remote Sensing and Analysis (4);3, 2 Even Yr Fa**

Remote sensing is a technique used to collect data about the Earth without taking a physical sample of the Earth's surface. A sensor is used to measure the energy reflected from the earth. This information can be displayed as a digital image or as a photograph. This class provides students with an understanding of remote sensing theory, applications, and case studies, conceptual and working knowledge of airborne and satellite remote sensing and image processing. Students will be able to acquire data, process the images, create appropriate data, analyze the accuracy of the results, and utilize the data for specific applications. Prerequisites: For 412, Math 140 with at least a C or better, or permission of instructor.

### **518. Advanced Geographic Information Systems (4);3, 2 Odd Yr Sp**

A geographic information system (GIS) is a scheme of hardware, software, and procedures designed to support the capture, management, manipulation, analysis, modeling and display of spatially referenced data for solving complex planning and management problems. GIS applications are both spatial information (maps) and databases to perform analytical studies. The course will build upon knowledge and experience in GIS gained in the introductory course to provide students with an understanding of cartographic and geodetic concepts impacting GIS analysis, field data-collection techniques with global

positioning systems and handheld computer mapping software, effective map design, and modeling topographic and statistical surfaces.

**521. Environmental Ground Water Hydrology (4); Alt Sp**

This course is a 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**

This course is a study of the distribution, mineralogy, classification, modes of occurrence, and economic implications to industry and world affairs of mineral deposits.

**524. Environmental Geophysics (4) Odd Yr Fa**

How do we know about structures in the subsurface without digging or drilling? Is water present? How deep is bedrock? Where are those buried drums of hazardous waste? Is there anything buried here of prehistoric value? There is only one way to find these things out: geophysics. Lectures and class discussions will develop the basic principles of each method (gravity, magnetic, paleomagnetic, seismic, resistivity, and electromagnetic techniques). Group cooperation on weekly assigned exercises and field reports is encouraged, and an individual or small group research project on a topic (or topics) of interest is required.

**525. Geomorphology (3) Odd-yr Sp**

Geomorphology is the study of landforms. The emphasis in this class is on the physical, chemical, and biological processes, which create and modify landforms. Nonetheless, an understanding of the history of landforms, and the climatic and tectonic conditions that influence landform evolution, are also essential to understanding the form of the Earth's surface. Prerequisite: Graduate standing.

**532. Environmental Geochemistry (3) Even-yr Sp**

Environmental Geochemistry is a study of the chemistry of the Earth, including mineral mobility, cosmochemistry, chemical weathering, diagenesis, igneous and metamorphic chemistry, stable isotopes, pollution, and the thermodynamics and kinetics associated with these systems. Prerequisite: Chem 211 and 215, Geol 101 and 301, or by instructor's permission.

**535. Selected Topic in Geology (1 – 4 VC)**

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

**590. IS: Capstone Seminar (2)**

Individual, directed research study arranged with an instructor. Students will conduct an independent research project involving GIS and/or remote sensing analysis applied to a subject of study associated with their discipline. Each student will present a written report and applied GIS project to his or her mentor. All students will be responsible for demonstrating how GIS technology has enabled them to more effectively address a spatial problem. Prerequisites: For 412, GEOL 415 Remote Sensing and Analysis, and GEOL 418 Advanced GIS.

**592. Independent Research (1 – 4 VC)**

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

**600. Environmental Mineralogy (3)**

This course explores 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. Numerous environmental case studies will be explored.

**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 briefly covers 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 covers 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)**

This is a lecture and laboratory course. The lecture provides 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 mobility's 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 diffract meter for qualitative and quantitative clay analysis.

## **Master of Arts in Southwest Studies (MA)**

### ***Required core: 12 – 15 credit hours***

- Anth 513: Archaeology 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 adviser.

### ***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 adviser, 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***

## **Master of Science in Psychology (MS)**

### ***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 required core 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 adviser. Advisers 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**

**Master of Arts in Public Affairs (MA)**

**Required core: 12 – 15 credit hours**

Choose 12 to 15 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 adviser:

- 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, 12 to 15 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 adviser.

### **Program Total: 37 credit hours**

## **Courses in Anthropology (Anth)**

### **510. Archaeology (3); 2,2; Fa**

This course explores 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 people of northeastern New Mexico.

### **512. Lithic Technology and Analysis (3)**

This course familiarizes students with the study of stone tools in archaeological contexts. It examines 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. It also explores 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**

This course is a 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**

This course provides instruction in archeology field and laboratory techniques and methods. Prerequisite: Anth 510 or permission of instructor.

### **515. Development and Sociocultural Change (3); Sp**

This course concerns the nature and consequences of development and culture change. The focus is on contemporary issues and the 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 features 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. Students will learn about film in anthropology by viewing and discussing films that reflect various anthropological principles. Thinking about anthropology films will require taking and writing about the subject.

**521. Ethnology (3); Fa**

This course is 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**

This course examines the origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices, and symbolism. The 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**

This course is an 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**

This course is 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**

This course is a 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**

This course explores anthropological linguistics, focusing on investigations of the relationships between language and culture.

**574. Contemporary Indian Issues (3); Sp**

This course is an examination of emerging social and cultural issues in today's American Indian society.

**576. Indians of the American Southwest (3); Fa**

This course is 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 ethnohistorical and socioanthropological examination of Spanish-speaking people in the Southwest from their establishment to contemporary times.

**580. Issues in Applied Anthropology (3); Sp**

This 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 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)**

This course 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)**

This course instructs and facilitates 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)**

This course examines 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.

**505. Positive Psychology (3); Sp**

This course provides an overview of the dynamic field of positive psychology. What does that mean? Positive psychology is oriented to the study of optimal human performance, quality relationships, well-being, and flourishing. How can we be happy? How can we enhance our own lives and the lives of

others? How can we be creative, productive, satisfied, and live meaningful lives? These are a few of the questions we would like to tackle in this course.

### **508. Drugs and Behavior (3)**

This course explores 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 focuses 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)**

This course is an overview of the neuroanatomical and neurophysiological processes underlying behavior. Topics include neurological disorders, brain organization, sensory systems, and applied human neuropsychology. Corequisite: Psy 511.

### **511. Techniques in Physiological Psychology (1)**

This course explores 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). Corequisite: 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)**

This course is 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)**

This course is an 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)**

This course is a review of contemporary, sociopsychological 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**

This course is an overview of group therapy, theory and techniques. The course includes an experiential component designed to provide experience with group process and group leadership. Prerequisite: Permission of instructor.

### **530. Gender Roles (3)**

This course is 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)**

This course is a 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 19th and 20th 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)**

This course explores 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)**

This course is an analysis of formal organizations and informal relationships among individuals and small groups. It is a 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**

This course is a 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)**

This course is 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)**

This course examines characters from many literary works in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor.

### **577. Culture and Mental Illness (3)**

This course is 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)**

This course is 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)**

This course is 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**

This course is 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**

This course is 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)**

This course is 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)**

This course is 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 covers 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)**

This course is an examination of laboratory-based models and theories of adaptive and maladaptive behavior, including the clinical applications of these models and theories.

**621. Advanced Social Psychology (3); Sp**

This course is a comprehensive review of major theories and related research in social psychology. Emphasis given to attributional and social exchange approaches.

**627. Career Development (3)**

This course is 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**

This 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)**

This course is 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**

This course is an in-depth coverage of developmental theories and research across the life span.

**651. Professional Ethics and Issues (3); Fa, Sp**

This course is an examination of ethical theory as it relates to the practice of psychology and a review of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct. It also presents additional information relevant to the professional psychologist. Course may be repeated once for credit.

**660. Multivariate Data Analysis (3)**

This course is 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)**

This course is 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**

This course is 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)**

This course provides the student with an 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 maladaptive behavior, including the clinical applications of these models and theories.

### **674. Individual Intelligence Testing (3); 1,2; Fa**

This course explores 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**

This course examines the 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**

This course is an examination and application of the American Psychological Association's Multicultural Guidelines and the American Counseling Association's Multicultural Competencies in therapy and counseling. Emphasis is 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**

This course explores experimental and theoretical basis of behavior therapy and assessment as well as issues related to their application. The course familiarizes students with current procedures and their origins in experimental psychology and examines strengths and limitations of these techniques and to suggest specific problem areas requiring research exploration.

### **681. Neuropsychological Assessment (3); 1,2 Sp**

This 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 can 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)**

This course examines teaching approaches and issues applicable in specified courses in psychology. It is designed for graduate teaching assistants in psychology. Prerequisite: Permission of instructor.

### **692. Independent Research (1 – 4 VC)**

Independent research, including data collection, analysis, and interpretation, arranged with an instruc-

tor. Prerequisite: Permission of instructor.

**699. Thesis (1 – 6 VC)**

Individual research and writing in preparation of a graduate thesis. After enrolling for thesis, the 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)**

This course is an advanced study of complex institutions and organizations.

**511. The Community (3)**

This course is an analysis of human communities in terms of social structure, social class, participation in formal and informal associations, power structure, and intergroup conflict.

**512. Social Stratification (3); Sp**

This course examines differentiation, status, social mobility, class, and caste in selected societies.

**515. Development and Sociocultural 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)**

This course examines 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)**

This course is an investigation of the interrelationships among the major cultural groups living in the greater Southwest today.

**527. Criminology (3); Sp**

This course is 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**

This course is 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**

This course provides instruction in application of techniques used in the analysis of quantitative and qualitative social science research data.

**531. Political Sociology (3)**

This course examines 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)**

This course is a study of the sociocultural 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**

This course is 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, interregional, interlocal, 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**

This course explores the basic processes operating in the present-day interrelations of ethnic groups.

### **630. Research Methods in Sociology and Anthropology (3); Fa**

This course explores research techniques in the study of social and cultural aspects of human existence, critical study, and application of methods.

### **638. Advanced Classical Sociological Theories (3); Fa**

This course explores the origins and development of sociological theory through the examination of original source materials. The course is an advanced exploration of classical sociological theory designed specifically for graduate students. The student will gain an understanding of the important theoretical constructs that have shaped sociology and our understanding of society. In addition, the student will emerge with the ability to apply these theoretical constructs to both past and current social phenomena and problems.

### **639. Contemporary Sociological Theories (3); Fa**

This course is a 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.

## **Master of Business Administration (MBA)**

### **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: Sem 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'l. 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 Nonprofit Management**

Choose Five 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'l 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.*

Choose two of the following in consultation with an adviser:

- 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: 11 credit hours**

- SSD 527: Formal Solutions 1 (1)
- SSD 629: Formal Solutions 2 (1)
- SSD 552: Complex Systems (1)
- SSD 591: Dev Proj-Enterprise Focus (4)
- SSD 644: Knowledge Mgmt (1)
- SSD 642: Data Rep/Visualization (1)
- SSD 646: Enterprise Design (1)
- SSD 660: Ubiquitous Computing (1)

**Electives: 4 Credit Hours**

Students must take four hours of topics courses, such as:

- SSD 535: Special Topics (1)
- SSD 635: Technology & Culture Change (1)
- SSD 635: Data Modeling (1)
- SSD 635: Data Persistence & Integrity (1)

*NOTE: Students without a software, MIS or CS undergraduate degree or equivalent must complete the following two courses prior to beginning graduate courses:*

- SSD 452: Proseminar 1 (3)
- SSD 454: Proseminar 2 (3)

These courses DO NOT count for graduate credit.

**Concentration Total: 11 credit hours**

**Courses in Accounting (Acct)**

**508. Tax Planning (3)**

This course is a 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)**

This class is an emphasis on taxation of corporations, estates, partnerships and gifts tax. Prerequisite: Acct 321.

**581. Accounting and Information Systems (3)**

This course examines the formal accounting-information system with an 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)**

This course is a study of the differences in reporting procedures between US GAPP and IFRS, the convergence agreement between FASB and IASB, and their importance to business. Prerequisite: Acct 392.

**601. Budgeting (3)**

This course introduces 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**

This course explores the organization and analysis of financial accounting information.

**606. Managerial Accounting (3); 4,0**

This course explores 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. 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)**

This course explores the principles and procedures in governmental and institutional units and fiduciaries. In addition, the course provides a foundation for not-for-profit accounting. Prerequisite: Acct 287 or permission of instructor.

**690. Independent Study (1 – 4 VC)**

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

**Courses in Business Law (BLaw)**

**639. Law and Ethics in Business (3)**

This course is 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 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.

**501. Business Analytical Techniques (3)**

This course provides an introduction to business analysis techniques including fundamentals of accounting, financial and microeconomics 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.

### **505. Proseminar: The Enterprise 1**

This course provides the basic business foundation required by software developers who do most of their work for business organizations. It is a foundation and a leveling course. Each of the typical MBA subject areas is introduced and the essential knowledge of that area is summarized.

### **506. Proseminar: The Enterprise 2**

This course provides the basic business foundation required by software developers who do most of their work for business organizations. It is a foundation and a leveling course. Each of the typical MBA subject areas is introduced and the essential knowledge of that area is summarized.

### **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)**

This course is 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 MBA core requirements and permission of adviser.

### **690. Independent Study (1–4 VC)**

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

### **696. Business Case Study (1)**

This course analyzes individual business cases. 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 microeconomic 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)**

This course examines 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. Students will generate a portfolio of stocks to meet their needs.

### **575. International Financial Management (3)**

This course is 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)**

This course is 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)**

This course exposes students to how business is conducted in different Spanish-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 adviser is required. The courses are most likely taught in a foreign language, reinforcing the student's 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)**

#### **525. Casino Operations and Management (3)**

The course is designed to expose students to the unique operating conditions and management challenges associated with a hotel casino property. An overview of gaming operations serves as a foundation for topics related to casino management.

#### **531. Entrepreneurial Forum (3)**

Ownership and operation of one's own business is an overwhelming drive for many people. This course explores starting a business, including understanding the right questions to ask about all aspects of business operations, such as financing, buying, sales and marketing, cost considerations, cash conversion concepts, product and service delivery, customer service, personnel issues, pricing policies, accounting and financial record keeping and reporting for start-up purposes, and for planning for future success.

#### **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)**

This course explores the complex issues that exist in the international 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 such as 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 addresses the fundamental aspects of leading and motivating people. It includes understanding and working with people individually as well as in groups. It studies high-performance organizations and challenges of leading change in organizations. Students identify their own leadership traits.

**664. Organizational Theory (3)**

This course is an 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 role 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)**

This course is a study of human resources management issues, including management theory, and labor law from the manager's perspective.

**689. Business Strategy (3); 4,0**

This course is a case approach to concepts of corporate strategy and organizational planning. It must be taken in the last semester of the program. Each student must complete an individual case analysis and present it to his or her 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)**

This course provides field experience in selected management environments for the graduate candidate. Prerequisite: Approval by the internship adviser.

**Courses in Management Information Systems (MIS)****520. Networking in the Business Environment (3)**

This course is an introduction into the use and role of local area networks in the business environment. The course discusses the function of file servers in the LANs 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 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)**

This is a capstone course. Students will extend their understanding of the design of comprehensive systems that integrate business requirements, workflow, 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. Website Authoring and Mgmt (3)**

This course covers the basics of webpage 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)**

This course explores gathering, recording, and analyzing data about problems relating to the marketing of goods and services.

### **515. Consumer Behavior (3)**

This is a seminar that studies 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 emphasizes current research in the field of consumer behavior.

### **530. International Negotiations (3)**

This course studies the fundamentals of international negotiations and the effect of cultural differences in the communication processes. It also reviews 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)**

This course explores 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 Internet 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)**

This course examines 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)**

This course explores 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.

## **Master of Arts in Education (MA)**

### **Concentration in Counseling**

The program is structured around two components: core curriculum, which includes research and methodology, and emphasis area.

#### **Required core: 36 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 608: Appraisal of Ind, Group, & Fam in 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 adviser.*

#### **Core Total: 36 credit hours**

### **Emphasis in School Counseling**

#### **Required courses: 12 credit hours**

- Coun 602: Coun Child & Adol (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 adviser.

#### **Emphasis Total: 12 credit hours**

### **Emphasis in Professional Counseling**

#### **Required courses: 15 credit hours**

- Coun 612: Mental Health Ethics, Law and Practice (3)
- Coun 615: Family Coun (3)
- Coun 619: Mgmt of Coun Prog (3)
- Coun 625: Couns Individ Across Lifespan (3)
- Coun 610: Assessment & Treatment Planning in Counseling (3)

#### **Electives: 9 credit hours**

Choose three courses in consultation with an adviser.

#### **Emphasis total: 24 credit hours**

### **Emphasis in Rehabilitation Counseling**

#### **Required courses: 12 credit hours**

- 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 Totals: School Counseling = 48 credit hours**

**Professional Counseling = 60 credit hours**

**Rehabilitation Counseling = 48 credit hours**

### **Concentration in Vocational Evaluation Specialization in Rehabilitation Counseling**

The VEWA specialization in rehabilitation counseling at Highlands University is designed to be completed in two years for a full-time student. It is a 54-semester-hour program. Full-time students receiving traineeships would take the rehabilitation counseling emphasis in the manner prescribed by their adviser. In addition, students take the following courses:

#### **Emphasis in Vocational Evaluation**

**Required courses: 9 credit hours**

- Coun 646: Foundations of Vocational Evaluation (3)
- Coun 648: Adv Vocational Eval (3)
- Coun 698: Internship in Vocational Evaluation (3)

*\* The vocational evaluation specialization requires one semester of internship in a vocational evaluation setting. This internship can be one of the two semesters required by the rehabilitation emphasis.*

**Specialization total: 9 credit hours**

**Program total: 54-57 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)
- OR
- GnEd 645: Socio-Cultural Factors Affecting Educ (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 six additional credits of approved electives instead of the six 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 adviser and advisers 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 adviser for the area of interest should be consulted.

In formulating plans for the emphasis area, students and advisers 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 Highlands, 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 (six credit hours) of internship. Instead, they would take two additional three-credit elective courses approved by their adviser in the program to meet the 36-hour MA requirements.

**Required courses: 15 credit hours**

- EdLd 600: Leader Exploration (3)
- EdLd 615: Sch Fin & Budget (3)
- EdLd 620: School Law (3)
- EdLd 640: Supervis & Eval of Personnel (3)
- EdLd 660: Chng Tech & Gov't (3)
- EdLd 680: Reflective Leader (3)
- EdLd 698: Internship 1 (3)
- EdLd 698: Internship 2 (3) (Required for all K-12 licensure candidates)
- GnEd 605: Statistics for Educ (3)
- GnEd 610: Educ Res Interpret (3)
- EdLd 697: Field Project (1-6)
- EdLd 699: Thesis (1-6)

**EDLD Emphasis Area Options:**

- EdLd 610: Action Research in Educ (3)
- EdLd 625: EdLd & Principal (3)
- EdLd 630: Sch Comm Relat (3)
- EdLd 5/635: Selected Topic (1-3)
- GnEd 663: Prin of Curriculum Const (3)
- EdLd 690: Independent Study (1-4)

Comprehensive Exam Option: Students must complete three 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 12 credits from the following list or from additional courses approved by the program adviser.

- 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 Instruc in SpEd (3)
- SpEd 697: Field Project (6)
- SpEd 699: Thesis (6)
- Comprehensive Exam (6)

Comprehensive Exam Option: Students must complete six 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. This course and Coun 606 are prerequisites for several courses.

### **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: Coun 601 and 606.

### **603. Theory and Practice of Career Development (3)**

This course is 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 School (3)**

This course is an introduction to the types of problems found among elementary school children and an 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. Prerequisites: Coun 601 and Coun 606.

### **606. Theory and Principles of Individual Counseling (3)**

This course explores contemporary theories and principles of individual counseling with emphasis on their application to counseling situations in schools and agencies. Prerequisite: This course and Coun 601 are prerequisites for several courses.

### **607. Group Techniques of Counseling (3)**

This course examines contemporary theories and principles of group counseling with emphasis on their application to counseling situations in schools and agencies. The students learn the principles of effective group facilitation, leadership styles and techniques, group stages and process, and membership roles and resistances. Prerequisites: 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)**

This course acquaints students with contrast of values, attitudes, and lifestyles 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 introduces 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.

### **613. Advanced Group Counseling Seminar (3)**

This course is 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. 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 focuses 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. Prerequisites: 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 subpersonalities, 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, students will explore the power of sandtray therapy with adults and children as well as art and play therapy for children. Students 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 in community mental health centers or community counseling centers. Included in the course content are the roles and responsibilities of the professional counselor in these settings. Also covered are the various types of client populations that are typically seen in these community mental health settings and the challenges that they can bring to the professional.

### **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 outlined by the New Mexico Public Education Department, ASCA, and CACREP are addressed.

### **621. Grief, Loss and Expressive Arts Therapy (3)**

In this class, students will explore in a supportive environment grief and how the experience of the expressive arts can allow the grieving process and healing to unfold. Students will experience their own issues of loss and how, through the power of art, movement and journaling, they can access their inner allies and

begin to heal their 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 students move through their healing and contact their fullness, they 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)**

This course examines the face-to-face experience in counseling and guidance in a supervised, recorded, and evaluated counseling setting. May be repeated for credit. Prerequisites: Prerequisite and permission of instructor, Coun 601, 605, 606, and 607 plus one other counseling course approved by adviser.

### **636. Mediation and Counseling Process (3)**

This course is 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 such as 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. Foundations of Transition Planning (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. This course 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 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 students can be enrolled when all other coursework has been completed. This is not a 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 preparation 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 ensure that the student's 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. 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)**

This course is 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)**

This course is 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)**

This course involves planning early childhood education programs for teachers, supervisors, administrators and social workers.

#### **529. Teaching the Perceptual Skills (2)**

This course examines 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)**

The purpose of the course is to assist school leaders with understanding the dynamics of organizations and how these dynamics affect organizational and student performance results. Focus will be given to understanding components of creating high performing environments, to include organizational theory application and the effects of organizational structure and design, human relations and behavior, culture and climate and the politics of the change process. Critical internal and external factors that affect organizational performance will be examined. Theory and leadership practices will be surveyed in the context of connecting leadership to organization change. The course objectives will address investigation into how organizational decision-making, management systems, change processes, technology, culture and behavior all play critical roles in addressing school improvement and student achievement.

**608. Research Development I (1)**

The research development course has two foci: all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and 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 development of the school leaders' knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and preparing school leaders for informed analysis and evaluation of research. Prerequisite: GnEd 610.

**615. School Finance and Budgeting (3)**

Engaging school leaders in an intensive process that focuses on school financing in New Mexico is the purpose of this course. The content will include school-based budgeting, budget planning and development, budget management, financial adequacy and equity, sources of revenue and their intent, operations management, facility planning, food services, auxiliary services and the connection of resource allocation and accountability to school-level decisions. The effects of resource allocation with respect to instructional program and staffing needs will also be addressed.

**620. School Law (3)**

The legal basis of public education will be the focus of this course. Constitutional, federal, state, tribal, local and tort law will be explored in terms of the application of ethical policies and procedures and the rights and responsibilities of school personnel and students, including special populations. State statutes, the public school code and state regulations as they affect public education will also be studied with application to the daily operations of the school work environment and its delivery of services. Legal issues, which the school principals would encounter in hiring personnel, evaluating personnel, facilitating staff development for instructional personnel and dismissing personnel, will also be explored.

**625. Educational Leadership and the Principalship (3)**

This course is a study of the nature, processes, and functions of leadership, developing skills in leader-

ship, 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. Instructional, Leadership, Supervision, and Evaluation (3)**

The course is designed to provide a knowledge of the roles and responsibilities of the school leader within the charge of supervision and evaluation. Students will reflectively examine their knowledge and sensitivity to the issues and relationships between effective leadership skills and the ability to develop the capacity of schools as culturally responsive learning communities for continual renewal. An emphasis on instructional leadership and the practical and human dimensions of supervision is studied in conjunction with current issues facing school leaders and schools. Course content will cover the strategies necessary to utilize staff supervision and evaluation as a process for professional growth. Supervision will be viewed in terms of capacity building, e.g., staff and career development, professional growth, coaching, mentoring, studying one's own teaching and creating organizations in which learning, rather than power and control is the focus. State teacher evaluation, utilizing the three-tiered licensure system in New Mexico, will be presented and incorporated into applied practice throughout this course.

### **651. Research Development II (1)**

The research development course will have two foci to continue to develop all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and a midpoint portfolio review.

### **660. Date-Informed Instructional Leadership (3)**

This leadership course is for graduate students who are contemplating pursuit of a career in K-12 educational leadership. The course is designed to enable school leaders to obtain, evaluate, and interpret data for informing school improvement. The course focuses on the ability to use and understand research and data systems in ways that contribute to school achievement and school productivity. Knowledge of educational leadership necessary for leading school improvement in diverse school setting is integrated throughout the course. Data-informed decision-making processes and communication of results, progress and involvement strategies to engage all stakeholders in the school involvement strategies to engage all stakeholders in the school improvement process are also addressed. This course is core requirement for the MA 1 or New Mexico licensure in education leadership. No prerequisites.

### **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 preparation 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 adviser.

### **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)**

This course is 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)**

This course is 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)**

This course examines 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)**

This course explores 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)**

This course explores the modern social studies curriculum with emphasis on research and curriculum development.

### **625. Science Education in the Elementary Grades (3)**

This course examines the 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**

This course is 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)**

This course investigates the 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)**

This course is 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)**

This course examines the 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 that 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)**

In this course, students demonstrate knowledge of and use theories, approaches, methods and techniques for teaching literacy, biliteracy 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)**

This course 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)**

This course explores the 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. Corequisite: 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)**

This course 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)**

This course examines basic statistics essential to the collection, summarization, and interpretation of statistical data that the educator frequently encounters.

### **610. Educational Research Interpretation (3)**

This course 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 the development of the school leaders knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and preparing school leaders for informed analysis and evaluation of research Prerequisite: GnEd 610.

### **615. Instructional Strategy and Mentoring (3)**

This course is an 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)**

This course is 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: Prearrangement 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)**

This course explores the application of recent learning research to instructional, curricular, and administrative problems.

**645. Sociocultural Factors Affecting Education (3)**

This course studies 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**

This course is 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 the 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)**

This course examines methods and materials in the Spanish-English bilingual classroom with an emphasis upon the development of reading and language arts skills in bilingual children. The class is taught primarily in Spanish. Pre/corequisite: Span 325 or permission of instructor.

**526. Reading and Literature for Children and Young Adults (3)**

This course is an exploration and evaluation of the artistic qualities of folk and fairy tales, myths, legends, fables, epics, hero tales, and realistic stories for children (preschool 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)**

This course is a survey of techniques for the development of reading/study skills needed at the secondary level as students employ reading as a tool for learning.

**530. Reading Instruction in Special Education (3)**

This course is the study and application of reading instructional strategies for students in special education focusing on research-based corrective strategies used across content areas to support students in both the general education curriculum and functional curriculum.

**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)**

This course is the study of reading as a socio-psycholinguistic process.

**618. Diagnosis and Remedial Reading 1 (3)**

This course is an 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 settings.

**621. Diagnosis and Remedial Reading 2 (3)**

A continuation of RdEd 618, this course introduces formal and standardized tests with an emphasis upon administering, interpreting, and evaluating the results, drawing conclusions, and making relevant recommendations for correcting the reading deficiencies analyzed.

**623. Evaluating Reading Materials & Designing Instructional Reading Programs (3)**

This course is a 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)**

This course is 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)**

This course is 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**

This course is 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)**

This course is the study and application of reading instructional strategies for students in special education focusing on research-based corrective strategies used across content areas to support students in both the general education curriculum and functional curriculum.

**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)**

This course is 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)**

This course develops 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 the development of the school leaders' knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and 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)**

This course is a study of problems associated with exceptionality and counseling approaches used with parents with an emphasis on resources available to parents.

**673. Medical Aspects of Disability (3)**

This course is an overview of human disability and medical terminology. It provides a review of human body systems, major disabling conditions and their implications for rehabilitation counseling.

**674. Psychocultural/Psychosocial Aspects of Disability (3)**

This course provides an overview of psychosocial and psychocultural aspects of disability emphasizing emotional issues influencing the adjustment process of persons with disabilities.

**675. Organization and Administration of Special Education (3)**

This course is a study of the organization and administration of special education services at the federal, state, and local level with an 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.

**Master of Social Work****First Year Required Courses****First Year: Foundation Curriculum**

Students must complete all required 500 level courses before taking 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 - Second Year****Concentration in Clinical Practice****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: 8 credit hours**

Students are required to take eight 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****Required Courses: 30 credit hours**

- SW 602: DSM (Bilingual Practice) (3)
- 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 646: Group Work (Bilingual Concentration) (3)
- SW 654: The Latino Family (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**

### **Substance Abuse Certificate Program (Albuquerque campus only):**

#### **Required courses: 15 credit hours**

- SW 601: DSM for Clinicians (3)
- SW 613: Psychopharmacology for Social Worker (2)
- SW 632: Field Practicum 3 (3)
- SW 634: Field Practicum 4 (3)
- SW 637: Substance Abuse Seminar 2 (1)
- SW 638: Substance Abuse Seminar 2 (1)
- SW 648: Addictions & Substance Abuse (2)

*\*Students must be admitted and complete the requirements for the master of social work clinical concentration.*

### **Concentration in Government Nonprofit Management**

#### **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 eight 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**

#### **Required Second Year Courses:**

##### Social Work

- 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)

##### MBA Courses:

- \*Bus 500: Principles of Business Admin (Pre-Requisite)(3)
  - \*Bus 501: Business Analytical Tech (Pre-Requisite) (3)
  - Fin 607: Managerial Finance (3)
  - Acct 605: Managerial Accounting
- OR
- Fin 606: Financial Accounting (3)
  - Mgmt 687: Human Resource Mgmt. (3)
  - Bus 696: Business Case Study (1)
  - Mgmt 665: Personnel Law (3)
  - Mktg 684: Marketing (3)
  - Mgmt 689: Business Strategies (3)

\* These two prerequisite courses are considered as social work elective courses and credited in completing the MSW degree within the concentration.

Students should meet with their faculty adviser to complete a program of study to ensure timely completion of both degree programs.

**First-Year MSW Courses: 31 credit hours**

**Dual Degrees Total: 51 credit hours**

**Program Total: 82 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. Corequisite: 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. Corequisite: 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**

This 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**

This 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. Corequisites: 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. Corequisites: 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. Corequisite: SW 534.

**568. Social Work Practice Skills (2); Fa, Sp**

This course is intended to provide students with the opportunity to refine skills that were introduced in required practice theory courses and to become familiar and proficient with skills in work with client systems and skills that are required in the day-to-day functioning of social service organizations. The course will provide opportunities for students to practice the above skills individually and in conjunction with other students and student groups during class sessions. Most class sessions will include a didactic presentation of a skill or skills followed by time dedicated to experiential exercises and activities.

**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.

## **602 DSM (Bilingual) (3) Sp**

This is a required course for the bilingual program. It provides an overview of the DSM classification of mental disorders. In this course the focus is on the use of this classification system with Spanish-speaking populations and Spanish-speaking immigrants. It will work off the cultural formulation mode (CF) as outlined in the DSM IV appendix one, and expanded upon by other authors. The model is a systematic method of assessing cultural contributions to an illness presentation. It supplements the biopsychosocial approach by highlighting the effect of culture (in this case Latino culture) on the client's symptomology, explanatory models of illness, help seeking preferences and outcome expectations. Along with the CF model, each disorder will be covered focusing on the literature that describes some of the cultural issues of each disorder.

## **602 Mindfulness and Social Work (2) Sp, Su (Elective)**

Mindfulness, often defined as intentional awareness of present experience with acceptance, is increasingly employed as an intervention for stress reduction, depression, substance abuse relapse prevention, and anxiety. It is used in work with groups, families, and communities. Mindfulness is also seen as a core process in the therapeutic relationship as well in the self-development and self-care of social workers. This course will focus on the principles and practices of mindfulness relevant to the social worker, the helping relationship, and therapeutic applications with clients. Students will develop knowledge and skills that can be applied to clients experiencing a number of clinical issues, as well as laying the foundation for their own mindfulness practices.

## **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. Prerequisite SW 632 & SW 634.

## **606. Brief Time-Effective Psychotherapies (2) Elective**

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) Elective**

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, chemotherapeutic, inpa-

tient 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) Elective**

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) Elective**

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 Spanish 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. 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**

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 symptomatology, 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.

### **637. Substance Abuse Field Seminar (1); Fa**

This first substance abuse seminar provides students with an initial opportunity to discuss and review substance abuse practice and theory with field experience (practicum). The instructor will assist students, begin to integrate and apply substance abuse treatment theory with social work knowledge in order to address specific problems, issues and concerns that arise in the beginning of delivery of social work services in the context of practicum.

### **638. Substance Abuse Field Seminar (2); Sp**

This second substance abuse seminar provides students with an opportunity to continue discussing and reviewing substance abuse practice and theory within their field experience (practicum). The instructor will assist students, integrate and apply substance abuse treatment theory with social work knowledge in order to address specific problems, issues and concerns that arise in the provision of social work services in the context of practicum.

### **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 Southwest, including Hispanic and Native American people.

#### **646. Group Work (3) (Bilingual) Su**

This is a required course for the bilingual concentration. This course works from the premise that group therapy is a viable treatment strategy for Spanish-speaking clients. This course familiarizes the student with the major theories and approaches to group therapy. It will review the Latino mental health literature that focuses on group process, techniques, and ethics that pertain to the Spanish speaking populations. It will also use the concept of culturally adapted group therapy by looking at different group theories and adapting them to the Spanish-speaking clients. It will also provide the student opportunities to conduct experiential groups with other students in the classroom to explore various theories and practice using the Spanish language.

#### **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 specifically focus 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), Sp (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.

#### **661. Spanish Field Practicum Seminar 1 (1); Sp**

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 cotaught 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. Corequisite SW 632.

#### **662. Spanish Field Practicum Seminar 2 (1); Su**

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 cotaught 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. Corequisite SW 634.

#### **664 Organizational Theory (3) Fa**

This courses provides an analysis of formal organizations and informal relationships among individu-

als 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. Corequisite 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 clinical 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. Corequisite: SW 632.

**666. Advanced Multicultural Practice 2 (3); Sp**

This course prepares students with the knowledge and skills necessary for clinical 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. Corequisite: SW 634.

**667 Advanced Bilingual Practice 1 (3); Sp (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. Corequisite SW 631 & SW 632.

**668 Advanced Bilingual Practice 2 (3); Su (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. Corequisite: SW 662 & SW 634.

**689. Multicultural Social Work Practice and Services in School Settings (2); Sp Elective**

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.

## Department and School Information

### COLLEGE OF ARTS AND SCIENCES

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

#### Description

The College of Arts and Sciences includes graduate programs in the Departments of English, History, Political Science, and Languages and Culture, Visual and Performing Arts, Biology and Chemistry, Computer and Mathematical Sciences, Exercise and Sports Sciences, Natural Resources Management, and Social and Behavioral Sciences. The college faculty serves 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 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 Arts and Sciences is to provide a high-quality and challenging graduate educational experience which prepares students for succeeding in a complex and changing world. The college not only plays a significant role in providing support for graduate students, but is also dedicated to serving and fulfilling the needs of its graduate programs while simultaneously recognizing the importance of preserving 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

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

The Department of English MA 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 Nonfiction)  
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, which houses classrooms, the Writing Center, the Language Learning Center, and offices for faculty and graduate assistants in the humanities.

The Department of English 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 MA program begin learning tutoring pedagogy while working at the Writing Center during their first semester.

The English program 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 MA English program also sponsors a chapter of the international English honor society, Sigma Tau Delta.

## **DEPARTMENT OF HISTORY, POLITICAL SCIENCE AND LANGUAGE CULTURE**

Dr. Peter Linder, Department Chair,  
Douglas Hall, Room 241  
505.454.3423 | FAX: 505.454.3389  
E-mail: [linderpeter@nmhu.edu](mailto:linderpeter@nmhu.edu)

### **Mission of the Department of History and Political Science**

History and Political Science form 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**

René Baca (Language Learning Center)  
Peter Linder (History)  
Carol Litherland (American Sign Language)  
Roy Lujan (History, Political Science)  
Abbas Manafy (Political Science)  
Gabriela Moreno (Applied Linguistics)  
Eric Romero (NAHS)  
Kristie Ross (History)  
Veronica Saunero-Ward (Latin-American Literature)  
Steven J. Williams (History)  
Carmen Vidal-Lieberman (Spanish Peninsular Literature)

### **Master of Arts in Public Affairs (MA)**

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.

### **History**

Historians investigate the past so that they can understand the present, or 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 Highlands encourages 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 encourages students to make connections between the theoretical (or textbook) study of government/politics, and how government affects their lives in contemporary times. Highlands 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 Southwest Studies (MA)**

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 multiethnic composition, varied traditions, and rich history, the American Southwest lends itself to interesting and important studies. Highlands 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.

### **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.

### **Spanish**

#### **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, Highlands recognizes the importance of the Spanish language and culture in the local and global community.

### **Master of Arts in Southwest Studies (MA)**

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.

### **Resources and Facilities**

Students of language at Highlands University 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.

## 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

### Description

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 educate 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's 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)

Edward Harrington (Music)

Megan Jacobs (Media Arts)

Miriam Langer (Media Arts)

David Lobdell (Art)

Ardys Otterbacher (Media Arts)

Andrew Wollner (Media Arts)

Robert Woods (Theater)

### Master of Arts or Science In Media Arts and Computer Science (MA or MS)

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 and

Mathematical 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 adviser. 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 six units of thesis or project work so the complete code looks as follows: 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 adviser. 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 adviser.

### **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.

### **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 of the 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 Highlands 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 provides students with opportunities to participate in active music making. These include the concert choir, madrigal choir (El Coro de la Tierra Alta), jazz choir, wind ensemble, 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, Thom-

as Mishler Scholarship, Muller Family 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 and Southwest cultures. 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 professional careers as musicians. The music education concentration prepares music graduates for full licensure as K-12 music teachers in the public schools of New Mexico, and throughout the region.

Two minors are offered as options to further develop musical skills: music and music technology. The general music minor is designed for students who have a vocational interest in music as a supplement to their principal studies at Highlands. The music technology minor provides songwriting, digital audio editing, and performance experience to students who major in a non-music discipline such as media arts, literature, or business.

### **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 coursework 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 artwork. Coursework in basic imaging skills is required with other upper-division courses and may be selected from a list of elective courses.

New Mexico Highlands' 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.

### **Resources and Facilities**

New Mexico Highlands University provides a media arts building with state-of-the-art computer systems; music studios for audio recording, songwriting, 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, wind ensemble, HU Singers, guitar ensemble, jazz ensemble, and mariachi, as well as in four main-stage productions. Two galleries in the arts building, Burris 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, and Music Club, are an active part of campus life, as well as serving to promote their various programs.

## DEPARTMENT OF BIOLOGY AND CHEMISTRY

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 and Chemistry

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 strives 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.

### Master of Science in Natural Science (MS)

The masters of science program in natural sciences has three concentrations: biology, environmental science, and geology. Natural sciences disciplines focus on the health of humans and the organisms and ecosystems on which we depend for water, air, fibers, medicines, fuels, and esthetics. Biology, environmental science and management, and geology are disciplines that provide solutions to the ongoing programs of people's alterations of the biosphere. Programs are designed to be flexible. Students can tailor their programs of study and research experiences to their interests and career goals. The combined disciplines provide a unique opportunity for students to broaden their educations backgrounds to include courses from fields they are less likely to experience at traditional graduate programs.

### Biology

New technology, which is rapidly changing the way of life of humans and domesticated plants and animals, has impacted the world of nature in complex ways. Biology, the study of life forms and living processes, provides tools for understanding the natural world and the role of humans. Certain fields of biology, such as molecular biology and genetic engineering, promise to have profound impacts on human society and the environment.

Biological scientists employ observation and experimentation together with modeling techniques to develop biological knowledge. Students of biology prepare for careers in teaching research, or industry, or for professional schools, or they may plan to pursue further graduate studies in the life or environmental sciences.

The biology discipline prides itself on its ability to place students into bioscience careers. Data suggest that our graduates are highly successful in being admitted and completing Ph.D. and professional school programs nationwide. The discipline attributes this success to intensive biological laboratory experiences with advanced technology and instructors committed to individual student progress. Facilities include microbiology, cell and molecularly, genetics, physiology, greenhouse and plant biology laboratories. A computer laboratory is available for classes and student use.

### Master of Science in Natural Sciences

The natural sciences M.S. program is provided by the Departments of Biology and Natural Resources Management. There are three concentrations in the natural science MS: biology, environmental science and management, and geology. The concentrations all require students take a course in Research Methods (Biol, FOR, Geol 600), and advanced topic course (Biol, FOR, or Geol 620), and four semesters

of graduate seminar (Biol, FOR, or Geol 650). Students typically write a thesis as the end product of a research experience, however, students may also elect to provide a case-study or other report in lieu of a research thesis upon agreement with the graduate committee chair. Concentrations also have additional specialized requirements.

### **Concentration in Biology**

Students in the MS 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. Students should meet with their graduate committee on a yearly basis to provide progress reports and for guidance on meeting requirements for degree completion. The MS 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.

### **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 Highlands. The chemistry master of science degree permits the graduate to enter the workforce at a level higher than that of a BS 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.

### **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 (MS)**

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.

### **Resources and Facilities**

The Department of Biology is housed in the Ivan Hilton Science and Technology Building. Modern laboratory spaces with state-of-the-art safety and teaching features provide students with hands-on, student-centered learning environments.

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.

### **Faculty**

E.R. "Dick" Greene

Jennifer Hernandez Gifford

Carol Cutler Linder

Ben Nelson

Richard Plunkett  
Maureen Romine  
Mary Shaw  
Merritt Helvenston, (Chemistry)  
Rodolfo Martinez, (Chemistry)  
David Sammeth, (Chemistry)  
Tatiana Timofeeva, (Chemistry)

### **Resources and Facilities**

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

## **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](mailto: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 (MA)**

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.

### **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.

## DEPARTMENT OF COMPUTER AND MATHEMATICAL SCIENCES

Dr. Gil Gallegos, Department Chair  
Ivan Hilton Science Building, Room 291  
505.454.3302 | FAX: 505.454.3169  
E-mail: ggallegos@nmhu.edu

### Description

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

### Mission of the Department of Computer and Mathematical Sciences

The Mission of the Department of Computer and Mathematical Sciences is to train students in the fields of computer science, mathematics and physics. By encouraging and developing problem-solving, 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, government, 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 (Bioengineering)  
Dr. Gil Gallegos (Computer Science)  
Dr. John S. Jeffries (Mathematics)  
Dr. Lonny Montoya (Computer Science)  
Dr. Joe Sabutis (Physics)  
Dr. Hossein Tahani (Computer Science)  
Dr. Gregg Turner (Mathematics)

### 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.

### 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.

### Master of Arts or Science in Media Arts and Computer Science (MA or MS)

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 adviser. 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 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.

### **Resources and Facilities**

The Department resides within the Ivan Hilton Science and Technology Building on the main campus. 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.

As part of the physics program, the department maintains an astronomical observatory located on the roof of the Ivan Hilton Building. The observatory is equipped with a 16-inch Meade research-grade telescope.

## **DEPARTMENT OF NATURAL RESOURCES MANAGEMENT**

Dr. Kenneth Bentson, Department Chair

Ivan Hilton Science Building, 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 provides pre-professional and post-graduate education in forestry, environmental science and geology, conducts state-of-the-art research and scholarship to expand knowledge and understanding, and serves the public, government agencies, NGOs, and the university by promoting sustainable management, restoration, and exploration of natural resources.

**Faculty:**

Kenneth Bentson (Forestry)

Craig Conley (Forestry)

David W. Hacker (Forestry)

Jennifer Lindline (Geology)

Edward Martinez (Forestry)

Michael Petronis (Geology)

**Environmental Science and Management**

Environmental Science and Management is an interdisciplinary field with elements from the physical and biological science. Graduates with a background in environmental sciences work in environmental compliance positions for industry and state and federal agencies, design and monitor environmental restoration projects, and recommend practices to reduce soil erosion and increase water quantity and quality. The environmental science program at Highlands provides opportunities to develop laboratory and field skills, along with technical knowledge, to work to improve the interface between people and their environments. Moreover, the program is unique in its requirement for knowledge about cultural resource management, and the interaction with people of diverse cultures and communities typical of the Southwest. Faculty members of the Department of Natural Resources Management are dedicated to improving the understanding of ecosystems and the factors that contribute to ecological and human health.

Students can develop individualized programs in the environmental science concentration congruent with their interests under the advice of faculty. Faculty have research interests in agriculture, forestry, wildlife, plant and forest ecology, aquatic ecology and chemistry, ecological restoration, entomology, soil erosion and surface hydrology. Students work on projects often in collaboration with USDA Forest and Natural Resources Conservation Services, USDI Bureau of Land Management and National Park Service, New Mexico Environment Department, New Mexico Game and Fish, NGOs like the Wind River and Pritzlaff Ranches, and Indian tribes. The rich cultural and natural heritage of Northern New Mexico provide ample project opportunities on the numerous effects of long-term human settlement patterns have on western North American ecosystems.

**Concentration in Environmental Science and Management:**

The environmental science and management curriculum is setup so that students can tailor their programs to their interest. New graduate students shall meet early in their first semester at Highlands with their graduate committee chair (major adviser) to develop a program of study. Students have the option of performing research under faculty supervision that results in a thesis (includes final oral presentation and thesis defense); or participating in or implementing a field project or other activity agreed upon by the student's graduate committee that results in a project final report (includes oral presentation and defense).

Students interested in environmental science careers, or, want to continue their education with advanced studies (doctoral) are urged to emphasize science cluster courses and the thesis option. Students interested in environmental management careers should emphasize their programs to meet educational requirements of federal and state agencies with their graduate committee.

**Geology**

Geology focuses on classic geological principles applied to environmental problems like groundwater contamination, geologic hazards, (e.g. volcanism, seismic events, landslides etc.), mine tailings, hazardous waste containment and remediation, and other topics. Many of the threats to Earth systems are geological in nature. Sea level rise from global warming is a geological phenomenon precipitated by people. About half the people in the United States utilize groundwater supplies from geologic aquifers. Extraction of minerals to supple and power a complex industrial society relies on geologist to discover and extract ores, and later rehabilitate mine sites for future land-uses.

New Mexico is a mineral rich state with numerous active and abandoned mines across landscapes. The area is geologically rich in fossils, mineral ores, and geological hazards and phenomena.

## **Concentration in Geology**

The environmental geology concentration is a multidiscipline degree program involving basic scientific research related to global and local environmental issues as well as applied studies of a more diverse geologic nature. Environmental studies might include contamination and depletion of water supplies, atmospheric, contamination, encroachment of non-native species, watershed management, applied geographic information and remote sensing studies, and water quality analysis. Applied geologic studies range from volcanology, geophysics, petrology, groundwater and surface water hydrology, geochemistry, and geomorphology.

Students in the MS program typically complete their degree program within two years, including at least one summer. Although it is understood that certain research projects take additional field and laboratory time to complete and these are handled on a case by case.

Students should meet with their master's committee at least once per semester to provide progress reports and for guidance on meeting requirements for degree completion. The MS curriculum requires a thesis related to an applied environmental geology research topic as approved by their thesis committee. It is hoped that the students' research will lead to a peer-reviewed publication. Students are encouraged to attend conferences and present their research results at local, national, or international meetings.

## **Certificate of Geographic Information System (GIS)**

A geographic information system is a computer-based database management system for capture, storage, retrieval, analysis and display of spatial data. Students who complete the certificate program will be better prepared to map data for decision making in business, environmental protection, risk assessment, utility planning and management, emergency response, land use planning, transportation planning, delivery route planning, real estate, crime prevention, and so on.

## **Resources and Facilities**

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

# **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](mailto:iwilliamson@nmhu.edu)

## **Description**

The department offers graduate programs in psychology, applied sociology public affairs, and anthropology, which also offers a post baccalaureate certificate in cultural resource management.

## **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 Tagayuna (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 Highlands University. 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 labs. 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 nonprofit sectors.

The institution's geographic location in a multiethnic 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.

### **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 Highlands provides well-equipped, spacious laboratories for research and observation of therapy. 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.

## **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.

## **SCHOOL OF BUSINESS ADMINISTRATION**

Dr. Margaret Young, Dean

Sininger Hall, Room 208

505.454.3115 | FAX: 505.454.3354

E-mail: [young\\_m@nmhu.edu](mailto:young_m@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 the success of our students and to the highest observance of our professional accreditation standards. Our mission is to become the best small school of business in the southwest and to prepare students to be confident, competent, ethical, and responsible business decision-makers, managers, leaders, and agents of economic and social betterment in today's changing global business environment.

### **Our Core Values**

- Advancement of knowledge
- Student success
- A diversity of ideas
- Accessible education
- Community
- Individual well-being
- Sustainable practices
- Multiculturalism

### **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**

Ali Arshad (Economics & Finance)

Donna Brooks (Management)

Margot Geagon (Management & Finance)

John V. Hayes (Financial Planning)

David Korb (Accounting)

Ronald Maestas (Management & MIS)

Emmanuel Nkwenti (Mgmt & Int'l Business)

Hal Olafson (Finance)

Luis Ortiz (Mgmt & Int'l Business)

James Peters (Accounting)

Mary Romero (Accounting)

Charles Swim (MIS/Mgmt)

William Taylor (Economics)

Kent Tucker (Finance)

Donna Vigil (Accounting)

David West (Software Driven Systems Design)

James Williams (Marketing)

Margaret Young (Marketing)

**Resources and Facilities*****NMHU Campus***

Main campus School of Business Administration facilities are located in Slinger Hall on the Highlands 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 Highlands 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.

**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. Courses are offered through distance education to these locations.

**Requirements for admission to the MBA 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 (MBA)**

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 nonprofit 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 Master's Degrees in Business and Social Work**

Highlands University allows students to complete master's 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 MBA Degree**

During the final year of MBA 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 MBA degree.

## **SCHOOL OF EDUCATION**

Dr. Michael Anderson, Dean

Victoria D. de Sanchez Teacher

Education Center, Room 114B

505.454.3357 | FAX: 505.454.3384

### **Mission Statement**

The School of Education prepares teachers, counselors, and administrators for diverse and inclusive environments through excellence in teaching, research, and service.

### **Faculty**

James M. Alarid (Special Education)

Michael Anderson (General Education)

Mary Lou Arguelles-Anderson (Educational Leadership)

David Braun y Harycki (Curriculum & Instruction)

James B. Burns (Educational Leadership)

Kathryn Dziekan (Counseling)  
 Jayni Flores (Elementary Education)  
 Joan Gallini (General Education)  
 Geraldine Glover (Counseling)  
 Stella Helvie (Special Education)  
 Marie Hummel (Early Childhood Multicultural Education)  
 Michael Immerman (General Education)  
 Effie Laman (Special Education)  
 Karen Lehman (Special Education)  
 George Leone (Counseling)  
 Merryl Kravitz (Secondary Education)  
 Doug Main (Counseling)  
 Patricia Martinez-Burr (Counseling)  
 Alice Menzor (Curriculum & Instruction/ Reading)  
 Kara Moloney (Curriculum & Instruction/ Reading)  
 Chris Nelson (Special Education)  
 Carolyn Newman (Early Childhood Multicultural Education)  
 Seonsook Park (Curriculum & Instruction/ Reading)  
 Lori Rudolph (Counseling)  
 Loretta Salazar (Curriculum & Instruction/ Bilingual)  
 Gayle Anne Talaga (Educational Leadership, Curriculum & Instruction)

### **Resources and Facilities**

The Victoria D. de Sanchez Teaching Education Center is a modern three-level building that houses classrooms, two interactive television rooms, Smart classrooms, faculty offices and an Instructional Materials Evaluation Center.

The building also serves as a home for Vista sin Limites, the Northeast Regional Education Cooperative, the Center for the Education & Study of Diverse Populations, Advanced Placement-New Mexico, Counselor Training Center and MESA-Northern New Mexico.

- 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.
- The Literacy Council of Northeastern New Mexico staffs an adult literacy center and provides services within the Instructional Materials Evaluation Center.
- Finally, the School of Education offers selected undergraduate and graduate programs at the centers in Santa Fe / Española, Rio Rancho, Raton and Farmington with the cooperation of the Educational Outreach Services Program.

### **Conceptual Framework**

The School of Education believes in democratic access to an education, both theoretical and authentic, that allows the reflective learner to continue to develop cultural schemas and diverse cognitive processing skills to construct a knowledge base, practice the skills and develop professional dispositions in authentic settings needed to excel in education, leadership, counseling or other self-determined endeavors.

## Themes

There are eight themes that guide the School of Education's practices and decision-making processes:

- Diversity
- Reflective Practitioner
- Culturally Inclusive
- Authentic Settings
- Practice
- Knowledge
- Professionalism
- Leadership

## The Purpose of the School of Education

The purpose of the School of Education is to provide highly qualified, entry-level early childhood, elementary, secondary, and/or special education teachers and other professional personnel such as, educational leaders and counselors, to serve New Mexico and/or national P-12 school districts. The program is embraced by the following themes: diversity, leadership, culturally inclusive, authentic setting(s), practice, reflective practitioner, and knowledge and steeped in a conceptual framework that fosters democratic access to an education, allowing the reflective practitioner to continue to develop cultural schemas, diverse cognitive processing skills to construct a knowledge base that is entwined in our school's themes.

## Graduate Program in Education

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 concentration requires a 60-semester-hour curriculum. All three concentrations require successful completion of coursework, internship experience, and an exit exam. 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 different emphases qualify students to apply for licensure or certification by various state and national agencies.

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.

## Master of Arts in Education (M.A.)

### Counseling

The master of arts in 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 mental health counselor (LMHC). 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. Students must complete Coun 646 and Coun 648 with an internship.

Upon completion of coursework, internships, and a professional paper, a written examination (Counselor Preparation Comprehensive Examination) is required of all students. 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.

The counseling student will be assessed by the faculty after completing Counseling Practicum in Professional/School and Rehabilitation Counseling. (If concern is raised, this process can begin at any level.) The purpose of this review is to inform the student of her/his potential for development as a counselor as specified both by New Mexico Highlands University and the American Counseling Association (ACA), the American School Counselor Association (ASCA), or the Council on Rehabilitation Education (CORE).

After the student has fulfilled the required courses, and the Student Review Form has been completed, the counseling department chair will review the form with the faculty adviser and recommend one of the following:

1. The student may be asked to repeat a portion of the counseling practicum or do an additional counseling practicum.
2. When there are believed to be deficiencies, the student and the adviser will develop a plan of action specifying what the student must do to obtain additional skills and knowledge to proceed in the area of emphasis.
3. The student may be advised to transfer to a different area of emphasis within the master's program.

## **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](http://www.nmhu.edu/socialwork)

### **Accreditation**

The School of Social Work has been 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 competently with the diverse, multicultural populations of New Mexico and the Southwest. This context of cultural and regional responsiveness informs the School's creation and implementation of all its educational programs. The School has a primary commitment to Hispanic and Native American people. Our curriculum grounds students in core professional social work values, skills and ethical principles, with a focus on promoting awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

The School of Social Work offers the MSW program at the main campus, Las Vegas, New Mexico and also at the following three (3) campus locations:

- NMHU at Albuquerque, NM
- NMHU at Farmington, New Mexico
- NMHU at Roswell, New Mexico

**NMHU Las Vegas (Main Campus)**

Box 9000 Las Vegas, NM 87701  
505.454.3307

**Faculty (Las Vegas)**

David Arguello, Ph.D.

Jill Baker, Ph.D. Associate Dean

Jane Gorman, Ph.D.

Andrew Israel, J.D., LMSW,

Rey Martinez, Ph.D.

Dolores Ortega, Ph.D.

Julia D. Lucero, MSW, LISW, Director, Field Education

Lou Ann Romero, MSW, Coordinator, Continuing Education

Lawrence Montano, Coordinator Admissions & Recruitment

**Albuquerque**

5401 Indian School Rd. NE

Albuquerque, NM 87110

505.260.6181 | FAX: 505.896.6122

**Faculty (NMHU - Farmington)**

Joan Lucero Sisneros, MSW, LISW, Program Director

Craig Stern, MSW, Academic Coordinator

Jose Rodriguez, Coordinator, Field Education

**NMHU at 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 at Eastern New Mexico University (ENMU-R)**

P.O. Box 6000

Roswell, NM 88202-6000

505.624.7458 | FAX: 505.624.7454

**Faculty (NMHU – Roswell)**

Matt Thompson, LMSW, Coordinator

Becky Thomas, Administrative Assistant

Adjunct Faculty: Adjunct faculty is 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 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 are clinical practice, government nonprofit management, and bilingual/bicultural clinical practice.

NMHU-Las Vegas Campus, NMHU at ENMU-Roswell and NMHU at San Juan College ONLY offer the clinical practice concentration.

NMHU in Albuquerque offers all three concentrations: clinical practice, government nonprofit management, and bilingual/bicultural practice.

Students admitted to the MSW program are admitted into one of the three areas of concentration and take courses outlined in the 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 Highlands program location. At any time during the student's academic enrollment, she or he may transfer to any of the program locations with the approval by the school dean.

### **MSW/MBA Dual Degrees Program:**

#### **Master of Social Work in Government Nonprofit Management and Master of Business in Human Resource Management**

The School of Social Work in collaboration with the School of Business Administration offers a joint program of study leading to the completion of two separate degrees in social work (MSW) and in business administration (MBA). Social work students interested in pursuing the completion of both degrees must be admitted to the two-year social work government nonprofit management concentration. Upon completion of the first year MSW curriculum, students are then admitted into the School of Business. Students complete the MBA in human resource management concentration. Both degrees must be completed within five calendar years from date of admission.

The dual degrees program is ONLY offered at the Albuquerque program location. 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 MSW program within five calendar years from the date of admission.

I. Advanced Standing- Limited to students with a BSW degree (2–3 semesters). Advanced standing is offered at the four program locations offering the MSW degree program. Admission to this program is competitive and the number of students admitted varies among the four program locations.

The program is limited to individuals who have completed a bachelor of social work degree 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 coursework 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 at Albuquerque, NM

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 NMHU-Albuquerque attend daytime classes on Monday and Tuesday and field practicum on Thursday and Friday.

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 Albuquerque, NM

NMHU at San Juan College, Farmington, NM

NMHU at Eastern New Mexico University, Roswell, NM

The part-time program affords students the opportunity to attend classes during the late afternoon and evenings. The program can be completed in seven consecutive semesters.

### **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 BSW 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 School of Social Work 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 MSW 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 nonrefundable application fee is required from applicants who will be enrolling at Highlands University for the first time.

\*A \$35 nonrefundable application fee is required from applicants currently or formerly enrolled at Highlands.

\*A \$35 nonrefundable application fee is required from students submitting a second application, if previously denied admission.

\*A \$50 nonrefundable 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 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 of the 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 BSW within five years from the date of anticipated enrollment in the MSW program. The number of students admitted into advanced stand-

ing 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 MSW degree. Transfer students must complete at least the equivalent of one academic year at Highlands.

### **Admission Changes**

Requirements for admission into the MSW 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: Lawrence Montano, Coordinator

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 prorated 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 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 adviser is assigned to students at the time they enroll in the program. Students must develop a program of study with the assistance of their adviser.

#### **Academic and Behavioral Expectations**

All social work students are provided with a copy of the school's academic and behavioral policy at the commencement of the academic year. The policy outlines expectations regarding students' professional behavior and academic performance, sets forth grounds for suspension and expulsion from the social work program, and describes the procedures for disciplinary action. As more specifically detailed in the policy, students must demonstrate suitability for the profession of social work via appropriate and ad-

equate classroom and field performance, ability to appropriately relate to colleagues and compliance with all other provisions of the academic/behavioral policy. Students must demonstrate that they have read and understand this policy by signing it and returning it to their academic advisers. The school's policy concerning grade appeals is also provided to students at the commencement of the academic year.

### **Code of Ethics**

All students in social work are required to have knowledge of and adhere to the Social Work Code of Ethics.

### **Field Practicum/Internship**

MSW 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 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.

### **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 are, clinical practice, government nonprofit management, and 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 nonprofit management. NMHU at San Juan College and NMHU at ENMU-Roswell only offer the clinical practice concentration. Students admitted to the MSW 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 Highlands program location.

### **MSW/MBA Dual Degree 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 nonprofit management concentration. Upon completion of the first year MSW curriculum, students are then admitted into the MBA government nonprofit 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 is 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 are: advanced standing, full time, and part time. Students MUST complete the MSW program within five years from the date of admission.

I. Advanced Standing- Limited to students with a BSW degree (two – three 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 degree 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 coursework at the appropriate campus.

II. Full-time program (four - five semesters) The full-time MSW program is offered at:

NMHU Las Vegas Campus, Las Vegas, NM  
NMHU Rio Rancho Center, Rio Rancho, NM  
and at the Albuquerque location.

The full-time program is intended for students who can attend on a full-time basis. Students at the 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 center 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 (seven - eight 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 at San Juan College, Farmington, NM

NMHU at Eastern New Mexico University, Roswell, NM

### **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 in which they are admitted. 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 adviser is assigned to students at the time they enroll in the program. Students must develop a program of study with the assistance of their adviser.

### **Field Practicum/Internship**

MSW 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.

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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.

### **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 MSW 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.

### **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 an 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.

### **Concentration in Clinical Practice**

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### **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.

This concentration is only offered at the Albuquerque program location. All second year/concentration classes are offered in the evening. Students are in field practicum spring and summer semesters. Completion of the required concentration course/second-year classes is three semesters.

### **Substance Abuse Certificate Program (Albuquerque campus only):**

The school offers students in the clinical program concentration to specialize in substance abuse treatment through the completion of The substance abuse certificate program (SACP). This program is ONLY offered at the program in Albuquerque, The program focuses on preparing social work practi-

tioners utilizing an evidence-based substance abuse treatment modality.

The program is designed to address the shortage of licensed and credentialed substance abuse social workers in New Mexico. This program works in partnership with the School of Social Work community clinical treatment program (CCTP), a clinic and training facility funded by Bernalillo County and operated by the School of Social Work in Albuquerque.

**Admission:** The program is open to second year clinical concentration students. Students apply to the program during their second semester of the first year. Students selected for this program area trained in motivational interviewing, the matrix model of addictions, cultural competency specific to substance abuse and ethics/confidentiality in substance abuse services. In addition, students **MUST** take specific social work courses that reinforce and complement the specialized training in substance abuse counseling. Upon the successful completion of the program by the student, he/she will receive a certificate issued by New Mexico Highlands University. In addition, this certification will be reflected on the student's transcripts and degree. Please contact the field education coordinator at the Albuquerque campus for more information and an application. Applications are due March 1, for the following fall/spring semester for second MSW clinical concentration students.

### **School of Social Work Community Clinical Treatment Program (CCTP)**

This community clinical treatment program is nationally accredited clinical evidenced based clinic and training facility funded by Bernalillo County, and operated by the School of Social Work in Albuquerque. Since 2007, the school has successfully implemented a model of direct services and training of future clinicians and agency leaders in New Mexico.

**Concentration Total: 33 credit hours**

**Two Year Program Total: 61 credit hours**

### **Concentration in Government Nonprofit Management**

The government nonprofit management concentration prepares students for leadership and professional careers in local, state and federal government, and in nonprofit 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 nonprofit organizations.

### **MSW/MBA Dual Degree Program**

The School of Social Work and the School of Business Administration jointly offer students interested in the government nonprofit Management concentration an opportunity to seek both the MSW and MBA degrees.

Students complete the MSW in government nonprofit management in two full-time academic years. Upon Completion of the MSW, students may continue to complete the MBA degree in human resource management by completing an additional 19 credit units of coursework through the School of Business. Students admitted into the government nonprofit management concentration may choose to pursue the MBA at any time during their program of study. Admission into the School of Business is required prior to the completion of the MSW degree.

### **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.

## ADMINISTRATION

### Administration

James Fries Ph.D. ....	President
Gilbert Rivera, Ph.D. ....	Vice President for Academic Affairs
Linda LaGrange, Ph.D. ....	Associate Vice President for Academic Affairs
Lawrence Trujillo .....	Associate Vice President for Finance and Administration
Fidel Trujillo, Ph.D. ....	Dean of Student Affairs

### Deans:

Roy Lujan, Ph.D. ....	Dean, College of Arts and Sciences
Margaret Young, 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:

Ruben Aragon .....	Director of Library Services
Max Baca .....	Director of Institutional Technological Services
Donna Castro .....	Director of Human Resources
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
Nesbit Hagood .....	Comptroller
Jean Hill, Ph.D. ....	Director of Institutional Effectiveness
David Luna .....	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
Thomasinia Ortiz-Gallegos .....	Director of Academic Support Services
Evonne Roybal-Tafoya .....	Director of Educational Outreach Services
Michael Saavedra .....	Director of Purchasing
Roland Salas .....	Director of Support Services
William Sayre, Ph.D. ....	Director of NMHU Center at Rio Rancho
Eileen Sedillo .....	Director of Financial Assistance/Scholarships
Donato Sena .....	Chief of Campus Security
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. Benton. 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-Atlanta 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.

Chyrlé 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. B.A., University of Colorado; M.Ed., Ph.D., Arizona State University. Associate Professor of Clinical 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.

Dr. Brandon Kempner. B.A., University of Oregon; M.A., Ph.D., Pennsylvania State University. Associate Professor of English.

Yongseek Kim. B.A., Kyung-Hee University; Master of Health and Sport Science, University of Tsukuba;

MBA, Ph.D., University of New Mexico. Associate Professor of Sports Administration.

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. 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 Multi-cultural 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. Associate Professor of Geology.

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 Study di Padova, Italy; Ph.D., Graduate Center of CUNY. Assistant professor of Psychology.

Richard Plunkett. B.A., PhD., 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.

Joseph Schmalfeldt. B.S., University of Wisconsin-Milwaukee; M.S., University of Wisconsin-Lacrosse; Ph.D. Louisiana State University. Associate 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. 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, Ph.D., University of New Mexico. 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 Casasa. 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. Maez. 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. Professor Emeritus of Mathematics/Education.

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. Schuffe. (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 Uriiaga. 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.

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## Academic Calendar

<b>Academic Year</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>Fall Semester</b>	<b>2011</b>	<b>2012</b>
**Early Registration	M-April 4- Sunday Aug 21	M-April 2- Sunday Aug 19
Classes Begin	M-Aug 22	M-Aug 20
Last Day to Register	M-Aug 29	M-Aug 27
Last Day to Drop	F-Sept 2	F-Aug 31
Labor Day Holiday	M-Sept 5	M-Sept 3
Census	F-Sept 9	F-Sept 7
Midterm Exams	W-F Oct 12-14	W-Sat Oct 10-13
Fall Break	M-T Oct 17-18	M-T Oct 15-16
*Last day to Withdraw	F-Oct 28	F-Oct 26
Fall Recess	W-F Nov 23-25	W-Sat Nov 21-24
Final Exams	M-F Dec 12-16	M-F Dec 10-14
Semester Ends	M-Dec 19	M-Dec 17
<b>Spring Semester</b>	<b>2012</b>	<b>2013</b>
**Early Registration	M-Nov 7 -Sunday Jan 15	M-Nov 5 -Sunday Jan 13
MLK Holiday	M-Jan 16	M-Jan 21
Classes Begin	M-Jan 17	M-Jan 14
Last Day to Register	M-Jan 23	T-Jan 22
Last Day to Drop	F-Jan 27	F-Jan 25
Census	F-Feb 3	F-Feb 1
Midterm Exam	W-F Mar 7-9	W-Sat Mar 6-9
Spring Break	M-F Mar 12-16	M-Sat Mar 11-16
*Last Day to Withdraw	F-Mar 23	F- Mar 22
Spring Recess	F-April 6	F-Sat Mar 29-30
Final Exams	M-F May 7-11	M-F May 6-10
Commencement	Saturday-May 12	Saturday-May 11
Semester Ends	M-May 14	M-May 13
<b>Summer Session</b>	<b>2012</b>	<b>2013</b>
**Early Registration	M-March 5- June 3	M-March 4- June 2
Classes Begin	M-June 4	M-June 3
Last Day to Register	F-June 8	F-June 7
Last Day to Drop	F-June 8	F-June 7
*Last Day to Withdraw	F-June 22	F-June 21
Independence Day Holiday	Wednesday-July 4	Thursday-July 4
Final Exams	W-Th July 26-27	W-Th July 24-25
Semester Ends	M-July 30	M-July 29