

New Mexico Highlands University

2015 - 2017 Undergraduate and Graduate Catalog



NEW MEXICO HIGHLANDS UNIVERSITY®



NEW MEXICO HIGHLANDS UNIVERSITY[®]

2015 - 2017 Undergraduate and Graduate Catalog

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About NMHU

New Mexico Highlands University

Box 9000, Las Vegas, New Mexico 87701

505.425.7511 www.nmhu.edu

New Mexico Highlands University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504, 312-263-0456; 800-621-7440, fax 312-263-7462; www.ncacihe.org. To review or receive a copy of the 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. Course descriptions in this catalog are correct at the time of publication. See the Course Schedule for updates to courses.

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

Any student who feels 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 Highlands University Student Handbook or the NMHU website at www.nmhu.edu/handbook.

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

Individuals with a disability who need accommodations 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.

Retention and graduation rate information can be obtained from the Office of Institutional Effectiveness and Research at www.nmhu.edu/Institutional_Research/enrollment.aspx.

General Catalog

Fall 2015—Summer 2017

This catalog is published in one version containing undergraduate and graduate sections.

Published biennially by New Mexico Highlands University,
Box 9000, Las Vegas, New Mexico 87701.

Send change of address to NMHU Office of the Registrar.

Administration

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Academic Calendar

See www.nmhu.edu/current-students/academic-calendar/

Undergraduate and Graduate Majors, Minors, Concentrations, and Certificates

College of Arts and Sciences

Major in General Engineering (AS)
Major in Social and Behavioral Science (AA)
Major in Anthropology (BA/BS)
With concentrations in

Anthropology
American Indian Studies
Criminology
Sociology

Major in Biology (BA/BS)

Major in Biology with concentration in Teaching (BS)

Minor in Biology

Major Chemistry (BA/BS)

With concentrations in:

Biochemistry (BA)

Minor in Chemistry

Major General Science for Secondary School Teachers (BA)

Minor in General Science for Elementary School Teachers

Major in Computer Science and Mathematical Modeling (BS)

Major in Computer Science (BA/BS)

With concentrations in:

Individualized Concentration (BA/BS)

Information Systems (BA)

Software/Hardware (BS)

Major in Mathematics (BA/BS)

Major in Math and Computer Science for Secondary School Teachers (BA)

Minor in Computer Science Concentration in Information Systems

Minor in Computer Science Concentration in Software/Hardware Systems

Minor in Mathematics

Minor in Math and Computer Science for Elementary School Teachers

Minor in Physics

Minor in Cognitive Science

Minor in Combined Science

Major in English (BA)

Minor in English

Minor in English Writing

Major in Human Performance and Sport (BA)

With concentrations in:

Exercise Science

Physical Education

Recreational and Sport Management

Minor in Human Performance and Sport

Minor in Coaching

Minor in Recreation

Major in Health (BA)

With concentrations in:

Health Education

Health Promotion and Wellness

Pre-Professional Allied Health

Pre-Professional Athletic Training

Minor in Health
 Major in History (BA)
 Minor in History
 Major in Political Science (BA)
 With concentrations in:
 Liberal Arts
 Law
 Minor in Political Science
 Major in Spanish (BA)
 Major in Spanish for Elementary and or Secondary School Teachers (BA)
 Minor in Spanish
 Minor in Native American/Hispano Cultural Studies
 Major in Conservation Management (BA)
 Major in Environmental Geology (BS)
 With concentrations in:
 Geology
 Water Resources
 Environmental Science
 Major in Forestry (BS)
 With concentrations in:
 Forestry Management
 Wildland Fire
 Minor in Environmental Science
 Minor in Geographical Information Systems
 Certificates in:
 GIS (Geographical Information Systems)
 Forest and Watershed Restoration
 Minor in Geology
 Major in Nursing (BSN)
 Major in Criminal Justice Studies (BA)
 Associate of Arts in Social and Behavioral Sciences (AA)
 Major in Psychology (BA/BS)
 Major in Sociology and Anthropology (BA)
 With concentrations in:
 American Indian Studies
 Anthropology
 Criminology
 Sociology
 Minor in Anthropology
 Minor in Psychology
 Minor in Sociology
 Minor in Women's Studies
 Major in Fine Arts (BA/BFA)
 With concentrations in:
 Interdisciplinary (BFA)
 Liberal Arts (BA)

Pre-Professional (BFA)
 Major in Music (BA/BFA)
 With concentrations in:
 Music Education (BA)
 Music Technology and Composition (BA)
 Vocal Performance (BFA)
 Minor in Art
 Minor in Art History
 Minor in General Music
 Minor in Music Technology and Composition
 Major in University Studies (BA)
 Minor in Honors

School of Business, Media and Technology

Bachelors in Business Administration (BBA)
 With concentrations in:
 Accounting
 Finance-Managerial Finance
 Management
 Marketing
 Media Marketing
 Oil and Gas Management (suspended Fall 2016)
 General Business
 Minor in Accounting for Non-Business Majors
 Minor in Accounting for Business Majors
 Minor in Business
 Minor in Finance for Non-Business Majors-Managerial Finance
 Minor in Finance for Business Majors
 Minor in Management for Non-Business Majors
 Minor in Management for Business Majors
 Minor in Marketing for Non-Business Majors
 Minor in Marketing for Business Majors
 Certificates in:
 Accounting
 Finance
 Human Resources Management
 Media Marketing
 Major in Media Arts (BA/BFA)
 With concentrations in:
 Interactivity & Multimedia (BFA)
 Photographic Imaging (BFA)
 Video & Audio (BFA)
 Visual Communication (BFA)
 Minor in Media Arts
 Certificate in:
 Interactive Cultural Technology
 Major in Software Systems Design (BSSD)
 Minor in Software Systems Design (BSSD)

School of Education

Major in Early Childhood Multicultural Education (AA)
Major in Early Childhood Multicultural Education (BA)
Minor in Early Childhood Multicultural Education
Major in Elementary Education (BA)
Major in Special Education (BA)
Minor in Bilingual Education TESOL
Minor in English as a Second Language (ESL)
Minor in Secondary Education
Minor in Special Education

Facundo Valdez School of Social Work

Bachelor's in Social Work (BSW)

Graduate Programs and Certificates

College of Arts and Sciences

Major in Chemistry (MS)
Major in Media Arts and Computer Science (MA/MS)
Major in English (MA)
With concentrations in:
Creative Writing
Language, Rhetoric & Comp
Literature

Major in Human Performance and Sport (MA)

With concentrations in:

Teacher Education
Sports Administration

Major in Public Affairs (MA)

With concentrations in:

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

Major in Southwest Studies (MA)

With concentrations in:

Anthropology
History/Political Science
Hispanic Language and Literature

Major in Natural Science (MS)

With concentrations in:

Biology
Environmental Science and Management
Geology

Major in Psychology (MS)

With concentrations in:

General Psychology
Clinical/Counseling

Certificates in:

Cultural Resource Management (CRM)
GIS (Geographical Information Systems)
Fine Arts

School of Business, Media and Technology

Master in Business Administration (MBA)

With concentrations in:

Accounting
Finance
International Business
Human Resources Management
Management
Marketing
Oil and Gas Management (suspended Fall 2016)

Certificates in:

Accounting
Finance
Human Resources Management
Media Marketing
Major in Media Arts and Computer Science (MA/MS)
Major in Software Systems Design (MSSD)

School of Education

Major in Counseling (MA)

With concentrations in:

Clinical Mental Health
Clinical Rehabilitation Counseling
School Counseling
Rehabilitation Counseling
Specialization in Vocational Evaluation

Major in Curriculum and Instruction (MA)

Major in Educational Leadership (MA)

Major in Special Education (MA)

Certificates in:

Professional Counseling
Rehabilitation Counseling
School Counseling
Reading
TESOL (Teaching English as a Second Language)
Bilingual Education
Advanced Placement
Educational Leadership
Secondary Certificate Program Leading to Licensure

School of Social Work

Master of Social Work (MSW)

With concentrations in:

Clinical Practice
Bilingual/Bicultural Clinical Practice (Albuquerque campus only)

Leadership and Administration
Dual Degree, MSW/MBA
Certificate in Substance Abuse (Albuquerque campus only)

Vision Statement

(Effective summer 2017)

Our vision is to be a premier university transforming lives and communities now and for generations to come.

Mission

(Effective summer 2017)

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

Core Values

(Effective summer 2017)

Excellence

We strive to excel in all that we do. Excellence shapes our choices and actions in education, research, creative activities and service.

Diversity

As an Hispanic-Serving Institution (HSI) and an aspiring Native American-Serving Non-Tribal Institution (NASNTI), we welcome national, international, and indigenous students, and consider diversity as our strength. We acknowledge and embrace the cultural values, experiences and multiple identities within our community through inclusion and fairness.

Accessibility

We commit to provide opportunity and affordability to all students and professional advancement for all staff and faculty.

Responsiveness

We collaboratively and efficiently address internal and external issues in a timely and respectful manner.

The 2015-2017 General Catalog is a description of New Mexico Highlands University's policies, undergraduate and graduate academic programs and courses of instruction. Although much effort has been made to ensure accuracy, errors or omissions may be present. All official corrections to this catalog are on file with the Office of the Registrar. The General Information and Policy section of this catalog are continuously updated on Highlands' website, www.nmhu.edu. Course descriptions in this catalog are correct at the time of publication. See the Course Schedule for updates to courses.

The administration and faculty of New Mexico Highlands University believe the educational programs of the University are effective and valuable. However, the ultimate results of the programs offered – in terms of 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.

Admissions to the University

Admissions Office

Felix Martinez Building Room 110

505.454.3434/3439/3503

E-mail: admissions@nmhu.edu

Applying for Admission

An application can be obtained from the Highlands University Office of Admissions or from New Mexico high school counselors. Applications are also available on our web page at: www.nmhu.edu/admissions, where a student can also apply online.

Applicants must submit the following for a complete application:

- Application form;
- A \$15, nonrefundable, one-time application fee;
- Official transcripts sent to the Highlands University Admissions Office;

All documents should be submitted to the Admissions Office at the address above.

Applications for undergraduate admission will be considered at any time; however, to ensure timely action on the application, students are advised to submit the completed application materials during the following suggested filing periods:

- For fall semester, previous November-August
- For spring semester, previous July-December
- For summer session, previous January-June

Send the completed application to the Office of Admissions accompanied by a \$15, one-time, nonrefundable check or money order made out to New Mexico Highlands University (or NMHU). Do not send cash. Official transcripts and test scores should be sent to the same address.

Timely application for admission is essential to process applications for financial assistance or scholarships. Students are advised to consult the appropriate sections of this catalog for information about application procedures and deadlines concerning financial assistance at Highlands University.

Only students who have been admitted to Highlands University are allowed to register for classes.

Admission Criteria (Subject to Change)

New Freshmen

New Mexico Highlands University considers admission for beginning freshmen who:

- submit a completed Highlands University undergraduate application for admission;
- pay a \$15, one-time, nonrefundable application fee;
- submit official transcripts indicating high school diploma from an accredited secondary school or successful completion of the national GED examination. (Admission may be given to qualified high school seniors who have not yet graduated, subject to their submitting a transcript verifying their graduation before beginning studies at the university.); and
- American College Test (ACT) or Scholastic Aptitude Test (SAT) is recommended but not required. Scores are used to

help place students in the appropriate coursework. Students without ACT or SAT scores may be required to take other placement tests. Submission of score reports at the time of application is suggested. Submission of score reports at the time of application is suggested. Students may be admitted to the University without test scores but will not be able to enroll.

Admissions Status

Students are admitted into regular, probationary, or non-degree status as follows:

Regular Admission

An earned high school diploma, a high school grade point average (GPA) of at least 2.0 (on a 4.0 scale); and

ACT/SAT scores are recommended; or,

In lieu of a high school diploma, students will qualify for regular admission with a GED or HiSET passing cumulative score.

ACT/SAT scores (recommended for high school applicants).

Probationary Admission

Probationary admission is considered for students who do not meet the criteria for regular admission. Students whose grade point average is below a 2.0 may be admitted on probationary status. Probationary-status students may be subject to special requirements for academic performance in their freshman year. Freshman students admitted on academic probation are expected to earn a satisfactory GPA in either their first or second semester at Highlands University or be subject to dismissal. The satisfactory semester GPA for all freshmen is 1.75.

The review process: An application from any student whose high school grade point average is below a 2.0 (on a 4.0 scale) is reviewed. The purpose of this review is to evaluate the applicant's motivation for college work and likelihood of success. Additional information from an applicant, such as a personal statement of educational goals and recommendations from secondary school personnel, is welcome. Students applying for probationary admission might be required to submit such information or to attend an advisory session with university personnel before being admitted in this status.

Non-Degree Undergraduate Admission

Non-degree admission enables students to pursue credit courses without meeting all of the requirements for admission to a degree program. Non-degree status is available for those who wish to pursue university courses for personal interest or professional development, for visiting students enrolled in a degree program at another college or university but seeking to complete some courses at Highlands University for transfer, or for other similar types of applicants.

Non-degree admission may also be used by students who lack a high school diploma or GED and are at least 18 years old. These students may apply for regular admission status upon completion of high school or GED. Non-degree admission may also be given in certain circumstances to enable a student to enroll while a regular admission application is pending. Students admitted in non-degree status are not eligible for financial assistance.

Transfer Students

New Mexico Highlands University considers for admission undergraduate students as transfers from other regionally accredited colleges and universities who:

- pay a \$15, one-time, nonrefundable application fee;
- submit a completed application for undergraduate admission; and
- send a complete, official transcript from each previously attended college or university to the Highlands University Admissions Office. Students under academic suspension or dismissal from another college or university may not be admitted until they have served the required suspension at that institution.

Applications will not be processed until all the required items are in file with the Office of Admissions.

Admission Status

Transfer students are admitted into regular, probationary, or non-degree status as follows:

Transfer students who have completed fewer than 16 semester credit hours of postsecondary schooling will be treated the same as new freshmen in the admissions process (see above). These students must submit their high school transcripts (or GED records), ACT or SAT scores if taken, and college/university transcripts.

Transfer students who have completed 16 or more semester credit hours of postsecondary schooling will be admitted in regular status provided they have at least a C or 2.0 cumulative grade point average in all college or university course work.

Degree-seeking probationary admission will be considered for transfer students with a cumulative grade point average below C through the individual review process as defined for probationary admission.

Transfer students are also eligible for non-degree admission status.

Home School or Nonaccredited Schools

Students (16 years or older) who have been home schooled or who have attended a nonaccredited school, are required to submit an official school transcript; official score reports from the ACT or SAT are recommended prior to enrollment at the University. Letters of recommendation and a personal statement of goals and objectives are not required but can be helpful in the admissions review. All applicants will be reviewed on an individual basis for admissions.

Transfer of Credits

New Mexico Highlands University accepts academic credits for transfer from institutions of higher education that are regionally accredited or are candidates for regional accreditation. Transfer students will receive full credit for coursework completed with an appropriate grade, provided the classes are appropriate to a degree at the university. Transfer course grades will not be calculated as part of Highlands University grade point average and are listed on the academic transcripts with a grade of CR. (However, for graduation, all transfer credits graded are included in the final computations for honors.) Highlands University does not award transfer credit for vocational, technical, or remedial courses and credits awarded for work or life experience. Students transferring from an accredited institution of higher education may transfer under one of the following plans:

Course by Course

The course-by-course plan is for students who do not plan to complete an associate degree. The Course Articulation Matrix compiled by the Higher Education Department and transfer guides in place with New Mexico two-year colleges serve as a guide for this purpose

and apply to General Education requirements only.

Degree Completion (effective summer 2016)

Students who are transferring with an earned associate of arts (AA) or associate of science (AS) degree from a regionally accredited institution of higher education will have New Mexico Highlands University proficiency, extended core, state core and minor requirements waived. Education majors have special requirements that may preclude waiver of some university requirements. Please consult the appropriate section of the catalog.

An associate of applied science (AAS) degree waives university proficiency and extended core requirements but does not waive the state-mandated core or university minor requirements.

All other university requirements, including the university's state-mandated 35-hour common core, program, residency, and the 45 upper-division credit requirements must be met before granting of the baccalaureate degree.

An individual transfer analysis will be given to the student by the admissions and registrar's offices to determine courses required for completing the university's general education requirements. Major and minor program requirements will be reviewed by officials in the appropriate department. Students must complete all courses required by Highlands University and meet the university's requirements for academic performance to receive the indicated degree.

Transfer Among New Mexico Higher Education Institutions

To facilitate transfer of students and course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept transfer courses taken within approved modules of lower-division coursework and apply them toward degree requirements.

Several transfer guides have been developed through collaboration of New Mexico's public postsecondary institutions, consistent with requirements of state law (21-1B, NMSA 1978). Students enrolling for first-year or second-year study at a New Mexico institution and wishing to prepare for possible transfer into a degree program at another institution are advised to take these courses during their freshman and sophomore years.

Student Responsibility

New Mexico's colleges and universities have collaborated to produce guides to assist students who plan to transfer before completing a program of study. Course modules are designed to help students prudently select courses so they can transfer with little or no loss of credit. However, planning for effective transfer with maximum efficiency is ultimately the student's responsibility. Responsible transfer planning includes early and regular consultation with the intended degree-granting institution to ensure all pre-transfer coursework will meet the requirements of the desired degree.

Transferring Courses to Fulfill the New Mexico General Education Common Core

In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution to complete their studies should consult with an academic adviser at that particular institution to determine the most appropriate course selections. Students enroll-

ing for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore years of study.

The core matrix of approved courses guaranteed to transfer and meet general education requirements at any New Mexico college or university can be found on the New Mexico Higher Education Department website at www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx. Courses in the state core matrix are listed by institution under each of the five general education areas.

The following are the approved courses for New Mexico Highlands, with their equivalent New Mexico common course number:

<i>NMHU Common</i>	<i>NM Common</i>
Core Classes	Course Number
<i>Area I Communications (9 hours)</i>	
ENGL 111 Freshman Composition 1	Engl 1113
ENGL 112 Freshman Composition 2	Engl 1123
MART 124 Public Speaking	Comm 1113
<i>Area II Mathematics (3 hours)</i>	
MATH 130 Math for Elementary Teachers 2 majors in education only	Approved for ma-
MATH 140 College Algebra	Math 1113
MATH 145 Introduction to Statistics	Math 2113
MATH 150 Trigonometry	Math 1213
MATH 211 Calculus 1	Math 1613
<i>Area III Lab Science (8 hours)</i>	
BIOL 110 Biological Perspectives	Biol 1114
BIOL 211 General Biology 1	Biol 1214
BIOL 212 General Biology 2	Biol 1224
BIOL 131 Human Biology	Biol 2414
CHEM 100 Chemistry for the Non-Scientist	Chem 1114
CHEM 211/215L General Chemistry 1	Chem 1214
CHEM 212/216L General Chemistry 2	Chem 1224
GEOL 101 Survey of Earth Science	Geol 1214
PHYS 105 Elementary Physics	Geol 1214
PHYS 151 Algebra Physics 1	Phys 1114
PHYS 152 Algebra Physics 2	Phys 1124
PHYS 291 Calculus Physics 1	Phys 1214
PHYS 292 Calculus Physics 2	Phys 1224
<i>Area IV Social And Behavioral Sciences (6-9 Hours)</i>	
ANTH 102 Intro to Sociocultural Anthropology	Anth 2113
ANTH 103 Intro to Physical Anthropology/Archaeology	Anth 1113
ECON 216 Principles of Macroeconomics	Econ 2113
ECON 217 Principles of Microeconomics	Econ 2123
POLS 151 American National Government	PolS 1123
PSY 101 Psychology & Society	Psyc 1113
SOC 152 Introductory Sociology	Soci 1113
<i>Area V Humanities/Fine Arts (6-9 hours)</i>	
HIST 100 The Western World	Hist 1053
HIST 201 US History to 1865	Hist 1113
HIST 202 US History from 1865	Hist 1123
PHIL 100 Introduction to Philosophy	Phil 1113
ART 100 Introduction to Art	Art 1013
MUS 100 Introduction to Music	Mus 1013
MUS 101 Rudiments of Music	Mus 1213
THEA 100 Introduction to Theater	Thtr 1013
<i>New Mexico Common Core Numbers</i>	

The course prefix and number that appear on the right-hand side

next to the NMHU course number is the New Mexico common course number. This is a four alpha – four numeric set of uniform course designations serving as a single reference point for courses sharing substantially equivalent content taught throughout the state. Courses bearing this designation are part of a statewide equivalency table that cross-references the institutional course and number with a universal common course number creating an easy one-to-one match.

Students can find the New Mexico common course number listed in degree outlines, transfer guides, and in course descriptions in college catalogs and websites. Simply put, the common course number connects equivalent courses at multiple institutions assuring students that the course will transfer to the receiving institution and meet degree requirements as if it were taken on that campus.

Lower-Division 64-Hour Transfer Modules

Students who have selected a field of study but have not yet selected the college or university where they wish to earn their baccalaureate degree are advised to take courses during their freshman and sophomore years outlined in one of the lower-division 64-hour transfer modules. For students enrolled at any public institution in New Mexico, these courses are guaranteed to transfer to any New Mexico university and apply toward bachelor's degree program requirements. Students should consult advisers at their current institutions regarding which specific classes fit these categories. Lower-division transfer modules presently exist for:

- Business
- Teacher education
- Early childhood education

Modules for additional areas of study are being developed.

Interinstitutional Transfer Guides and Catalogs

Students who have selected a field of study and/or the institution where they wish to graduate are advised to consult the transfer guide or catalog for that institution for current and detailed advice to guide their course selection. Transfer guides between most New Mexico Community Colleges and Highlands University are available through the Highlands University Admission's Office.

Complaint Procedure for Transfer Students

All New Mexico public postsecondary institutions are required to establish policies and practices for receiving and resolving complaints from students or other complainants regarding the transfer of coursework from other public institutions in the state. A copy of New Mexico Highlands University's complaint policy may be obtained from the Admission Office or from the New Mexico Higher Education Department at 1068 Cerrillos Road, Santa Fe, NM 87501-4295, 505.476.8404 or <http://hed.state.nm.us>.

Military Credit

The university grants credit for military education or service schools on the recommendation of the American Council on Education's Publication Guide to Evaluation of Educational Experience in the Armed Services. A DD214, DD295, or official military transcript form is required to consider credit for military service. Veterans must request their transcripts online by registering for a JST account at <https://jst.doded.mil/smart/registration.do> Air Force veterans are required to provide an academic transcript from the Community College of the Air Force.

Training Credit

Credit for noncollegiate training programs is granted based on recommendation of the American Council of Education's National Guide to Educational Credit for Training Programs and institutional policies. Official records must be provided to the university.

Early Admission Program

Students who are still in high school may be admitted under one of the following plans:

Regular Admission – High school students who have demonstrated maturity and academic success may enroll at Highlands University after their high school junior year in lieu of completing high school. To qualify for this special program, students must have:

- a strong motivation to enter the university and social, emotional, and intellectual maturity;
- a high school grade point average of at least a 3.0 on a 4.0 scale;
- an ACT score in at least the 70th percentile (nationwide norms), or a comparable SAT score;
- recommendation letters from at least two high school officials and the permission of the high school administration; and
- a letter of permission from a parent or legal guardian.

Dual Credit/Concurrent Enrollment

High school students may begin college work at Highlands University by taking some college courses while completing their final high school credits for graduation. To qualify for this program, students must meet the following requirements:

- High school junior or senior status.
- Seniors in their final semester must have a grade point average of at least 2.0. Juniors must have a 3.0 grade point average.
- Have an admissions application, an official academic transcript and have parent/school signatures on the Dual Credit /Concurrent form.
- Take the Compass® exam or provide ACT scores.
- Students who are interested in exploring these early-admission programs should contact the Educational Outreach Services for assistance: 505.425.2058 or toll free at 877.248.9854. Students who have previously attended only need to provide parent permission and school permission by obtaining signatures on the appropriate form.

Parents are responsible for the tuition of students in the concurrent enrollment program.

International Students

A statement of the detailed procedures for admission of international students is available from the International Education Center, international_ed@nmhu.edu. International students must be formally admitted to the university before the verifications required for the F-1 student visa can be issued. For detailed information, contact the International Education Center, International_ed@nmhu.edu

To write or call from outside the United States:

International Education Center

New Mexico Highlands University
Box 9000
Las Vegas, NM, 87701, USA
Telephone: 001.505.454.3372

Fax: 001.505.454.3511

International students may not apply through the university website. They must submit a paper application. The following is required for international students who seek admission to Highlands University:

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, Media and Technology:

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, seven 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, nonrefundable \$15 USD application fee. Some programs might 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:

Holding citizenship in English-speaking countries.

Holding citizenship in a country where the English language is an official language and the means of instruction.

Applicants must:

Possess the equivalent of a United States high school diploma (for admission as new freshmen) or be a transfer student from an approved university or college outside the United States. Transcripts and other valid records of previous schools 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;

Pay a \$15 (U.S.), one-time, nonrefundable application fee;

Submit the completed financial certificate for international admission to issue the I-20 form.

International students who are not currently studying in the United States are not required to submit ACT or SAT scores. However, if such test has been taken by an international student, it is highly recommended that the scores be reported to New Mexico Highlands University.

International students who are currently attending a high school in the United States and will be attending Highlands University as a first time freshman are required to submit ACT or SAT scores.

Advanced Credit Programs

Highlands University offers a number of advanced credit options to earn course credit prior to becoming a freshman at NMHU.

College Board Advanced Placement Examinations

Highlands University recognizes student academic accomplishment on the advanced placement examination. Highlands University follows the current guidelines of the American Council on Education regarding the granting of credit for Advanced Placement (AP). Highlands University grants credit for AP scores of 3 or higher on any AP examination. Three semester hours will be granted for the following half-year AP courses: Computer Science; Economics – Macro and Micro; Forestry; Government and Politics – Comparative and U.S.; Physics – Mechanics; Psychology; and Statistics. Six semester hours will be granted for full-year courses other than mathematics, sciences, and foreign languages, which earn eight semester hours.

CLEP Examinations

CLEP General Examination scores of 450 or higher will earn credit with a maximum of four semester credits in each of the five examinations, for a maximum total of 20 credits. These credits may apply both to general education and elective credit, but their use in degree programs is subject to faculty approval.

Credit will be granted in CLEP subject examinations to both newly admitted and regularly enrolled students who earn grades of 45 or higher, as approved by appropriate academic schools.

ACT/SAT Test Score Placement

It is recommended that students take the American College Test (ACT) or Scholastic Aptitude Test (SAT) prior to enrolling for classes at Highlands University. Submission of test scores at the time of application is highly recommended. Students without ACT or SAT scores may be required to take other placement tests.

ACT/SAT scores are used to place students in the following com-

position courses:

ACT English = 0 – 16, student is placed in ENGL 106 Reading and Writing for Inquiry. This course does not count toward graduation requirements.

ACT English = 17 – 27, student is placed in ENGL 111 Freshman Composition I. This course counts toward graduation requirements.

SAT Writing = 420, student is placed in ENGL 111 Freshman Composition I.

ACT English = 28 +, student is placed in ENGL 112 Freshman Composition II, and receives credit for ENGL 111.

Exceptional scores on the American College Test (ACT) earns advanced credit according to the following table:

ACT Topic Score Credits Awarded

English 31-36 6

28-30 3

Mathematics 31-36 6

29-30 3

These credits automatically apply toward elective credits for graduation. Whether they may be applied toward general education requirements or in degree programs is subject to limitations established by the appropriate disciplines.

Admission to the University – Graduate

Office of Graduate Studies

Sininger Hall, Room 220

505.454.3266

E-mail: graduate@nmhu.edu

The application for admission is available on our website, www.nmhu.edu

Degree-Seeking Students

Students wishing to receive a master's degree must apply for, and be admitted in, degree-seeking status. Admission may be granted in one of the following categories:

Regular Status

This status is assigned to an applicant who meets all the requirements for admission to graduate study:

- A 3.0 grade point average;
- A bachelor's degree;
- The required background in the area of proposed study;
- The required transcripts;
- The required test scores; and,
- All other requirements identified by the discipline.

Provisional Status

Students who lack one or more of the above criteria may be admitted in this status. An attachment to the letter of admission will show the conditions to be satisfied before the applicant may be assigned to regular status.

A maximum of 24 graduate credits may be earned in this status. Students may not submit a graduate program of study while in this status.

Typical conditions to be satisfied include the following:

GPA: When a student's grade point average in his or her undergraduate studies is below 3.0, he or she must complete the first 12 graduate credits and earn a GPA of 3.0 or better. Certain programs may require that the student earn at least a B in each class of the first 12 credits.

Bachelor's degree: A student who is in his or her last semester of undergraduate work at another accredited institution may be admitted in provisional status pending receipt of the bachelor's degree. The transcript showing conferral of the undergraduate degree must be received by midterm of the first semester of enrollment in graduate study.

First-Time Graduate Applicants From Other Institutions

Students who are in their last semester of undergraduate study at another institution may apply and receive provisional admission. However, the transcript showing conferral of the undergraduate degree must be received by midterm of the first semester of enrollment in graduate study.

First-Time Graduate Applicants From NMHU

Students who are in their last semester of undergraduate study but not within 12 semester credits of receiving their bachelor's degree may apply for admission and be assigned to this status. While students in this status may not enroll for graduate courses, they may apply and compete for scholarships or other opportunities requiring

admission to a graduate program. Students should consult with the Financial Aid Office to determine the impact, if any, of this status. See the section, below, on advanced standing status.

Advanced Standing

Students who are within 12 semester credits of receiving their bachelor's degree may apply for and be admitted to a graduate program. This status limits enrollment at the graduate level to nine credits. If the undergraduate requirements are not met, the student must reapply for advanced standing each semester.

If, upon conferral of the undergraduate degree, other stipulations for regular admission must be satisfied, the status will change to "provisional" until all conditions have been met. If no other conditions have been assigned to the student's admission, then the status will be changed to "regular."

In cases where requirements are disputed, the Academic Affairs Committee will render a final decision, upon the recommendation of the adviser, graduate program coordinator/department chair/and the college/school dean.

Non-Degree Status

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

Credits earned as a non-degree graduate student will require the same quality and amount of work as similar credits earned in advanced-standing, provisional, and regular graduate status. Up to 12 semester credits earned as a non-degree graduate may be applied toward a master's degree, on the condition 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, the Office of Graduate Studies, is obtained. A petition to apply non-degree credits toward a degree will be accepted only after the student has been admitted into a graduate program.

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

General Graduate Admission Requirements

This section of the General Catalog states Highlands University's general graduate 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 five-year absence. Students applying for readmission to the university after a five-year absence or more may be required to resubmit transcripts or other admissions materials. New Mexico state law allows the university to destroy student records five years after the last term attended. The director of admissions (undergraduate) or the Graduate Admissions Office will determine what materials, if any, the student will need to resubmit.

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. Other admissions considerations may include:

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 stated at the time of admissions.

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 appropriate dean, 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 they earn and maintain at least a 3.0 grade point average for the first 12 semester credits of graduate work. This admission is granted upon the recommendation of the discipline and appropriate dean and with the approval of the Academic Affairs Committee.

Students with a bachelor's degree who wish to earn a master's degree in a field unrelated to their undergraduate work may arrange a special program of undergraduate and graduate courses to qualify for the advanced degree. Such a program could involve work comparable to a minor undergraduate program, and must be arranged in consultation with the discipline and dean concerned and the chief academic officer, Office of Graduate Studies.

Students whose undergraduate work was done in the United States must have earned a bachelor's degree from a regionally accredited institution or an institution that is a candidate for regional accreditation. In rare cases, students might 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 =

540 Paper based

207 Computer based

76 Internet based

IELTS (International English Language Testing System) = Band 6.5

Step Eiken (Test in Practical English Proficiency) = Pre-1

Information regarding testing may be obtained from:

TOEFL Services

Educational Testing Service

P.O. Box 6151

Princeton, NJ 08541-6151, USA

1.609.771.7100 or 1.877.863.3546 (Monday – Friday, 8 a.m. – 7:45 p.m. Eastern Time (New York), except for U.S. holidays)

1.609.771.7714 – 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, 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:

Holding citizenship in English-speaking countries.

Holding citizenship in a country where the English language is an

official language and the means of instruction.

All international applicants must:

Be formally admitted to the university before the verifications required for the F-1 student visa can be issued.

All international students who seek graduate admission to Highlands University 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:

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, USA

Telephone: 001.505.454.3372

Fax: 001.505.454.3511

International_ed@nmhu.edu

Tuition, Fees And Financial Policies

Summary of Regulations for New Mexico Residency for Tuition

Purposes

A student who enters and remains in New Mexico 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.

Permanent residents must present their valid 10-year I-551 form and establish 12 consecutive months of being a New Mexico resident before applying for in-state residency.

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 Office of the Registrar as early as possible. The application must be submitted no later than the second Friday of classes for the fall or spring semester. The Registrar's Office reviews the applications and submits them to the Financial Aid Office for processing.

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 Office of Admissions or Registrar's Office.

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

Semester And Summer Sessions

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

most current schedule. The schedule of classes is also available at <https://banweb.nmhu.edu>. The following rates are the 2014-2015 tuition rates. Rates may increase upon approval by the Board of Regents. These figures are provided to help students plan.

Tuition rates are effective with summer session and apply to fall and spring. Summer tuition rates may reflect approved tuition and fee increases from those of the school year before.

Nonrefundable Special Fees

- Application fee (one-time): \$15
- Matriculation fee (one-time): \$5
- Graduation application fee (each award): \$50
- 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
- Transcript fee: \$5
- Transcript – Fax charge: \$5

Special Policies Regarding Tuition and Fees

Payments and Accounts

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 be made via the Highlands University website www.nmhu.edu or mailed to NMHU Cashier's Office, Box 9000, Las Vegas, NM 87701.

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 University 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 will be disenrolled from all classes by the second week of the term. Students with a cancelled registration who wish to be enrolled at Highlands University must contact the business office to reregister. The student will be required to make full payment or complete financial arrangements for all incurred charges including a nonrefundable reregistration fee of \$25 and a billing fee of \$25. Please see schedule of classes or www.nmhu.edu for deadlines.

Payment Plan/Procedure

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

Students must pay their account in full or make adequate financial arrangements.

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 eight-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 Monday before the first day of classes.

For more information on payment options, contact the Business Office at 505.454.3222, 505.454.3444 or 505.454.3008, sar@nmhu.edu or write to:

Business Office

New Mexico Highlands University
Rodgers 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 Business Office.

Tuition Refund Schedule

First day of class: 100% refund

10% point in semester: 90% refund

25% point in semester: 50% refund

50% point in semester: 25% refund

Thereafter: No refund

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

Financial Aid and Scholarships

Office of Financial Aid and Scholarships

Felix Martinez Building, Suite 240
505.454.3318 or toll free 800.379.4038
E-mail: financialaid@nmhu.edu

As part of our 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, work-study jobs, and loans to supplement the resources of eligible students who attend Highlands University. We provide Highlands University students with the timely delivery of financial assistance while maintaining accountability and proper stewardship of the public, institutional, and private funds with which it is entrusted. We are committed to providing courteous service to support the academic mission and goals of the University and its students.

Financial aid at Highlands University is divided into three categories:

- Grant aid (applicable towards first degree only)
- Self-help aid (employment and loans)
- Scholarships (merit and need based)

The Financial Aid Package

The Office of Financial Aid and Scholarships awards financial aid according to individual need and eligibility criteria. If a student is a dependent, parents are expected to contribute toward educational costs according to their financial ability. In addition, students 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 expected family contribution (EFC). The aid package cannot exceed financial need or cost of attendance.

To apply for financial aid:

Complete all sections of the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.

For priority consideration, applications should be received by March 1. The Highlands University school code is 002653. All supporting documentation must be received by April 15.

If transferring into Highlands University during the current academic year, the applicant will also need to access the FAFSA online at www.fafsa.ed.gov and add NMHU (002653) to the list of schools. It is the applicant's responsibility to ensure that the financial aid file is complete. The Office of Financial Aid and Scholarships cannot make a financial aid award if a file is incomplete or if a student is not admitted into a degree seeking program or eligible Title IV program. Web access is available to students 24 hours a day seven days a week at www.nmhu.edu; click on "MY NMHU" and enter secure area to obtain financial aid status.

Once a student's processed FAFSA is received, the Office of Financial Aid and Scholarships will determine if and for how much financial aid an applicant is eligible. The aid awarded is based on the cost of attending Highlands University, including tuition and fees, room and board, books and supplies, transportation, and personal expenses. Dependent care expenses may be considered once the applicant provides the appropriate documentation. Students may also request budget adjustments for the purchase of a personal computer or other unusual educational related expenses. See a financial aid adviser for more information.

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

- Demonstrate financial need as determined through a processed FAFSA.
- Be a U.S. citizen or an eligible noncitizen.
- Maintain satisfactory academic progress (see standards below).
- Be enrolled in a regular degree program (Title IV eligible) at Highlands University.
- Be enrolled at least half time (six credit hours) for all aid programs (with the exception of federal Pell Grant, in certain situations).
- Not be in default on a federal student loan or owe a repayment on a federal grant.

Students may use their financial aid awards to defer tuition at the Highlands University Business Office/ Student Accounts once classes are charged to their account and before the awards are disbursed. A student's award is subject to change if the student becomes ineligible as a result of over-award or failure to maintain academic progress. Students are required to notify the financial aid office if they are receiving aid from ANY other source.

Verification Policy

A student may be required to verify the accuracy of his or her FAFSA. Highlands University verifies between 30 and 50 percent of all financial aid applications. All students who are selected by the Department of Education's central processing servicer for verification must submit the appropriate documents requested by the Office of Financial Aid and Scholarships before the application for aid can be processed. All required documentation must be received by April 15 for priority consideration or no later than three weeks before the end of the semester for which financial aid is requested.

Satisfactory Academic Progress

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

GPA Requirement For Undergraduate Students

If a minimum GPA as stated below is not met, the result is financial aid ineligibility (warning/ suspension):

1– 29 attempted hours = 1.75 cumulative GPA

Above 30 attempted hours = 2.0 cumulative GPA

GPA Requirement for Graduate Students

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

Pace of Progression (Formerly Completion Rate) for Undergraduate Students

To determine the pace of progression, divide the hours completed by hours attempted. Less than the percentage indicated below results in financial aid ineligibility (warning/ suspension):

1 – 29 attempted hours = 65%

30 – 59 attempted hours = 70%

60 – 89 attempted hours 75%

90 or more attempted hours = 80%

Note: Hours attempted includes all credit hours attempted and completed as well as unsatisfactory grades for example: F, W, U, I, NG, NP, and R.

Maximum Time Frame for Undergraduate Students

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

5-year program (must be identified in the catalog as such) = 160 hours x 150% = 240 hours

4-year program = 120 hours x 150% = 180 hours

Associate degree = 64 hours x 150% = 96 hours

Once it is determined that a student cannot obtain their degree within the 150% maximum time frame, financial aid may be denied.

Pace of Progression (Formerly Completion Rate) for Graduate Students

To determine the pace of progression, divide the hours completed by hours attempted. Less than the percentage indicated below results in financial aid ineligibility (warning/ suspension).

Graduate students must always maintain an 80 percent pace of progression.

Note: Hours attempted includes all credit hours attempted and completed as well as unsatisfactory grades for example: F, W, U, I, NG, NP, and R.

Maximum Time Frame for Graduate Students

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

Examples of maximum time frame calculations:

MSW = 65 credit hours 125% = 81 hours and MTF is 98 hours

Counseling = 48 credit hours 125% = 60 hours and MTF is 72 hours

Clinical Psychology = 63 credit hours; 125% = 78 hours and MTF is 94 credit hours

MBA = 37 credit hours; 125% = 46 hours and MTF is 55 hours

Public Affairs, Southwest Studies = 36 credit hours; 125% = 45 hours and MTF is 54 hours

Educational Leadership and Curriculum & Instruction = 36 credit hours; 125% = 45 hours and MTF is 54 hours.

These are just a few examples of maximum time frame, however, these calculations will be based on the stated required credit hours as indicated in the catalog and the program in which the student has formally identified as the program of study.

Once it is determined that a student cannot obtain his or her degree within the 150 percent maximum time frame, financial aid may be denied.

Notification and Appeal Process

Students whose GPA and/or credit hours fall below the minimum standards indicated above will be notified at the end of the semester. When notified of financial aid warning/ suspension, the student may file a written appeal with the Office of Financial Aid and Scholarships. Appeal forms are provided in the letters and are available on our website at <http://its.nmhu.edu/www/onlinedocs/index.html>. The student may be given 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 will lose his or her financial aid and must make up the deficiencies to regain financial aid eligibility. By federal regulation, a student CAN NOT be on suspension two consecutive semesters. A student who continues coursework at Highlands University is personally respon-

sible for tuition and fee charges with no assistance from federal aid programs and must meet the minimum standards as established in the Satisfactory Academic Progress Standards.

Enrollment Requirements for Financial Aid

Undergraduate students must be enrolled for a minimum of 12 credits each semester to be eligible for full financial aid: 9-11 hours is considered 3/4 time and 6-8 hours is considered 1/2 time.

Summer course load requirements for financial aid are a minimum of six credits hours.

Audit and some repeat courses are not eligible for financial aid.

To avoid loss of financial aid, contact the Office of Financial Aid and Scholarships before dropping or withdrawing classes.

Summer Financial Aid

Effective summer 2013, summer financial aid will be awarded based on the "trailer" system, which means Highlands University will base eligibility on the prior year FAFSA; i.e., 2012-13 FAFSA will be used for summer 2013 financial aid package. A student who chooses to enroll in the summer term is advised to notify the Financial Aid office of intent to enroll. It is also advised that students conserve their loan borrowing to allow reserve for the summer.

Financial Aid Return of Title IV Funds for Official/Unofficial Withdrawals

The federal return of Title IV policy will be used to calculate the portion of federal financial aid a student is ineligible for and must repay/return to the Department of Education should the student withdraw completely from school (officially or unofficially). This applies to students receiving Federal Direct Stafford Unsubsidized Loan; Federal Direct Stafford Subsidized Loan; Federal Perkins Loan; Graduate PLUS loan; Federal Pell Grant; Federal SEOG; Federal 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.

New Mexico Highlands University Undergraduate Scholarship Programs

The Highlands University scholarship program was established to recognize and reward outstanding achievements by entering freshmen, transfer and continuing undergraduate and graduate students. A grade point average of at least 3.0 on a 4.0 scale is required to compete for a number of our academic-based scholarships. Some scholarships are renewable from one to four years, depending on the academic level at which the student enters Highlands University and the conditions applicable to the individual scholarship. Requirements for full-time status vary for scholarship recipients, but frequently exceed the 12-credit minimum. To apply or obtain information, contact the Office of Financial Aid and Scholarships or log on to www.nmhu.edu. If the applicant is transferring from another college to attend Highlands University and is a New Mexico Legislative Lottery recipient, a New Mexico Scholarship Transfer Transcript form from all former college(s) should be sent to the NMHU Office of Financial Aid and Scholarships, Box 9000, Las Vegas, N.M. 87701. The university also awards performing art scholarships through the Department of Communication and Fine Arts. To apply, contact the Department of Communication and Fine Arts. To receive consideration for Highlands University scholarships, the student must be admitted by the following priority deadline dates:

Freshman Scholarships with the March 1 priority deadline are:

- Presidential Gold
- Presidential Silver
- Ken and Sue Crimmin (scholarship application required)
- Leveo Sanchez
- Victoria D. De Sanchez
- Regents' NM Scholars
- Dean's Scholarship
- Freshman Success Scholarship
- College Incentive Grant
- New Mexico Success Scholarship
- New Mexico Opportunity Grant

Continuing and Transfer Scholarships

Continuing and transfer students must submit a scholarship application obtainable through the Highlands University website by the May 1 priority deadline date. Transfer students must be admitted in degree status by the priority deadline and have a minimum 3.0 cumulative grade point average. Requirements for full-time status vary for scholarship recipients, but frequently exceed the 12-credit minimum.

- Presidential Scholarship/Presidential Transfer Scholarship
- Phi Theta Kappa Scholarship
- General Motors Scholarship
- Legislative Endowment Scholarship
- Dean's Transfer Scholarship

Summer Sessions

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

Scholarship Cancellation and Reinstatement

The time period for which a scholarship is in effect is fixed. If the scholarship is cancelled due to academic ineligibility, the original specified time period is not extended. Students who are placed on suspension may appeal for consideration for renewal of the scholarship, with the exception of the qualifying semester for the New Mexico Legislative Lottery Scholarship. A written request must be submitted to the Office of Financial Aid and Scholarship within 10 days after receiving the suspension letter or e-mail.

New Mexico Highlands University scholarship restriction: If a student inadvertently receives an offer/award of a second tuition scholarship, the student may only accept and receive one. The student must notify the Office of Financial Aid and Scholarship indicating which scholarship he/she wishes to receive (for student receiving the NM Legislative Lottery scholarship, this will always be the default unless otherwise specified). If notification is not received, the Office of Financial Aid and Scholarships will determine which scholarship is beneficial to the student and cancel the second scholarship. Scholarship recipients who receive a dependent tuition waiver are ineligible for the tuition portion of any scholarship award.

Code of Conduct

To ensure the highest ethical standards, the U.S. Department of Education requires a Student Loan Code of Conduct be maintained and published by all financial aid offices.

At Highlands University, we never have and never will:

- Accept payment from any outside entity in exchange for loan referrals or preferential treatment.
- Accept gifts from an outside entity for loan referrals (a gift is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimis amount). A gift is NOT a brochure used for default aversion or financial literacy; food, training or informational material provided as part of training to improve services; entrance or exit counseling assistance that does not promote a lender; philanthropic contributions unrelated to loans; or state education grants or scholarships.
- Accept consulting fees or other contractual financial benefit from a provider of student loans.
- Intentionally delay certification of loans from any lender or automatically assign students to a particular lender.
- Accept services or staffing assistance from any outside entity in exchange for referrals or preferential treatment.
- Accept compensation in exchange for appointments to advisory boards or committees of any entity involved in the processing of alternative student loans.
- Accept a pool of funds from a lender to establish a university loan in exchange for federal loan referrals.

Other Assistance Programs and Benefits

Bureau of Indian Affairs (BIA)

Each year, the BIA provides grants to assist eligible Native American students in meeting their education costs. The amounts of the grants vary according to the student's financial need. The funds are available through the student's BIA area office or tribal scholarship office. Check with the tribal agency to ascertain program requirements and deadlines for application.

Enrollment Certifications for Loan Deferments

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

Graduate Assistantships

Graduate assistantships are usually available in disciplines in which graduate degrees are granted. Assistantships are normally offered only to those applicants possessing superior academic abilities. These assistants generally help with classes, laboratory reports, objective examinations, and other tasks within the academic units. Disciplines may also award teaching and research assistantships. Application for an assistantship should be made by March preceding the beginning of the academic year in which the assistantship is to be held. No assistantship may be awarded until the applicant has been accepted into a graduate degree program. Graduate students who hold assistantships and whose cumulative grade point average falls below 3.0 at the end of any semester may, with the advice of the discipline and appropriate dean, have the assistantships revoked by action of the chief academic officer. The following are the procedures and policies governing the selection and employment of graduate assistants at New Mexico Highlands University:

In addition to information requested on the graduate application, at least two letters of reference must 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 only permitted 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.

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 on the forms required, please contact the Admissions Office at 505.454.3439.

Nonresident Tuition Waiver for Colorado Students

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 an application each semester. The application must be submitted no later than the second Friday of the semester and can be obtained from the Office of the Registrar. The Registrar's Office reviews the applications and submits them to the Financial Aid Office for processing.

Nonresident Tuition Waiver for Student Athletes

Senate Bill 81 authorizes resident tuition status for athletic scholarship recipients. To be eligible, the student must be a recruited athlete. The student must also receive an athletic scholarship through the Department of Athletics and complete an athletic waiver form. For more information, contact the Highlands University 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 Department of Veteran Affairs. Contact the Office of the Registrar for details, 505.454.3424.

Student veterans can compare benefits or apply for GI Bill at www.gbill.va.gov. University staff are not allowed to advise students on their benefits. Please note the following conditions:

- VA only pays for classes that are part of your core, major or minor. Courses previously completed with a passing grade, audit or optional course cannot be certified;
- VA will pay for a course from the day the course begins to the day the course ends. Courses taken with different beginning and ending dates will be adjusted for payment by the VA;
- Students must notify the VA Certifying Official if a course is dropped or withdrawn, and provide a last day of attendance. This date is reported to the VA and may cause an overpayment.

Vocational Rehabilitation

Through the New Mexico Division of Vocational Rehabilitation, the state and federal governments offer tuition assistance to students with disabilities. Other assistance also may be given to those students with disabilities 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.

Western Undergraduate Exchange Program (WUE)

Highlands University participates in the Western Undergraduate Exchange (WUE) program, which allows students from participating states to attend Highlands at 150 percent of in-state tuition. The application for the WUE program must be submitted no later than the second Friday of the semester to the Office of the Registrar. The Registrar's Office reviews the applications and submits them to the Financial Aid Office for processing. For additional information, contact the Office of the Registrar, 505.454.3233.

Workforce Investment Act

The New Mexico Department of Labor (NM Workforce Connection), the state and federal governments offer assistance with tuition, books, supplies, transportation, and child care for those who qualify. For more information and application process, contact the New Mexico Department of Labor, 505.425.6451.

Study Abroad

The International Education Center assists students in applying for study-abroad programs sponsored by Highlands University, the New Mexico Public Universities Consortium, and other cooperating institutions.

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 14,000, 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 instruction, Highlands University also offers some degree-completion and graduate programs in Farmington, Rio Rancho, Española and Santa Fe.

Although students from all over the world attend Highlands University, most students are from New Mexico and are Hispanic. Enrollment is approximately 3,700 students attending the main campus in Las Vegas and university centers in Albuquerque, Farmington, Santa Fe, Rio Rancho and Roswell. Highlands' programs focus on its multiethnic student body, especially the Hispanic and Native American cultures distinctive of New Mexico.

Highlands University continues the traditional role of an institution of higher learning in the liberal arts and sciences as well as comprehensive programs in business, teacher education, and social work. Highlands 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 open enrollment, small classes, and low tuition. It is known nationwide for its research activities, student and faculty achievement, and opportunities for students to combine study with real-world experience. Highlands University students and faculty 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.

Student Services

Academic Support

Felix Martinez Building, Room 130, 505.454.3188
AcademicSupport@nmhu.edu

The Office of Academic Support provides academic advisement that empowers and encourages students of all diverse populations to build collaborative relationships with faculty, staff and peers. Advisers are committed to providing dynamic partnerships that enable trust and mutual respect while supporting a transition to self-directed learning, decision making and student independence. Adviser and student interactions promote teaching and learning to enhance student success including educational, social and personal development. Services include accessibility, testing, retention, and intervention, new student orientation, and peer advisers who offer weekly events designed for social integration and campus involvement. Services are open to all students.

Bookstore

Student Union Building, Room 101

505.454.3598, Bookstore@nmhu.edu

The Highlands Bookstore stocks the required course textbooks and offers supplies, gifts, novelty items and access to a fax machine. Regular business hours are 8 a.m. to 5 p.m., Monday through Friday. Hours of operation are extended during early semester rush periods.

Campus Life and Conferences

Student Union Building, Room 301
505.454.3590, campuslife@nmhu.edu

Campus Life assists in making student life fun, lively and educational. The office provides a number of services including coordination of university events such as Welcome Week, club fairs, the Student Leadership Recognition Dinner, dances, Family Fun Day, homecoming events, and the Family Holiday Party. Service to student organizations includes charters, a handbook, mailboxes, leadership training programs and scheduling of university facilities. This office also provides student identification card services for university students, staff and faculty, oversees the campus vending operation, and administers the canteen fund. The director of campus life welcomes volunteers to assist with events or to join campus organizations or the Activities Board.

Career Services

Felix Martinez Building, Room 230
505.454.3048, careerservices@nmhu.edu

The Office of Career Services offers current students a variety of career planning services including job search strategies, resume preparation, interview skills, career fairs, job listings for internships and career opportunities, employer information sessions and on-campus recruitment. Most of these services are also directly available online at www.nmhu.edu/careerservices. All students, including freshmen, are encouraged to utilize these services early in their education. Paid internships offer students the opportunity to gain work experience related to their field of study while in college.

Center for Advocacy Resources Education & Support (CARES)

306 Student Union Building, (505) 454-3529, preventviolence@nmhu.edu

The Center for Advocacy Resources Education & Support (CARES) provides collaborative services and support to students who have experienced domestic violence, dating violence, sexual assault, and stalking. NMHU CARES also provides services and support for students who struggle with suicide or have had past suicidal ideation. Our program also supports students who are facing substance abuse issues. Services include advocacy, counseling referrals, academic and housing assistance, and student discipline advocacy. Resources and guidance are provided to those who are supporting others. The NMHU Center for Advocacy Resources Education & Support (CARES) provides educational outreach and coordinates trainings for the campus community.

Cooperative Education And Internships

Felix Martinez Building, Room 230
505.454.3048

The New Mexico Highlands University Career Services Program for Cooperative Education and Internships Program links employers who wish to recruit university students for cooperative education (co-op) positions, and internships with the students who seek these opportunities. These undergraduate employment programs often give employers early access to top candidates for full-time positions.

Counseling – Individual and Group

Teacher Education Building (TEC)

505.454.3564

Highlands University offers free counseling for children, adolescents, adults, couples, and families to help with problems related to abuse, addictions, self-esteem, relationships, anger, and other areas of life. The services are confidential and private and are conducted by graduate-level interns of Highlands' Counseling and Guidance Program and supervised by a licensed professional counselor on the faculty.

Dining Services

Student Union Building, Room 117

505.426.2153/505.426.2139

Dining Services makes meals and snacks available to both commuting and resident students. Commuting students eating in the Student Union Building may choose to purchase a la carte meals with cash, or sign up for a meal plan. Resident students are required to purchase a meal plan. Meal plans are available in the Department of Housing and Student Conduct at 505.454.3193.

Educational Outreach Services (EOS)

Sininger Hall

505.426.2058, Toll Free 877.248.9854,

skmaldonado@nmhu.edu

EOS provides regional telecommunications access and educational opportunities to all students and communities. EOS provides off-campus instruction, televised instruction (ITV) and web-based instruction. Help desk business hours are Monday through Friday from 8 a.m. to 9 p.m. and Saturdays from 9 a.m. to 2 p.m.

E-Mail

E-mail is a mechanism for official communication within New Mexico Highlands University. Highlands University reserves the right to access, review, and disclose information obtained through NMHU's IT resources at any time in compliance with an official investigation. Official e-mail communications are intended to be used primarily for furthering the education, research, and public service mission of the university and may not be used for commercial purposes, illegal activity, or profit making. Students are expected to check their e-mail on a frequent and consistent basis to stay current with university-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my e-mail", error in forwarding mail, or e-mail returned to the university with "Mailbox full" or "User unknown" are not acceptable excuses for missing official university communications via e-mail. For the complete student e-mail policy, please refer to the Highlands Student Handbook

Health Center

Stu Clark Building, 903 Baca Ave.

505.454.3218, healthcenter@nmhu.edu

The Student Health Center provides primary medical care to Highlands students and their dependents. The center posts a regular schedule with reduced hours during the summer semester. Highlands students can take advantage of the many services provided by the Health Center, including prescription discounts and a small per-visit fee for dependents of eligible students. The Health Center accommodates walk-ins, but scheduled appointments are preferred.

Housing and Student Conduct

Student Union Building, Room 328

505.454.3193, housing@nmhu.edu

Life in the residence halls is often an important part of the total college experience. Students interested in making new friends, being close to classes, the library and on-campus activities, should consider living on campus in the residence halls. Students have a variety of choices when considering an on-campus residence. There are suite-style residences and more traditional halls with both private and shared rooms; something for everyone.

Apartments are available for students with families and, on a limited basis, to graduate, nontraditional and students 21 and older. All of our residences are equipped with a phone line, cable TV outlet and Internet connection, in addition to the Wi-Fi available throughout campus. Laundry facilities, lounge space and gaming areas are also a part of residential life at Highlands.

Students interested in living on campus must understand that the residence hall room and board contract is for the academic year (August-May), and their signature indicates an agreement to live in the halls for the entire academic year. Apartment contracts require a 30-day notice. The Department of Housing and Student Conduct will accept written appeal requests for contract release charges only for medical reasons supported by appropriate medical documentation or for a life-changing event that is catastrophic in nature and supported by appropriate documentation (please see contract release form for details). Financial and community behavior based requests will not be considered. All approved cancellations are subject to the cancellation refund schedule.

Highlands University offers a number of meal plans to students living on campus. A meal plan is required for all students living in the residence halls. Once meal service has started for a given semester, students wishing to terminate the meal plan must petition the food service director or his or her designate for approval of meal plan cancellation. Financial-based requests will not be considered, and ALL medical requests must be supported by appropriate medical documentation (please see cancellation form). An application is available at the Office of the Dean of Students.

Failure to participate in the meal plan does not release the student from this contractual obligation. All approved cancellations of the meal plan will be subject to the refund schedule. Please refer to the cancellation refund schedule for charges that you are liable for if your cancellation is approved. A schedule of room, apartment and meal plan rates may be obtained from the Department of Housing and Student Conduct and online. Students interested in living on campus should write the office of Housing and Student Conduct at Box 9000, Las Vegas, NM 87701 or e-mail Housing@nmhu.edu.

All Highlands residence halls are tobacco free.

HU Mobile

HU Mobile is a mobile application available for the iPhone or Android devices that provides maps, news, events and phone numbers for Highlands University. Students who sign in to HU Mobile can view their course schedule, notifications or grades. HU Mobile is available by going to the appropriate app store; downloading and installing the free Ellucian GO app. Once the application is installed, choose New Mexico Highlands University from the university list.

International Education Center

Student Union Building, Room 311
505.454.3372, international_ed@nmhu.edu

At New Mexico Highlands University, international students are an important part of our diverse campus community. Students from more than 30 countries, including Brazil, Canada, Cameroon, China, France, India, Italy, Jamaica, Mexico, South Korea, and the Ukraine, attend Highlands. The International Education Center is committed to providing international students with the individual support to succeed at Highlands University.

Library

Library hours are online at www.nmhu.edu/libraryvenues/hlibrary/Hours.aspx

Reference Desk, 505.454.3401; Administrative Office, 505.454.3332;

Circulation Desk, 505.454.3403; Government Documents, 505.454.3411;

Rio Rancho Library, 505.891.6914; Albuquerque Library, 505.232.6000;

Toll Free, 877.850.9064, ext. 3337 or 2275

The Thomas C. Donnelly Library offers the following informational services to Highlands students, staff and faculty: access to computers, e-mail and Internet, Ray Drew Gallery, loan of books and other materials, electronic research resources, interlibrary lending and borrowing, microfilm copying and printing, photocopying, public access catalog, online and in-person reference services, library instruction, special collections, and study facilities. The library is located on National Avenue, (just off 8th Street and National Avenue). A valid Highlands ID is required to check out materials.

Native American Services

Student Union Building, Room 306
505.426.2049

Native American Student Services provides targeted support services for Native American students, including academic and financial aid advisement, collaboration with tribal educational offices, and sponsorship of the University's Native American Club and American Indian Science and Engineering Society.

NetTutor

NetTutor is a web-based online tutoring service available to NMHU students. Tutors are highly trained and experts in their respective tutoring area. NetTutor provides online tutoring services in which the learner can choose tutoring that is either synchronous (tutor and learner live simultaneously) or asynchronous (learner submits questions and receives tutor response, similar to email). The Q&A Center allows for 24 hours access, with a one day turnaround and live tutoring sessions that include 1-to-1 help with a qualified tutor. Tutoring can be accessed at www.nmhu.edu in the E-courses link.

Self-Service Banner (SSB)

Logging into the secure area, Self-Service Banner (SSB) allows students to view their Banner information. SSB makes it possible to register for classes, add or drop classes (freshman register, add or drop classes in-person), view class schedules, view midterm and final grades, view unofficial transcripts; view charges and make online payments, view status of financial aid awards, view and update mailing addresses, use degree audit to track progress toward degree,

and much more. Banner looks at exactly the same information that administrative offices use, so it is possible to verify schedule changes, payments, pay stubs and more. Some of this information is also available for viewing on our mobile app, HU Mobile (see above).

Student Services and Code Of Conduct

The NMHU Student Handbook, which is published each year, describes student services, the Code of Student Conduct and related policies and procedures. Administered by the dean of students, 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 as well as general information about nonacademic programs and departments. The handbook is available to all students. It can be obtained from the Highlands University Office of Student Affairs, Room 260, Felix Martinez Building or it may be downloaded at www.nmhu.edu/Dean_of_Students/Student_Handbook.aspx.

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 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 the disabled. Accessibility Services also adheres to the professional code of conduct promulgated by the Association of Higher Education and Disability (AHEAD). Students wishing to receive academic accommodations may provide complete documentation to Accessibility Services as early as possible 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. To receive academic accommodations during attendance at New Mexico Highlands University, each student may supply appropriate clinical documentation of his or her disability. Each student must also submit a completed Highlands University Accessibility Services Application packet and a copy of his or her 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 University 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.

Out-of-classroom accommodations are governed by the policy set forth in the previous paragraph. If a student needs auxiliary aids or services to participate in Highlands University programs, write to Accessibility Services, New Mexico Highlands University, Box 9000, Las Vegas, NM 87701 or e-mail 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 for accommodations will be reviewed on a case-by-case basis. Any accommodations will be in effect from the date of application.

Conduct Notice

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

Disability-related records, including medical records, are confidential material and will be protected in accordance with FERPA regulations. Records are only used 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 in the Accessibility Services Handbook, incorporated herein by reference. This handbook may be requested from Accessibility Services or may be downloaded from the Highlands University website, www.nmhu.edu/access.

Veterans Upward Bound TRIO Program at NMHU

Student Union Building, Room 325

505-362-1937

efasanella@live.nmhu.edu, efasanel@unm.edu

The Veterans Upward Bound (VUB) is a UNM-Taos/NMHU cooperative TRiO program on campus designed to assist veteran students in obtaining a postsecondary education. The VUB offers free services to veteran students in the program, which include tutoring, college admissions aid, help with financial aid process, academic refresher courses, GED programs, book and academic stipends, as well as free school supplies.

Website

www.nmhu.edu

Highlands University's website contains helpful information to the campus community and the public (campus directory, campus calendar, and online documents for forms and information). To receive help with using computers or setting passwords go to www.nmhu.edu > my nmhu > Student Technical Help. Students can also view class schedules and upper classmen can add or drop classes, change address and other things in Self Service Banner. Students can also access student e-mail, which is used by the university for official communications.

Writing Center

Douglas Hall, Room 115

505.454.3537, writingcenter@nmhu.edu

The Highlands University Writing Center welcomes all students,

freshman through graduate, who want help with papers in any field. Come to the Writing Center at the beginning, in the middle, or near the completion of your writing. Tutors can help you explore:

- your own ideas and develop a thesis;
- how to organize materials effectively, how to summarize, paraphrase, and quote;
- how to cite sources accurately;
- how to understand and apply your instructor's suggestions for revision; and
- help you strengthen your grammar and punctuation skills.

The Writing Center tutors are experienced writers, often with professional publications. They are professors, instructors, and English graduate students skilled in advanced tutoring techniques and dedicated to the empowerment of independent thinkers and writers.

What's here for you?

- Tutoring in writing, reading, and Internet research;
- A library of resources on writing and research documentation (MLA, APA, Chicago, etc.);
- Computers for word processing and research (available to students participating in our tutoring);
- A welcoming place to craft your writing.

Open weekdays all day long with evening and Sunday hours.

The Writing Center is located in Douglas Hall Room 115, across the street from the Felix Martinez parking lot. Highlands University is an EEO/AA institution. For individuals with disabilities who need access or services, call 505.454.3188.

Academic Policies and Procedures

Admissions

The application for admission is available on Highlands' website: www.nmhu.edu

Undergraduate Admissions

Felix Martinez Building Room 110

505.454.3434/3439/3503

E-mail: admissions@nmhu.edu

For a complete description of the undergraduate admissions requirements, please refer to the "Academic Information for Undergraduate Degrees" section of this catalog.

Graduate Admissions

Office of Graduate Studies

Sininger Hall, Room 220

505.454.3266

E-mail: graduate@nmhu.edu

For a complete description of the graduate admissions requirements, please refer to the "Academic Information for Graduate Degrees" section of this catalog.

Registration

Felix Martinez Building, Room 120

Las Vegas, NM 87701

505.454.3233 FAX: 505.454.3552

E-mail: registrar@nmhu.edu

www.nmhu.edu or toll free 877.850.9064

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 online on the schedule of classes for each semester or session. The schedule of classes may be viewed online at www.nmhu.edu. Students should receive academic advising before signing up for classes.

Early registration begins on the date noted in schedule of classes and continues through the Friday before late registration. Online registration is available through our website at www.nmhu.edu. For additional information or assistance, call 505.454.3438.

Late registration extends from the first day of classes through 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 might be limited because many classes will already be closed. For specific semester dates, refer to the appropriate schedule of classes.

Approved Schedules

Each student's selection of courses is subject to approval by the assigned academic adviser. (See Undergraduate Degree Requirements regarding academic advising at Highlands University.) Requests for any exceptions to university academic regulations are reviewed by the Office of Academic Affairs 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 the class violates an academic regulation of the university (such as those regulating course levels and maximum loads).

Auditing a Class or Classes

Audited classes do not count toward any graduation requirements of the university and are recorded with an AU on the student's transcript. Students registered for audited courses must attend 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 with the instructor approval during the first eight weeks of a semester or the first four weeks of a summer session. Any changes after the deadline will require approval from the chief academic officer. The exact 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 Office of the Registrar weekdays between 8 a.m. and 5 p.m. See the schedule of classes for additional information.

Adding and Dropping Classes

The first six days of a semester and the first week of a summer session constitute the late registration period. During this period, students may add courses 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 drop 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. For the last day to withdraw from summer term, refer to the online schedule of classes. 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 withdraw from them. (The late registration period is defined above.)

Any courses added to original schedule of classes throughout the semester might 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 formal 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.

Re-Enrollment

Any student who has not attended New Mexico Highlands University for one semester or more (excluding summer) may submit a re-enrollment form. To be eligible to re-enroll for an upcoming term, the student must satisfy the following requirement:

Student did not attend any other college or university during his or her absence, earning 16 or more college credit hours.

If a student earned 16 or more credits from another institution during his or her absence from New Mexico Highlands University, he or she must reapply for admission at the appropriate educational level. Contact the Registrar's Office at 505.454.3438 for more in-

formation. The re-enrollment form can be found on the Highlands University website at www.nmhu.edu.

Withdrawing from the University

If a student wishes to withdraw from Highlands University, he or she must do so officially through the Registrar's Office. Students who are unable to personally appear must contact the registrar by phone, letter, e-mail, or fax 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 online schedule of classes. The refund policy is stated under Special Policies.

Regarding Tuition and Fees

If a formal withdrawal from school occurs within the drop period, no courses will appear on the transcript for that term. If a formal withdrawal occurs after the drop 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 may coincide with the last day to withdraw from class. For specific information, contact the Office of the Registrar at 505.454.3438.

Credit Hours Defined

A class hour consists of fifty minutes. One class hour a week of recitation or lecture, throughout a semester, earns a maximum of one term hour. One semester is a period of sixteen weeks. In the summer term classes meet 100 minutes. Courses requiring a laboratory have from two to four laboratory periods per week depending upon the course and department. Sixteen semester hours is a normal load for a regular undergraduate and nine hours for a graduate student. A minimum of one hundred twenty semester hours are required for the bachelor's degree and at least 32 hours for the master's degree.

Undergraduate Student Loads During a Semester

An average of 15 semester credits must be completed each semester, excluding summer, if a student is to graduate in four years. Some students take more than the minimum credits required for graduation, either for personal interest or because the major or minor programs of choice are lengthy. Students should plan their load carefully, considering desired speed of progress and minimum loads required for continuation of financial assistance and scholarships, and in consultation with their academic adviser.

The regular maximum load for undergraduate students is 18 semester credits. The school dean may approve a student's schedule for an overload of more than 18 credits, provided the adviser recommends the overload, the student has a grade point average above 2.5 for the preceding semester, the student is neither engaged in formal extracurricular activities nor employed more than 20 hours per week, and the student is not on probation. No undergraduate student may take more than 22 semester credits hours.

Undergraduate Student Loads During a Summer Session

The regular maximum load for undergraduate students in a summer session is nine credits. The school dean may approve a schedule for more than nine credits subject to the conditions stated above for overloads in a regular semester. No undergraduate student may take more than 12 credits in a summer session.

Undergraduate Full-Time Loads

For financial assistance purposes, a full-time undergraduate student is defined as one who is taking at least 12 semester credits in a regular semester and six semester credits in a summer session. Requirements for full-time status vary for scholarship recipients, but frequently exceed the 12-credit minimum.

Classification of Undergraduate Students

Classification of students is based on completion of semester credits and other criteria:

Lower Division:

Freshman: Fewer than 30 credits

Sophomore: 30 through 59 credits

Upper Division:

Junior: 60 through 89 credits

Senior: 90 credits and above

Reclassification of students occurs automatically upon completion of the prescribed number of credits. However, the chief academic officer may invoke the following additional regulations in assessing a student's preparation to take 300- or 400-level classes: sophomore students must have completed English 111; junior and senior students must have completed English 111 and 112, satisfied the mathematics proficiency requirements, and filed approved major and minor forms.

Graduate Student Loads During a Semester

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 credit hours 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 adviser or school 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 Student Loads During a Summer Session

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

Proficiency: English 106 is a proficiency course and the credits do not count toward the minimum 120 credits required for a degree, but do count in a student's course load. Math 120 is a proficiency course that counts as electives toward the minimum 120 credits required for a degree.

Non-credit: Any course numbered 135N is a non-credit course and does not count toward the 120 credits required for a degree.

Lower Division: Courses numbered from 100 through 199 are freshman courses. Courses numbered from 200 through 299 are sophomore courses.

Upper Division: Courses numbered from 300 through 399 are junior courses. Courses numbered from 400 through 499 are senior courses.

Graduate Division: Courses numbered from 500 through 599 are for graduate students; 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. Graduate students must enroll in the graduate course number. No undergraduate course will count toward the graduate degree. Undergraduate students must enroll in the undergraduate course number. No graduate course will count toward the undergraduate degree. Courses numbered 600 or above are only for graduate students.

The following regulations apply to allowable course levels:

Freshman students may not enroll in 300- or 400-level courses.

Sophomore students may enroll in 300-level courses but not in 400-level courses.

Junior and senior students may take 400-level courses.

Only undergraduates with advanced standing and graduate students may enroll in 500-level courses. The 500-level course taken by an undergraduate with advanced standing will only apply to the graduate degree and not to the undergraduate degree.

Only graduate students may enroll in 600-level courses. No exceptions may be made to this rule.

Grades and Grading Policies

This section states policies regarding grades given at Highlands University, computation of grade averages, academic warnings, and honors for academic excellence. Effective Fall 2015, a fractional grading system was adopted. Faculty have discretion in using fractional grading.

Student may appeal a final grade by completing and processing Grade Appeal Form available through the Office of Associate Vice President for Academic Affairs.

Undergraduate Grades

The following grades are reported for undergraduate students at the university. As appropriate, they appear on midterm reports, semester or summer term grade reports, and transcripts.

A+ = Excellent (4 points)

A = Excellent (4 points)

A- = Excellent (3.7 points)

B+ = Above Average (3.3 points)

B = Above Average (3 points)

B- = Above Average (2.7 points)

C+ = Average (2.3 points)

C = Average (2 points)

D = Below Average, but passing (1 point)

F = Failure (0 points)

Graduate Grades

The following grades are reported for graduate students at the university. As appropriate, they appear on midterm reports, semester or summer term grade reports, and transcripts.

A+ = Excellent (4 points)

A = Excellent (4 points)

B+ = Above Average (3.3 points)

B = Average (3 points)

B- = Below Average, but passing (2.7 points)

C+ = Poor, but passing (2.3 points)

C = Poor, but passing (2 points)

D = Failure (1 point)

F = Failure (0 points)

Some programs may have stricter scholastic requirements; students must check with their academic adviser.

Marks

The following marks are reported for undergraduate and graduate students at the university. As appropriate, they appear on midterm reports, semester or summer term grade reports, and transcripts.

W – Withdrawal from the Class. Regulations for the W grade are stated in this catalog.

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, field project, and the completed thesis. 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.

U – Unsatisfactory. Used for proficiency courses and some developmental courses. Indicates unsatisfactory in course requirements.

PR – Progress. Used only for thesis, field project, senior readings, and 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 incomplete 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 Office of the Registrar 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. Students are responsible for tuition for any repeated course.

CR – Credit. Used only for transfer credits.

Undergraduate Grade Point Average

Following are the allowable grades and associated grade points for undergraduate students:

A+ = 4.00 A = 4.00 A- = 3.7 B+ = 3.7 B = 3.00 B- = 2.7 C+ = 2.3 C = 2.00 D = 1.00 F = 0.0

The sum of the earned quality 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.

GPA calculation is: $42.0 \div 15 = 2.80$ grade point average.

GPA requirements are stated in subsequent sections.

Graduate Grade Point Average

Following are the allowable grades and associated grade points for graduate students:

A+ = 4.00 A = 4.00 A- = 3.7 B+ = 3.7 B = 3.00 B- = 2.7 C+ = 2.3 C = 2.00 D = 1.00 F = 0.0

The sum of the earned quality points is divided by the number of credits to calculate the grade point average (GPA).

Repetition of a Course

A student may repeat any course, but will receive credit only once toward degree requirements and graduation unless otherwise noted in this catalog. The most recent grade received will be used in the calculation of the cumulative grade point average. Course Repeat Forms are available in the Office of the Registrar and must be completed by the student who is repeating a course. The student's transcript will be coded to reflect that the course was repeated, and the cumulative grade point average will be adjusted. Repeat coursework may not be eligible for financial aid and students are advised to consult with the Financial Aid Office prior to repeating any course.

Midterm Grades

The faculty submits midterm grades for each student in each class to the Office of the Registrar in the fall and spring semesters according to the schedule announced in the online schedule of classes. (No midterm grades are submitted for short-term courses.) These grades are displayed for viewing by the student on the Highlands University secure website, www.nmhu.edu and HU Mobile. These reports serve to 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 Office of the Registrar to correct the schedule. Midterm grades do not appear on transcripts and are not kept as a permanent record.

Honors List – Undergraduate and Graduate

Undergraduate students earning a grade point average of at least 3.5 within a semester with no incomplete grades, and 12 graded hours, are recognized by the chief academic officer. Honors are awarded in summer terms for the same levels of performance except students must complete at least six credits.

Graduate students who earn a grade point average of at least 3.85 in a semester with no incomplete grades included, and nine graded hours, are recognized by the Office of Graduate Studies 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 – Undergraduate

Undergraduate 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 Cumulative GPA

1 to 29 undergraduate credits graded 1.75

30 or more undergraduate credits graded 2.0

Academic Probation – Undergraduate

Students whose academic performance in a given semester is not satisfactory, as noted below, will be placed on academic probation:

Freshmen must earn at least a 1.75 GPA.

Other undergraduates must earn at least a 2.0 GPA.

The probationary period is for one semester. To be removed from probationary status, students must earn a satisfactory GPA as noted. A student on academic probation at another university may be admitted to Highlands University but retains probationary status.

Academic Dismissal – Undergraduate

Degree-seeking students whose academic progress is unsatisfactory and who are placed on probation for two consecutive semesters are subject to academic dismissal and will be notified by the Office of Academic Affairs. The dismissal period may be for one semester or one calendar year. Students may appeal their dismissal to the Office of Academic Affairs. If the appeal is approved, the dismissal may be waived or shortened.

During the period of dismissal, a student may not attend classes or live in student housing.

Satisfactory Academic Progress – Graduate

Students who maintain the minimum 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 Cumulative GPA

1 – 9 graduate credits graded 2.75

9 or more graduate credits graded 3.0

Academic Dismissal – Graduate

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 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 Integrity

Highlands University is an academic community and, as such, is dedicated to the principles of truth and academic honesty. When a student commits academic dishonesty, the integrity and reputation of the university is undermined.

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

Academic Dishonesty: Any behavior by a student that misrepresents or falsifies the student's knowledge, skills, or ability.

Plagiarism: The process of using the ideas, data, written work or language of another person and claiming it as original or without specific or proper acknowledgement, including, but not limited to, copying another person's paper, article, computer or other work and submitting it for an assignment; or copying someone else's ideas without attribution; or failing to use quotation marks where appropriate; or copying another person's idea or written work and claiming it as original without acknowledgment of the original author or creator.

Cheating: A student's use of, or attempt to use, unauthorized notes, texts, visual aids, electronic devices, assistance, copies of tests, material or study aids in examinations or other academic work to misrepresent his or her knowledge, skills, or abilities.

Collusion: Secret cooperation between students in order to cheat or plagiarize.

Facilitation: One student knowingly helps or attempts to help another student to violate any provision of this policy.

Fabrication: A student submits contrived, altered or false information in any academic work product, exercise or examination.

Multiple Submissions: A student submits, without prior permission, any work submitted to fulfill another academic requirement.

Falsification of Records: A student alters a transcript or academic record, without authorization, or misrepresents information on a re-

sume, either before or after enrolling as a student in the University, to unfairly improve his or her grades or rank or those of another student.

At Highlands University, academically dishonest students are subject to a number of punitive measures by instructors or the university. These punitive measures must be supported by documentation and evidence. Students found to practice academic dishonesty are subject to expulsion from Highlands 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

Persons whose names do not appear on the class list or roster are not registered for the course. Fundamentally, a person who is not registered has no relationship with Highlands University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade.

Instructors may not permit students to attend classes without being registered. Students whose names do not appear on class rosters are to contact the Office of the Registrar to resolve the matter. Students can check online for the status of their class registration or enrollment.

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 missed during the period of absence. Excessive absences can adversely affect a student's grade or 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 of 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 in 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 school/college 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 listed in the online schedule of classes for each term. The exam schedule is also noted on the university's website: www.nmhu.edu. The final examination period for each class is a part of the semester's instructional time and is to be so 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 in 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 I grade.

Independent Study or Independent Research – Undergraduate

Independent study and independent research courses are for individual work by a student under supervision of a faculty member on a topic agreed upon between them. 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 at the time of registration. The university offers undergraduate independent study and research courses under the numbers 390, 392, 399, 490, 492, 499, and, in some cases, 290 and 299. These are variable-credit courses offering 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.

The following regulations apply to undergraduate independent study and research courses:

To be eligible to take an independent study class in a given subject, a student must have a sufficient grade point average in courses in the field and have completed basic work in the field (as determined by the college/school) to demonstrate the ability to conduct an independent investigation. Permission of the instructor is required to register for an independent study course.

For each semester credit in the independent study course, the student should expect to spend at least four hours of work per week. Faculty supervisors must schedule at least a weekly appointment with each student doing independent study under their supervision.

A written report of the work completed in independent study must be one requirement of the course.

No more than four credits of undergraduate independent study may be taken in one discipline in one term, and no more than six credits may be applied toward any major or minor program.

Independent study courses may not be used to avoid an instructor of a regular course or to substitute for a regular course because of inconvenience or careless scheduling, to extend the number of credits in a regular course, to replace payments for a work assignment, or to permit a student to add credits solely to gain financial assistance or other scholarship eligibility.

Independent study courses may not be credited toward any core curriculum or proficiency requirement.

Independent Study or Independent Research – Graduate

Independent study and independent research 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. Highlands University offers graduate independent study and research courses under the numbers 590, 592, 690, and 692. These are variable-credit courses offering 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.

Directed Study Classes

Directed study courses are designed for an individual or a small group

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 is to 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 that it will substitute for such as SPED 493 Classroom Management in Special Education. The course syllabus must be attached to the directed study form.

Practicum, Internship, and Field Project Courses

These titles are used for courses that students undertake with 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 allowing 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 available in the Office of the Registrar. The request must be approved before the special examination can be given.

Applicants for special examination must meet the conditions stated in A and B below:

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

A course has been taken with similar content, but credit has not been received for reasons other than failure.

There has been private tutoring, e.g., private instruction in music.

The student has had successful work experience involving extensive preparation in the field.

The student has produced a work of recognized merit or presents other evidence of mastery in the field.

B. A student eligible under A above must also:

Have been a resident student at this university for at least one semester.

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.

Limit the total number of requests for special examination to 12 credits. (Exceptions to this limit must be approved by the chief academic officer.)

Obtain approval of the course instructor, the dean of the college/school in which the course is offered, and the chief academic officer.

Pay a fee of \$40 per credit hour for each special examination. Pay-

ment must be made prior to administration of the test.

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

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 their educational records:

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.

The student may challenge inaccuracies or misleading statements contained in his or her educational records. Challenges must be made in writing and forwarded to the registrar.

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 a school official with a legitimate educational interest, compliance with judicial order or lawfully issued subpoena, officials for audit or evaluation purposes, in an emergency involving the health or safety of a student or other person and directory information.

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 20202-5920
800.USA.LEARN (800.872.5327)

Directory Information

Directory information at New Mexico Highlands is student's name, address information, e-mail address, telephone listing, field of study, class standing, dates of attendance, honors and degrees awarded, full-time or part-time status, hometown, 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 or until revoked by the student in writing. In accordance with 14-3-15.1NMSA, Highlands University does not release directory information for commercial or solicitation purposes.

For specific information, please contact the Office of the Registrar.

Social Security Number

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

Change of Name

Students who need to process a change of name for their academic records must bring appropriate documentation (at least two types of identification showing the new name) to the Office of the Registrar.

Examples of such documentation include: marriage certificate, birth certificate, and court order for legal name change, with a copy of state-issued ID card or driver's license and 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 Office of the Registrar at 505.454.3455.

Transcripts

The Office of the Registrar 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 \$5 for standard mail. All transcript fees are to be paid when the request is submitted. Students are advised that transcripts are not processed the same day; normal processing can take 3-5 days depending on the volume of requests, order of receipt, and occurrence during the term.

To request a transcript, send a letter to Student Records, NMHU Office of the Registrar, Box 9000, Las Vegas, NM 87701. We do not accept faxed transcript requests or send any transcripts by fax. The following information is required to process a transcript request:

- name (and other names that may appear on school records);
- Social Security number or student ID number;
- date of birth;
- approximate first semester and year 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/transcripts. For specific policies and procedures associated with requesting transcripts, contact Student Records in the Office of the Registrar at 505.454.3455. Incomplete or ineligible requests will be not processed. The Registrar's Office reserves the right to request additional identifying information.

Transcripts from other institutions sent to Highlands University for admission purposes 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 can 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 your 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 official/unofficial until all obligations to the university have been met. If you have any questions regarding the delivery or authenticity of an electronic official sent from Highlands University via eSCRIP-SAFE or any of the information regarding your transcript request form, please call 505.454.3455.

Transcript Holds

Transcripts (official or unofficial) 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 until satisfactory payment 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 conducted in the Business Office, not the Registrar's 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 associate vice president of academic affairs for consideration.

Academic petition procedures are as follows:

1. Student must submit an academic petition to the Office of the Associate Vice President of Academic Affairs. All petitions must be typed.
2. The Office of the Associate Vice President 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 the Associate Vice President 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 associate vice president of academic affairs. The associate vice president of academic affairs is responsible for tallying the votes and informing the student of the committee's decision.
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 by the subcommittee, one at a time. All witnesses should remain outside of the hearing until called.
6. After the presentations, the members of the subcommittee vote on accepting or denying the petition. This information must be sent to the associate vice president of academic affairs. This office is responsible for informing the student of the decision by the committee. This is the last step of the petition process, as long as proper procedures have been followed.
7. The full committee of the Academic Affairs Committee will not hear academic petitions unless a violation of procedures has occurred. In the case of procedural violations, the petitions should be brought to the full committee for consideration.

Academic Amnesty

Academic amnesty will benefit undergraduate students who once attended New Mexico Highlands University but did not continue due to poor grades, which resulted in academic probation or dismissal. A student may return to Highlands University; and, once granted amnesty, his or her earlier academic record will not be used for computation of the grade point average (GPA). Academic amnesty makes it possible for a student to attain an acceptable GPA for graduation from college. Academic amnesty is not available to students who were expelled from Highlands University because of violation of the Student Code of Conduct, university regulations, or federal, state, or local laws. Students should consult with the Office of Financial Aid to determine if they will qualify for financial assistance during the academic amnesty period.

A student must meet all of the following conditions to be granted academic amnesty:

Took courses from Highlands University and then stopped matriculation for five years or more because of poor grades (GPA less than 2.0), academic probation or dismissal.

Applies for academic amnesty through the Registrar's Office. A student can apply for academic amnesty only once. A student is readmitted to Highlands University on academic probation after application for amnesty is approved.

Completes the first 24 credit hours at Highlands University with a GPA of 2.0 or better.

Once the first 24 credit hours are successfully completed, the academic amnesty is granted, and:

all course taken during the earlier matriculation at Highlands University, even courses with a C or better grade, will be excluded from GPA calculation;

courses with a grade of C or better from the initial matriculation period can be carried forward as earned credit and used to meet degree requirements;

courses from the earlier matriculation period remain on the student's Highlands University transcript, but the transcript will bear the statement "Academic Amnesty Granted."

A student will be academically dismissed from Highlands for failure to attain a GPA of 2.0 in the first 24 credit hours after application for academic amnesty.

Academic Information for Undergraduate Degrees

Undergraduate Degree Requirements

All students seeking to earn a degree must decide upon a degree objective and one or more academic specializations. At Highlands University, the academic specializations are called academic majors and minors.

Major/Minor: All degree-seeking students declare their specific academic field(s) through an official form, the major or minor form, which is to be filed with the Office of the Registrar after all required signatures are obtained. For the bachelor's degree, this procedure should be completed by the time students enter upper-division status. Students should know that timely filing of the required major and minor forms may be made a condition of registering for classes or receiving scholarships or financial assistance.

Degree Check: Required at one or two points during each student's

time at Highlands University. Bachelor's degree candidates are required to have a degree check at the beginning of their third year of studies. In addition, all degree candidates should have a final degree check prior to the start of the semester in which they plan to graduate. The degree check is an official procedure carried out by appointment in the Registrar's Office. The appointment may be by email, phone or in-person. Degree checks are used to identify remaining requirements for graduation and are an essential step in responsible academic planning. Students who neglect the degree-check process too often learn of unexpected requirements near the end of their studies, resulting in a delay in completing their degrees. Students should maintain constant contact with the adviser of their major to ensure completed of the program of study.

Overview of Course and Program Requirements

This section conveys specific requirements for completing an academic program and qualifying for graduation. Students are responsible for knowing and following the correct procedures and for meeting the conditions established for their academic programs and progress at the university. The following summary is intended to supply a convenient overview.

For the associate degree: all course and program requirements are stated in the Academic Programs and Courses section of this catalog.

Bachelor's degree: students must look in a number of different places to know the requirements for graduation. The requirements include the following:

- a. Proficiency requirements: Many students will discover they have one or more proficiency course requirements. Students and their advisers will plan how they may best meet these needs, which should be taken care of as soon as possible. Proficiency requirements are stated along with the core curriculum requirements.
- b. Core curriculum requirements: During the first two years, bachelor's degree candidates typically concentrate on completing many of the courses for the university's core curriculum. The core consists of courses that give a breadth of exposure to the many important academic subjects essential to a university's education. These requirements are listed later in this section.
- c. Academic major and minor requirements: Bachelor's degree candidates typically concentrate on their major and minor fields between the sophomore and senior years at the university. Each bachelor's degree candidate selects an academic major and a minor or, in place of a minor, a second major. Some professional programs do not require a minor. Courses used in satisfaction of core curriculum requirements may be used also toward an academic major or minor if so approved.
- d. General graduation requirements: Bachelor's degree candidates must complete at least 120 credits with a GPA of at least 2.00 or better to earn their degrees. In addition, the university requires that at least 45 of these credits must be at the 300- or 400-level (upper-division courses). Students and their advisers should carefully monitor these requirements to avoid unintended delays in graduating.
- e. Progress and performance requirements: Students must carefully monitor their grades and overall academic planning, including standards for academic performance and progress that

must be met for continuation of financial assistance and athletic or academic scholarships. (These requirements are given to each student along with the financial assistance or scholarship award and are summarized elsewhere in this catalog.) The student also must be aware of academic requirements for minimum grade averages and the declaring of major and minor fields.

Academic Advising At NMHU

Every student seeking to complete a degree at the university is assigned to an appropriate adviser. Specifically, the adviser helps with the selection of courses that each student proposes each semester and also works on the student's plans for an academic specialization.

When students decide upon or change their academic fields of study, they may be reassigned to a new adviser. Once students have declared their major, their advisers will be faculty members in the field of the major. The dean's office of the college/school supervises the assignment of advisers. Students needing help in identifying an appropriate adviser should go to the office of the appropriate college/school dean.

First-year Experience Learning Communities (FYE LC)

(formerly known as Freshman Experience Program, approved by faculty effective Fall 2015)

NMHU understands the role of community in success. Our First-Year Experience Learning Communities support all first-year students in building supportive relationships, applying academic content to real-world situations, and having an enjoyable college experience. The program provides students with a common experience, a cohort of peers with similar interests, supportive faculty trained in best teaching practices, a Peer Mentor dedicated to helping ease the transition to college, and connections to university services.

A Learning Community (LC) is a small group of students who enroll in classes together to explore a common interest. The instructors work together to address the community theme from different perspectives and create a collaborative learning environment, helping students make connections and learn on a deeper, more meaningful level. Students will apply what they learn in the classroom to "real-world" situations through field experiences, case studies, and other "hands-on" activities. These types of learning experiences are based on what research shows about how we learn best. Students will also compete in Peer Mentor led academic and non-academic activities throughout the semester as part of the "First-Year Competitions." At semester's end, students will have the opportunity to showcase their integrative LC work in a Celebration of Learning event.

The typical LC connects three courses together. One course is Integrative Seminar (iSeminar), which connects the other two courses and provides a community space for problem solving. The other two courses are in the core or a major/minor, including any associated labs. Each LC is part of a "Highlands Hacienda," a group of 5-6 LCs with a common iSeminar time.



At Highlands, we pride ourselves on providing quality education, which includes engaging programs focused on student success through community building and experiential learning. We've adapted our FYE LC program based on research conducted at institutions across the nation. Our data shows improvements in GPA and scholarship qualification for our fall 2015 FYE students. All first-year students participate in FYE.

Integrative Seminar (1-credit) encourages students to envision themselves as professionals and to reflect on their own development as they move toward their life goals. Seminar activities are designed to be collaborative, active-learning activities and are aimed at providing a rich environment for students to make multiple connections -- i.e., among their other courses, between course content and application in the real world, and between their own needs and goals and the demands and expectations of their courses and chosen fields. Such activities may include student reflective work, problem-based learning activities, and case studies; the seminar may also arrange off-campus visits to relevant sites and incorporate presentations by professionals in relevant fields.

Proficiency Course Requirements

(For New Mexico Common Core information, please refer to the "Admission to the University – Undergraduate" section of this catalog.)

English proficiency is demonstrated by:

A minimum English ACT score of 17, OR minimum SAT Writing score of 420, OR

ENGL 106 Reading & Writing for Inquiry (3)

Language proficiency is demonstrated by proficiency assessment or two semesters of a language other than English.

Computer proficiency is demonstrated by:

Proficiency assessment OR one of the following:

CS 101 Living with Computers (3)

CS 144 Intro to Computer Science (3) (CS, Math and Science majors)

CS 145 Object-Oriented Programming (3) (CS, Math and Science majors)

MIS 145 Microcomputer Applications in Business (3)

Mathematics proficiency is demonstrated by:

MATH 120 Intermediate Algebra (3) OR minimum ACT score of 23.

A student with an ACT score of 29 in English or mathematics will

be awarded three credits respectively.

The Core Curriculum

Area I: Communications (9 hours):

ENGL 111 Freshman Composition 1 (3)

OR ACT of 29

ENGL 112 Freshman Composition 2 (3)

SPCH 124 Beginning Speech (3)

Area II: Mathematics (3 hours):

MATH 130 Math for Elementary Teachers 2 (3); Approved for Education Majors only

MATH 145 Introduction to Statistics (3)

MATH 140 College Algebra (3)

OR ACT of 29

MATH 155 Applied Calculus 1 (3)

MATH 160 Precalculus (5)

MATH 211 Calculus 1 (4)

Area III: Lab Science (8 hours):

Choose two 100-level lab science courses, selecting not more than one from each discipline:

BIOL 110 Biological Perspectives (4)

BIOL 131 Human Biology (4)

BIOL 211 General Biology 1 (4)

BIOL 212 General Biology 2 (4)

CHEM 100 Chemistry for the Non-Science (4)

CHEM 211/215 General Chemistry 1/Lab (5)

CHEM 212/216 General Chemistry 2/Lab (5)

FOR 105 Humans & Ecosystems (4)

GEOL 101 Survey of Earth Science (4)

GEOL 105 The Planets (4)

PHYS 105 Elementary Physics (4)

PHYS 110 Survey & Astronomy (4)

PHYS 151 Algebra Physics 1 (4)

PHYS 152 Algebra Physics 2 (4)

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

Area IV: Social/Behavioral Sciences (6 – 9 hours):*

Choose two to three courses selecting not more than one from each discipline:

ANTH 102 Introduction to Sociocultural Anthropology (3)

ANTH 103 Introduction to Physical Anthropology & Archaeology (3)

ECON 216 Principles of Macroeconomics (3)

ECON 217 Principles of Microeconomics (3)

POLS 151 American National Government (3)

PSY 101 Psychology & Society (3)

SOC 152 Introduction to Sociology (3)

Area V: Humanities And Fine Arts (6 –9 Hours):*

Select three to six hours from humanities.

HIST 100 The Western World (3)

HIST 201 U.S. History to 1865 (3)

HIST 202 U.S. History from 1865 (3)

PHIL 100 Introduction to Philosophy (3)

Select three to six hours from fine arts.

ART 100 Introduction to Art (3)

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

AH 240 Modern Art (3)

AH 280 Art of the Americas (3)

MART 261 History of Motion Pictures (3)

MUS 100 Introduction to Music (3)

MUS 101 Rudiments of Music (3)

MUS 311 Western Art Music to 1750 (3)

MUS 312 Western Art Music Since 1750 (3)

THEA 100 Introduction to Theater (3)

* Areas IV and V: The total number of credits must be a minimum of 15 credits.

Extended Core Requirements (5 hours):

PE 100 Fit for Life (2)

OR Physical Education (2)

This requirement is waived for eligible athletes. Athletes must still meet the 120-unit minimum degree requirement for graduation.

Literature – Choose three credits in literature offered by English or languages.

Minimum associate degree requirements:

fulfillment of the general requirements for graduation;

total credits required: at least 64 degree credit hours;

minimum cumulative grade point average: 2.0;

fulfillment of the discipline requirements for graduation;

specific requirements for admission, proficiency, and courses as stated in subsequent sections of this catalog, listed under the school and discipline that offers the specific associate's degree sought.

C or better grades are required in all courses listed as major requirements for the degree.

Minimum bachelor's degree requirements:

fulfillment of common degree requirements (both curricula);

completion of the university's general education requirement (includes proficiency-course requirements, if required, and core-curriculum course requirements). See the core curriculum;

a total of at least 45 credits in courses numbered 300 or 400 level;

a cumulative grade point average of at least 2.0. No credits below "C" may be counted toward a major or minor;

C or better grades may be required for support courses in some majors and minors;

at least 120 total degree credit hours required for graduation.

Requirements for the bachelor of arts curriculum

one major of at least 30 credits;

one minor of at least 20 credits, or a second major, or a two-year

degree.

Minimum degree requirements for the bachelor of science curriculum:

one major of at least 30 credits selected from the list of approved B.S. degree major programs;

one minor of at least 20 credits in one of the fields of science other than the field of the major, or a combined science minor, or a second major in a B.S.-degree field other than the field of the first major, or a two-year degree in a science field;

at least eight credits in mathematics, including Math 155, Applied Calculus I or Math 211, Calculus I.

Requirements for a second bachelor's degree (effective Fall 2015)

A student who has a bachelor's degree are encouraged to consider pursuing a graduate-level degree. However, changes in a student's academic objectives or other circumstances may make a second bachelor's degree desirable.

A student who has completed an undergraduate degree and seeks a second bachelor's degree must meet all requirements for that degree.

To obtain a second undergraduate degree, a student must:

must complete a minimum of 32 additional semester hours of credit in residence at Highlands University following the completion of the first degree;

meet all requirements of the major for the second degree;

upper division coursework from the first degree may not be used for completion of the second degree or to satisfy any requirement of the second degree.

Students are advised that pursuing a second bachelor's degree may have financial aid implications. Please consult with the Financial Aid Office before pursuing a second degree at the baccalaureate level.

Pre-Professional Programs

Students can attend Highlands University to prepare for further studies at medical, dental, engineering, law, and other professional schools. The university offers pre-professional training in accordance with standards and requirements established by national professional associations for entrance into each profession.

The competition for entrance into professional schools is intense. Students are accepted who show promise of success in the profession (as indicated by aptitude and standard admission tests), who have demonstrated high achievement in academic performance, and who have completed the appropriate pre-professional work in colleges or universities.

Many pre-professional opportunities are offered at New Mexico Highlands University. Programs, such as the pre-law program, entail the satisfactory completion of an undergraduate degree, because the professional schools in these fields require a four-year degree as one condition for admission. For other programs such as pharmacy, students often begin professional studies after only one or two years of undergraduate pre-professional studies. Professional schools, including medical and dental, will admit students with exceptional qualifications before completion of a bachelor's degree. However, they are more likely to consider an applicant who has already earned a four-year degree.

In developing the appropriate pre-professional course of study, it is advisable for students to become familiar with the specific entrance requirements of the professional school or schools to which they are interested in applying.

Pre-professional advisers at Highlands University are available to assist students in developing their professional plans. Interested students may contact the appropriate pre-professional adviser as soon as possible.

Students interested in pre-professional opportunities may consult the information available in other sections of this catalog. The pre-law option is described in the political science discipline in the history and political science department.

Pre-professional options in health and science professions are described among the program descriptions of the Department of Biology in the College of Arts and Sciences.

All of the degree programs offered at Highlands University prepare students to enter their chosen fields or to pursue studies toward an advanced degree and are designed to meet professional standards for their fields.

In addition, a number of degree programs are aimed specifically at preparing students for entrance into professions that require candidates to obtain a license or certificate after completing their required university studies, such as in education and social work. The program descriptions in other sections of the catalog give more detailed information about these options.

Second Majors

Students who complete a second major in a different degree will have that degree posted on the transcript (e.g., B.S. in Forestry and B.A. in Spanish). Note that the second major, in order for a degree to be posted separately on the transcript, must be in a field and degree other than the field/degree of the first major, or a two-year degree in that major (as in the example above). Students must complete all the requirements of the second major; courses may not be counted twice between the majors.

Please be advised that pursuing a second major does not increase the financial aid maximum time frame. Please consult the Financial Aid Office for questions regarding financial eligibility and a second major.

General Graduation Policies

Catalog Changes

Undergraduate students may graduate under the catalog requirements for the year in which they were enrolled for the first time in a degree-seeking program, providing they complete the graduation requirements within a six-year period. Students are responsible for knowing the rules and regulations concerning graduation requirements and for registering in the courses necessary to meet them.

However, this catalog is neither a contract nor an offer to contract between New Mexico Highlands University and any person or party. Highlands University reserves the right to make additions, deletions and modifications to curricula, course descriptions, degree requirements, academic policies, schedules, academic calendars, financial aid policies, and tuition/fees without notice. All changes take precedence over catalog statements.

While reasonable effort will be made to publicize changes, students are advised to seek current information from appropriate offices. It is the student's responsibility to know and observe all applicable regulations and procedures. No regulation will be waived or exception granted because students plead ignorance of, or contend they were not informed of, the regulations or procedures. Questions on regu-

lations and their interpretation should be addressed to the office or college/school in which the student's major department is located.

Highlands University reserves the right to effect changes without notice or obligation including the right to discontinue or modify a course or group of courses or a degree program. Although Highlands University attempts to accommodate the course requests of students, course offerings may be limited by financial, space and staffing considerations, or might be otherwise unavailable. Likewise, there may be changes to a student's original course of study. Every effort is made by Highlands University to inform students of changes to their matriculated degree and to provide appropriate courses to fulfill degree requirements. Students should regularly consult with their department adviser to register for courses necessary to meet graduation requirements.

Baccalaureate Graduation Honors

Graduation honors for undergraduate students are based on the quality of a student's work during their residency at Highlands University. Coursework from any accredited university previously attended will not be included in the computation of graduation honors.

To be eligible for graduation honors, a student must have been enrolled at Highlands University for at least 30 semester hours. The grade point average determines the honors award for summa cum laude a GPA of 3.86 or above, magna cum laude a GPA of 3.70 through 3.85, and cum laude a GPA of 3.50 through 3.69.

Appropriate recognition is given at the commencement exercises and on the transcript and diploma. Graduate students do not receive graduation honors.

Graduation

Students need to apply for graduation on a form available in the Office of the Registrar. 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. For more information, contact the Office of the Registrar at 505.454.3436.

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 within 9 credits for the summer term.

Posting of the Degree

The degree earned will be recorded on the student's transcript at the end of the semester when all degree requirements have been completed. Diplomas are mailed to the address listed on the degree application as degrees are awarded.

Graduation Residency Requirement

To be eligible for graduation under any curriculum or with any degree, students must be in residence on campus for one full academic year (at least 30 semester credits), including the final semester (at least 15 credits). "In residence" means enrolled in courses by any delivery method through Highlands University.

Undergraduate Academic Programs And Courses

Academic Programs and Courses

The undergraduate academic program at Highlands University is administered through the 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, and courses are listed alphabetically by discipline unit.

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 (e.g., 234-334).

The number in parentheses following the title indicates the number of credits for that course. When a range of credits is offered, 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 there are numerals following the number of credits, it indicates a number of contact hours per week different from the number of credit hours. In this example, BIO 484 Hematology (4); 2, 4, the first number indicates lecture contact hours, and the second number indicates lab or studio contact hours. Their sum equals the total contact time. The total contact time may exceed the course credit hours. When no numerals follow the number of credits, the course's contact hours per week match the number of course credit hours (with one hour comprising 50 minutes of meeting time).

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

College of Arts and Sciences

Dr. Kenneth Stokes, Dean
Douglas Hall, Room 136
kmstokes@nmhu.edu
505.454.3080
FAX: 505.454.3389

Mission of the College of Arts and Sciences

The College of Arts and Sciences provides a challenging, quality undergraduate educational experience that prepares students for personal and professional success in an increasingly complex and rapidly changing world. We educate future professional and social leaders, expand knowledge and create solutions to environmental and social problems, stimulate creativity in the arts, and prepare literate and responsible citizens.

Description

The College of Arts and Sciences provides education in the arts, humanities, and social and natural sciences. Departments and faculty in the College of Arts and Sciences deliver the majority of the university's core courses and 21 bachelor of arts and 10 bachelor of sciences curricula. The faculty are dedicated to the improvement of society through the education of future artists, political and social leaders, and scientists from diversity of social, economic, and cultural heritages, and through the creation of new creative works and knowledge. The faculty are accomplished scholars and artists who actively engage undergraduate students in research, scholarship and creative works. Some faculty are investigating solutions to the numerous challenges posed by increasing social and political complexity in rapidly changing natural and developed environments. Other faculty are creating new techniques and concepts in the arts and humanities. Faculty members extensively utilize Southwestern and New Mexican cultures, arts, and natural systems for education, research and service. College faculty serves the university and its student body. They serve professional, governmental, and charitable organizations, and they provide service to communities in the local Southwestern region as well as to overseas nations.

Departments

- Biology
- Chemistry
- Computer and Mathematical Sciences
- English
- Exercise and Sport Sciences
- History and Political Science,
- Languages and Culture
- Natural Resources Management
- Nursing
- Social and Behavioral Sciences
- Visual and Performing Arts

Department of Biology

Dr. Maureen Romine, Department Chair
Ivan Hilton Science Building, Room 324
Phone: 505-454-3264

FAX: 505-454-3103

E-mail: romine_m@nmhu.edu

About

The Department of Biology values teaching and research as equal and essential components of the education of our students and seeks to integrate research with teaching at every possible opportunity in the curriculum. Housed in the Ivan Hilton Science Center, students enjoy modern laboratories and instrumentation.

The department offers both BA and BS programs in biology. A recommended curriculum /or plan of study, is available for all degrees.

For those with an interest in teaching with an emphasis in science, other options, aside from earning a degree in biology, include a BA in general science for secondary school teachers (Grades 7 – 12), a minor in general science for elementary school teachers (Grades K – 5), or a combined science minor.

Faculty

Sarah Corey-Rivas, Ph.D.

Sarra Hinshaw, Ph.D.

Miki Ii, Ph.D.

Carol Linder, Ph.D.

Ben Nelson, DVM

Jesus Rivas, Ph.D.

Maureen Romine, Ph.D.

Jessica Snow, Ph.D.

Mission of the Biology Program

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

The Biology Program prides itself on its ability to place students into bioscience careers. Data suggest that our graduates are highly successful in being admitted to and completing medical, dental, and veterinary schools and graduate programs nationwide. The department attributes this success to intensive biology laboratory and field experiences with cutting-edge technology and instructors committed to individual student progress. Facilities include laboratories in physiology, microbiology, molecular biology, plant biology, and a greenhouse, as well as nearby field sites for ecological research. A computer laboratory with bioinformatics software is available for classes and student use. Students majoring in biology are taught the practical use of common scientific instrumentation they will encounter in their careers. All biology students seeking a BS are required to complete an undergraduate research project that provides students with a realistic perspective of biology and how scientific investigations are conducted.

Some careers where a biology degree is appropriate are:

Medicine	Optometry/Ophthalmology
Dentistry	Occupational therapy
Pharmacy	Veterinary medicine

Physical therapy Medical technology
Bioengineering Wildlife Conservation
Ecologist

Biology Degrees:

Major in Biology (BA)

Required courses: 54-59 credit hours

BIOL 211 General Biology 1 (4)
BIOL 212 General Biology 2 (4)
BIOL 300 Genetics (4)
BIOL 313 Diversity & Systematics (3)
CHEM 211 General Chemistry 1 (3)
CHEM 212 General Chemistry 2 (3)
CHEM 215 Chemistry Lab 1 (2)
CHEM 216 Chemistry Lab 2 (2)
CHEM 341 Organic Chemistry 1 (4)
FOR 340 Quantitative Methods (3)

Choose one of the following:

BIOL 301 General Microbiology (4)
BIOL 302 Animal Structure & Function (4)
BIOL 303 Plant Structure & Function (4)

Choose one of the following:

BIOL 389 Ecology (4)
BIOL 476 Evolution (3)

Choose one of the following:

BIOL 405 Bacterial Physiology (4)
BIOL 423 Molecular & Cell Biology (4)

Choose one of the following:

MATH 155 Applied Calculus (3)
MATH 160 Pre-Calculus (5)

Choose one of the following:

PHYS 151 Algebra Physics 1 (4)

AND

PHYS 152 Algebra Physics 2 (4)

OR

PHYS 291 Calculus Physics 1 (5)

AND

PHYS 292 Calculus Physics 2 (5)

Electives: 8 credit hours

In consultation with your biology adviser, choose any combination of elective to receive a minimum of eight upper-division credit hours (>300).

Major Total: 62-67 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 13-18 credit hours

Total for degree: 120 credit hours*

**A minor is not required. The number of electives to reach the degree*

total of 120 credit hours will vary by the number of credit hours taken in the major and proficiency courses. Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.

Major in Biology (BS)

Biology majors must take the following required courses and electives.

Required courses: 65-71 credit hours

BIOL 211 General Biology 1 (4)
BIOL 212 General Biology 2 (4)
BIOL 300 Genetics (4)
BIOL 313 Diversity & Systematics (3)
CHEM 211 General Chemistry 1 (3)
CHEM 212 General Chemistry 2 (3)
CHEM 215 Chemistry Lab 1 (2)
CHEM 216 Chemistry Lab 2 (2)
CHEM 341 Organic Chemistry 1 (4)
MATH 160 Pre-Calculus (5)
MATH 211 Calculus (4)
FOR 340 Quantitative Methods (3)
BIOL 491 Senior Project (2); 1,3-4
BIOL 498 Applied Biological Research (1-4)

Choose one of the following:

BIOL 301 General Microbiology (4)
BIOL 302 Animal Structure & Function (4)
BIOL 303 Plant Structure & Function (4)

Choose one of the following:

BIOL 389 Ecology (4)
BIOL 476 Evolution (3)

Choose one of the following:

BIOL 405 Bacterial Physiology (4)
BIOL 423 Molecular & Cell Biology (4)

Choose one set from the following:

PHYS 151 Algebra Physics 1 (4)

AND

PHYS 152 Algebra Physics 2 (4)

OR

PHYS 291 Calculus Physics 1 (5)

AND

PHYS 292 Calculus Physics 2 (5)

Electives: 12 credit hours

In consultation with your biology adviser, choose any combination of electives to receive a minimum of 12 upper-division credit hours (>300) with at least nine hours from biology. The remainder can be from any other science including biology. If BIOL 331, 332, and 432 are three of the chosen electives for the BS degree in biology, they will be counted as only a total of eight credits toward the 12 credits required, thus requiring an additional class be taken.

Major Total: 77-83 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120 – 123: 0 – 3 credit hours

Total for degree: 120-123 credit hours*

**A minor is not required. The number of electives to reach the degree total of 120 – 123 credit hours will vary by the number of credit hours taken in the major and proficiency courses. Additional credit hours may be required to meet the 120 – 123 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Major in Biology with a Concentration in Teaching

Biology degree requirement, including the following four credits of electives:

BIOL 359 Fundamentals of Lab Safety (1)

BIOL 420 Teaching Science & Math in Middle & Secondary Schools (3)

And must minor in secondary education

Concentration Total: 69-71 credit hours

Minor in Biology

Required Courses: 16 credit hours

BIOL 211 General Biology 1 (4)

BIOL 212 General Biology 2 (4)

Take at least 2 courses of the following list:

BIOL 300 Genetics (4)

BIOL 301 General Microbiology (4)

BIOL 302 Animal Structure & Function (4)

BIOL 303 Plant Structure & Function (4)

BIOL 313 Diversity and Systematics (3)

BIOL 389 Ecology (4)

Electives: 8 hours

Choose at least two 300-to 400-level courses in biology.

Minor Total: 24 credit hours

Department of Chemistry

Dr. David Sammeth,

Department Chair

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About

The Chemistry Department offers both Bachelor of Science (BS) and Bachelor of Arts (BA) degree programs. The BS degree, approved by the American Chemical Society, offers rigorous training in chemistry and mathematics and is designed specifically for students who wish to pursue graduate studies or employment as chemists. The BA degree, a more versatile program, combines a solid foundation in chemistry with opportunity for breadth of study. It is offered with a Biochemistry option, which provides study in the chemistry of life processes and offers the best preparation for medical school and other post-graduate health profession related pro-

grams. A Recommended Curriculum that includes a four-year Plan of Study is available for all degrees. For those interested in teaching science, there is a BA degree in General Science for secondary school teachers (Grades 7 – 12) as well as a minor in General Science for Elementary School Teachers (Grades K – 5), or even a combined science minor. Within any degree program, students gain a practical perspective on chemistry thorough involvement with research projects. The Chemistry Program is highly successful in placing its graduates in careers in industry and government or in continuing their studies in either a Masters or Doctoral program.

Faculty

Jiao Chen, Ph.D. (analytical, environmental, nanotechnology)

Brooks Maki, Ph.D. (organic, natural product synthesis)

David Sammeth, Ph.D. (physical, spectroscopy)

Chris Stead, Ph.D. (biochemistry)

Tatiana Timofeeva, Ph.D. (physical, crystallography)

Jan Shepherd, Ph.D. (organic, biochemistry)

Scarlett Widgeon, Ph.D. (materials, inorganic)

Mission and Goal of the Chemistry Program

The mission of the chemistry program is to offer a quality education to students whether they are fulfilling general education requirements, taking background courses for other science, pre-professional, or engineering programs, or following a course of study for a chemistry major or minor while incorporating carefully mentored, hands-on laboratory and research experiences.

The goal of the chemistry program is to effectively prepare chemistry graduates to enter the workforce with a B.S./B.A. degree or to handle the rigors of a more advanced M.S. or Ph.D. program of study. Also, course preparation and advisement are available for students who chose to enter a post graduate, licensed professional program of study for a career in medicine, veterinary science, dentistry, optometry, physical therapy or pharmacy.

Resources and Laboratory Facilities

The Ivan Hilton Science Center provides students with modern classrooms and laboratories. Also, available for both student and faculty use is a wide assortment of state-of-the-art, sophisticated instrumentation—a high-field nuclear magnetic resonance spectrometer (nmr), X-ray diffractive equipment, liquid chromatographs, a gas chromatograph mass spectrometer (gc/ms), IR, UV, and visible spectrophotometers, and laser spectroscopy facilities. Students who major in chemistry are expected to become fully proficient in the use of the instruments by the time they graduate.

Pre-Professional and Pre-Med Curriculum

A “pre-professional” student is one who follows an undergraduate academic pathway and enters a post-graduate school to obtain a license to practice medicine. Medical doctoral degrees include allopathic (MD), osteopathy (DO), veterinary medicine (DVM), dentistry (DDS or DMD), podiatry (DPM), pharmacy (PharmD), ophthalmology or optometry (MD or OD), and physical therapy (DPT).

Medical schools usually require completion of an undergraduate degree but do not require a specific major for admittance. There is, however, a recommended core of undergraduate courses that will provide the basis for much of the material present on the MCAT

(Medical College Admissions Test) or other related entrance exams.

Currently, these core courses are:

2 Introductory Biology Courses

2 General Chemistry Courses

2 Organic Chemistry Courses

1 Biochemistry course

2 Introductory Physics courses

2 Math courses (some schools recommend Calculus)

2 Behavioral Science courses (Psychology and/or Sociology)

2 courses in English/writing

A physiology course is also useful as is a research experience or relevant internship.

All of these core courses can be included in the BA degree in Biochemistry with accompanying Biology minor and completed in four years within the normal academic course load.

Majors and Minors in Chemistry

No minor is required for a BS degree, but one is required for a BA degree. A Minor, for example, in biology, mathematics, combined science, or geology can be earned by thoughtful choices of electives. Consult your advisor early in your academic career to establish a degree plan.

Chemistry Degrees:

Major in Biochemistry (BA)

Required Courses: 31 credit hours

CHEM 211 General Chemistry 1 (3)

CHEM 212 General Chemistry 2 (3)

CHEM 215 General Chemistry Lab 1 (2)

CHEM 216 General Chemistry Lab 2 (2)

CHEM 321 Quantitative Analysis (4)

CHEM 341 Organic Chemistry 1 (4)

CHEM 342 Organic Chemistry 2 (4)

CHEM 371 Physical Chemistry 1 (3)

CHEM 481 Biochemistry 1 (3)

CHEM 482 Biochemistry 2 (3)

Electives: 6 credit hours

Biochemistry majors must choose a minimum of six elective credits of upper division courses (>300) from either biology or chemistry with the approval of the chemistry curriculum advisor:

BIO/CHEM >300 Electives (3)

BIO/CHEM >300 Electives (3)

Additional requirements:

BIOL 212 General Biology 2 (4)

BIOL 300 Genetics (4)

MATH 211 Calculus 1 (4)

Choose one set from the following:

PHYS 151 Algebra Physics 1 (4)

PHYS 152 Algebra Physics 2 (4)

OR

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

Major total: 57-59 credit hours

Major in Chemistry (BA)

Required Courses: 31 credit hours

CHEM 211 General Chemistry 1 (3)

CHEM 212 General Chemistry 2 (3)

CHEM 215 General Chemistry Lab 1 (2)

CHEM 216 General Chemistry Lab 2 (2)

CHEM 321 Quantitative Analysis (4)

CHEM 341 Organic Chemistry 1 (4)

CHEM 342 Organic Chemistry 2 (4)

CHEM 371 Physical Chemistry 1 (3)

CHEM 481 Biochemistry 1 (3)

CHEM 495 Senior Chemistry Applications (3)

Electives: 6 credit hours

BA chemistry majors must choose a minimum of six elective credits of upper division courses (>300) with the approval of the chemistry curriculum advisor:

Additional Requirements: 12-14 credits

MATH 211 Calculus I (4)

Choose one set from the following:

PHYS 151 Algebra Physics 1 (4)

PHYS 152 Algebra Physics 2 (4)

OR

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

Major total: 49-51 credit hours

Major in Chemistry (ACS Approved B.S.)

Required courses: 47 credit hours

CHEM 211 General Chemistry 1 (3)

CHEM 212 General Chemistry 2 (3)

CHEM 215 General Chemistry Lab 1 (2)

CHEM 216 General Chemistry Lab 2 (2)

CHEM 317 Physical Chemistry Lab (3)

CHEM 321 Quantitative Analysis (4)

CHEM 322 Instrumental Analysis 2 (4)

CHEM 341 Organic Chemistry 1 (4)

CHEM 342 Organic Chemistry 2 (4)

CHEM 371 Physical Chemistry 1 (3)

CHEM 372 Physical Chemistry 2 (3)

CHEM 419 Advanced Synthesis & Instrumental Analysis (3)

CHEM 461 Inorganic Chemistry 1 (3)

CHEM 481 Biochemistry 1 (3)

CHEM 495 Senior Chemistry Applications (3)

Electives: 6 credit hours

BS chemistry majors must choose a minimum of six elective credits of upper division courses (>300) with the approval of the chemistry curriculum advisor.

Additional requirements: 25 credits

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 273 Calculus 3 (4)

MATH 320 Linear Algebra (3)

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

Major Total: 78 credit hours

Chemistry students may choose mathematics, physics, or biology as an optional minor. The combined science minor is sometimes used as an alternative. (See Interdepartmental Programs.)

The student may also choose a non-ACS approved Bachelor of Science program. This program deletes Chem 419, Chem 461, Math 273, and Math 320 from the above list of required courses. If students choose this option, they must add nine more upper division credits in consultation with a chemistry advisor.

Minor in Chemistry

Required courses: 18 credit hours

CHEM 211 General Chemistry 1 (3)

CHEM 212 General Chemistry 2 (3)

CHEM 215 General Chemistry Lab 1 (2)

CHEM 216 General Chemistry Lab 2 (2)

CHEM 321 Quantitative Analysis (4)

CHEM 341 Organic Chemistry 1 (4)

Electives: 3-4 credit hours

Choose a minimum of one course from the following list:

CHEM 322 Instrumental Analysis 2 (4)

CHEM 342 Organic Chemistry 2 (4)

CHEM 371 Physical Chemistry 1 (3)

Minor Total: 21-22 credit hours

General Science Degrees for Secondary School Teachers:

Major in General Science for Secondary School Teachers (Grades 7 – 12)

The purpose of the major is to provide science teachers in training with a fundamentally strong background in the basic sciences. Therefore, a greater pool of talent in the field of science education will be created from which surrounding middle schools and high schools can draw. The program has been designed to emphasize the fundamental understanding of both physical and life sciences. Courses will be selected from biology, geology, chemistry, computer science, and physics. The objectives of the general science major are

to:

- 1) Provide science teachers in training with a multidisciplinary program that will adequately prepare them to teach the science courses expected in middle school and high school science programs.
- 2) Prepare science teachers to develop each of the competencies required by the State Board of Education for licensure in science education

Students must complete the NMHU Core Curriculum requirements, which should include a minimum of Math 140 and eight credits from the lab sciences listed below. Math 211 and Math 160 are required for the BS rather than a BA degree. The BS degree is recommended for students preparing to teach high school.

Required core: 49 credit hours

BIOL 211 General Biology 1 (4)

BIOL 212 General Biology 2 (4)

CHEM 211 General Chemistry 1 (3)

CHEM 212 General Chemistry 2 (3)

CHEM 215 General Chemistry Lab 1 (2)

CHEM 216 General Chemistry Lab 2 (2)

CS 144 Introduction to Computer Science (3)

GEOL 101 Survey of Earth Science (4)

GEOL 202 Earth Histories (4)

BIOL 420 Teaching Science & Math in Secondary School (3)

Choose one set from the following:

PHYS 151 Algebra Physics 1 (4)

PHYS 152 Algebra Physics 2 (4)

OR

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

Choose one of the following:

BIOL 359 Fundamentals of Lab Safety (1)

CHEM 359 Fundamentals of Lab Safety (1)

Total Core: 43 credit hours

Electives: 16 credit hours

With the advice of a science advisor, select at least one course from each of biology, chemistry and geology for a minimum of 16 credits above the 300 level. In addition the student must undertake a minor in secondary education. Students must fulfill requirements for entrance to teacher preparation and licensure. Please refer to the School of Education for details.

Major Total: 59 credit hours

Minor in General Science for Elementary School Teachers (Grades K – 5)

The purpose of the minor is to provide elementary school teachers in training with a strong background in a variety of concepts in life science, physical science, and earth and space science. Students should consult with an advisor early in their academic career to select the appropriate courses and avoid possible problems with prerequisites or scheduling. Not all of the 300- or 400- level classes are offered ev-

ery semester or even every year. The objectives of the general science minor are to:

- Provide pre-service elementary teachers with a program that will adequately prepare and encourage them to teach the most fundamental science concepts to students at the elementary school level.
- Broaden the scope of science to elementary school teachers in training, so they will be well versed in all aspects of science allowing them to develop methods in which to relay the content material to their students so that the students can fully understand the concepts. This minor does not satisfy the Secondary School endorsement requirements (grades 7-12) for the State of New Mexico.

(Please refer to Interdepartmental Programs for further details regarding this minor on page 214.)

Minor in Combined Science

The combined science minor at NMHU allows students to select courses in two or more of the science fields to include behavioral science, computer science, math, life science and /or physical science. Also, students are advised to remember that the university requires that all minors contain at least 12 credit hours at the 300- to 400-level. A minor in combined science may be used to satisfy the university requirements for the Bachelor of Science degree of a minor in a science field.

(Please refer to Interdepartmental Programs for further details regarding this minor.)

Department of Computer and Mathematical Sciences

Dr. Gil R. Gallegos, Department Chair
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Ivan Hilton Science Center, Room 224
rggallegos@nmhu.edu

About

The Department of Computer and Mathematical Sciences offers bachelor of science and bachelor of arts degrees in mathematics, computer science and minors in mathematics, computer science and physics.

The degree in computer science has three areas of concentration: software/hardware systems, information systems, and an individualized program of study. These are designed so the student can convert readily to the computer science major.

The department also offers transferable courses in engineering in support of the New Mexico Higher Education Department (HED) Engineering Transfer Module for students who wish to undertake the first two years of engineering studies at Highlands then transfer to accredited engineering programs nationally for completion of an engineering degree. The department supports other majors at Highlands by providing undergraduate and graduate mathematics and physics classes. The department also provides mathematics classes tailored to specific majors, such as education and business.

Mission of the Department of Mathematics, Engineering, and Physics

The Mission of the Department of Computer and Mathematical Sciences is to train students in the fields of mathematics, computer science, physics, and engineering. By encouraging and developing problem solving, critical/analytical thinking, and practical, labora-

tory-based skills, our students will be well prepared for careers in any combination of these fields, either via solid preparation for further graduate education or immediate entrance into the workforce (industry, teaching, and national laboratories).

Faculty

Ken Alford, Ph.D. (Mathematics)
Gil Gallegos, Ph.D. (Computer science)
E. R. "Dick" Greene, Ph.D. (Bioengineering)
John S. Jeffries, Ph.D. (Mathematics)
Elizabeth Kallman, Ph.D. (Mathematics)
Carlos Martinez, MS (Mathematics)
Richard Medina, Ph.D. (Computer science)
Joe Sabutis, Ph.D. (Physics)
Kazumi Stovall, MS (Mathematics)
Gregg Turner, Ph.D. (Mathematics)

Resources and Facilities

The department resides within the Ivan Hilton Science Building on the Highlands main campus.

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

Degree Requirements: General Engineering (ASGE)

The Associate of Science in General Engineering degree provides the opportunity for students to develop a solid, general proficiency in engineering, mathematics, physics and computer science by providing their beginning two-to-three years of General Engineering. Students who complete the two-to-three year ASGE degree program will be prepared for transfer to an ABET-accredited four-year engineering school in order to obtain their bachelor of science degree in an engineering discipline. Engineering as a major is a diverse and rewarding field that can open up a vast array of engineering career options including, but not limited to: aerospace, biological, biomedical, chemical, environmental, electrical, mechanical and control systems.

Major in General Engineering (AS)

*Required courses: 47 credit hours**

ENGR 215 Intro Mathematics for Engineering Applications (4)
ENGR 220 Circuit Theory (3)
ENGR 237 Vector Mechanis/Statics (3)
ENGR 245 Programming for Engineering & Scientists (3)
ENGR 251 Digital systems Modeling Analysis, Simulation and Design (3)
ENGR 288 Vector Mechanics/Dynamics (3)
ENGR 298 Thermodynamics (3)
MATH 211 Calculus 1 (4)* (also applies to core requirements)
MATH 252 Calculus 2 (4)
MATH 273 Calculus 3 (4)
MATH 325 Ordinary Differential Equations (3)

PHYS 291 Calculus Physics 1 (5)* (also applies to core requirements)

PHYS 292 Calculus Physics 2 (5)* (also applies to core requirements)

Major Total: 36 credit hours

Core Total: 35 credit hour

Extended core: 5 credit hours

Total for degree: 76*

**Total units for the degree may exceed 76 credit hours if proficiency courses are required. The University requires a minimum of 76 credit hours for this degree. MATH 211, PHYS 291 and PHYS 292 are required for both the core and major, and count in both areas.*

Degree Requirements: Computer and Mathematical Sciences

Major in Computer and Mathematical Modeling (BS)

Required courses in computer science: 26 credit hours

CS 145 Computer Science 1 (3)

CS 245 Computer Science 2 (3)

CS 327 Hands-on UNIX (1)

CS 328 C and UNIX (3)

CS 350 Programming Seminar 1 (3)

CS 421 Advanced Data Structure& Algorithm Develop (3)

CS 451 Software Engineering (3)

CS 481 Senior Project Design (1)

CS 482 Senior Project Implementation (3)

CS 477 Parallel & Distributed Programming (3)

Required courses in mathematics: 41 credit hours

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 273 Calculus 3 (4)

MATH 317 Discrete Mathematics (4)

MATH 320 Linear Algebra (4)

MATH 325 Differential Equations (3)

MATH 345 Mathematical Stats 1 (3)

MATH 407 Mathematical Models (3)

MATH 421 Applied Abstract Algebra (3)

MATH 425 Intro to Real Analysis (3)

MATH 426 Intro to Complex Variable (3)

MATH 444 Matrix Theory and Applications (3)

Specialization Sequences

The following comprise a list of three different 400-level tracks with a focused curriculum concentration. Students will select, with approval of their adviser, one of these tracks to study in their fifth year.

Track 1, Modern Cryptography: 12 credit hours

MATH 415 Intro to Cryptography (3)

MATH 419 Modern Methods of Cryptography (3)

Electives:

Two 400-level computer science courses approved by an adviser.
OR

Track 2, Discrete Dynamical Systems and Chaos: 12 credits

MATH 401 Discrete Chaos and Fractals (3)

MATH 402 Discrete Dynamical Systems and Chaos (3)

Electives:

Two 400-level computer science courses approved by an adviser.
OR

Track 3, Applied Multivariate Statistics: 12 credit hours

MATH 460 Applied Multivariate Statistics 1 (3)

MATH 461 Applied Multivariate Statistics 2 (3)

Electives:

Two 400-level computer science courses approved by an adviser.

Other requirements: 9 credit hours

MATH 4XX Math Elective (3)

CS 4XX Computer Science Elective (3)

ENGL 367 Technical Writing (3)

Major Total: 88 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 128 credit hours*

**A minor is not required. The degree total of 128 credit hours may be exceeded if proficiency courses are required. The university requires a minimum of 45 upper-division units for the degree.*

Major in Computer Science (BS/BA)

Required core: 22 credit hours for the BS and BA

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object-oriented Programming (3)

CS 245 Advanced Computer Programming (3)

CS 350 Programming Seminar 1 (3)

CS 431 Database Management (3)

CS 451 Software Engineering (3)

CS 481 Senior Project Design (1)

CS 482 Senior Project Implementation (3)

Core Total: 22 credit hours

Required concentration:

Choose from the software and hardware systems, information systems, or individualized software/hardware systems concentration (BS).

Concentration in Software/Hardware Systems (BS)

Students of computer science concentrating in software/hardware systems follow a program of study designed within the framework of the guidelines established by the Association for Computing Machinery. Students study computer programming systems for a wide variety of applications in professional, scientific, engineering, and technical settings. Thorough exposure, with plenty of hands-on laboratory work, is given in computer science basics, one or more computer languages, and such topics as data and file structures, database management, algorithms, machine organization, assembly language, and operating systems. A solid foundation is acquired in mathematics: computer science students complete mathematics

courses through introductory calculus, applied linear algebra, and introductory statistics.

The program at Highlands stresses not only solid technical and theoretical knowledge, but also the real-world skills of written and oral communication, planning, and organization of tasks. Students completing the major should be prepared to work in industry or go on to graduate school. Minor students may readily convert to major status.

Required courses: 19 credit hours

CS 341 Machine Architecture and Assembler Language Programming (3)

CS 345 Data & File Structure (4)

CS 421 Advanced Data Structure and Algorithm Development (3)

CS 443 Operating Systems (3)

CS 450 Programming Seminar 2 (3)

CS 461 Programming Language (3)

Electives: 9 credit hours

Choose one course from the following list:

CS 314 The C++ Programming Language (3)

CS 316 Programming in LISP & PROLOG (3)

CS 328 C and UNIX (3)

CS 418 Multimedia Program (3)

CS 463 Web Programming (3)

CS 471 Artificial Intelligence (3)

Also choose at least six credits in courses at the 300 or 400 level in computer science, mathematics, or an appropriate science, selected with the approval of the major adviser.

Additional required courses: 24 credits

ENGL 367 Technical Writing (3)

ENGR 384 Microprocessor Design (3)

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 317 Discrete Math (4)

MATH 320 Linear Algebra (3)

MATH 345 Math Statistics I (3)

Concentration Total: 52 credit hours

Required cores: 22 credit hours

Major Total: 74 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 6 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Concentration in Information Systems (BA)

Students within this concentration learn to apply skills and knowledge in programming and systems design to the world of business. A special selection of courses from the School of Business Media and

Technology is offered in conjunction with intensive courses in contemporary computer science and information systems. Minor students may readily convert to major status. Computer science students with a concentration in information systems find work in diverse business settings, either managing or designing computer systems.

The Highlands program stresses a solid foundation in programming involving data and files structures, and gives students practical experience in hardware, operating systems, and networks. In addition, specific application to the world of business systems is provided by courses in business data processing, software design, and systems analysis.

Required core: 22 credit hours

Required courses: 14 credit hours

CS 211 Intro to Object-Oriented COBOL for Business Data Processing (3)

OR

CS 318 Business Apps Programming (3)

CS 331 Decision Support Systems (3)

CS 351 Systems Design & Analysis (3)

CS 457 Computer Networks (3)

CS 483 Senior Project Presentation (2)

Electives: 9 credit hours

Choose three credits from the following list:

CS 131 A Gentle Introduction to Internet (1)

CS 325 Computer Hardware Install and Maintenance (1)

CS 326 Computer Software Installation (1)

CS 327 Hands-on UNIX (1)

CS 335 Select Topics (1)

Also choose at least six credits in courses at the 300 or 400 level in computer science, mathematics, business, or an appropriate discipline, selected with the approval of the major adviser.

Additional required courses: 15 – 16 credits

ACCT 287 Principles of Financial Accounting (3)

MATH 317 Discrete Math (4)

OR

MATH 345 Math Statistics I (3)

ENGL 367 Technical Writing (3)

MGMT 303 Principles of Management (3)

MGMT 386 Human Resource Management I (3)

Concentration Total: 38 – 39 credit hours

Required cores: 22 credit hours

Major Total: 60 – 61 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor to 120: 18 credit hours minimum

Proficiency/Electives to 120: 2 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the major and minor. Additional credit hours may be required and exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency cred-*

it do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.

Major in Computer Science with an Individualized Concentration (BA/BS)

Computer Science offers a major leading to a bachelor of arts or bachelor of science degree that permits students to develop their own computer science-related course of study. Programs under this option must consist of a coherent sequence of courses and must be approved by a faculty member from the related field. Possible programs of study include scientific computing, communication technology, networking, computer engineering, artificial intelligence, graphics, or advanced multimedia and web programming studies to prepare students for graduate work. Students are strongly encouraged to seek approval prior to completing courses to fulfill this requirement.

Required courses: 3 credit hours

CS 443 Operating Systems (3)

Electives: 12 credit hours

Choose at least 12 credits in computer science selected with the approval of the major adviser.

Additional required courses: 30 credit hours

ENGL 367 Technical Writing (3)

Choose at least 12 credits in one or more related fields with the approval of the major adviser.

Choose at least nine credits in courses at the 300 or 400 level in computer science or in one or more related fields with the approval of the major adviser.

Choose at least six credits in mathematics starting with Math 140 or above.

Concentration Total: 45 credit hours

Required cores: 22 credit hours

Major Total: 67 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor to 125: 18 credit hours minimum

Total for degree: 125 credit hours*

**A minor is required. The number of electives to reach the degree total of 125 credit hours will vary by the number of credit hours required by the major and minor. Additional credit hours may be required and exceed the 125-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 125-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Major in Math and Computer Science for Secondary School Teachers (Grades 7-12)

This major requires a core of courses from mathematics and computer science. Graduates of the program will be equipped to teach both mathematics and computer science in secondary schools. The purpose of the major is to provide secondary school teachers in training with a fundamentally strong background in mathematics and computer science. This will create a greater pool of talent in math and computer science education, from which middle and high school teachers can be drawn. The program has been designed to emphasize the fundamental understanding of both mathematics and computer science.

The objectives of the math and computer science major are to:

Provide secondary teachers in training a program that will adequately prepare and encourage them to teach the expected mathematics and computing courses to students in middle and high school math and computer science programs.

Train math teachers to develop each of the competencies required by the State Board of Education for licensure in math education.

Broaden the scope of mathematics and computing to secondary school teachers in training, allowing them to develop methods in which to relay the content material to their students so that the students can fully understand what is being taught.

Provide secondary teachers in training with the background so they can assume responsibility for managing the computing facilities at their school.

Prerequisite courses: 6 credit hours

MATH 140 College Algebra (3*)

MATH 150 Trigonometry (3)

**Applies to university proficiency requirement.*

Major in Math and Computer Science for Secondary School Teachers (BA)

Required courses: 40 credit hours

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object-Oriented Programming (3)

CS 245 Advanced Computer Programming (3)

CS 430 Computer Tech in the Classroom (3)

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 273 Calculus 3 (4)

MATH 320 Linear Algebra (3)

MATH 345 Math Stats (3)

MATH 406 College Geometry (3)

MATH 421 Applied Abstract Algebra (3)

MATH 430 Math Problem Solving (4)

Electives: 11 credit hours

Choose one course from the following:

MATH 317 Discrete Math (3)

Any 400-level math course approved by adviser

Choose two courses from the following:

CS 325 Comp Hardware Install & Maintenance (1)

CS 326 Comp Software Installation (1)

CS 327 Hands on UNIX (1)

CS 332 Advanced Internet (1)

Choose two courses from the following:

CS 350 Programming Seminar I (3)

CS 351 System Design & Analysis I (3)

CS 456 Internet Services (3)

CS 457 Computer Networks (3)

CS 463 Web Programming (3)

Other approved three-credit senior level courses in computer science.

Major Total: 51 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 11 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the major and minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credits do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Computer Science with Concentration in Information Systems

Required courses: 19 credit hours

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object Oriented Programming (3)

CS 245 Advanced Computer Programming (3)

CS 351 System Design and Analysis (3)

MATH 317 Discrete Mathematics (4)

CS 211 Introduction to Object Oriented COBOL for Business Data Processes (3)

OR

CS 318 Business Applications Programming (3)

Electives: 5 credit hours

Choose one course from the following:

CS 331 Decision Support System (3)

CS 431 Database Management (3)

CS 451 Software Engineering (3)

Choose two courses from the following:

CS 325 Computer Hardware Installation and Maintenance (1)

CS 326 Computer Software Installation (1)

CS 327 Hands on UNIX (1)

OR CS 1/335 Selected Topics in Computer Science (1—4)

Minor total: 24 minimum credit hours

Minor in Computer Science with Concentration in Software/Hardware Systems

Required courses: 10 credit hours

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object-Oriented Programming (3)

CS 245 Advanced Computer Programming (3)

CS 327 Hands-on UNIX (1)

Electives: 9 credit hours

Choose one programming course from the following list:

CS 314 The C++ Programming Language (3)

CS 316 Programming in LISP & PROLOG (3)

CS 328 C and UNIX (3)

CS 418 Multimedia Programming (3)

CS 463 Web Programming (3)

CS 471 Artificial Intel (3)

Choose at least six credits in courses at the 300 or 400 level in computer science.

Additional required courses: 4

MATH 317 Discrete Math (4)

Minor Total: 23 credit hours

Major in Mathematics (BS)

A major in mathematics leading to a bachelor of science degree requires at least 47 hours consisting of 35 hours of required mathematics courses, at least six hours of mathematics electives, and six hours of computer science courses. In addition, the student is required to obtain a minor in one of the sciences, with a minor in physics being highly desirable.

Required courses: 35 credit hours

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 273 Calculus 3 (4)

MATH 317 Discrete Math (4)

MATH 325 Applied Ordinary Differential Equations (3)

MATH 320 Linear Algebra (3)

MATH 345 Math Statistics I (3)

MATH 421 Applied Abstract Algebra (3)

MATH 425 Introduction to Real Analysis (3)

MATH 430 Mathematical Problem Solving (4)

Electives: 6 credit hours

Choose two 400-level math electives

Additional required courses: 6 hours

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object-Oriented Programming (3)

Major Total: 47 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours, minimum

Proficiency/Electives to 120: 15 credit hours

Total for degree: 120 credit hours*

**A science minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the major and minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Major in Mathematics (BA)

The bachelor of arts in mathematics comprises the same curriculum of mathematics courses as for the bachelor of science degree. However, bachelor of arts candidates will select an academic minor in a field other than science.

Major in Math and Computer Science for Secondary School Teachers (Grades 7-12)

This major requires a core of courses from mathematics and computer science. Graduates of the program will be equipped to teach both

mathematics and computer science in secondary schools. The purpose of the major is to provide secondary school teachers in training with a fundamentally strong background in mathematics and computer science. This will create a greater pool of talent in math and computer science education from which middle and high school teachers can be drawn. The program has been designed to emphasize the fundamental understanding of both mathematics and computer science.

The objectives of the math and computer science major are to:

Provide secondary teachers in training a program that will adequately prepare and encourage them to teach the expected mathematics and computing courses to students in middle and high school math and computer science programs.

Train math teachers to develop each of the competencies required by the State Board of Education for licensure in math education.

Broaden the scope of mathematics and computing to secondary school teachers in training, allowing them to develop methods in which to relay the content material to their students so that the students can fully understand what is being taught.

Provide secondary teachers in training with the background so they can assume responsibility for managing the computing facilities at their school.

Prerequisite courses: 6 credit hours

MATH 140 College Algebra (3*)

MATH 150 Trigonometry (3)

**Applies to university proficiency requirement.*

Minor in Mathematics

Students desiring a minor in mathematics are required to complete at least 29 hours in mathematics courses consisting of 23 hours of required courses and at least six hours of mathematics electives.

Required courses: 23 credit hours

MATH 211 Calculus 1 (4)

MATH 252 Calculus 2 (4)

MATH 273 Calculus 3 (4)

MATH 317 Discrete Math (4)

MATH 320 Linear Algebra (3)

MATH 430 Math Problem Solving (4)

Electives: 6 credit hours

Choose two 300- or 400-level math electives.

Minor Total: 29 credit hours

Minor in Math and Computer Science for Elementary School Teachers (Grades K-8)

The purpose of this minor is to provide elementary school teachers in training with a fundamentally strong background in mathematics and computer science. The objectives of the math and computer science minor are to:

Provide elementary teachers in training a program that will adequately prepare and encourage them to teach the fundamental concepts of mathematics and computing to students at the elementary level.

Broaden the scope of mathematics and computing to elementary school teachers in training, allowing them to develop methods in which to relay the content material to their students so that the students can fully understand what is being taught.

Provide elementary teachers in training with the background so they can assume responsibility for managing the computing facilities at their school.

Prerequisites: 9 credit hours

MATH 115 Math for Elementary Teachers 1 (3)

MATH 130 Math for Elementary Teachers 2 (3)

CS 101 Living with Computers (3)

Required courses: 15 credit hours

MATH 140 College Algebra (3)

MATH 150 Trigonometry (3)

CS 144 Introduction to Computer Science (3)

CS 145 Introduction to Object-Oriented Programming (3)

CS 245 Advanced Computer Programming (3)

Electives: 12 credit hours

Choose two courses from the following:

MATH 317 Discrete Math (3)

MATH 345 Math Statistics 1 (3)

MATH 406 College Geometry (3)

Any 300- or 400-level math course approved by adviser

Choose three courses from the following:

CS 325 Computer Hardware Install & Maintenance (1)

CS 326 Computer Software Installation (1)

CS 327 Hands-on UNIX (1)

CS 332 Advanced Internet (1)

Any 300- or 400-level computer science course approved by adviser

Choose one course from the following:

CS 456 Internet Services (3)

CS 457 Computer Networks (3)

CS 463 Web Programming (3)

Minor Total: 27 credit hours

Minor in Physics

The program of studies for a minor in physics consists of at least 22 hours of physics courses (16 hours of required physics courses and at least six hours of elective physics courses) and three hours of required mathematics (MATH325). Prior to enrolling in this minor, students are required to complete Calculus 1, 2 and 3 (MATH211, MATH252, and MATH273 respectively).

Required courses: 16 credit hours

PHYS 291 Calculus Physics 1 (5)

PHYS 292 Calculus Physics 2 (5)

PHYS 361 Modern Physics and Relativity (3)

MATH 325 Applied Ordinary Differential Equations (3)

Electives: 6-8 credit hours

Choose two courses from the following list:

PHYS 300 Astrophysics (4)

PHYS 311 Mechanics (3)

PHYS 402 Statistical Mechanics (3)

PHYS 421 Electricity & Magnetism 1 (4)

Department of English

Dr. Donna Woodford-Gormley, Department Chair
Douglas Hall, Room DH 139
505.454.3329 FAX: 505.454.3389
E-mail: dwoodford@nmhu.edu

Mission of the Department of English

The mission of the Department of English and Philosophy is to provide quality education leading to intellectual growth and professional success. Majors and minors are offered in English and professional writing. The program is committed to preserving, interpreting, and promoting the unique multicultural heritage of the region.

The undergraduate program in the Department of English and Philosophy endeavors to develop fluency in the use of English through critical, creative, and technical writing. The departmental curriculum is designed to meet a variety of interests: literature, creative writing, linguistics, rhetoric, cultural studies, mythology, and professional writing. Study of English prepares students for careers in teaching, publishing, arts, journalism, technical writing, business, law, and government.

Faculty

Helen Blythe, Ph.D.
Peter Buchanan, Ph.D.
Natalie Farr, MA
Lauren Fath, Ph.D.
Juan Gallegos, Ph.D.
Brandon Kempner, Ph.D.
Chris Martinez, MA
Jason McIntosh, Ph.D.
Tyler Mills, Ph.D.
Mimi Overhulser, MA
Eddie Tafoya, Ph.D.
Stephen Weatherburn, MA
Donna Woodford-Gormley, Ph.D.

Resources and Facilities

The Department of English is located in Douglas Hall, a renovated building that 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 the English composition sequence and in other undergraduate university courses. The facility offers individual tutoring and small group work. The Writing Center offers one-on-one instruction in all stages of the writing process, from developing ideas, appropriate organization and style, and accurately citing sources.

The English Department houses an international humanities journal, *Picayune Review*, which publishes poetry, fiction, and essays. The department also sponsors a chapter of the international English honor society, Sigma Tau Delta, as well as Bindings, the undergraduate English club.

Overview

The Department of English offers intensive study of literature, writ-

ing, linguistics, mythology, and cultural studies. The program core for the major consists of literature surveys, a course in language, and a course in criticism, all of which provide foundational knowledge of literary periods, genres, theory, and language. The English major, in conjunction with the School of Education, prepares students for careers as secondary school English teachers. The department also offers a pre-professional major for those interested in preparing for graduate studies in law and other fields, or for careers in professional writing, advertising, or publishing.

Since the English major requires only 36 credit hours for completion, students are encouraged to double-major, selecting another major appropriate to their interests. Many English majors have found professional success by combining their study of English with majors in media arts, education, business, history, criminal justice, psychology, etc. English majors are also encouraged to pursue the honors minor (see Interdepartmental Program).

English minors have two options: a general minor with a literary emphasis or a minor in writing.

All English majors must consult with their adviser in English prior to registration each term. During the first meeting, the adviser and student will develop a long-term plan for completing the program.

English Education Track

Students preparing for careers as high school English teachers must major in English (in the English education track), minor in secondary education, and complete course work required for state licensure. They must consult with two faculty advisers, one in the English department and one from the School of Education. Furthermore, students in this track must take the New Mexico Teacher Assessment exam between their sophomore and junior year and must plan to have all coursework in English completed before the start of their final semester, which will be devoted to field preparation.

Pre-Professional Track

Students interested in majoring in English as preparation for professional careers in such areas as business, government, law, or administration should concentrate on courses in writing, and linguistics. Those specifically interested in law school should also take courses in philosophy and logic. This track is not intended for students pursuing teaching careers. The pre-professional track is recommended for students double-majoring in English and a field with heavy course requirements.

Associate of Arts in Theater Production

Theater is a creative, collaborative art form that builds experience in the ensemble process. The Theater Production Associate of Arts program unites the theoretical and concrete by providing students with valuable opportunities for personal, social and educational development. This program addresses the needs of the experienced as well as the novice student. Most students who enrolling this program are endowed with a basic talent in performance that requires cultivation. Each student is individually evaluated and calibrated in order that processors, a “mentors,” can meet each student at his/her level of experience and develop that talent to its highest possible level of accomplishment. Theater based classes will introduce students to acting, stagecraft, back stage management, theater production, costuming, choreography, dance and music. Students in this program will also study dramatic literature in the English department,

which will both expand their knowledge of theatrical works and allow them to easily transition into a major in English if they want to continue their studies.

Required courses: 27 credits

THEA 134 Theater Practicum (1)
THEA 261 Stage Movement for the Actor (3)
THEA 271 Acting 1: The Actor Prepares (3)
THEA 272 Acting 2: Creating a Character (3)
MUS 276 Musical Theater (2)
MUS 283 Ensemble: HU Singers (1)
THEA 234 Theater Practicum (2)
ENGL 2XX Introduction to Shakespeare (3)
ENGL 291 British Literature from 1700 to the present (3)
ENGL 295 American Literature from 1865 (3)
ENGL 2XX Topics in Drama (3)

OR

ENGL 151 Introduction to Drama (3)

Major Total: 27 credit hours

Core Total: 35 credit hour

Extended core: 5 credit hours

Total for degree: 67

**Total units for the degree may exceed 67 credit hours if proficiency courses are required. The University requires a minimum of 67 credit hours for this degree.*

Degree Requirements: English

Major in English (BA)

Traditional, English Education, and Pre-Professional Tracks

In order to earn a BA in English, students are required to complete at least 13, three-credit courses in English beyond the composition sequence (ENGL106, 111, 112): a total of 39 credit hours. Students must also satisfy the following general distribution requirements:

Required core: 12 credit hours

ENGL 294 One American Literature Survey (3)

OR

ENGL 295 American Literature, 1865 to the Present (3)

(However, both courses are recommended)

ENGL 290 British Lit to 1700 (3)

ENGL 291 British Lit 1700 to Present (3)

ENGL 302* Literary Theory (3)

**To be taken in the junior year. Students in the pre-professional track may substitute any course in rhetoric, linguistics, or writing*

Additional requirements: 9 credit hours

At least one course in grammar or linguistics rhetoric: 3 credit hours

At least one course in rhetoric or literacy: 3 credit hours

At least one course in creative writing: 3 credit hours

At least one course from the following: 3 credit hours

ENGL 421 Chaucer (3)

ENGL 422 Shakespeare (3)

ENGL 423 Milton (3)

Other requirements: 6 credit hours

ENGL 411 Major American Writers (3)

ENGL 412 Major British Writers (3)

Electives:

Choose 3 courses for 9 credit hours.

Students majoring in English and minoring in secondary education must take:

ENGL 317 Introduction to Modern Grammar (3)

ENGL 350 Methods of Teaching Reading and Writing (3)

The remaining courses (for a total of 39 credit hours) are program electives.

Major Total: 39 credit hours

Core Total: 35 credit hour

Extended core: 5 credit hours

Minor: 18 credit hours minimum*

Proficiency/electives to 120: 23 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Minor in English

Required courses: 9 credit hours

ENGL 317 Introduction to Modern Grammar (3)

Choose two courses from the following:

ENGL 290 British Literature to 1700 (3)

ENGL 291 British Literature 1700 to Present (3)

ENGL 294 American Literature to 1865 (3)

ENGL 295 American Literature 1865 to Present (3)

Electives: 12 credit hours

Minor Total: 21 credit hours

Minor in English Writing

Required courses: 12 credit hours

ENGL 317 Introduction to Modern Grammar (3)

ENGL 365 Nonfiction Prose (3)

ENGL 367 Technical Writing (3)

ENGL 443 Sociolinguistics (3)

OR

ENGL 485 Stylistics (3)

Electives: 9 credit hours

Choose three courses from the following:

ENGL 214 Autobiography (3)

ENGL 262 Introduction to Creative Writing (3)

ENGL 305 Advanced Composition (3)

ENGL 307 Writing as Advocacy (3)

ENGL 309 A History of Writing (3)

- ENGL 310 Creative Nonfiction (3)
 ENGL 350 Methods of Teaching Reading and Writing (3)
 ENGL 362 Creative Writing: Poetry (3)
 ENGL 364 Creative Writing: Fiction (3)
 ENGL 400 Creative Writing: Experimental Fiction (3)
 ENGL 401 Creative Writing: Advanced Poetry (3)
 ENGL 441 History of the English Language (3)
 ENGL 2/434 Practicum (1-4)
 ENGL 463 Rhetoric & Reality (3)
 ENGL 464 Women & Rhetoric (3)

Minor Total: 21 credit hours

Department of Exercise and Sport Sciences

Dr. Joe Schmalfeldt, Department Chair
 Wilson Physical Education Complex, Room 237
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 E-Mail: jschmal@nmhu.edu

Mission of the 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 higher athletic, healthy to diseased, and able-bodied to disabled. Our programs are related to the study of exercise physiology, health, teaching, athletic injuries, recreation, sports administration, and coaching.

Faculty

- William Hayward, Ph.D. (Exercise Science)
 Kathy Jenkins, Ph.D. (Exercise Science)
 Yongseek Kim, Ph.D. (Recreation and Sport Management)
 Jay Lee, Ph.D. (Exercise Physiology)
 Joe Schmalfeldt, Ph.D. (Physical Education)
 Ruthy Watson, Ph.D. (Exercise Science)

Resources and Facilities

Two undergraduate majors are available in the Department of Exercise and Sport Sciences: human performance and sport (HPS) and health. The HPS major offers a choice of three concentration areas: exercise science, physical education and recreation and sport management. Additionally, three minors are available: HPS, health, and coaching. There are also four concentrations in health: pre-professional athletic training, health education, health promotion and wellness, and pre-professional allied health. Additionally, four minors are available: HPS, health, coaching and recreation.

The department offers courses for the community as well as for university personnel. The New Mexico Highlands University Wellness Program (HU-Wellness) provides a variety of health promotion activities including classes, consultations, seminars and workshops. Fitness and health assessments with consultation and exercise prescriptions are available to employees, students, and community members. The Cardiovascular Health Enhancement and Exercise Rehabilitation (CHEER) Program provides supervised exercise classes for patients with heart disease.

In addition, the ESS department cooperates with other academic ar-

reas within the university by providing opportunities for students to take a variety of academic classes. There are numerous activity classes for students, faculty, and community members to take, such as skiing, swimming, golf, fitness activity, racquetball, and weight lifting. As part of their core requirements, students have an opportunity to take at least two physical education courses or the Fit for Life class (wellness course). The Fit for Life course is a prerequisite for all ESS majors.

The career choices for students receiving a major in the ESS are numerous: activity director/instructor, aquatic manager, adapted physical education instructor, athletic director, athletic trainer, personal fitness trainer, cardiac rehabilitation specialist, community health consultant, corporate wellness director, employee wellness consultant, health promotion and wellness leader/director, exercise laboratory technician, physical education teacher, health education teacher, recreation director, senior citizen recreation director, therapeutic recreation specialist, travel and tourism director, and many more.

The John A. Wilson Physical Education Complex is the pride of the program. The building offers modern facilities for physical and health education instruction and student and faculty research, as well as complete facilities for athletic training. The HU Wellness Program and Exercise Science Laboratory enable students to obtain practical experience in fitness testing and exercise programming.

Degree Requirements: Exercise and Sport Sciences

Major in Human Performance and Sport (BA)

The HPS physical education concentration and HPS minor prepare elementary and secondary physical education teachers. This area offers a broad technical foundation in scientific principles and relevant technology, including kinesiology, exercise physiology, sports techniques, and pedagogical methodology. Students in the HPS physical education concentration should minor in secondary education in order to obtain the K-12 teaching licensure in New Mexico.

The HPS exercise science concentration is designed to prepare students who wish to become personal trainers and/or work in the area of corporate fitness. This concentration offers a more scientifically focused curriculum, including kinesiology, exercise physiology, fitness program design, and fitness and wellness program leadership. Students in this concentration are encouraged to minor in either health or business.

The HPS recreational sport management concentration is designed to prepare students in sport industry including amateur sports (youth and high school sports, collegiate sports, and international sports) and professional sports, sport facility management, management, sporting goods and licensed products, health and fitness, and recreational sport, but the other industries which are marketing their products/services through sport. Students receive training in marketing their products or services through sport, for possible employment in other industries. No minor is required for students completing this concentration.

Prerequisite:

PE 100 Fit for Life (2)*

**Satisfies two credit hours of university extended core requirement.*

Required Courses: 9 credit hours

HPS 370 Kinesiology (3)

HPS 376 Exercise Physiology (3) HPS 410 Measurement & Evaluation in Physical Ed (3)

Students must also choose an area of concentration and complete all courses in the concentration area.

A. Concentration in Exercise Science

Required courses: 27 credit hours

HLTH 213 Nutrition for Exercise & Sport (3)

HPS 223 First Aid & CPR (3)

HPS 405 Body Composition (3)

HPS 421 Designs for Fitness (3)

HPS 428 Nutrition & Support in Sport (3)

HPS 472 Biomechanics of Sport (3)

HPS 476 Stress Testing (3)

HLTH 489 Fitness/Wellness Program Leadership (3)

HPS 430 ACSM Health Fitness Instructor Review (3)

OR

HPS 432 NSCA Strength Coach Review (3)

Major Total: 36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

B. Concentration in Physical Education

Required courses: 21 credit hours

SPED 214 Introduction to Special Ed (3)

HPS 223 First Aid & CPR (3)

HPS 350 Methods of Teaching HPE (3)

HPS 387 PE for Elementary Teachers (3)

HPS 402 Motor Learning (3)

HPS 468 PE for Special Populations (3)

HPS 495 Capstone/Senior Seminar (3)

Electives: 6 credit hours (choose three)

HPS 227 Water Safety Instructor Course (2)

HPS 261 Techniques of Team Sports (2)

HPS 263 Techniques of Individual Sports (2)

HPS 265 Techniques of Innovative Sports (2)

Major Total: 36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

C. Concentration in Recreation and Sport Management

Required courses: 36 credit hours

LSVC 230 Introduction to Sport Management (3)

LSVC 315 Introduction to Golf Course Management (3)

HPS 409 Economics & Finance in Sport (3)

HPS 412 Public Relations in Sport (3)

HPS 461 Sport Market & Promotion (3)

HPS 465 Plan Areas & Facilities (3)

ECON 217 Principles of Microeconomics (3)

ACCT 287 Principles of Financial Accounting (3)

MKTG 302 Principles of Marketing (3)

MGMT 303 Principles of Management (3)

FIN 341 Principles of Financial Management (3)

BLAW 360 Business Law I (3)

Electives: 15 credit hours

In exercise and sport science, choose six credits from the following:

HPS 223 First Aid and CPR (3)

HPS 416 Aquatic Management (3)

HPS 421 Designs for Fitness (3)

In the School of Business, Media and Technology, choose nine credits of electives in consultation with a business adviser.

Major Total: 60 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 2 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Major in Health (BA)

The health major has four tracks. The health education track is designed to prepare the health science teacher. The health promotion and wellness track is designed to prepare students interested in health careers with commercial, corporate, community, or government health/fitness/wellness programs. The pre-professional health track is designed to prepare students for professional school in allopathic, osteopathic, chiropractic, podiatric, naturopathic, veterinary medicine, dentistry, optometry, pharmacy, nursing, physical therapy, or similar health related areas. The HPS pre-professional athletic

training concentration is designed to teach students the competencies for national certification as an athletic trainer (ATC). All tracks prepare the student for advanced training in graduate school.

Student must take:

MATH 120, MATH 140, MATH 150, or the equivalent of algebra and trigonometry in high school and PE 100 (Fit for Life) to qualify for the major in health.

The Health Education Track

Human Biology (BIOL 131) should be taken as part of the student's science requirement. Students who intend to teach health in the public schools must consult with an adviser in the School of Education for licensure requirements.

Required courses: 38 credit hours

PE 100 Fit For Life (2) (Applies to Extended Core)
HLTH 151 Personal Health and Wellness (3)
HLTH 213 Nutrition for Exercise & Sport (3)
HLTH 380 Human Diseases (3)
HLTH 382 Health Problems in Schools (3)
HLTH 415 Health, Culture, & Diversity (3)
HLTH 474 Stress Management (3)
HPS 223 First Aid & CPR (3)
HPS 350 Methods of Teaching HPE (3)
HPS 410 Measurement & Evaluation in Physical Ed (3)
HLTH 472 Health Promotion (3)
HLTH 352 Health & Sex Ed (3)

OR

PSY 422 Human Sexuality (3)

AND

HLTH 353 Health & Drug Education (3)

OR

PSY 408 Drugs & Behavior (3)

Major Total: 38 credit hours

Core Total: 35 credit hours

Extended core: 3 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

The Health Promotion and Wellness Track

Human Biology (BIOL 131) should be taken as part of the student's science requirement.

Required courses: 38 credit hours

PE 100 Fit For Life (2) (Applies to Extended Core)
HLTH 151 Personal Health and Wellness (3)
HLTH 213 Nutrition for Exercise & Sport (3)

HLTH 321 Foundations of Community Health (3)

HLTH 352 Health and Sex Education (3)

HLTH 380 Human Diseases (3)

HLTH 415 Health, Culture, & Diversity (3)

HLTH 421 Epidemiology (3)

HLTH 469 Public Health and Wellness (3)

HLTH 472 Health Promotion (3)

HLTH 474 Stress Management (3)

HLTH 489 Fitness/Wellness Progressive Leadership (3)

SOC 330 Research Methods in Social Relationships (3)

Major Total: 38 credit hours

Core Total: 35 credit hours

Extended core: 3 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Pre-Professional Allied Health

Required courses: 57 credit hours

PE 100 Fit for Life (2) (Applies to Extended Core)

BIOL 211 General Biology I (4)

BIOL 212 General Biology II (4)

BIOL 231 Introduction to Human Anatomy & Physiology 1 (4)

BIOL 232 Introduction to Human Anatomy & Physiology 2 (4)

CHEM 211 General Chemistry 1 (3)*

CHEM 212 General Chemistry 2 (3)*

CHEM 215 Chemistry Lab 1 (2)*

CHEM 216 Chemistry Lab 2 (2)*

HLTH 151 Personal Health and Wellness (3)

HLTH 213 Nutrition for Exercise & Sport (3)

HLTH 402 US-Mexico Border Health Issues (3)

HPS 370 Kinesiology (3)

HPS 376 Exercise Physiology (3)

HPS 381 Injury Assessment & Management (3)

PHYS 151 Algebra Physics 1 (4)*

PHYS 152 Algebra Physics 2 (4)*

PSY 324 Abnormal Psychology (3)

OR

PSY 340 Developmental Psychology (3)

**This block of coursework is required for most pre-professional applicants to physical therapy schools. Other professional schools may require less laboratory preparation, in which case electives may be taken instead to structure a program according to individual needs and goals. This curriculum is not designed to prepare students for medical school. Students*

interested in the Pre-Med Program should contact the biology faculty.

Major Total: 57 credit hours

Core Total: 35 credit hours

Extended core: 3 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 7 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional elective credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Pre-Professional Athletic Training Track

The major in pre-professional athletic training is rapidly changing the health care profession. Athletic training is recognized by the American Medical Association as an allied health care profession. Traditionally, athletic trainers are thought of as working only in an athletic setting, university athletics, professional athletics and more recently high school athletics. No minor is required for students completing this track.

Prerequisites: 5 credit hours

MATH 140 College Algebra (3)*

PE 100 Fit for Life (2)*

**Satisfies math proficiency requirement and two hours of the extended core.*

Courses required of all students in the health major:

BIOL 131 Human Biology (4)

BIOL 231 Intro to Human Anatomy & Physiology 1 (4)

BIOL 232 Intro to Human Anatomy & Physiology 2 (4)

CHEM 211 General Chemistry 1 (3)

CHEM 215 General Chemistry 1 Lab (2)

CHEM 212 General Chemistry 2 (3)

CHEM 216 General Chemistry Lab 2 (2)

HLTH 151 Personal Health and Wellness (3)

HLTH 210 Athletic Training Observation I (1)

HLTH 213 Nutrition for Exercise & Sport (3)

HLTH 311 Athletic Training Observation II (2)

HLTH 370 Prevention of Athletic Injuries and Illnesses (4)

HLTH 402 US Mexico Border Health Issues (3)

HLTH 410 Examination & Diagnosis of the Upper Extremities (4)

HLTH 411 Examination & Diagnosis of the Lower Extremities (4)

HPS 370 Kinesiology (3)

HPS 376 Exercise Physiology (3)

HPS 472 Biomechanics of Sport (3)

PHYS 151 Algebra Physics 1 (4)

PHYS 152 Algebra Physics 2 (4)

PSY 101 Psychology & Society (3)

Major Total: 66 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Electives to 120: 14 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours may be required to meet the 120 credit-degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

NOTE: To be certified as an athletic trainer by the NATA, students must take an additional five credits of practicum.

Minor in Human Performance and Sport

This minor is available to all students.

Prerequisite:

PE 100 Fit for Life (2)

**Satisfies two credit hours of extended core requirement.*

Required courses: 21 credit hours

HPS 223 First Aid & CPR (3)

HPS 350 Methods of Technology Health & Physical Ed (3)

HPS 376 Exercise Physiology (3)

HPS 410 Measurement & Evaluation (3)

HPS 468 Physical Ed for Special Populations (3)

HPS 472 Biomechanics of Sport (3)

HPS 495 Capstone/Senior Seminar (3)

Electives: 4 credit hours

Choose two courses from the following:

HPS 225 Lifeguard Training (2)

HPS 227 Water Safety Instructor Course (2)

HPS 261 Techniques of Team Sports (2)

HPS 263 Techniques of Individual Sports (2)

HPS 265 Techniques on Innovative Games (2)

Minor Total: 25 credit hours

Minor in Coaching

This minor is available to students with any major.

Prerequisite:

PE 100 Fit for Life (2)

**Satisfies two credit hours of extended core requirement.*

Required courses: 24 credit hours

HLTH 213 Nutrition for Exercise & Sport (3)

HPS 223 First Aid & CPR (3)

HPS 376 Exercise Physiology (3)

HPS 381 Injury Assessment & Management (3)

HPS 408 Principles, Ethics, & Problems of Athletic Coaching (3)

HPS 421 Designs for Fitness (3)

HPS 428 Nutrition and Supplements for Sports (3)

HPS 478 Psychology of Coaching (3)

Electives: 4 credit hours

Choose two courses from the following:

HPS 365 Coaching/Officiating Baseball/Softball (2)

HPS 366 Coaching/Officiating Basketball (2)

HPS 367 Coaching/Officiating Football (2)

HPS 368 Coaching/Officiating Volleyball (2)
HPS 369 Coaching/Officiating Track & Field (2)

Minor Total: 28 credit hours

Minor in Recreation

Prerequisite:

PE 100 Fit for Life (2)

**Satisfies two credit hours of extended core requirement.*

Required courses: 24 credit hours

HPS 223 First Aid & CPR (3)

LSVC 230 Introduction to Sport Management (3)

LSVC 315 Introduction to Golf Course Management (3)

HPS 409 Economics & Finance in Sport (3)

HPS 412 Public Relations in Sport (3)

HPS 416 Aquatics Management (3)

HPS 461 Sport Marketing & Promotion (3)

HPS 465 Planning Areas & Facilities (3)

Minor Total: 24 credit hours

Minor in Health

The health minor is designed for students wishing to study information related to the various aspects of health.

Prerequisite:

PE 100 Fit for Life (2)

**Satisfies two credit hours of extended core requirement.*

Required courses: 24 credit hours

HLTH 151 Personal & Community Health (3)

HLTH 213 Nutrition for Exercise & Sport (3)

HLTH 380 Human Diseases (3)

HLTH 321 Foundations of Community Health (3)

HLTH 474 Stress Management (3)

HLTH 472 Health Promotion (3)

HLTH 352 Health & Sex Education (3)

OR

PSY 422 Human Sexuality (3)

AND

HLTH 353 Health & Drug Education (3)

OR

PSY 408 Drugs & Behavior (3)

Minor Total: 24 credit hours

Department of History & Political Science

Dr. Steven J. Williams, Department Chair

Douglas Hall, Room 249

PHONE: 505.454.3435

FAX: 505.454.3389

EMAIL: sjwilliams@nmhu.edu

Mission of the Department of History and Political Science

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

Faculty

Peter S. Linder, Ph.D. (History)

Abbas Manafy, Ph.D. (Political Science)

Elaine Rodriguez, Ph.D. (Political Science)

Kristie Ross, Ph.D. (History)

Steven J. Williams, Ph.D. (History)

History

Historians investigate the past in order to understand the present – how we came to be where we are and who we are. The word *history* comes from the Greek word for *inquiry*. Historians, broadly speaking, are interested in the social, political, economic, religious, and cultural activities of all people. Their methods include interviewing eyewitnesses of recent events, reading old diaries and letters, and conducting research in public or private repositories. Members of the History faculty at Highlands especially encourage our students to make connections between our own lives and the past.

Students of history can pursue careers in teaching or other professions, and many will continue for an advanced degree in the discipline or enter law school. Professional applications of history include careers in government and business, where the skills of research, communication, and critical thinking are valued. Some history students find positions doing research and preservation work in museums and archives.

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 beginning so 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.

Students in political science may seek careers in government, NGOs (non-governmental organizations), teaching, or private industry. The political science major is an 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, nonprofit organizations, corporations, and research institutions.

Degree Requirements: History and Political Science

Major in History (BA)

Required courses: 6 credit hours

HIST 301 Research Methods (3)

HIST 480 Historiography (3)

Electives: 27 credit hours

Choose at least nine additional credits in 300- and 400- level courses from history (or political science courses that are cross-listed in history), selected in consultation with the major adviser. Choose 17 additional credits in courses at any level from history (or political science courses that are cross-listed in history), selected in consultation with the major adviser.

Major total: 33 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 29 credit hours

Total for degree: 120 credit hours*

**A minor is required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Minor in History

Choose at least 21 credits from courses in history and allied fields, in consultation with the minor adviser, according to the following criteria: At least 9 of the credits must be from courses at the 300 to 400 level; at least 15 of the credits must be from courses in history.

Minor Total: 21 credit hours

Major in Political Science (B.A.)

The major in political science is offered with two emphases: liberal arts and law. The law emphasis provides a foundation in government and political systems, and addresses legal systems and dimensions of constitutional, public and criminal law. The liberal arts emphasis provides extensive study of American national, state, and local government, comparative and international politics, political theory, and political behavior. A special feature of political science at Highlands is found in its focus on Southwest and minority political studies.

Liberal Arts Emphasis

Required courses: 12 credit hours

POLS 151 American National Government (3)

POLS 312 Political Parties & Behavior (3)

POLS 316 State & Local Government (3)

POLS 328 Comparative Political Systems (3)

Electives: 20 credit hours

Choose one course from the following:

POLS 410 American Constitution (3)

POLS 458 Political Theory & Philosophy (3)

Choose at least 17 additional credits from courses in political science (or history courses such as 315, 401, 403, 413, 414), in con-

sultation with the major adviser. At least five of the credits must be from courses at the 300 or 400 level.

Major Total: 32 credit hours

Proficiency Total: 11 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Electives/Minor to 128: 45 credit hours

Total for degree: 128 credit hours*

**A minor is required. Additional credit hours (electives) may be required to meet the 128-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 128-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Law Emphasis

Required courses: 26 credit hours

POLS 151 American National Government (3)

POLS 314 Introduction to the Law (3)

POLS 316 State & Local Government (3)

POLS 320 Criminal Law (3)

POLS 328 Comparative Political Systems (3)

POLS 410 American Constitution (3)

POLS 417 Legislative Process (3)

POLS 453 International Relations, Human Rights & Law (3)

POLS 497 LSAT Preparation & Legal Logic Class (2)

Electives: 6 credit hours

Choose at least six additional credits from political science courses (or from history courses cross-listed in political science), in consultation with the major adviser.

Major Total: 32 credit hours

Proficiency Total: 11 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor /Electives to 128: 45 credit hours

Total for degree: 128 credit hours*

Pre-Law Preparation for Students Planning to Attend Law School

Comprehensive advising is available for students planning or considering the study and practice in law. Law or pre-law does not constitute a major; in fact, a wide variety of fields of study can be appropriate for the prospective lawyer. Many students select the major in political science, which offers a law emphasis; others select major and minor fields in the humanities, social sciences, sciences, mathematics or physical sciences.

Careful planning in appropriate fields of study, with special attention to a foundation of skills developed in classes with emphasis on written and oral communication, research, calculation, logical reasoning and critical thinking are strongly recommended for pre-law preparation. The pre-law adviser will help all students with their plans to gain an appropriate preparation for entering law school. This adviser is a source of much information about law schools and their requirements as well as the LSAT examination preparation, which is used to help law schools evaluate students' qualifications for entrance. The pre-law adviser is George Lyon, Douglas Hall, Room 236.

Minor in Political Science

Required courses: 6 credit hours

POLS 151 American National Government (3)

POLS 316 State & Local Government (3)

Electives: 14 credit hours

Choose one course from the following:

POLS 410 American Constitution (3)

POLS 458 Political Theory & Philosophy (3)

Choose at least 11 additional credits in courses from political science and allied subjects, selected in consultation with the minor adviser. At least four of these credits must be from 300- or 400-level courses.

Minor Total: 20 credit hour

Department of Languages and Culture

Dr. Kenneth Stokes, Interim Department Chair

Douglas Hall, Room 249

505.454.3435 FAX: 505.454.3389

Mission of the Discipline of Languages and Culture

Because of its location, the discipline of languages and cultures is committed to the preservation, interpretation, and promotion of the unique multicultural heritage of the region. Thus, it recognizes the importance of the Spanish and Native American presence in the local and global community. The discipline further strives to integrate other foreign languages along with their respective culture and literatures

Faculty

Carol Litherland, MA (American Sign Language)

Eric Romero, Ph.D. (NAHS)

Carlos Velasquez-Torres, Ph.D. (Spanish)

Edgar Vargas Blanco, Ph.D. (Spanish)

Spanish

The discipline of languages and literature provides the beginning language student with two different learning approaches. Students who wish to take Spanish or seek to fulfill the core language requirement may choose the track that best matches their needs:

Heritage Language Learners (HL)

Spanish for heritage language learners addresses the bilingual speakers of Spanish who have achieved a certain degree of speaking and listening abilities outside of the classroom, but who have had little or no formal training in the language at the college level. The HL track is a designed for students who grew up around Spanish-speaking communities and understand basic Spanish conversation. The objectives in Spanish as a heritage language are to build upon the language base that the student already possesses and to teach literacy in Spanish. The HL courses emphasize reading, writing, and developing advanced vocabulary as well as reviewing specific problematic grammar and orthographic rules that are typically evident in Spanish heritage students. Selected authentic readings from Hispanic/Latino and Spanish or Latin American writers will serve as the framework for cultural and social issues that will lead to discussions.

Second Language Learners (SL)

This track addresses the needs of students who learn other languages in addition to their native language(s). The term "second language" is used to describe any language whose acquisition starts after early 2015 - 2017 Catalog

childhood, including what may be the third or subsequent language learned. Course materials and methodology reflect effective teaching strategies in the field of second language acquisition and incorporate technology-enhanced instruction.

Spanish Placement Exam

The purpose of the Spanish Placement Exam is to identify the student's proficiency in the language.

Please note: On the first day of the semester, the instructor will bring his or her students to the Language Learning Center to take the Spanish Placement Exam. This exam is utilized to determine the level at which students will begin the language proficiency requirement. This exam is also designed to detect heritage speakers of the Spanish language. Generally, these are learners who were raised in homes where Spanish was spoken and who are orally proficient in Spanish but have had little or no formal training in the language. This exam allows faculty members to place students in the appropriate Spanish classes for heritage language learners, which are intended to capitalize on their linguistic assets by increasing their awareness and appreciation of the different Hispanic cultures.

The Spanish Placement Exam results are sent to the transcript specialist to be noted in each student's respective file.

Once students begin their track, whether it is for second language learners or heritage language learners, they must follow said track sequentially. No exceptions will be permitted.

If the placement exam recommends that the student take an upper-division class, the student will be encouraged to speak with the professor teaching said class before officially enrolling in the course to discuss any concerns. The student might feel that the placement exam does not fully reflect his or her level in the Spanish language. By speaking with the professor, the student will be able to decide whether or not he or she is ready to enroll in an upper-division class.

If a student shows proficiency at an intermediate-low level (HL111/SL/Spanish 101 and HL112/SL/Spanish 102), the language proficiency requirement is waived.

A successful placement exam, however, does not earn credit hours toward graduation. It only waives the classes necessary to fulfill the language proficiency requirement.

Placement evaluation scores are valid for one year only. If students allow a year or more in between completion of the 101/111 and 102/112 levels, they will have to take the placement exam again.

The placement exam is administered at the Language Learning Center (LCC), 104 Douglas Hall.

The LLC offers a language placement exam for speakers of other languages. More information is available from the LLC staff.

Resources and Facilities

Language students at Highlands are exposed to the Spanish language every day in the community and on campus.

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 Thomas C. Donnelly Library has more than 5,000 titles in Spanish culture and literature with an especially rich collection in the golden age of Spanish literature.

The Language Learning Center offers tutoring services in Spanish and American Sign Language to students who want to supplement

their language learning outside of the classroom. Throughout the semester, tutors organize workshop-type sessions that focus on certain grammatical concepts and other aspects of the language that professors believe the students need to develop. The LLC tutors also host “charlas” (conversation sessions) for those who want to exercise and improve their oral communication skills in Spanish. Signed conversation sessions are also held for students who want to practice and improve their ASL fluency. Students are encouraged to schedule an appointment with the tutors, but may seek tutoring on a walk-in basis.

Aside from tutoring services, the Language Learning Center houses many resources that our staff can recommend to students who are interested in enhancing their language knowledge. The center is equipped with 24 computer workstations that have Internet access and contain the most popular Microsoft Office software applications, an instructor computer workstation with a Smartboard, and a large media collection of audio-visual programs and recordings to enhance Spanish language instruction and acquisition.

Degree Requirements: Languages and Culture

Major in Spanish (BA)

Prerequisite:

Proficiency in first-year Spanish, as demonstrated by completion of Spanish 101 and Spanish 102, or Spanish 111 or Spanish 112, or the equivalent competency. These courses do not count toward the 36-credit-hour major.

Required courses: 27 credit hours

SPAN 201 Intermediate Spanish 1 (3)

SPAN 202 Intermediate Spanish 2 (3)

OR

SPAN 211 Intermediate Spanish as Heritage Language 1 (3)

SPAN 212 Intermediate Spanish as Heritage Language 2 (3)

AND

SPAN 300 Advanced Grammar (3)

SPAN 310 Advanced Conversation (3)

SPAN 330 Introduction to Hispanic Literature (3)

SPAN 424 Advanced Composition (3)

SPAN 430 Introduction to Spanish Linguistics (3)

SPAN 495 Senior Year Paper (3)

Choose one of the following:

SPAN 431 Civilization & Culture of Spain (3)

SPAN 432 Civilization & Culture of Latin America (3)

SPAN 433 Civilization & Culture of New Mexico and the Southwest (3)

Electives: 9 credit hours

In consulting with their program adviser, students can choose three upper-division elective courses to complete the major.

Major Total: 36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Major in Spanish for Elementary and/or Secondary School Teachers (K – 12) (BA)

The following course must be taken as one of the nine elective credits used in fulfillment of the general Spanish major:

SPAN 445 Teaching of Spanish: Theory & Methods (3)

Those pursuing a teaching career must contact the School of Education for required certification/endorsement coursework as stipulated by the State of New Mexico Public Education Department.

Major Total: 36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Spanish

Prerequisite: Proficiency in first-year Spanish as demonstrated by completion of Spanish 101 and Spanish 102, or Spanish 111 or Spanish 112 or the equivalent competency. (These courses do not count toward the 24-credit-hour minor.)

Required hours: 18 credit hours

SPAN 201 Intermediate Spanish 1 (3)

SPAN 202 Intermediate Spanish 2 (3)

OR

SPAN 211 Intermediate Spanish as Heritage Language 1 (3)

SPAN 212 Intermediate Spanish as Heritage Language 2 (3)

AND

SPAN 300 Advanced Grammar (3)

SPAN 310 Advanced Conversation (3)

SPAN 424 Advanced Composition (3)

Choose one of the following courses:

SPAN 431 Civilization & Culture of Spain (3)

SPAN 432 Civilization & Culture of Latin America (3)

SPAN 433 Civilization & Culture of New Mexico and the Southwest (3)

Electives: 6 credit hours

In consulting with their program adviser, students can choose two upper-level elective courses to complete the major.

Minor Total: 24 credit hours

Minor in Native American/Hispano Cultural Studies (NAHCS)

Mission Statement

The mission of the proposed Native-American/Hispano Cultural Studies (NAHS) Minor Program is to facilitate and implement the interdisciplinary study of peoples, languages, cultures, traditions and practices of the Southwest with specific emphasis on Northern New Mexico communities. The program is strengthened by the adoption of a cultural studies approach, which enables students to investigate lived realities of which they themselves are a part and where their involvement may provide clarifying insights.

Required courses: 3 hours

NAHS 124 Introduction to Native American/Hispano Cultural Studies (3)

Capstone option: 3 hours required

NAHS 425 Native American /Hispanic Communication & Cultural Contexts (3)

HIST 453 History of the Southwest (3)

Thematic Area #1: Choose six hours from the following:

ANTH 413 Archaeology of the Southwest (3)

ANTH 424 Cultural Dynamics of the Southwest (3)

ANTH 456 US-Mexican Immigration (3)

ANTH 476 Indians of the Greater Southwest (3)

ANTH 477 Hispanics of the Southwest (3)

HIST 215 History of New Mexico (3)

HIST 453 History of the Southwest (3)

NAHS 375 Land Grant, Acequia & Reservation Communication (3)

Thematic Area #2: Choose six hours from the following:

SOC 493 Race & Ethnic Relations (3)

ENGL 424 Mestizaje: Creative & Critical Thought in the Southwest (3)

PHIL 318 Native American Philosophy (3)

HIST 160 Chicano History (3)

HIST 401 Chicano Experience (3)

HIST 403 Chicano Leadership (3)

POLS 217 Ethnic Politics (3)

NAHS 225 Ethnicity and Identity Formation (3)

Thematic Area #3: Choose six hours from the following:

MUS 472 Chicano & Latino Music in the US (3)

ANTH 435 Ritual, Festival, and Celebration in the Southwest (3)

ENGL 315 Native American Women's Literature (3)

ENGL 318 Chicano/a Literature (3)

ENGL 482 Literature of the Southwest (3)

HIST 161 Chicano History Since 1900 (3)

SPAN 470 Chicano Lit of the Southwest (3)

NAHS 325 Native American/Hispano Contexts for Language and Literacy (3)

Minor total: 24 credit hours

Department of Natural Resource Management

Dr. Jennifer Lindline

Department Chair/Professor

Natural Resources

Phone: 505-426-2046

Ivan Hilton Science Center, Room 336

lindlinej@nmhu.edu

About

The Department of Natural Resources Management (NRM) offers instructional programs leading to a bachelor of science in environmental geology and forestry. Various concentrations are offered within these programs.

Mission of the Department of Natural Resources Management

The mission of the NRM Department academic programs is to provide students with a high quality science education that includes experience with field and laboratory research. Both the environmental geology and forestry programs provide scientific and technical backgrounds that empower students to successfully pursue science and technology careers or proceed to advanced graduate studies. The NRM professors strive to make each student's educational experience challenging and rewarding.

Faculty

James Biggs, Ph.D. (Forestry)

F. Craig Conley, Ph.D. (Forestry)

Blanca Cespedes, Ph.D. (Forestry)

Jennifer L. Lindline, Ph.D. (Geology)

Michael S. Petronis, Ph.D. (Geology)

Michelle Reilly, Ph.D. (Forestry)

Julie Tsatsaros, Ph.D. ()

Joseph Zebrowski, MS (Forestry)

Environmental Geology (BS)

Environmental geology is an interdisciplinary major concerned with the practical application of the principles of geology in the solving of environmental problems. Environmental geology deals with earth resources, geologic hazards, and the interaction of humans with the environment. Courses are designed to provide students with scientific knowledge, mathematical proficiency, research skills, technical abilities, and writing competencies to launch exciting and rewarding careers in the geosciences. Environmental geology professors are committed to learning-centered teaching, student-involved research, and community outreach.

The bachelor of science in environmental geology has two degree tracks: watershed management and environmental science. The degree tracks are highly integrated programs including basic courses in geology, water science, and environmental science, respectively. They also offer field study, laboratory experience, independent research, and elective coursework. Environmental geology students are not required to take a minor, but those concentrating in geology are required to take a summer field course (GEOL 375) prior to graduation. Environmental geology bachelor's degree graduates have excellent career opportunities in water, mineral, and energy resource exploration, resource recovery, resource management, water minimization, pollution prevention, contamination remediation, and environmental protection.

The geology concentration is designed to provide quantitative preparation for career pathways involving interdisciplinary study of the environment, with a geological emphasis. It highlights those subjects that are most relevant to society, including hydrology, geo-

morphology, earth materials, geochemistry, and soil science, as well as the tools and techniques for environmental geology study.

The environmental science concentration focuses on the application of geologic, physical, biological, and chemical principles to the study of the physical environmental and the solution of a wide range of environmental problems, such as abating or controlling environmental pollution and degradation and conserving and improving the ways that humans use rock, mineral, water, soil, and energy resources. The environmental science degree track is deliberately designed to be sufficiently flexible to allow students, with close guidance from a faculty adviser, to design a major program, emphasizing a variety of specific approaches to studying earth's environment, based on a firm foundation of supporting sciences and ending with a project-oriented capstone course

The water resources concentration is designed to provide disciplinary and interdisciplinary preparation for positions in industries or agencies requiring diversified experience in water science and management. Coursework emphasizes surface and ground water hydrology, water science, watershed management, watershed restoration, geochemistry, and water policy.

Forestry (BS)

Forestry is the application of scientific principles to the sustainable management of forest resources, including a wide range of ecosystem services (e.g., alternative forest products, wildlife, medicinal herbs and craft materials), fresh water and biodiversity. The primary goal of the forestry program is to train technically competent forest and natural resources managers who understand the ecological notions that underpin human use of forest resources. Graduates of the Forestry Program meet all federal requirements for employment as a professional forester. Students receive training in the various techniques used to determine resource quantities and qualities, economic values, and social constraints in the management of natural resources.

Students who major in forestry are not required to take a minor. A summer field course is required of all students prior to their graduation. Students who wish to pursue graduate degrees should talk to an adviser about recommended coursework.

The two concentrations within the forestry major are: forestry management and wildland fire.

Accredited by the Society of American Foresters

Conservation Management (BA)

The BA in Conservation Management will allow students a variety of career choices in the field of natural resource management with greater flexibility than is currently provided by the BS degree in Forestry. Issues of sustainability, climate change adaptation and mitigation, environmental justice, biodiversity, and increasing demand for finite food, water, and energy resources become more critical every day. While these challenges have a significant scientific and technical component, the social, cultural and economic dimensions of these issues are at least as challenging. The BA in Conservation Management will provide students with the skills necessary to integrate the diverse array of social, political, legal, institutional, cultural, economic and biophysical considerations inherent in attaining environmental and resource management goals.

Students must complete a total of 43 to 46 hours in forestry, geology, biology, anthropology, and chemistry. The university requires at least 45 credit hours in upper (300-400 level) courses.

The BA in Conservation Management will prepare students for a variety of careers in research, industry, education, government, or public service.

The BA in Conservation Management requires a minor. A variety of minors will complement the natural resource focus including: business, biology, geology, sociology, anthropology, criminal justice and psychology.

Resources and Facilities

The Department of Natural Sciences is housed in the Ivan Hilton Science Center. Modern classroom settings and new laboratory spaces, showcasing state-of-the-art analytical equipment and modern safety features, provide students with hands-on, student-centered learning environments. For more information about our research facilities click [here](#).

The environmental science degree track of the Environmental Geology Program focuses on the application of geologic, physical, biological, and chemical principles to the study of the physical environment and the solution of a wide range of environmental problems, including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; and natural resources management. The concentration prepares students via instruction in biology, chemistry, climate, environmental management, geosciences, geospatial analysis, mathematics, and physics. The major is deliberately designed to be sufficiently flexible to allow students, with close guidance from a faculty adviser, to design a major program emphasizing a variety of specific approaches to studying Earth's environment, based on a firm foundation of supporting sciences and ending with a project-oriented capstone course.

Active Projects

The Science Agricultural Summer Experience (SASE) project directed by Dr. Edward Martinez and the Focusing Recruitment, Retention and Research Experiences (FRRRE) project co-directed by Dr. Jennifer Lindline and Dr. Edward Martinez.

Degree Requirements: Natural Resources Management

Major in Environmental Geology (BS)

Required Core: 30-31 credit hours

GEOL 101 Survey of Earth Science (4)

GEOL 301 Environmental Geology (4)

FOR 340 Quantitative Methods (3)

GEOL 495 Senior Geology Applications (1)

MATH 160 Pre-Calculus (5)

MATH 211 Calculus 1 (4)

PHYS 151 Algebra Physics 1 (4)

OR

PHYS 291 Calculus Physics 1 (5)

CHEM 211 General Chemistry 1 (3)

CHEM 215 Chemistry Lab 1 (2)

Core Total: 30-31 credit hours

Geology Concentration

Required Courses: 42-43 credits hours

GEOL 202 Earth History (4)
GEOL 317 Depositional Environments (4)
GEOL 325 Earth Materials (4)
GEOL 330 Structural Geology (3)
GEOL 375 Field Geology (4)
FOR 412 Surveying and GIS (4)
GEOL 421 Environmental Ground Water Hydrology (4)
GEOL 432 Environmental Geochemistry (4)
GEOL 425 Geomorphology (3)
MATH 252 Calculus 2 (4)

Choose one of the following:

PHYS 152 Algebra Physics 2 (4)
PHYS 292 Calculus Physics 2 (5)
GEOL 432 Environmental Geochemistry (4)

Electives: 9-12 credit hours

With the advice and consent of an adviser, students must take an additional three upper-division math or science classes.

Major Total: 81-86 credits hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 121-126 credit hours*

**A minor is not required. Additional credit hours may exceed the total degree credit requirement if proficiency courses are required. The university requires a minimum of 45 upper-division units for the degree.*

Water Resources Concentration

Required Courses: 54 credit hours

GEOL 101 Survey of Earth Science (4)
BIOL 211 General Biology 1 (4)
GEOL 301 Environmental Geology (4)
FOR 333 Water Science (4)
FOR 340 Quantitative Methods (3)
FOR 400 Surface Hydrology (3)
FOR 408 Limnology (4)
FOR 412 Survey and Geographic Information Systems (4)
FOR 417 Watershed Management (4)
GEOL 415 Remote Sensing and Analysis (4)
GEOL 421 Environmental Ground Water Hydrology (4)
GEOL 425 Geomorphology (4)
GEOL 432 Environmental Geochemistry (3)
FOR 453 Toxicology in Life Science (4)
GEOL 495 Senior Geology Applications (1)

Additional requirements: 18 credit hours

MATH 160 Pre-Calculus (5)
MATH 211 Calculus 1 (4)
MATH 252 Calculus 2 (4)
CHEM 211 General Chemistry 1 (3)
CHEM 215 Chemistry Lab 1 (2)

Electives: 9 credit hours

With the advice and consent of an adviser, students are required to take an additional three classes in geology, math or an approved science discipline.

Major totals: 81 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 121 credit hours*

**A minor is not required. Additional credit hours may exceed the total degree credit requirement if proficiency courses are required. The university requires a minimum of 45 upper-division units for the degree.*

Environmental Science Concentration

Required Courses: 19 credit hours

GEOL 101 Survey of Earth Science (4)
FOR 105 Humans and Ecosystems (4)
GEOL 301 Environmental Geology (4)
FOR 320 Quantitative Methods (3)
FOR 315 Natural Resources Law/Policy (3)

OR

GEOL 412 Geologic Resources, Law & Environmental Policy (3)
FOR/GEOL 495 Senior Geology Applications (1)

Additional Science Requirements: 26 – 27 credit hours

BIOL 212 General Biology 2 (4)
MATH 160 PreCalculus (5)
MATH 211 Calculus 1 (4)
MATH 252 Calculus 2 (4)
PHYS 151 Algebra Physics I (4)
OR
PHYS 291 Calculus Physics I (5)
CHEM 211 General Chemistry I & Lab I (5)

Electives:

Forty upper-division credits in 3/400 level biology, chemistry, computer science, fire science, forestry, geology, math, physics, or an approved science discipline with the advice and consent of an adviser. (Only 4 hours below 300 permitted). Changes to your program of study may be made with advice and written consent of your adviser. Students must have at least 51 credits at the 300 level or higher and must complete 125 – 126 credit hours for the degree. Note: Students planning to continue on to graduate school are strongly encouraged to take as an elective GEOL 375 Field Geology as this is a required class in many graduate programs.

Major totals: 85-86 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 125-126 credit hours*

**A minor is not required. Additional credit hours may exceed the total degree credit requirement if proficiency courses are required. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Geology

Required courses: 20 credit hours

GEOL 101 Survey of Earth Science (4)

GEOL 202 Earth History (4)
GEOL 301 Environmental Geology (4)
GEOL 317 Depositional Environmental (4)
GEOL 325 Earth Materials (4)

Electives: 3 credits hours

Choose at least one additional 3/400-level geology course for which prerequisites for that course have been satisfied.

Minor Total: 23 credit hours

Major in Forestry (BS)

Forestry Management Concentration

Required Courses: 54 credit hours

FOR 105 Humans & Ecosystems (4)
FOR 200 Forestry Field Practice (4)
FOR 231 Terrestrial Ecology (4)
FOR 237 Water Resources (3)
FOR 305 Natural Resources Economics (3)
FOR 307 Wildland Fire Management (3)
FOR 310 Mensuration and Biometrics (3)
FOR 313 Dendrology (3)
FOR 330 Natural Resources Law and Policy (3)
OR
GEOL 412 Geologic Resources, Law & Environmental Policy (3)
FOR 340 Quantitative Methods (3)
FOR 402 Silviculture (3)
FOR 410 Forest Management (3)
FOR 412 Surveying and Geographic Information Systems (4)
FOR 416 Soil Science (4)
FOR 424 Wildland Pest Management (3)
FOR 426 Professional Ethics (1)
FOR 492 Applied Forestry Research (3)

Additional Requirements: 24-26 credits

BIOL 303 Plant Structure and Function (4)
CHEM 211 General Chemistry 1 (3)
CHEM 215 Chemistry Lab 1 (2)
GEOL 101 Survey of Earth Science (4)
MATH 155 Applied Calculus 1 (3)

OR

MATH 211 Calculus 1 (4)

AND

PHYS 151 Algebra Physics 1 (4)

OR

PHYS 291 Calculus Physics 1 (5)

Electives: 0-2 credits hours

Electives are selected by students, with advice and consent of their major adviser, to complete a program of 120 credit hours.

Major Total: 78 - 80 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Elective to 120: 0 - 2 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours may be required to meet the total degree credit requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the total degree credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Wildland Fire Concentration

Required Courses: 64 credit hours

FOR 105 Humans & Ecosystems (4)
FOR 200 Forestry Field Practice (4)
FOR 231 Terrestrial Ecology (4)
FOR 237 Water Resources (3)
FOR 305 Natural Resources Economics (3)
FOR 307 Wildland Fire Management (3)
FOR 310 Mensuration and Biometrics (3)
FOR 313 Dendrology (3)
FOR 330 Natural Resources Law and Policy (3)
OR
GEOL 412 Geologic Resources, Law & Environmental Policy (3)
FOR 340 Quantitative Methods (3)
FOR 402 Silviculture (3)
FOR 412 Surveying and Geographic Information Systems (4)
FOR 416 Soil Science (4)
FOR 424 Wildland Pest Management (3)
FOR 426 Professional Ethics (1)
FOR 451 Project Fires & Post-Fires Rehabilitation (3)
FOR 452 Prescribed Fire Practices (4)
FOR 456 Fire and Landscape Ecology (3)
FOR 461 Atmospheric Science (3)
FOR 492 Applied Forestry Research (3)

Additional Requirements: 16 - 17 credits

BIOL 303 Plant Structure and Function (4)
CHEM 211 General Chemistry 1 (3)
CHEM 215 Chemistry Lab 1 (2)
GEOL 101 Survey of Earth Science (4)
MATH 155 Applied Calculus 1 (3)

OR

MATH 211 Calculus 1 (4)

Major Total: 80-81 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 120-121 credit hours*

**A minor is not required. Additional credit hours may be required beyond the degree minimum if proficiency courses are required or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Environmental Science

Required Courses: 21 credit hours

FOR 413 Environmental & Ecological Monitoring (3)
FOR 416 Soil Science (4)
GEOL 421 Environmental Ground-Water Hydrology (4)
FOR 433 Water Science (4)
FOR 453 Toxicology in Life Science (3)
FOR 461 Atmospheric Science (3)

Minor Total: 21 credit hours

Minor in GIS

GIS is a computer-based database management system for capture, storage, retrieval, analysis and display of spatial data. Students 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 other areas.

Required Courses: 22 credits hours

Choose one of the following:

GEOL 101 Survey of Earth (4)
FOR 105 Ecosystems & Humans (4)
POLS 151 American National Government (3)
ANTH 102 Introduction to Social Anthropology (3)

Additional requirements:

FOR 412 Surveying and GIS (4)
GEOL 415 Remote Sensing & Analysis (4)
GEOL 418 Advanced GIS (4)
GEOL 494 GIS Capstone Seminar* (2)

Elective: 4-5 credit hours (to reach 22 credit hours)

Choose a 300/400-level course from geology, forestry, political science, or anthropology.

Minor Total: 22 credits hours

**This class (existing course or selected topic) is an elective within the GIS program that varies by discipline. The course fulfills the minor degree requirement as determined by the student's faculty adviser.*

Certificate in GIS Program

GIS is a computer-based database management system for capture, storage, retrieval, analysis and display of spatial data. Students who complete either 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.

Required Courses: 18 credit hours

Choose one of the following:

GEOL 101 Survey of Earth Science (4)
FOR 105 Ecosystems & Humans (4)
POLS 151 American National Government (3)
ANTH 102 Introduction to Social Anthropology (3)

Additional requirements:

FOR 412 Intro to GIS Surveying (4)

GEOL 415 Remote Sensing & Analysis (4)

GEOL 418 Advanced GIS (4)

GEOL 494 GIS Capstone Seminar (2)

Certificate Total: 18 credit hours

Certificate in Forest and Watershed Restoration

The New Mexico Forest and Watershed Restoration Institute will be responsible for delivering the Forest and Watershed Restoration Certificate Program In collaboration with members of the Advisory Board and Highlands, a combination of field-based, classroom, and web-based coursework and instruction will be developed. Existing courses in Highlands' course catalog related to prerequisite quantitative and written expression skills will be used; however, these courses may also be transferred from other colleges/universities.

Required Courses: 12 credit hours

FOR 116 Introduction to Restoration Ecology; Field Skills (3)
FOR 215 Restoration Practices and Prescriptions (3)
FOR 218 Restoration Monitoring and Inventory
(3)FOR 219 Forest Harvesting & Forest Worker Safety (3)

Certificate Total: 12 credits hours

Conservation Management (BA)

The BA in Conservation Management will allow students a variety of career choices in the field of natural resource management with greater flexibility than is currently provided by the BS degree in Forestry. Issues of sustainability, climate change adaptation and mitigation, environmental justice, biodiversity, and increasing demand for finite food, water, and energy resources become more critical every day. While these challenges have a significant scientific and technical component, the social, cultural and economic dimensions of these issues are at least as challenging. The BA in Conservation Management will provide students with the skills necessary to integrate the diverse array of social, political, legal, institutional, cultural, economic and biophysical considerations inherent in attaining environmental and resource management goals.

Students must complete a total of 43 to 46 hours in forestry, geology, biology, anthropology, and chemistry. The university requires at least 45 credit hours in upper (300-400 level) courses.

The BA in Conservation Management will prepare students for a variety of careers in research, industry, education, government, or public service.

The BA in Conservation Management requires a minor. A variety of minors will complement the natural resource focus including: business, biology, geology, sociology, anthropology, criminal justice and psychology

Major in Conservation Management (BA)

CORE: 34 credit hours

FOR 105 Humans and Ecosystems (4)
FOR 231 Terrestrial Ecology (4)
FOR 305 Natural Resources Economics (3)
FOR 330 Natural Resources Law & Policy (3)

OR

GEOL 412 Geologic Resources, Law & Environmental Policy (3)
FOR 340 Quantitative Methods (3)

FOR 412 Survey and GIS (4)
FOR 426 Professional Ethics (1)
FOR 237 Water Resources (3)
BIO 212 General Biology (4)
CHEM 211 General Chemistry (3)
CHEM 215L General Chemistry Lab (2)

Electives: 9-12 credit hours

Upper-division electives from forestry, geology, biology or anthropology chosen in consultation with your adviser.

Major Total: 43 – 46 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Electives to 120: 16-19 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the major and minor. Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. English and Math proficiency credit do not count toward the 120 credit requirement. The university requires a minimum of 45 upper division units for the degree.*

Department of Nursing

Susan Williams, Director, Ph.D, MSN
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Mission of the Department of Nursing

The mission of the Department of Nursing is to prepare quality nurse health care providers through excellence in education, scholarship and service. This program builds on the strength of the licensed registered nurse and challenges the individuals enrolled in this program to expand their critical thinking for new professional nursing roles, methods of health care delivery and approaches to health care practice issues.

Faculty

Elizabeth Holguin, MSN
Beatrice Hurtado, MSN
Susan Williams, Ph.D.

Resources and Facilities

The Department of Nursing is located in the Engineering Building. Offices of the department and a classroom used by the department are available in the building. The Department of Nursing cooperates with other academic areas within the university to allow for students to take courses besides nursing to meet the general education core requirements of the baccalaureate degree.

Degree Requirements: Nursing

Bachelor of Science in Nursing

The RN-to-BSN Program of study is specifically designed for the registered nurse student to earn a baccalaureate degree. The RN-BSN Program is only available to students with a valid license to practice as a registered nurse and who hold an associate degree or diploma in nursing. Baccalaureate nursing education prepares professional nurses who have a strong foundation in liberal education. The RN-BSN Program allows registered nurses to build on core nursing knowledge and experience, but through their program, expand their knowledge base as leaders in the profession. Upon completion of the program, graduates will be prepared for positions in patient care, leadership, and community health and will be qualified to apply for advanced work in nursing at the master's level. This is an on-line program, and practicums will be done in the student's state of residence.

Requirements for Admission to the RN-BSN Completion Program

Graduate of an approved associate degree or diploma program in nursing from the United States

Valid unencumbered U.S. RN license prior to program start date

Cumulative minimum GPA of 2.5 on a 4.0 scale

As long as the student meets the nursing program required prerequisites listed below, and the majority of general education core courses, selected general education core courses can be taken along with upper division nursing courses.

Applicant must apply for undergraduate admission to New Mexico Highlands University and apply to the RN-BSN Program. Acceptance to New Mexico Highlands University does not guarantee acceptance into the RN-BSN Program.

Have official transcripts sent from all previously attended colleges and universities to the RN-BSN program. Even if you only took one class or credits are displayed on another transcript, we need official transcripts sent from all institutions.

All application materials must be received by June 15, 2016 for Fall 2016 entry and October 16, 2016 for Spring 2016 entry.

Nursing program required prerequisites:

- Microbiology
- Anatomy and Physiology I
- Anatomy and Physiology II
- Life Span Developmental Psychology
- Introduction to Psychology
- Nutrition
- Introduction to Sociology or Anthropology
- Statistics
- Majority of general education core

Only college courses completed with a grade of C or better will transfer, including general core courses.

Major in Nursing (BSN)

Major Course Requirements: 32 credit hours

NURS 310 RN-BSN Bridge Course (2)

NURS 320 Evidence Based Applications in Health Assessment (3)

NURS 332 Introduction to Nursing Informatics (3)

NURS 340 Advancement of Professional Nursing (3)

NURS 360 Cultural Competencies & Health Care (3)

NURS 370 Nursing Research & Evidence Based Practice (3)

NURS 431 Community Health Nursing (3)
NURS 432 Health Care Law and Policy (3)
NURS 447 Community Health Practice (3)
NURS 451 Seminar on Professional Nursing Leadership (3)
NURS 452 Nursing Leadership Practicum (3)

Major Total: 32 credit hours (nursing upper division)

Core Total: 35 (includes required prerequisites)

Extended core: 5 credit hours

Upper Division: 30 (RN license nursing credits)

Proficiency/Electives to 120: 18 credit hours*

Total for degree: 120 credit hours

**A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived. Nursing prerequisites may apply to the core total but credits are only counted once. The university requires a minimum of 45 upper-division units for the degree.*

Department of Sociology, Anthropology and Criminal Justice

Dr. Tom Ward, Department Chair

Lora Magnum Shields Science Building, Room 341

505.454.3196

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E-mail: tsward@nmhu.edu

Mission of the Department of Sociology, Anthropology and Criminal Justice

The mission of the Department of Sociology, Anthropology and Criminal Justice is to contribute to the educational and research needs in psychology, sociology, anthropology, criminal justice and the related fields; contribute to the career needs in psychological and social services and social sciences, and 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 to the greater global community.

Faculty

Erika Derkas, Ph.D. (Sociology)

Gloria Gadsden, Ph.D. (Sociology)

Mario Gonzales, Ph.D. (Anthropology)

Warren Lail, Ph.D., J.D. (Anthropology)

Monica Rossetti, MA (Criminal Justice/Sociology)

Linda Silber, Ph.D. (Sociology)

Orit Tamir, Ph.D. (Anthropology)

Thomas Ward, Ph.D. (Sociology)

Sociology and Anthropology

The disciplines of sociology and anthropology combine to offer a holistic approach to the study of humankind. The program offers both bachelor of arts and bachelor of science degree options with four possible emphases: sociology, anthropology, criminology, and American Indian studies.

The program emphasizes an applied approach to study of society and human culture. Small classes provide an enriched educational environment for both students and faculty. Career opportunities

include preparation for graduate studies, teaching, cultural resource management, and practice in federal, state, and local agencies, as well as in the nonprofit sector.

Major in Sociology and Anthropology (BS)

For a bachelor of science degree, complete requirements for bachelor of arts major in sociology and anthropology plus: complete a minor of at least 20 credits in one of the science fields other than sociology and anthropology, or complete a combined science minor, or complete a second major in a bachelor of science degree program, or complete a two-year degree in a science field; and complete eight credits in mathematics, including Math 211.

Criminal Justice Studies

A bachelor's degree in criminal justice studies provides an excellent foundation for students interested in working within the criminal and juvenile justice systems. In addition, it offers a strong foundation for those interested in pursuing a law degree or a master's degree in public administration or a closely related field. The criminal justice system is quite broad, and professionals, regardless of their specialization, must integrate information from a variety of academic disciplines. The program is designed with this objective in mind.

Resources and Facilities

The human riches of Northern New Mexico provide an outstanding context for psychological, social, and cultural studies at New Mexico Highlands University. Students may engage in field archaeological digs, ethnographic, psychobiological research, and clinical practicum. Additionally, students have 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.

Degree Requirements: Sociology, Anthropology and Criminal Justice

Associates Degree in Social Behavioral Sciences (AA) (Fall 2014)

The associate of arts degree in Social and Behavioral Sciences includes courses in general education and in Anthropology, Criminal Justice, Psychology, Sociology or Women's Studies, constituting a total two-year curriculum. The intent of this program is to provide a foundation that allows for the completion of a bachelors of arts degree in approximately two years.

Required courses: 25 credit hours

MATH 145 Intro to Statistics (3)(counts toward core requirements)

SOC 152 Introduction to Sociology (3)

PSY 101 Psychology and Society (3)

ANTH 102 Intro to Sociocultural Anthropology (3)

PSY 301 *or* SOC/ANTH 330 Research Methods (4)
Electives: 12 credits in social and behavioral sciences (12)

Major Total: 25 credit hours

Core Total: 35 credit hours

Extended Core: 5 credit hours

Total for Degree: 65 credit hours*

**Total units for the degree may exceed 65 credit hours if proficiency courses are required. The University requires a minimum of 65 credit hours for this degree.*

Major in Sociology and Anthropology (BA)

Required core: 22 credit hours

SOC 152 Introduction to Sociology (3)

ANTH 102 Introduction to Sociocultural Anthropology (3)

OR

ANTH 103 Introduction to Physical Anthropology/ Archaeology (3)

SOC/ANTH 300 Sociocultural Theory (3)

SOC/ANTH 330 Research Methods Social Relations (4)

SOC/ANTH 439 Introduction to Contemporary Theory (3)

Choose one course from the following:

ANTH 274 Indian Cultures of North America (3)

ANTH 374 Indian Cultures of Central America (3)

ANTH 424 Socio/Cultural Dynamics in the Southwest (3)

ANTH 474 Contemporary Indian Issues (3)

ANTH 476 Indians of the Greater Southwest (3)

ANTH 477 The Hispanic Southwest (3)

Choose one course from the following:

SOC 323 Deviant Behavior (3)

SOC 429 Gender, Society, & Culture (3)

SOC 412 Social Stratification (3)

SOC 427 Criminology (3)

SOC 431 Political Sociology (3)

SOC 493 Race & Ethnic Relations (3)

SOC/ANTH core: 22 credit hours

Emphasis: 21 credit hours minimum*

Minor: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 19 credit hours*

Total for degree: 120 credit hours

**An emphasis is required (see below). A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Students must choose an emphasis from the following list to complete the major:

American Indian Emphasis

Required courses: 12 credit hours

ANTH 274 Indian Cultures of North America (3)

ANTH 374 Indian Cultures of Central America (3)

ANTH 474 Contemporary Indian Issues (3)

ANTH 476 Indians of the Southwest (3)

Electives: 9 credit hours

Select in consultation with your adviser.

Emphasis Total: 21 credit hours

Major Total: 43 credit hours

Minor: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours?

Proficiency/Electives to 120: 19 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Anthropology Emphasis

Required courses: 9 credit hours

Select one course from each of the following categories:

Physical Anthropology/Archaeology

ANTH 103 Introduction to Physical Anthropology and Archaeology (3)

ANTH 410 Method and Theory in Archaeology (3)

Social Cultural Anthropology

ANTH 102 Introduction to Sociocultural Anthropology (3)

ANTH 415 Development & Sociocultural Change (3)

ANTH 422 Religion & Culture (3)

ANTH 461 Communication and Culture (3)

Applied Anthropology

ANTH 442 Forensic Anthropology (3)

ANTH 480 Issues Applied Anthropology (3)

ANTH 481 Cultural Resource Management (3)

SOC/ANTH 456 U.S.-Mexico Immigration: Border Issues (3)

Electives: 12 credit hours

Select in consultation with your adviser.

Emphasis Total: 21 credit hours

Major Total: 43 credit hours

Minor: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 19 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45*

upper-division units for the degree.

Criminology Emphasis

Required courses: 25 credit hours

- SOC 231 Criminal Justice System (3)
- SOC 427 Criminology (3)
- SOC 428 Comparative Systems of Social Control (3)
- SOC 430 Applied Social Research & Data Analysis (4)
- SOC 498 Field Experience (1-4)

Select three courses in consultation with your adviser:

- SOC 283 Social Problems (3)
- SOC 323 Deviant Behavior (3)
- SOC 327 Juvenile Delinquency & Justice (3)
- SOC 329 Institutional Corrections (3)
- POLS XXX Law Elective (3)
- ANTH 442 Forensic Anthropology (3)
- ANTH 461 Communication & Culture (3)

Emphasis Total: 25 credit hours

Major Total: 47 credit hours

Minor: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 15 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Sociology Emphasis

Required courses: 13 credit hours

- SOC 283 Social Problems (3)
- SOC 412 Social Stratification (3)
- SOC 430 Applied Social Research & Data Analysis (4)
- SOC 493 Race & Ethnic Relations (3)

Electives: 9 credit hours

Select in consultation with your adviser.

Emphasis Total: 22 credit hours

Major Total: 44 credit hours

Minor: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 18 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Anthropology

Required courses: 9 credit hours

- SOC 152 Introduction to Sociology (3)
- ANTH102 Introduction to Sociocultural Anthropology (3)
- SOC/ANTH 300 Sociocultural Theory (3)

Electives: 12 credit hours

Select in consultation with your adviser.

Minor Total: 21 credit hours

Minor in Sociology

Required courses: 9 credit hours

- SOC 152 Introduction to Sociology (3)
- ANTH 102 Introduction to Sociocultural Anthropology (3)
- SOC 300 Sociocultural Theory (3)

Electives: 12 credit hours

Select in consultation with your adviser.

Minor Total: 21 credit hours

Major in Criminal Justice Studies (BA)

Required core courses: 18 credit hours

- SOC 152 Introduction to Sociology (3)
- SOC 231 The Criminal Justice System (3)
- SOC 327 Juvenile Delinquency and Justice (3)
- SOC 329 Institutional Corrections (3)
- SOC 427 Criminology (3)
- SOC 493 Race & Ethnic Relations (3)

Choose one course in cultural theory (3 credit hours):

- SOC 300 Sociocultural Theory (3)
- SOC 439 Classical Sociological Theories (3)
- ANTH 300 Sociocultural Theory (3)

Choose one course in Research Methods 1 (3-4 credit hours):

- PSY 301 Psychological Research Methods (4)
- SW 330 Research Methods 1 (3)
- SOC/ANTH 330 Research Methods in Social Relations (4)

Choose one course in Research Methods 2 (3-4 credit hours):

- PSY 302 Statistics for the Behavioral Science (4)
- SW 430 Research Methods 2 (3)
- SOC 430 Applied Social Research and Data Analysis (4)

Elective courses: 18 credit hours

- CJS 310 Process & Procedure of Criminal Law (3)
- POLS 314 Introduction to the Law (3)
- CJS 315 Issues in the Criminal Justice System (3)
- CJS 460 Approaches to Dispute Resolution (3)
- PSY 408 Drugs & Behavior (3)
- PSY/CJS 409 Domestic & Sexual Violence (3)
- SOC/ANTH 428 Comparative Legal Systems (3)
- ANTH 442 Forensic Anthropology (3)
- CJS 301 Policing (3)
- CJS 382 Terrorism (3)

SW 432 Field Practicum (4)

OR

SOC 498 Field Experience (1-4)

Major Total: 45-47 credit hours

Minor Total: 18 credit hours minimum

Core Total: 35 credit hours

Extended Core: 5 credit hours

Proficiency/Electives to 120: 15-17 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree*

Department of Psychology

Dr. Ian Williamson, Department Chair

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E-mail: iwilliamson@nmhu.edu

Mission of the Department of Psychology

The mission of the Department of Psychology is to contribute to meeting the educational and research needs in psychology; contribute to meeting the career needs in psychological services and research, 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 psychology; and to provide psychological and sociocultural service and expertise for the region, as well as the greater global community.

Faculty

Lara Heflin, Ph.D. (Psychology)

Linda LaGrange, Ph.D. (Psychology)

David Pan, Ph.D. (Psychology)

Gerald Russell, Ph.D. (Psychology)

Ian Williamson, Ph.D. (Psychology)

Psychology

Psychology, the study of human behavior and mental processes, includes such topics as learning and memory, cognition, motivation and emotion, sensation and perception, personality, development, attitudes, social interactions, brain-behavior relationships, human sexuality, psychopathology, and mental health interventions.

The special focus in this field is the individual rather than human societies or cultures. Although the study of psychology contributes to the understanding of abnormal human behavior, knowledge of psychology also enhances the understanding of normal human behavior.

Psychological research is conducted exclusively with the scientific method in applications that range from multifactorial laboratory

experiments to single case studies. At Highlands, students experience the diversity within the field through a broad selection of courses. There is a cognitive-behavioral emphasis offered in the study of mental disorders, while research psychology is represented by cognitive, biological, social, and personality approaches.

Career goals of psychologists include teaching, research, and service. Psychologists, counselors, and psychometricians work at such sites as schools, mental health centers and hospitals, geriatric facilities, and correctional institutions. The psychological profession also includes school psychologists and human relations or organizational behavior psychologists for industry or government.

Resources and Facilities

The human riches of Northern New Mexico provide an outstanding context for psychological, social, and cultural studies at New Mexico Highlands University. Students may engage in field archaeological digs, ethnographic, psychobiological research, and clinical practicum. Additionally, students have 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.

Degree Requirements: Psychology

Major in Psychology (BA)

All transfer students majoring in psychology must complete a minor approved by their major adviser.

Required courses: 11 credit hours

PSY 101 Psychology & Society (3)

PSY 301 Psychological Research Methods (4)

PSY 302 Statistics for the Behavioral Science (4)

Other Requirements: 19 credit hours minimum

Choose courses as indicated below in consultation with your major adviser.

Choose at least one course from each of Groups A, B, C, and D below, including one laboratory or techniques/methods courses. Take both courses in Group E.

A) Social

PSY 321 Social Psychology: Theories & Research (3)

PSY 405 Positive Psychology (3)

B) Personality

PSY 324 Abnormal Psychology (3)

PSY 328 Theories of Personality (3)

C) Learning and Cognitive Processes

PSY 317 Learning: Basic Processes (3)

PSY 318 Experimental Techniques in Learning (1)

(Corequisite: PSY317)

PSY 319 Memory & Cognitive Processes (3)
PSY 320 Research in Memory and Cognition (1)
(Corequisite: PSY319)

D) Psychobiological

PSY 408 Drugs & Behavior (3)
PSY 410 Physiological Psychology (3)
PSY 411 Techniques in Physiological Psychology (1)
(Corequisite: PSY410)

E) Other Required Courses: 6 credit hours

PSY 340 Developmental Psychology (3)
PSY 433 History of Psychology (3)

Electives: 6 credit hours

In addition, the student may select two other elective psychology courses to complete the 36 credits for a psychology major.

Additional requirements for this major (not counted toward the 36 credit hour minimum):

In the core curriculum, select the courses SOC 152 and ANTH 103 (or 102), or substitutes approved by the major adviser. For computer proficiency, select CS 101 or an equivalent approved by the discipline. Completion of MATH 120, 140, 150, and 211 is also recommended.

Major Total: 36 credit hours minimum

Minor Total: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 26 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor. Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.*

Major in Psychology (BS)

An academic minor in a science field is required and is not waived by the associate's degree. Consult with a program adviser to select an appropriate science minor. For the bachelor of science degree in psychology, complete the bachelor of arts program described above, with the following changes:

1. Complete 3 credits of PSY 499 as one of the electives.
2. Select within the science options of the core curriculum (Laboratory Science category) either one year of biology or chemistry.
3. Complete MATH 140, 150, and 211 in the core curriculum.
4. Select an academic minor in one of the science fields.

Major Total: 36 credit hours

Minor Total: 18 credit hours minimum

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 26 credit hours*

Total for degree: 120 credit hours

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number of credit hours required by the minor.*

Additional credit hours may be required to meet the 120 credit degree requirement if proficiency or other required courses are waived for content only. The university requires a minimum of 45 upper-division units for the degree.

Minor in Psychology

Required courses: 3 credit hours

PSY 101 Psychology & Society (3)

Electives: 21 credit hours

Choose courses as indicated below in consultation with your minor adviser.

Choose at least one course from three of the four groups of courses listed above for the major in psychology (BA), including at least one laboratory or techniques/methods course. In addition, the student may select one other elective psychology course to complete the 24 credits for a psychology minor.

Minor Total: 24 credit hours

Department of Visual and Performing Arts

Prof. Todd Christensen, Department Chair
Burris Hall, Room 109 C
505.454.3485
FAX: 505.454.3241
E-mail: tchristensen@nmhu.edu

Mission of the Department of Visual and Performing Arts

The general mission of the Department of Visual and Performing Arts is to educate students in the technical skills, the theoretical underpinnings, and the sociocultural context for the disciplines represented by the academic programs. The department seeks to inspire students to develop 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, the department 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. The department 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, the department 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.

Faculty

Todd Christensen, MFA (Art)
Donald Evans, MA (Speech and Theater)
Andre Garcia-Nuthmann, Ph.D. (Music)
Ashlyn Harrington, MM (Music)
Edward Harrington, Ph.D. (Music)
David Lobdell, MFA (Art)
Shereen Lobdell, MA (Art)
Kevin Zoernig, BA (Music)

Resources and Facilities

New Mexico Highlands University provides 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.

Students in visual and performing arts are joined by other students on campus and by community members in the concert choir, madrigal choir, HU Jazz Singers, wind ensemble, guitar ensemble, jazz ensemble, and mariachi, as well as four main-stage productions. The gallery in the arts building (Burriss Hall) serves as the focal point for artistic work produced through various classes and studios. The Art Club and Music Club are an active part of campus life and work to promote their respective programs.

Visual Arts

The fine arts discipline prepares students for a career in visual art and prepares them to advance academically. A focus on critical thinking and commitment in coursework enables students to become visually literate, technically competent, historically informed, and conceptually relevant.

The program aims to support traditional fine art mediums, as well as contemporary art forms that merge multiple disciplines, including digital media. Art history informs students of background and traditional content issues in art. The expectation is that students will assimilate this knowledge through their production practices. The program provides training in electronic media for documentation and publication purposes, which helps the student gain access to exhibition venues and academic program applications.

Highlands' art discipline reserves the right to retain student images submitted for course credit 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.

Interdisciplinary Bachelor of Fine Arts

The fine arts and media arts BFA is designed to address a creative trend in art that combines electronic media with traditional media. This degree applies to those wishing to use multimedia for the sake of expression. The program creates a bridge between traditional and electronic media beyond the need for documentation and exhibition.

Music

The Music Program at Highlands offers a variety of options to meet the needs of students with pre-professional interests in music. Degree selections include an Associate of Arts (AA) in Music is available with concentrations in Music Production, in General Music or in Musical Theater; a Bachelor of Arts in Music Education (BA); a Bachelor of Arts in Music with a Concentration in Technology and Composition (BA); a Bachelor of Fine Arts in Music, with a Concentration in Vocal Performance (BFA); and a Bachelor of Arts in Music (BA) with a Concentration in Universal Music, with a musical focus to be chosen by the student and professor.

A wide range of choral and instrumental ensembles provides students with opportunities to participate in active music making. These include Concert Choir, Madrigal Choir (El Coro de la Tierra Alta), Jazz Choir, HU Singers, Music Theater, Jazz Ensemble, and Mariachi (Vaqueros de la Sierra). Other choral and instrumental ensembles are offered according to student interests. Scholarship opportunities

include activity awards, the Muller Family Scholarship, the Lorraine Schula Scholarship, the Thomas Mishler Scholarship, and the Lorenzo Miguel Gallegos Scholarship.

Students in the Music Program will become proficient by acquiring a thorough knowledge of the philosophy, aesthetics, literature, and history of Western art music.

Degree Requirements: Visual and Performing Arts

Major in Fine Art, Pre-Professional (BFA)

Required courses: 48 credit hours

All BFA majors are required to take coursework in the following order:

Note: No minor is required for the completion of the professional degree program (BFA) in art.

Tier 1: 9 credit hours required

ART 121 Fundamentals of Design (3)

OR

MART 121 Visual Concepts (4)

AND

ART 202 Drawing 1 (3)

MART 233 Digital Imaging (4)

Tier 2: 12 credit hours required

ART 203 Drawing 2 (3)

ART 221 Painting 1 (3)

ART 241 Sculpture 1 (3)

ART 271 Printmaking 1 (3)

Tier 3: 15 credit hours required

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

Choose nine credit hours of electives

Tier 4: 12 credit hours required

AH 340 Modern Art (3)

AH 380 Art of the Americas (3)

AH 450 Seminar in Art History (3)

ART 491 Senior Colloquium (2)

ART 495 B.F.A. Exhibit (1)

Electives: 18 additional credit hours required

Studio Elective Courses for BFA and BA in Fine Arts:

ART 231 Ceramics 1 (3)

ART 261 Jewelry & Metalsmithing 1 (3)

ART 285 Art Foundry 1 (3)

ART 302 Life Drawing 1 (3)

ART 321 Painting 2 (3)

ART 322 Painting 3 (3)

ART 331 Ceramics 2 (3)

ART 335 Selected Topics in Art Studio (1-4)

ART 341 Sculpture 2 (3)

ART 361 Jewelry & Metalsmithing 2 (3)
 ART 371 Printmaking 2 (3)
 ART 372 Printmaking 3 (3)
 ART 385 Art Foundry 2 (3)
 ART 402 Life Drawing 2 (3)
 ART 422 Painting 4 (3)
 ART 431 Ceramics 3 (3)
 ART 435 Selected Topics in Art Studio (1-4)
 ART 441 Sculpture 3 (3)
 ART 442 Sculpture 4 (3)
 ART 461 Jewelry & Metalsmithing 3 (3)
 ART 472 Printmaking 4 (3)
 ART 485 Art Foundry 3 (3)
 ART 493 Directed Study in Art Studio (1-4)
 ART 496 Exhibit Design (3)
 ART 498 Professional Internship (1-4)

A maximum of three courses may be chosen from the Media Arts list totaling nine credits:

MART 309 Conceptual Imaging and Methods (4)
 MART 320 Color Theory (4)
 MART 414 Portfolio (4)
 MART 433 Advanced Digital Imaging (4)
 MART 443 Digital Photography (4)
 MART 445 Advanced Digital Photo (4)
 MART 495 Exhibition Design (4)
 MART 496 Advanced Exhibition Design (4)

Major Total: 66 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 14 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Interdisciplinary Bachelor of Fine Arts (BFA)

Required courses: 33 credit hours; elective courses: 33

Tier 1: 9 credit hours required

ART 121 Fundamentals of Design Studio (3)

OR

MART 121 Visual Concepts (4)

AND

ART 202 Drawing 1 (3)

MART 233 Digital Imaging (4)

Tier 2: 21 credit hours required

ART 203 Drawing 2 (3)

MART 320 Color Theory (4)

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

Choose nine credit hours of elective courses in media arts or fine art

Tier 3: 18 credit hours required

AH 340 Modern Art (3)

AH 380 Art of the Americas (3)

Choose 12 credit hours of elective courses in media arts and fine art

Tier 4: 18 credit hours required

MART 465 Advanced Media Projects (4)

OR

ART 491 Senior Colloquium (2)

AND

ART 495 BFA Exhibit 1 (1)

AH 450 Seminar in History (3)

Choose 12 credit hours of elective in media arts or fine art

Major total: 66 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 14 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Major in Fine Art, Liberal Arts (BA)

Required courses: 18 credit hours; elective courses: 18 credit hours

Tier 1: 6 credit hours required

ART 121 Fundamentals of Design (3)

OR

MART 121 Visual Concepts (3)

AND

ART 202 Drawing 1 (3)

Tier 2: 9 credit hours

ART 203 Drawing 2 (3)

Choose six credit hours of studio electives

Tier 3: 12 credit hours

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

Choose six credit hours of studio electives

Tier 4: 9 credit hours

AH 340 Modern Art (3)

Choose six credit hours of studio electives

Studio Electives courses for B.A. in Fine Arts:

ART 231 Ceramics 1 (3)

ART 261 Jewelry & Metalsmithing 1 (3)

ART 285 Art Foundry 1 (3)

ART 302 Life Drawing 1 (3)

ART 321 Painting 2 (3)
ART 322 Painting 3 (3)
ART 331 Ceramics 2 (3)
ART 335 Selected Topics in Art Studio (1-4)
ART 341 Sculpture 2 (3)
ART 361 Jewelry & Metalsmithing 2 (3)
ART 371 Printmaking 2 (3)
ART 372 Printmaking 3 (3)
ART 385 Art Foundry 2 (3)
ART 402 Life Drawing 2 (3)
ART 422 Painting 4 (3)
ART 431 Ceramics 3 (3)
ART 435 Selected Topics in Art Studio (1-4)
ART 441 Sculpture 3 (3)
ART 442 Sculpture 4 (3)
ART 461 Jewelry & Metalsmithing 3 (3)
ART 472 Printmaking 4 (3)
ART 485 Art Foundry 3 (3)
ART 493 Directed Study in Art Studio (1-4)
ART 496 Exhibit Design (3)
ART 498 Prof Internship (1-4)

Major Total: 36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/electives to 120: 26 credit hours

Total for degree: 120 credit hours*

**A minor is required. Additional credit hours (electives) may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and Math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Minor in Art (Art Studio Emphasis)

Required courses: 15 credit hours

ART 121 Fundamentals of Design (3)

OR

MART 121 Visual Concepts (3)

AND

ART 202 Drawing 1 (3)

ART 203 Drawing 2 (3)

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

Electives: 9 credit hours

Studio electives: nine credit hours (six credits must be at the 300 or 400 level)

Minor Total: 24 credit hours

Minor in Art History

Required courses: 21 credit hours

ART 100 Introduction to Art (3)
ART 121 Fundamentals of Design (3)

OR

MART 121 Visual Concepts (3)

AND

AH 210 Art History 1 (3)

AH 211 Art History 2 (3)

AH 380 Art of the Americas (3)

AH 340 19th & 20th Century Art (3)

AH 450 Seminar in Art History (3) (Repeatable)

Minor Total: 21 credit hours

Associate of Arts with a Concentration in Music Production (AA)

To be admitted into the Music Program, the student must first complete three Audition Courses with a "C" or better in the following courses: MUS 101, MUS 144, and either MUS 104 or MUS 107, or MUS 108.

Required courses: 16 credit hours

MUS 101 Rudiments of Music (3)

MUS 107 Basic Songwriting (1)

MUS 144 Sight Singing (3)

MUS 201 Class Piano 1 (1)

MUS 202 Class Piano 2 (1)

MUS 211 Theory 1 (3)

MUS 213 Theory 2 (3)

MUS 232 Aural Skills 2 (1)

MUS 260 Recital Attendance (0/0) (2 semesters)

Concentration in Music Production (10 credit hours):

MUS 220 Music Technology (3)

MUS 251 Applied Music: Songwriting (2/2) (2 semesters)

MUS 251 Applied Music: Recording (2)

MUS 283 Ensemble: (any Ensemble) (1)

Major Total: 26 credit hours

Core Total: 35 credit hours

Extended Core: 5 credit hours

Total for Degree: 66 credit hours*

**Total units for the degree may exceed 66 credit hours if proficiency courses are required. The University requires a minimum of 66 credit hours for this degree.*

Associate of Arts with a Concentration in General Music (AA)

To be admitted into the Music Program, the student must first complete three Audition Courses with a "C" or better in the following courses: MUS 101, MUS 144, and either MUS 104 or MUS 107, or MUS 108.

Required courses: 16 credit hours

MUS 101 Rudiments of Music (3)

Choose one:

MUS 104 Basic Voice (1) or MUS 107 Basic Songwriting (1) or

MUS 108 Basic Instrument (1)
MUS 144 Sight Singing (3)
MUS 201 Class Piano 1 (1)
MUS 202 Class Piano 2 (1)
MUS 211 Theory 1 (3)
MUS 213 Theory 2 (3)
MUS 232 Aural Skills 2 (1)
MUS 260 Recital Attendance (0/0/0) (3 semesters)

Concentration in General Music (8 credit hours):

Choose a single subject for Applied Music:

MUS 251 Applied Music (2/2) (2 semesters)

Choose a single subject for Ensemble:

MUS 283 Ensemble (1/1/1/1) (4 semesters)

Major Total: 24 credit hours

Core Total: 35 credit hours

Extended Core: 5 credit hours

Total for Degree: 64 credit hours*

**Total units for the degree may exceed 64 credit hours if proficiency courses are required. The University requires a minimum of 64 credit hours for this degree.*

Associate of Arts with a Concentration in Musical Theater (AA)

To be admitted into the Music Program, the student must first complete three Audition Courses with a "C" or better in the following courses: MUS 101, MUS 144, and either MUS 104 or MUS 107, or MUS 108.

Required courses: 16 credit hours

MUS 101 Rudiments of Music (3)

MUS 104 Basic Voice (1)

MUS 144 Sight Singing (3)

MUS 201 Class Piano 1 (1)

MUS 202 Class Piano 2 (1)

MUS 211 Theory 1 (3)

MUS 213 Theory 2 (3)

MUS 232 Aural Skills 2 (1)

MUS 260 Recital Attendance (0/0/0) (3 semesters)

Concentration in Musical Theater (10 credit hours):

THEA 134 Theater Practicum (1)

THEA 271 Acting 1: The Actor Prepares (3)

MUS 276 Musical Theater (2)

MUS 251 Applied Music : Voice (2/2) (2 semesters)

Major Total: 26 credit hours

Core Total: 35 credit hours

Extended Core: 5 credit hours

Total for Degree: 66 credit hours*

**Total units for the degree may exceed 66 credit hours if proficiency courses are required. The University requires a minimum of 66 credit hours for this degree.*

Core for all Bachelor of Arts in Music (BA) or Bachelor of Fine Arts in Music (BFA) Degrees (various concentrations)

The following courses are required for all concentrations for the BA and BFA in Music degrees.

Required core for all concentrations: 35 credit hours

MUS 101 Rudiments of Music (3)

Choose one:

MUS 104 Basic Voice (1) or MUS 107 Basic Songwriting (1) or

MUS 108 Basic Instrument (1)

MUS 144 Sight Singing (3)

MUS 201 Class Piano 1 (1)

MUS 202 Class Piano 2 (1)

MUS 208 Class Piano 3 (1)

MUS 211 Theory 1 (3)

MUS 213 Theory 2 (3)

MUS 232 Aural Skills 2 (1)

MUS 311 Western Art Music to 1750 (3)

MUS 312 Western Art Music since 1750 (3)

MUS 317 Functional Piano (1)

MUS 318 Piano Proficiency (0)

MUS 322 Choral Conducting (2)

MUS 323 Instrumental Conducting (2)

MUS 331 Theory 3 (3)

MUS 332 Theory 4 (3)

MUS 333 Aural Skills 3 (1)

MUS 469 Recital Attendance (0/0/0/0) (4 semesters required)

BA/BFA Music Core Total: 35 credit hours

Bachelor of Arts in Music with a Concentration in Music Education (BA)

Required Music Core (see above): 35 credit hours

Music education majors must choose the Minor in Secondary Education through the School of Education. Students begin integration between music and education minor as early as their sophomore year. Students choose a primary area of study in voice and/or instrumental areas. It is highly recommended that music education students regularly consult with advisers in both music and education. The Music Education degree is a five-year program that conforms to the state requirements for licensure.

Additional requirements for concentration: 27 credit hours

MUS 251 Applied Music (2/2) (2 semesters required)

MUS 260 Recital Attendance (0/0)

MUS 283 Ensemble (1/1) (2 semesters required)

MUS 350 K-12 Music Methods (3)

MUS 360 Half Recital (1)

MUS 383 Ensemble (1/1/1/1) (4 semesters required)

MUS 425 Instrumental Techniques (4)

MUS 451 Applied Music (2/2/2/2) (4 semesters required)

MUS 469 Recital Attendance (0/0/0/0)

MUS 470 Full Recital (1)

Music Core: 35 credit hours

Concentration Total: 27 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Secondary Ed Minor: 28 credit hours

Total for degree: 130 credit hours minimum*

**The Secondary Education minor is required. Other educations requirements may apply; early advisement through the School of Education is essential. See the Minor in Secondary Education (Teacher Preparation in Secondary Education) description and requirements in the School of Education section of the catalog. English and math proficiency credit do not count toward the 130-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Bachelor of Arts in Music with a Concentration in Music Technology and Composition (BA)

Required Music Core (see above): 35 credit hours

Additional requirements for concentration: 28 credit hours

MUS 220 Music Technology (3)

MUS 251 Applied Music: Songwriting (2)

MUS251 Applied Music: Recording (2)

MUS 260 Recital Attendance (0/0) (2 semesters required)

MUS 283 Ensemble (1/1) (2 semesters required)

MUS 360 Half Recital (1)

MUS 383 Ensemble (1/1/1/1) (4 semesters required)

MUS 451 Applied Music: Songwriting (2/2) (2 semesters required)

MUS 451 Applied Music: Arranging (2)

MUS 451 Applied Music: Mastering (2)

MUS 469 Recital Attendance (0/0/0/0) (4 semesters required)

MUS 470 Full Recital (1)

MUS 475 Sound Design (3)

MUS 477 Music Technology Practicum (2)

Music Core: 35 credit hours

Concentration Total: 28 credit hours

Major Total: 63 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Total for degree: 121 credit hours*

**A minor is required. Additional credit hours may be necessary to fulfill the minor requirement and may exceed the minimum 121-credit degree requirement. English and math proficiency credit do not count toward the 121-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Bachelor of Arts in Music with a Concentration in Universal Music (BA)

Required Music Core (see above): 35 credit hours

Additional requirements for concentration: 23 credit hours

MUS 220 Music Technology (3)

MUS 251 Applied Music: (2/2) (2 semesters required)

MUS 260 Recital Attendance (0/0)

MUS 283 Ensemble (1/1) (2 semesters required)

MUS 360 Half Recital (1)

MUS 383 Ensemble (1/1/1/1) (4 semesters required)

MUS 451 Applied Music: (2/2/2/2) (4 semesters required)

MUS 469 Recital Attendance (0/0/0/0)

MUS 470 Full Recital (1)

Music Core: 35 credit hours

Concentration Total: 23 credit hours

Major Total: 58 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/electives to 120: 4 credit hours

Total for degree: 120 credit hours*

**A minor is required. Additional credit hours may be necessary to fulfill the minor requirement and may exceed the minimum 120-credit degree requirement. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Bachelor of Fine Arts in Music with a Concentration in Vocal Performance (BFA)

Required Music Core (see above): 35 credit hours

Additional requirements for concentration 45 credits hours

MUS 251 Applied Music: Voice (2/2) (2 semesters required)

MUS 260 Recital Attendance (0/0)) (2 semesters required)

MUS 283 Ensemble (1/1/1/1) (4 semesters required)

MUS 320 Diction for Singers (2)

MUS 360 Half Recital (1)

MUS 383 Ensemble (1/1/1/1) (4 semesters required)

MUS 412 History of Opera (3)

MUS 451 Applied Music: (2/2/2/2) (4 semesters required)

MUS 469 Recital Attendance (0/0/0/0) (4 semesters required)

MUS 470 Full Recital (1)

Vocal Performance Electives: 18 credit hours

Choose any 18 credit hours in Music or Theater.

Music Core: 35 credit hours

Concentration Total: 45 credit hours

Major Total: 80 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours (electives) may be required and exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Bachelor of Fine Arts in Music with a Concentration in Music Production (BFA)

Required Music Core (see above): 35 credit hours

Additional requirements for concentration: 39 credits

MUS 220 Music Technology 1 (3)
MUS 251 Applied Music: Songwriting (2)
MUS 251 Applied Music: Recording (2)
MUS 260 Recital Attendance (0/0) (2 semesters required)
MUS 283 Ensemble (1/1) (2 semesters required)
MUS 360 Half Recital (1)
MUS 383 Ensemble (1/1/1/1) (4 semesters required)
MUS 425 Instrumental Techniques (4)
MUS 451 Applied Music: Songwriting (2/2) (2 semesters required)
MUS 451 Applied Music: Arranging (2)
MUS 451 Applied Music: Mastering (2)
MUS 469 Recital Attendance (0/0/0/0) (4 semesters required)
MUS 470 Full Recital (1)
MUS 475 Sound Design (3)
MUS 477 Music Technology Practicum (2)
MUS 476 Musical Theater (2/2) (2 semesters required)

Music Production Electives: 9 credit hours in Music or Theater.

Choose any 9 credit hours in Music or Theater.

Music core: 35 credit hours

Music Production concentration: 45 credit hours

Major Total: 80 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Total for degree: 120 credit hours*

**A minor is not required. Additional credit hours (electives) may be required and exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

School of Business, Media and Technology

Dr. William Taylor, Dean
Sininger Hall, Room 235
505.454.3004
FAX: 505.454.3354
E-mail: btaylor@nmhu.edu

School of Business, Media, and Technology oversees:

- The Department of Business Administration
- Department of Media Arts & Technology

Mission

The School of Business, Media, and Technology prepares students for success in professional and creative careers and future academic endeavors. Our rigorous and diverse learning environment supports critical thinking and cultivates ethical problem solvers who are agents of economic and social betterment in our ever-changing global environment. As a professional school, we promote and teach best practices in our respective fields.

Vision Statement

Highlands' School of Business Media and Technology empowers students to become respected members of a professional community in a holistic, interdisciplinary environment fostered by combining rigorous academics and active learning. We advance understanding and extend the frontiers of knowledge proactively in order to address complex problems in a manner that cultivates the human mind and spirit. We provide an ethical, inspiring, multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding in our fields.

Faculty

Business

Heath Anderson, MBA (Marketing)
Ali Arshad, Ph.D. (Economics & finance)
Chien-Chun Chen, Ph.D. (Marketing)
Margot Geagon, Ph.D. (Management & finance)
Nicolas Leger, JD (Law)
Emmanuel Nkwenti-Zamcho, DBA (Management & international business)
Luis Ortiz, Ph.D. (Management & international business)
Charles Phelps, MBA (Oil and Gas)
Jennie Quillien, Ph.D. (Management)
Mary Romero, MBA (Accounting)
Rod Sanchez, Ph.D. (MIS)
Charles Swim, DBA (MIS/management)
Tracy Temple, MBA (Accounting)
Kent Tucker, DBA (Finance)
Donna Vigil, MBA (Accounting)
Melanie Zollner, MBA (Management & Marketing)

Media Arts

Mariah Fox Hausman, MFA (Media Arts)
Miriam Langer, MFA (Media Arts)
Kerry Loewen, MFA (Media Arts)

Angela Meron, MFA (Media Arts)
David Sanchez Burr, MFA (Media Arts)

Technology

Stanley Cohen, Ph.D. (Software Systems Design)
Jonathan Lee, MA (Software Systems Design)

The Department of Business Administration

Dr. Margot Geagon, Department Chair

Accreditation

The Department of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the bachelor of business administration (BBA) degree. Programs that are ACBSP accredited include: (undergraduate) accounting, finance, management, marketing, media marketing, oil and gas management; (graduate) management, human resources management, financial management, accounting, finance, marketing, international business, and oil and gas management.



Mission of the Department of Business Administration

The Department 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 be the best small business department in the Southwest by preparing 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.

Vision Statement

The Department of Business Administration at New Mexico Highlands University provides an inspiring, multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding through our core values.

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

About

The Department of Business Administration provides academic programs that promote a solid foundation for students in leadership roles in business, government, and education. Performance standards are high for both undergraduate and graduate programs. Academic programs reflect the philosophy and common professional components of our accrediting body. In order to prepare students

for professional careers, the curricula address both the specifics of the workplace and the more general aspects of society.

The School of Business Administration offers bachelor of business administration (BBA) degree with concentrations in accounting, finance, management, marketing, media marketing, oil and gas management, and general business. Students may select a second major or minor in a field outside the department or may select a minor from within the Department of Business. The department's majors and minors are listed below.

The general education requirements for the BBA degree (See: University Core Curriculum) are 40 credit hours. All business majors and minors, including non-business minors, are required to take CS 101 Living with Computers (satisfies a proficiency requirement), and ECON 216 Principles of Macroeconomics (satisfies 3 hours of Core Area IV). Students may have other proficiency requirements to satisfy beyond the core requirements.

Students, in conjunction with their advisers, may select upper-division electives from the following disciplines: anthropology, business, sociology, psychology, political science, media arts, or exercise and sport science. The number of electives varies by concentration.

Department of Media Arts and Technology

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Description

The Department of Media Arts & Technology includes instructional programs in media arts and software systems design.

Mission of the Department of Media Arts & Technology

The general mission of the Department of Media Arts & Technology is to educate students in the technical skills, theoretical underpinnings, and the sociocultural context for the disciplines represented by the academic programs. The department seeks to inspire students to work creatively and collaboratively towards the goal of contributing to our own communities. Collaboration, experimentation, and a willingness to push the boundaries of where art and technology intersect are the hallmarks of the department.

In its collaborative enterprises, the department provides opportunities for students to work closely with faculty and staff in its academic courses. Community organizations and cultural institutions join the department for many projects and activities. The department aims to incorporate elements from Northern New Mexico's history of arts and innovation and the rich heritage of Hispanic and Native American cultures that are distinctive to the state of New Mexico. Ultimately, the department 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, experimentation, scholarship, and professional applications.

Resources and Facilities

New Mexico Highlands University provides the Media Arts Building with state-of-the-art computer systems; a green screen special effects studio; professional video and photography equipment and labs, a physical computing labs; and five computer labs dedicated to video graphics, effects and animation, and high-end design and printing.

The New Mexico Museum of Natural History and Science provides classroom and lab space in Albuquerque for the exclusive use of the Media Arts and Technology Department.

Media Arts (BFA)

During the last decade, changes to the communications and design fields have been tremendous. The divisions that once existed between graphic design and communication arts have disappeared, creating a merged field called media arts. The BFA in media arts includes concentrations in visual communications, interactivity and multimedia, photography and digital filmmaking. The faculty provides room for experimentation within each area. Students choose their area of concentration at the end of their second year.

Students who complete the BFA in media arts will have expertise in design and technology, preparing them to work in this constantly evolving field, whichever concentration area they choose.

The many and varied media arts industries need career professionals who are broadly trained and adaptable. Graduates of this program may find positions in traditional graphic design, the film industry, web development, in museums and cultural organizations or as exhibit designers, to name just a few of the possibilities.

Students entering the BFA program in media arts will be working toward building a professional portfolio in their area of concentration. In order to work toward this goal, yearly portfolio critiques are required. (See requirements)

Media Arts (BA)

The bachelor of arts in media arts is available for students who want to major in media arts and pursue a minor in a different discipline. The major in media arts addresses the basic concepts of visual communications, multimedia, photography, and digital filmmaking. Students who major in media arts will complete the degree with the skills to either continue their studies or add technical expertise to other interest areas. (See requirements)

Software Systems Design (BSSD)

The Software Systems Design Program is dedicated to teaching students a wide array of programming languages that help them adapt to any challenge that may arise in their career. The program stresses programming concepts and syntax across major languages currently in demand. Students who complete the program will be qualified to pick up a job using any language, with the confidence to learn and practice new languages immediately. Our emphasis is in web and mobile technologies and their underlying systems. As students advance, they will be placed on teams developing and deploying real world projects for outside clients.

The SSD program originates from the classrooms at the Natural History Museum in Albuquerque, New Mexico, and is available at the campus in Las Vegas, New Mexico. (See requirements)

Interactive Cultural Technology Certificate

The objectives of the Program in Interactive Cultural Technology (PICT) are to learn industry-standard practices and principles while working in a hands-on, collaborative environment with museum staff and in a museum setting. The students conceive, produce, and fabricate materials for an exhibition space. The outcomes assessment would not be unlike another production-based course. Attendance, professionalism, comprehension, verbal skills, proficiency of necessary software, and critical thinking all come into play. Recent

PICT projects include “Emergence: A New View of Life’s Origins” at the New Mexico Museum of Natural History and Science and “The Science of Cities” at the Santa Fe Children’s Museum. (See requirements)

Interdisciplinary Bachelor of Fine Arts

The fine arts and media arts BFA is designed to address a creative trend in art that combines electronic media with traditional media. This degree applies to those wishing to use multimedia for the sake of expression. The program creates a bridge between traditional and electronic media beyond the need for documentation and exhibition. For program details, see Department of Visual and Performing Arts section of this catalog.

Degree Requirements: Business

Exit Requirements for the BBA Degree

During the last year of coursework, all undergraduate students are required to complete MGMT489 Strategic Management. Students work as a team to complete a strategic business case analysis as the final aspect of their undergraduate business preparation. The business case will be presented to members of the Department of Business Administration faculty at the end of each semester.

Business General Education Core: 6 credit hours*

**Applies to core requirements.*

MATH 140 College Algebra (3) (Math Area)

ECON 216 Macroeconomics (3) (Social and Behavioral Sciences Area)

Business Education Major Core: 45 credit hours

**Business Core is required for all business majors*

ACCT 287 Principles of Financial Accounting (3)

ACCT 288 Principles of Managerial Accounting (3)

BLAW 360 Business Law (3)

BUS 200 Business Analysis Methods (3)

BUS 210 Statistical Analysis for Business (3)

ECON 217 Principles of Microeconomics (3)

ENGL 367 Technical Writing (3)

FIN 340 Personal Finance (3)

OR

FIN 342 Personal Finance 2 (3)

AND

FIN 341 Financial Management 1 (3)

MGMT 303 Principles of Management (3)

MGMT 325 Operations Research 1 (3)

MGMT 489 Strategic Management (3)

MKTG 302 Principles of Marketing (3)

MKTG 411 Marketing Research (3)

MIS 145 Microcomputer Applications in Business (3)

Major Core Total: 45 credit hours

BBA concentrations:

Concentration in Accounting (BBA)

The following categories reflect the philosophy of the American In-

stitute of Certified Public Accountants and the standard for educational components of the ACBSP accrediting body.

Required courses: 27 credit hours

ACCT 387 Intermediate Accounting 1 (3)

ACCT 388 Intermediate Accounting 2 (3)

ACCT 392 Intermediate Accounting 3 (3)

ACCT 321 Individual Taxation (3)

ACCT 404 Cost Accounting (3)

ACCT 481 Accounting Systems (3)

ACCT 485 Financial Statement Analysis (3)

ACCT 487 Advanced Accounting Topics (3)

ACCT 492 Auditing (3)

Electives: 6 credit hours

Choose two courses from the following list:

ACCT 401 Budgeting (3)

ACCT 410 Accounting Technology (3)

ACCT 422 Corporate, Partnership, & Estate Taxation (3)

ACCT 482 International Accounting (3)

ACCT 489 Governmental Accounting (3)

Concentration Total: 33 credit hours

Major Total: 78 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 2 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Concentration in Finance- Managerial Finance Track (BBA)

Required courses: 30 credit hours

ECON 305 Public Economics (3)

FIN 405 Financial Markets & Institutions (3)

ECON 408 Intermediate Microeconomics (3)

FIN 342 Financial Management 2 (3)

FIN 407 Risk Management & Insurance (3)

FIN 409 Investments (3)

FIN 410 Real Estate Investments (3)

FIN 460 Portfolio Analysis (3)

FIN 489 Strategic Finance (3)

Electives: 6 credit hours

Choose two courses in consultation with an adviser.

Concentration Total: 30 credit hours

Major Total: 75 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 5 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Concentration in Management

Required courses: 21 credit hours

MGMT 364 Organizational Theory (3)
MGMT 386 Human Resource Management (3)
MGMT 440 International Human Resource Management (3)
MGMT 453 Organizational Leadership (3)
MGMT 465 Personnel Practice & the Law (3)
MIS 480 Project Management (3)
ECON 408 Intermediate Microeconomics (3)

Electives: 9 credit hours

Choose three courses in consultation with an adviser.

Concentration Total: 30 credit hours

Major Total: 75 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 5 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

BBA with a concentration in Management Information Systems (MIS)*

**Admissions to this program are suspended and applications are currently not accepted.*

Concentration in Marketing

Required courses: 21 credit hours

MKTG 320 Professional Sales (3)
MKTG 415 Consumer Behavior (3)
MKTG 451 Internet Marketing Strategies (3)
MKTG 446 Social media (3)
MKTG 473 Advertising (3)
MKTG 474 International Marketing (3)
MKTG 484 Marketing Management (3)

Electives: 9 credit hours

Choose three upper-division courses in consultation with an adviser.

Concentration Total: 30 credit hours

Major Total: 75 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 5 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Concentration in Media Marketing (BBA)

The optional media marketing emphasis integrates traditional marketing knowledge with tools from the creative side of marketing. Students learn design fundamentals and applications to plan and implement marketing campaigns in media such as digital film, Internet advertising, and traditional print media.

Required courses: 31 credit hours

MKTG 473 Advertising (3)
MKTG 415 Consumer Behavior (3)
MKTG 446 Social Media (3)
MKTG 451 Internet Marketing Strategy (3)
MKTG 484 Marketing Management (3)

Media Emphasis:

MART 121 Visual Concepts (4)
MART 373 Typography (4)
MART 317 Publication Design (4)
MART 327 Web Production Workshop (4)

Electives: 3-4 credit hours

Choose one additional course from media arts with approval of advisers in marketing and media arts.

Concentration Total: 34-35 credit hours

Major Total: 79-80 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 0-1 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

BBA Concentration in Oil and Gas Management

Note: Effective Fall 2016, this concentration is suspended with no new admissions; students who currently have this concentration will be allowed to complete.

The BBA with a concentration in oil and gas management is a business degree for people who want to work as managers in the accounting, finance, or management operations.

Oil and Gas Management Core Requirement courses: 42 credit hours

BUS 200 Business Analysis Methods (3)
BUS 210 Statistical Analysis for Bus (3)
ECON 217 Principles of Microeconomics (3)

MIS 145 Microcomputer Applications (3)
 MKTG 302 Principles of Marketing (3)
 MGMT 303 Principles of Management (3)
 OR
 MGMT 364 Organizational Behavior (3)
 AND
 MGMT 325 Operations Research (3)
 ENGL 367 Technical Writing (3)
 BUS 401 Principles of Financial & Managerial Accounting (3)
 ACCT 404 Cost Accounting (3)
 MKTG 411 Marketing Research (3)
 FIN 425 Oil and Gas Finance (3)
 BLAW 462 Oil and Gas Contract Law (3)
 MGMT 489 Strategic Management (3) (Must be senior classification)
Required Concentration courses: 30 credit hours
 ECON 401 Energy Policy and Regulation (3)
 OR
 GEOL 412 Geologic Resources, Laws and Environmental Policies (3)
 AND
 MGMT 410 Oil and Gas Value Chain Management (3)
 ACCT 415 Oil and Gas Accounting (3)
 ECON 420 Petroleum economics (3)
 OR
 FOR 305 Natural Resources Economics (3)
 AND
 BUS 434 Practicum/Internship (3)
 MGMT 440 International Human Resources Management (3)
 MGMT 453 Organizational Leadership (3)
 MIS 480 Project Management (3)

Select two electives (6)

Choose two upper-division courses in consultation with an adviser.

Major total: 72 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/electives to 120: 8 credit hours

Total for degree: 120 credit hours*

**A concentration is required. Additional credit hours (electives) may be required and may exceed the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Concentration in General Business (BBA)

Part One: Courses completed at a community college associate of applied science

Minimum Requirements: 88 credit hours

1. Open to students with an associate degree with a concentration in a functional business area.
2. Completion of general education core and statistics and micro-

economics.

Part Two: Business courses to be completed at Highlands

Required courses: 51 credit hours

ECON 408 Intermediate Economics (3)
 FIN 341 Financial Management 1 (3)
 FIN 342 Financial Management 2 (3)
 MGMT 325 Operations Research 1 (3)
 MGMT 364 Organizational Behavior (3)
 MGMT 489 Strategic Management (3)
 MKTG 302 Principles of Marketing (3)
 MKTG 411 Marketing Research (3)
 Social Sciences 300/400 (9)
 Upper-division business electives (18)

Total for degree: 139 credit hours

Minors in Business

Minor in Accounting for Non-Business Majors

Prerequisites: Students must take BUS 110 and MIS 145 before enrolling in this minor.

Required courses: 15 credit hours

ACCT 287 Principles of Financial Accounting (3)
 ACCT 288 Principles of Managerial Accounting (3)
 ACCT 387 Intermediate Accounting 1 (3)
 ACCT 388 Intermediate Accounting 2 (3)
 ACCT 404 Cost Accounting (3)

Electives: 9 credit hours

Choose three upper-division courses from the following list in consultation with an adviser.

ACCT 392 Intermediate Accounting 3 (3)
 ACCT 401 Budgeting (3)
 ACCT 408 Tax Planning (3)

OR

ACCT 321 Individual Taxation (3)
 ACCT 422 Corporate, Partnership, & Estate Taxation (3)
 ACCT 481 Accounting Systems (3)
 ACCT 482 International Accounting (3)
 ACCT 485 Financial Statement Analysis (3)
 ACCT 487 Advanced Accounting Topics (3)
 ACCT 489 Governmental Accounting (3)
 ACCT 492 Auditing (3)

Minor Total: 24 credit hours

Minor in Accounting for Business Majors

Required courses: 9 credit hours

ACCT 387 Intermediate Accounting 1 (3)
 ACCT 388 Intermediate Accounting 2 (3)
 ACCT 404 Cost Accounting (3)

Electives: 12 credit hours

Choose four courses from the following list:

ACCT 392 Intermediate Accounting 3 (3)
ACCT 401 Budgeting (3)
ACCT 321 Individual Taxation (3)
ACCT 408 Tax Planning (3)
ACCT 410 Accounting Tech (3)
ACCT 422 Corporate, Partnership, & Estate Taxation (3)
ACCT 481 Accounting Sys (3)
ACCT 482 International Accounting (3)
ACCT 485 Financial Statement Analysis (3)
ACCT 487 Advanced Accounting Topics (3)
ACCT 489 Governmental Accounting (3)
ACCT 492 Auditing (3)

Minor Total: 21 credit hours

Minor in Business: 24 credit hours

BUS 181 Introduction to Business (3)
ACCT 287 Principles of Financial Accounting (3)
BLAW 360 Business Law & Ethics (3)
ECON 217 Principles of Microeconomics (3)
FIN 341 Financial Management I (3)
MGMT 303 Principles of Management (3)
MKTG 302 Principles of Marketing (3)
MIS 145 Microcomputer Applications in Business (3)

Minor Total: 24 credit hours

Minor in Finance for Non-Business Majors – Managerial Finance Track

Prerequisites: Students must take BUS 200 Business Analysis Methods and FIN 341 Financial Management 1 before enrolling in this minor.

Required courses: 21 credit hours

ACCT 287 Principles of Financial Accounting (3)
FIN 332 Money & Banking (3)
FIN 340 Personal Finance (3)
FIN 409 Investments (3)
FIN 410 Real Estate Investments (3)
FIN 460 Portfolio Analysis (3)
FIN 475 International Financial Management (3)

Minor Total: 21 credit hours

Minor in Finance for Business Majors

Required courses: 18 credit hours

FIN 332 Money & Banking (3)
FIN 342 Financial Management 2 (3)
FIN 409 Investments (3)
FIN 410 Real Estate Investments (3)
FIN 460 Portfolio Analysis (3)
FIN 475 International Financial Management (3)

Electives: 3 credit hours

Choose one upper-division course in consultation with an adviser.

Minor Total: 21 credit hours

Minor in Management for Non-Business Majors

Prerequisites: Student must take BUS 200 Business Analysis Methods and BUS 210 Statistical Analysis for Business before enrolling in this minor.

Required courses: 18 credit hours

ACCT 287 Principles of Financial Accounting (3)
MGMT 303 Principles of Management (3)
MGMT 325 Operations Research I (3)
MGMT 364 Organizational Behavior (3)
MGMT 386 Human Resource Management (3)
MIS 145 Microcomputer Applications in Business (3)

Electives: 6 credit hours

Choose two upper-division courses in consultation with an adviser (at least one must be a management course).

Minor Total: 24 credit hours

Minor in Management for Business Majors

Required courses: 15 credit hours

MGMT 364 Organizational Behavior (3)
MGMT 386 Human Resource Management (3)
MGMT 440 International Human Resource Management (3)
MGMT 465 Personnel Practice & Law (3)
MGMT 487 Advanced Operations Research & Science Management (3)

Electives: 6 credit hours

Choose three upper-division courses in consultation with an adviser (at least one must be a management course).

Minor Total: 21 credit hours

Minor in Marketing for Non-Business Majors

Prerequisites: Students must take BUS 200 Business Analysis Methods and MKTG 302 Principles of Marketing before enrolling in this minor.

Required courses: 12 credit hours

MKTG 320 Professional Sales (3)
MKTG 415 Consumer Behavior (3)
MKTG 473 Advertising (3)
MKTG 484 Marketing Management (3)

Electives: 9 credit hours

Choose three upper-division courses in consultation with an adviser (at least two must be marketing courses).

Minor Total: 21 credit hours

Minor in Marketing for Business Majors

Required courses: 15 credit hours

MKTG 320 Professional Sales (3)
MKTG 415 Consumer Behavior (3)
MKTG 473 Advertising (3)
MKTG 474 International Marketing (3)
MKTG 484 Marketing Management (3)

Electives: 6 credit hours

Choose two upper-division courses in consultation with an

adviser (at least one must be a marketing course). **Minor Total: 21 credit hours**

Certificates in Business

Certificate in Accounting

The accounting certificate provides proficiency in accounting analysis. The required intermediate accounting series, and 12 hours of upper-division accounting courses gives students a broad exposure to accounting issues and problems.

Proficiency: Students must have taken BUS 401 Principles of Financial and Managerial Accounting or ACCT 287 Principles of Financial Accounting, ACCT 288 Principles of Managerial Accounting, and ACCT 387 Intermediate Accounting I prior to completing the courses below.

Required courses: 18 credit hours

ACCT 388 Intermediate Accounting 2 (3)

ACCT 392 Intermediate Accounting 3 (3)

Choose 12 Hours from the following list

ACCT 321 Individual Taxation (3)

ACCT 404 Cost Accounting (3)

ACCT 481 Accounting Systems (3)

ACCT 489 Governmental Accounting (3)

ACCT 492 Auditing (3)

Total hours required: 18 credit hours

Certificate in Finance

The finance certificate provides an overview of financial markets, and gives students the basic financial tools they need to analyze and solve financial decisions.

Proficiency: Students must have ACCT 287 Principles of Financial Accounting, ACCT 288 Principles of Managerial Accounting, and FIN 341 Financial Management 1 (or equivalent).

Required Courses: 18 credit hours

FIN 405 Financial Markets & Institutions(3)

FIN 407 Risk and Insurance (3)

FIN 409 Investments (3)

ECON 408 Intermediate Microeconomics (3)

ACCT 485 Financial Statement Analysis (3)

FIN 489 Strategic Finance (3)

Total hours required: 18 credit hours

Certificate in Human Resources Management

The human resources management certificate provides a broad exposure to the legal, ethical, training, compensation, and management issues involved in hiring and managing personnel.

Prerequisite: MGMT 303 Principles of Management

Required Courses: 18 credit hours

MGMT 321 Business Ethics (3)

MGMT 386 Human Resources Management (3)

MGMT 440 International Human Resources Management (3)

MGMT 460 Training and Development (3)

MGMT 465 Personnel Practices and Law (3)

MGMT 466 Performance Evaluation & Compensation (3)

Total hours required: 18 credit hours

Certificate in Media Marketing

The media marketing certificate gives students broad exposure to current marketing management and strategy. This certificate emphasizes advertising, and current interactive marketing practices.

Prerequisite: Students must have taken MKTG 302 Principles of Marketing.

Required Courses: 18 credit hours

MKTG 473 Advertising (3)

MKTG 415 Consumer Behavior (3)

MKTG 446 Social Media (3)

MKTG 451 Internet Marketing Strategies (3)

MKTG 474 International Marketing (3)

MKTG 484 Marketing Management (3)

Total hours required: 18 credit hours

Degree Requirements: Media Arts & Technology

Media Arts (BFA)

Tier 1: Media Arts Foundation: 15 - 16 credit hours

MART 121 Visual Concepts (4)

OR

ART 121 Fundamentals of Design (3)

MART 220 Color Theory and Ideational Conc (4)

MART 233 Imaging History and Production (4)

MART 350 Media Arts Seminar (4)

Tier 2: BFA/Major/Minor: 16 credit hours

MART 221 Videography (4)

MART 243 Digital Photography (4)

MART 318 Principles of Multimedia (4)

MART 373 Typography (4)

Additional Required Courses: 4 credit hours in 300-400 level courses; consult adviser

Total Requirements: 35 - 36 hours

Students will complete one of the following areas of emphasis:

Tier 3: Visual Communication Emphasis: 36 credit hours

MART 311 Graphics and Meaning (4)

MART 317 Publication Design (4)

MART 412 History of Design (4)

MART 461 Advanced Design Practice (4)

MART 465 Advanced Media Projects (4)

Electives: 16 credit hours chosen with adviser

Tier 3: Multimedia & Interactivity Emphasis: 36 credit hours

MART 327 Web Production Workshop (4)

MART 456 Physical Computing (4)

MART 457 Surround & Installation Workshop (4)

MART 465 Advanced Media Projects (4)

MART 472 Distributed Network Production (4)

Electives: 16 credit hours chosen with adviser

Tier 3: Video & Audio Emphasis: 36 credit hours

MART 322 HD Cinema Workshop (4)

MART 413 Non-Linear Digital Video Editing (4)

MART 446 Screenwriting (4)

MART 457 Surround & Installation Workshop (4)

MART 465 Advanced Media Projects (4)

Electives: 16 credit hours chosen with adviser

Tier 3: Photographic Imaging Emphasis: 36 credit hours

MART 447 Studio Photography III (4)

MART 449 Contemporary Photography IV (4)

MART 457 Surround & Installation Workshop (4)

MART 460 Alternative Photography (4)

MART 465 Advanced Media Projects (4)

Electives: 16 credit hours chosen with adviser

Students will complete 16 upper-division elective credit hours in media arts, depending upon the emphasis chosen, in consultation with an adviser.

Major Total: 67 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 13 credit hours

Total for degree: 120 credit hours*

**No minor is required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content credit only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Media Arts (BA)

Core requirements: 31-32 credit hours

Tier 1: Media Arts Prerequisites: 15-16 credit hours

MART 121 Visual Concepts (4)

OR

ART 121 Fundamentals of Design (3)

MART 220 Color Theory and Ideational Concepts (4)

MART 233 Imaging History and Production (4)

MART 350 Media Arts Seminar (4)

Tier 2: Major: 16 credit hours

MART 221 Videography (4)

MART 243 Digital Photography (4)

MART 318 Principles of Multimedia (4)

MART 373 Typography (4)

Electives: 4 credit hours

Students will complete four upper-division elective credit hours in media arts in consultation with an adviser.

Major Total: 35-36 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 26-27 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number credit hours required by the major and minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Media Arts Minor

Tier 1 Foundation courses (15-16)

MART 121 Visual Concepts (4)

OR

ART 121 Fundamentals of Design (3)

MART 220 Color Theory and Ideational Concepts (4)

MART 233 Imaging History and Production (4)

MART 350 Media Arts Seminar (4)

Tier 2 courses: 8 credit hours

Choose two courses:

MART 221 Videography (4)

MART 243 Digital Photography (4)

MART 318 Principles of Multimedia (4)

MART 373 Typography (4)

Minor Total: 23-24 credit hours

Interactive Cultural Technology Certificate (PICT)

Required courses: 12 credit hours

MART 326 Multimedia Project Management (4)

MART 495 Exhibition Design (4)

MART 498 Professional Internship (4)

Electives: 6 credit hours

Students will complete six elective, upper division credit hours in media arts at the 300 – 400 level.

Certificate total: 18 credit hours

Software Systems Design (BSSD)

Required courses (33 – 35 hours)

Tier 1: Required courses: 14 credit hours

MART 233 Digital Imaging (4)

MART 318 Principles of Multimedia (4)

SSD 340 Programming & Logic (3)

SSD 352 Javascript (3)

Tier 2: Required courses: 12 credit hours

SSD 331 Web Applications (3)

SSD 341 Applied Algorithms & Architecture (3)

SSD 385 Data Modeling (3)

SSD 420 Mobile Applications (3)

Additional Required courses: 9-11 credit hours

SSD 334 Practicum (4)

SSD 434 Practicum (4)

MART 498 Professional Internship (1-6)

Tier 3: Electives: 21 credit hours

Choose seven courses from the following list:

SSD 365 Patterns & Pattern Languages (3)

SSD 370 Interfaces (3)

SSD 382 Agile Project Management (3)

SSD 415 Game Development (3)

SSD 425 Advanced Mobile Apps (3)

SSD 430 Advanced Web Apps (3)

MART 311 Graphics & Meaning (4)

MART 313 Design for the Web (4)

MART 320 Color Theory (4)

MART 363 Video Animation (4)

MART 415 Design Projects for the Community (4)

MART 456 Physical Computing (4)

Major Total: 54 – 56 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Minor: 18 credit hours minimum

Proficiency/Electives to 120: 6-8 credit hours

Total for degree: 120 credit hours*

**A minor is required. The number of electives to reach the degree total of 120 credit hours will vary by the number credit hours required by the major and minor. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. English and math proficiency credit do not count toward the 120-credit requirement. The university requires a minimum of 45 upper-division units for the degree.*

Software Systems Design Minor

Required courses (33 – 35 hours)

Tier1: Required courses: 14 credit hours

MART 233 Digital Imaging (4)

MART 318 Principles of Multimedia (4)

SSD 340 Programming & Logic (3)

SSD 352 Javascript (3)

Tier2: Required courses: 12 credit hours

SSD 331 Web Applications (3)

SSD 341 Applied Algorithms & Architecture (3)

SSD 385 Data Modeling (3)

SSD 420 Mobile Applications (3)

Additional Required classes: 9-11 credit hours

SSD 334 Practicum (4)

SSD 434 Practicum (4)

MART 498 Professional Internship (1 – 6)

SSD Minor Total: 33-35 credit hours

School of Education

Dr. Lora Bailey, Dean
Victoria D. de Sanchez Teacher Education Center, Room 114B
505 454-3357
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FAX: 505 454-3384

Mission Statement

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

Undergraduate Faculty

Jerry Cronin, Ph.D. (Science/Mathematics/Reading)
Melani Buchanan Farmer, Ph.D. (General Education)
Michael Immerman, Ph.D. (General and Secondary Education)
Taik Kim, Ph.D. (Math, Science and Social Studies Education)
Shirley Meckes, Ph.D. (Early Childhood Multicultural Education)
Michael Morad-McCoy, Ph.D. (Counseling)
Chis Nelson, Ph.D. (Special Education)
Carolyn Newman, Ph.D. (Early Childhood Multicultural Education)
Seonsook Park, Ph.D. (Curriculum & Instruction/ Reading)
P.J. Sedillo, Ph.D. (Special Education)
Emily Williams, Ph.D. (Special Education)
Ann Wolf, Ph.D. (Curriculum & Instruction/Reading)

Office of Field Experiences

Marlane Alarid, M.A. (Director, Admissions & Field Experiences)
Janis Taback-Keene, M.S., Ed.S. (Coordinator Field Experiences at Rio Rancho)

Resources and Facilities

The Victoria D. de Sanchez Teaching Education Center (TEC) is a modern, three-level building housing classrooms, two interactive television rooms, smart classrooms, faculty offices and an instructional materials evaluation center.

The TEC building also serves as a home for the Northeast Regional Education Cooperative, the Center for the Education & Study of Diverse Populations, Advanced Placement-New Mexico, the Highlands 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 and Farmington with the cooperation of the Educational Outreach Services Program.

Purpose of the School of Education

The purpose of the School of Education is to provide highly qualified, entry-level teachers in early childhood, elementary, secondary, special education, and other professional personnel such as, educational leaders and counselors, to serve New Mexico and/or national PK-grade 12 school districts.

The School of Education offers selected undergraduate and graduate programs at the Centers in Santa Fe/Española, Rio Rancho 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
- Cultural Inclusion
- Authentic Settings
- Practice
- Knowledge
- Professionalism
- Leadership

Teacher Preparation and Licensure Programs

Entrance to undergraduate teacher preparation programs is evaluated through advisement and assessment of students' skills and motivation for entering the teaching profession. Preparation for the profession requires an academic course of study through majors in early childhood, elementary, special education, or a minor in secondary education together with a major in an appropriate content field.

Candidates plan their academic programs in careful consideration of the subjects or grade levels they may wish to teach. Education students receive support and guidance from faculty advisers throughout the period of their studies and also in seeking their first jobs.

Initial Licensure Programs

Initial programs leading to a bachelor of arts degree and making candidates eligible for a New Mexico teaching license include early childhood education, elementary education, special education, and secondary education, a program minor which must be combined with a content-area major.

The following describe three gateways that assess and guide students through the School of Education and teacher licensure. This process

will initiate an in-school file for students as they matriculate in the School of Education.

Gateway Alpha (Program Entry into the School of Education)

Key assessments determine candidate eligibility for admission to the School of Education initial licensure programs. Those assessments and their criteria are:

New Mexico Teacher Assessment (NMTA) “Basic Skills” score of at least 240;

Overall GPA of at least 2.50 (based on a minimum of 24 credit hours);

A C-grade or better in GNED 201 (Introduction to Teaching), GNED 251 (Field Base I) SPED 214 (Introduction to Special Education), or ECME 300;

A score of at least 3 out of 4 on a designated writing assignment in GNED 201 or ECME 300;

A C-grade or better in English 112 (Composition); and

An application to the School of Education on the Chalk and Wire software.

Gateway Beta (Admission to Clinical Practice: Student Teaching)

Key assessments determine candidate eligibility for admission to clinical practice / student teaching (Field Base III). Those assessments and their criteria are:

New Mexico Teacher Assessment (NMTA) Elementary Content Knowledge score of at least 240, Special Education Content Knowledge, Secondary Major Content Knowledge;

National Evaluation Series (NES) Essential Components of Reading- elementary education majors only;

Overall GPA of at least 2.75;

All major course requirements;

All teacher licensure requirements;

Criminal records background check and finger prints;

Submit verification of liability insurance;

Submit application for student teaching on Chalk and Wire

Gateway Gamma (Program Completion)

Key assessments determine candidate eligibility to become a program completer. Those assessments and their criteria are:

Successful development of a student teaching portfolio during Field III Student Teaching experience;

Field Base III university supervisor rating of at least three of four points possible by the final classroom observation;

Field Base III rating by cooperating teacher of at least three of four points possible by the final classroom observation; and

Field Base III dispositions rating of at least three of four points possible.

Chalk and Wire

The School of Education has adopted the electronic assessment system, Chalk and Wire, as a platform to create candidate electronic portfolios. Chalk and Wire is required of all School of Education candidates and of those who seek admission. Chalk and Wire tracks candidates’ progress as they address the competencies of their licensure areas. It is used as a vehicle to assess programmatic strength, weaknesses and areas in need of modification. As candidates con-

tinue to meet these competencies and professional standards the quality of teaching, counseling and administration will continue to improve in northern New Mexico and wherever our candidates decide to practice their chosen profession.

Requirements for Admission to Teacher Preparation and Licensure Programs

Admission to the School of Education is a separate and independent process from admission to the university. Candidates need to purchase a Chalk and Wire license through the university bookstore. All applications for admission into the School of Education are only accepted through Chalk and Wire. Candidates must complete all requirements listed in Gateway Alpha before they are admitted. If a candidate is deficient in any one of the Gateway Alpha requirements, admission will be denied, until all requirements are met. Students should contact the School of Education early in their freshman year to receive guidance in the process. Early advisement is essential to avoid delays in meeting all requirements. Consultation with an education adviser is essential to establish a program of courses. An overall grade point average of at least 2.5 is required.

1. Complete the following courses with a grade of C or better:

GNED 201 Introduction to Teaching (3)

GNED 251 Field-Base 1 Teacher Prep Experience (1)

SPED 214 Introduction to Special Education (3)

ECME 300 Professionalism (2) (ECME students only)

2. Complete and submit an application through Chalk and Wire for admission into the School of Education.

Complete the appropriate freshman and sophomore courses in the university’s core curriculum together with additional extended core courses required for education majors and minors by the New Mexico Public Education Department. The choices to be made will reflect the requirements for licensing that have been set by the New Mexico Public Education Department (NMPED). These courses include:

12 hours in English

12 hours in science

12 hours in history

6 hours in fine arts

6 hours in social/behavioral science

6 -9 hours in mathematics*

Extended Core/ NMHU requirements

2 hours PE

8 hours modern language

3 hours computer science

54-57 hours of core requirements

* ECME and elementary education majors need nine hours; special education majors and secondary education minors need six hours.

3. Take the New Mexico Teacher Assessment (NMTA) exams to be eligible for student teaching.

Students must have passed the Basic Skills and Content Knowledge exams of the NMTA to be approved for student teaching. Students must pass the Assessment of Teacher Competency Exam of the NMTA in the areas of early childhood, elementary, or secondary

education to receive NMPED licensure. Students have no more than two opportunities to complete successfully any of the field-based experiences. With the submission of the School of Education application, the candidate must have established an electronic portfolio, completed the disclosure form via Chalk and Wire, submitted disposition assessments from designated classes and field-based experiences, and appropriate artifacts from GNED 201 and ECME 300. Students will also be asked to submit other artifacts from other education classes. Details of this process and the required minimum scores are available from the School of Education.

Students seeking a bilingual endorsement are required to pass the Prueba de Español para la Certificación Bilingües exam. Students must maintain close communication with Academic Support Services and the School of Education regarding these important examinations.

Requirements for Admission to Clinical Practice and for Placement in Student Teaching (Field-Base III Teacher Preparation or Internship in Teaching)

Students must submit, through their adviser, a formal application for admission to the Office of Field Experiences. The application form is available on Chalk and Wire. Adverse decisions concerning admittance can be appealed first to the program's admission committee and then to the school dean.

For admission to clinical practice, a 2.75 overall grade point average is required. Students must complete a degree audit with the Office of the Registrar and meet periodically with their education advisers for a check on their advancement through the Gateways, academic progress, and verification of successful completion of the appropriate sections of the NMTA exam. Prospective candidates should discuss this requirement with their education advisers.

Candidates for placement in student teaching will file a formal application on Chalk and Wire prior to midterm of the preceding semester before they can be considered to begin student teaching.

Prerequisites for advancement to student teaching (Field-Based III) are:

A 2.75 overall grade point average;

Required major courses, up to those for the final semester (SB329, effective July 1, 2016);

Secondary education minors: 24 credits in the academic major and 20 credits in the academic minor (if applicable), with an overall minimum GPA of 2.75;

A passing score on all required National Evaluation Systems Assessment of Academic Skills; and

The application for Student Teaching on Chalk and Wire, with these additional requirements:

A degree audit signed by the program advisers; and

Appropriate reference letters with documented dispositions.

Each teaching discipline's program committee and the director of student teaching will review the applications for approval, and those students whose applications are denied may appeal to the Office of the Dean.

Student teaching is a full-time assignment during the period of the placement and requires the candidate to participate fully in the life and work of the school. The student teacher follows the daily sched-

ule of the school, assumes regular faculty and out-of-classroom duties, and participates in faculty meetings, PTA/PTO meetings, school plays, and other school-related activities as appropriate. Because this constitutes a full-time commitment, no additional coursework may be taken without special permission from the field-base coordinator. In all cases, the school's cooperating teacher and principal, in consultation with the university supervisor, make the determination of the student teacher's involvement, duties, and course loads.

Final placement of a student teacher in a school is decided by the School of Education and is contingent upon the student being accepted by the school.

To receive a degree in education, the student must submit summative supervisor and cooperating teacher ratings that indicate the Interstate New Teacher Assessment and Support Consortium (INTASC) standards have been met, submit the student teaching electronic portfolio, and designated class and field disposition assessments.

Degree Requirements: Education

Major in Early Childhood Multicultural Education (AA)

Required courses: 29 credit hours

ECME 300 Professionalism (2)

ECME 301 Health, Safety & Nutrition (2)

ECME 302 Child Growth, Development & Learning (3)

ECME 303 Family & Community Collaboration I (3)

ECME 304 Curriculum Development through Play-Birth through Age 4 (3)

ECME 305 Guiding Young Children (3)

ECME 306 Curriculum Development & Implementation (Age 3 through Grade 3) (3)

ECME 315 Introduction to Reading & Literacy Development (3)

ECME 328 Assessment of Children & Evaluation of Programs I (3)

ECME 332 Curriculum Development through Play-Birth Through Age 4 Practicum (2)

ECME 334 Curriculum Development & Implementation Practicum- Age 3 through Grade (2)

Major Total: 29 credit hours

Core Total: 35 credit hours

Extended Core: 5 credit hours

Total for Degree: 69 credit hours*

**Total units for the degree may exceed 69 credit hours if proficiency courses are required. The University requires a minimum of 69 credit hours for this degree.*

Major in Early Childhood Multicultural Education (BA): Age 3 to Grade 3 Licensure

The early childhood multicultural education program is a four-year, or 67-hour, Bachelor of Arts degree. The program prepares classroom teachers and other professionals to work with children from Age 3 to Grade 3. The program fulfills the NMPED competency requirements which include child growth, development and learning; developmentally appropriate content; learning environments

and curriculum implementation; and health, safety and nutrition assessment and professionalism. The program meets the state requirements of teacher certification/licensure for teaching PK to grade 3 in the public schools and the early childhood special education, or developmentally delayed, preschool classroom. Students majoring in early childhood education are not required to take a minor.

Professional Education: 68 credit hours

- ECME 300 Professionalism (2)
- ECME 301 Health, Safety & Nutrition (2)
- ECME 302 Child Growth, Development and Learning (3)
- ECME 303 Family & Community Collaboration (3)
- ECME 304 Curriculum Development Implementation: Birth – Age 4 (3)
- ECME 305 Guiding Young Children (3)
- ECME 306 Curriculum Development & Implementation: Age 3 – Grade 3 (3)
- ECME 315 Introduction to Language, Literacy & Reading (3)
- ECME 328 Assessment of Children & Evaluation of Programs 1 (3)
- ECME 403 Family, Language & Culture (3)
- ECME 411 Teaching & Learning Reading & Writing (4)
- ECME 413 Teaching & Learning Math & Science (3)
- ECME 414 Teaching & Learning Social Studies (3)
- ECME 420 Research in Child Growth, Development & Learning (3)
- ECME 428 Assessment of Children & Evaluation of Programs 2 (3)
- ECME 482 Young Children with Diverse Abilities (3)
- RDED 411 Teaching & Diagnosis of Reading (3)
- GNED 445 Knowledge of the Profession (3)
- Field Experience and Practicums: 15 credit hours
- ECME 332 Practicum Curriculum Develop & Play: Birth – Age 4 (2)
- ECME 334 Practicum Curriculum Develop & Play: Age 3 – Grade 3 (2)
- ECME 415 Teaching & Learning Practicum (2)
- ECME 452 Early Childhood Education Student Teaching (9)

Major Total: 68 credit hours

Education Required Core: 57 credit hours

Degree Total: 125 hours

This major does not require a minor. The degree total may be exceeded if proficiency courses are needed.

In addition to the above requirements, students must have passed the National Evaluation Systems (NES) Assessment of Academic Skills to be approved for student teaching. Licensing for early childhood education teaching in the State of New Mexico requires passing the National Evaluations Systems (NES) Assessment of Academic Skills and the New Mexico Teacher Assessment (NMTA) Teacher Competency in Early Childhood Education examination.

Major in Early Childhood Multicultural Education- Birth to Age 4 Licensure

The early childhood multicultural education program is a four-year, or 62-hour, Bachelor of Arts degree. The program prepares

classroom teachers and other professionals to work with children from Birth to Age 4. The program fulfills the NMPED competency requirements which include child growth, development and learning; developmentally appropriate content; learning environments and curriculum implementation; and health, safety and nutrition assessment and professionalism. The program meets the state requirements of teacher certification/licensure for teaching Birth to Age 4 in the public schools Pre-K and the early childhood special education, or developmentally delayed, preschool classroom, and home visitation programs. Students majoring in early childhood education are not required to take a minor.

Professional Education: 63 credit hours

- ECME 300 Professionalism (2)
- ECME 301 Health, Safety & Nutrition (2)
- ECME 302 Child Growth, Development and Learning (3)
- ECME 303 Family & Community Collaboration (3)
- ECME 304 Curriculum Development Implementation: Birth – Age 4 (3)
- ECME 305 Guiding Young Children (3)
- ECME 306 Curriculum Development & Implementation: Age 3 – Grade 3 (3)
- ECME 315 Introduction to Language, Literacy & Reading (3)
- ECME 328 Assessment of Children & Evaluation of Programs 1 (3)
- ECME 403 Family, Language & Culture (3)
- ECME 417 Emergent Literacy (3)
- ECME 420 Research in Child Growth, Development & Learning (3)
- ECME 424 Integrated Curriculum: Birth – Age 4 (4)
- ECME 431 Advanced Caregiving for Infants & Toddlers (3)
- ECME 482 Young Children of Diverse Abilities (3)
- GNED 445 Knowledge of the Profession (3)
- Field Experience and Practicums: 15 credit hours
- ECME 332 Practicum Curriculum Develop & Play: Birth – Age 4 (2)
- ECME 334 Practicum Curriculum Develop & Play: Age 3 – Grade 3 (2)
- ECME 425 Integrated Curriculum Practicum (2)
- ECME 452 Early Childhood Education Student Teaching (9)

Elective Credits : 1 hour

Major Total: 63 credit hours

Education Required Core: 57 credit hours

Degree Total: 120 hours

This major does not require a minor. The degree total may be exceeded if proficiency courses are needed.

Major in Early Childhood Multicultural Education- Birth to Age 4 Non- Licensure

The early childhood multicultural education program has a four-year, or 62-hour, Bachelor of Arts degree. The program prepares classroom teachers and other professionals to work with children from Birth to Age 4. The program fulfills the NMPED competency requirements which include child growth, development and learn-

ing; developmentally appropriate content; learning environments and curriculum implementation; and health, safety and nutrition assessment and professionalism. Students majoring in early childhood education are not required to take a minor.

Professional Education: 63 credit hours

ECME 300 Professionalism (2)

ECME 301 Health, Safety & Nutrition (2)

ECME 302 Child Growth, Development and Learning (3)

ECME 303 Family & Community Collaboration (3)

ECME 304 Curriculum Development Implementation: Birth – Age 4 (3)

ECME 305 Guiding Young Children (3)

ECME 306 Curriculum Development & Implementation: Age 3 – Grade 3 (3)

ECME 315 Introduction to Language, Literacy & Reading (3)

ECME 328 Assessment of Children & Evaluation of Programs I (3)

ECME 403 Family, Language & Culture (3)

ECME 417 Emergent Literacy (3)

ECME 420 Research in Child Growth, Development & Learning (3)

ECME 424 Integrated Curriculum: Birth – Age 4 (4)

ECME 431 Advanced Caregiving for Infants & Toddlers (3)

ECME 482 Young Children of Diverse Abilities (3)

Elective Credits (13)

Field Experience and Practicums: 15 credit hours

ECME 332 Practicum Curriculum Develop & Play: Birth – Age 4 (2)

ECME 334 Practicum Curriculum Develop & Play: Age 3 – Grade 3 (2)

ECME 425 Integrated Curriculum Practicum (2)

Major Total: 63 credit hours

Education Required Core: 57 credit hours

Degree Total: 120

This major does not require a minor. The degree total may be exceeded if proficiency courses are needed.

Minor in Early Childhood Multicultural Education

Early childhood multicultural education offers an undergraduate minor field that may be selected by students majoring in elementary education, special education or other related fields. Early childhood multicultural education is a valuable specialization field for those intending to work with newborns to 8-year-old children. Additional courses beyond the minor in early childhood multicultural education are required for a teaching license.

Required courses: 29 credit hours

ECME 300 Professionalism (2)

ECME 301 Health, Safety & Nutrition (2)

ECME 302 Child Growth, Development and Learning (3)

ECME 303 Family & Community Collaboration I (3)

ECME 304 Curriculum Dev Play: Birth - Age 4 (3)

ECME 305 Guiding Young Children (3)

ECME 306 Curriculum Dev Implementation: Age 3 - Grade 3 (3)

ECME 315 Introduction to Language, Literacy and Reading (3)

ECME 328 Assessment of Children & Evaluation of Programs I (3)

ECME 332 Practicum Dev Play: Birth - Age 4(2)

ECME 334 Practicum Curr Dev: Age 3 - Grade 3 (2)

Minor Total: 29 credit hours

Major in Elementary Education (BA)

Elementary education is offered as an academic major field. Education students may select a major in education or a dual major in elementary and special education. The major program meets requirements for special education licensure set by the NMPED. Elementary education majors study such topics as cognitive, physical, emotional, and social development; human relations; instructional planning and implementation, and classroom management, assessment and evaluation. Students also receive training in skills and competencies for elementary subject matter in mathematics, reading and language arts, social studies, science, and other foundational fields. The program complies with the instructional competencies established by the NMPED for entry-level elementary teachers. Before registering for the required major courses, students must complete the requirements for entrance to the Teacher Preparation Program which include GNED 201, taken in conjunction with GNED 251, and SPED 214. Students must have passed the National Evaluation Systems (NES) Assessment of Basic Skills, and the NES Elementary Content Exam, to be approved for student teaching. The NES Essential Components of Elementary Reading and the NES Teacher Competency- Elementary exams are required for New Mexico Teacher Licensure.

Students may select to major in elementary education.

The following requirements must be completed with a grade of C or better for entrance to the Teacher Preparation Program.

Prerequisites:

GNED 201 Introduction to Teaching (3)

SPED 214 Introduction to Special Education (3)

Required credits: 36 credit hours

RDED 315 Early Literacy (3)

RDED 411 Teaching/Diagnosis of Reading (3)

ELEM 312 Teaching Elementary School Math (3)

ELEM 317 Multicultural Education (3)

ELEM 361 Assessment and Evaluation of Students (3)

ELEM 417 Teaching English as Second Language (3)

ELEM 442 Teaching Elementary School Science & Social Studies (3)

ELEM 451 Field-Base III Teacher Prep Experience: Elementary (6)

GNED 251 Field-Base 1 Teacher Prep Experience (1)

GNED 351 Field-Base 11 Teacher Prep Experience (2)

GNED 444 Computer Application in Education (3)

GNED 445 Knowledge of the Profession (3)*

*GNED 445 must be taken in conjunction with ELEM 451.

Major Total: 36 credit hours

Prerequisites for Program Entry: 6 credit hours

Education Required Core: 57 credit hours

Minor/2nd Major/Electives to 120: 21+ credit hours

Degree Total: 120

This major requires a minor, second major or completion of an associate's degree. The degree total may be exceeded if proficiency courses are needed, or by the credit hour requirements of a minor or second major.

Minor in Bilingual Education/TESOL (Teaching of English to Speakers of Other Languages)

The minor in bilingual education/TESOL offers an undergraduate preparation to instruct pupils bilingually so as to improve their ability to succeed in the public schools. Spanish 111, 112, 211, (or 101, 102, 201) and Spanish 325 are prerequisites for Spanish 433, 441, and GNED 437. Students can consult the faculty in the Languages and Culture Department for a test-out option of lower-division courses. Courses listed above do not reflect the sequence in which they should be taken.

Required credits: 24 credit hours

ANTH 461 Communication & Culture (3)

OR

ENGL 443 Sociolinguistics (3)

ELEM 417 Teaching English as a Second Language (3)

RDED 416 Teaching Reading & Language Arts in the Bilingual Classroom (3)*

GNED 412 Theories & Principles of Bilingual Education (3)

GNED 437 Instructional Methods for Use in Span-Bilingual Classroom (3)*

SPAN 300 Advanced Grammar (3)*

SPAN 433 Civilization & Culture of New Mexico & the Southwest (3)*

SPAN 441 Spanish for the Bilingual Classroom (3)*

*Prerequisites: SPAN 111, 112, 211, 212 (or 101, 102, 201, 202);
Corequisite: SPAN 300

Minor Total: 24 credit hours

Minor in English as a Second Language (ESL)

The ESL program meets the requirements of the NMPED for an endorsement in English as a second language. The program includes courses offered in the departments of education, English, and anthropology.

Required credits 21 credit hours

Prerequisite/corequisite: Minimum of two semesters of a second language or demonstrated proficiency

ENGL 317 Introduction to Modern Grammar (3)

GNED 320 Language Acquisition & Ling for Teachers (3)

GNED 412 Theories & Principles of Bilingual Education (3)

ENGL 443 Sociolinguistics (3)

OR

ANTH 461 Communication and Culture (3)

ELEM 417 Teaching English as a Second Language (3)

GNED 420 Sheltered English for Content Area Instruction (3)

RDED 315 Early Literacy (3)

OR

RDED 427 Reading in the Content Area (3)

Minor Totals: 21 credit hours

Minor in Secondary Education

(Teacher Preparation in Secondary Education)

Students who are preparing to become secondary-level teachers must complete a major from the many academic fields offered at the university; some will also select a content-area minor field. (See College of Arts and Sciences section for information.)

In addition, students must undertake a secondary education minor in the university's School of Education to prepare them for their chosen profession. The combination of courses in the university's major field and in the general education curriculum provides the necessary subject-matter competencies for secondary teaching. This is best done through early advisement from the School of Education.

Licensing for secondary teaching in the state of New Mexico requires the following: completion of an appropriate academic major in a content field(s) completion of the general education core (54 credit hours). Secondary education minors may add a content-field minor as well. The adviser may assist the student in selecting the content field(s). Students must complete requirements for entrance to the School of Education which include GNED201, GNED251, and SPED214 with a minimum grade of C and pass the National Evaluation Systems (NES) Assessment of Academic Skills. Students must pass the NES Content major exam or exams to be admitted to Field III Student Teaching. The NES Teacher Competency –Secondary exam must be passed for New Mexico Teacher Licensure.

GNED 201 Introduction to Teaching (3)

SPED 214 Introduction to Special Education (3)

Required courses: 28 credit hours

GNED 251 Field-Base I Teacher Preparation Experience (1)

GNED 302 Educational Psychology (3)

RDED 427 Reading in the Content Area (3)

GNED 351 Field-Base II Teacher Preparation Experience (2)

GNED 410 Art & Science of Teaching in Secondary Schools (4)

GNED 444 Computer Applications in Education (3)

GNED 445 Knowledge of the Profession (3)*

GNED 451 Field-Base III Teacher Preparation Experience- Secondary (6)

GNED 455 Classroom Management (3)

* Taken in conjunction with GNED 451 as a Field Base III block.

Major 32+ hours

Prerequisites : 6

Secondary Minor Total: 28 credit hours

Core requirements : 54 credit hours

Total : 120 credit hours minimum

Major in Special Education (BA)

Education students may select a major in special education or a dual major in elementary and special education. The major program meets requirements for special education licensure set by the New Mexico Public Education Department (NMPED).

Special education students receive instruction in using evidence-based teaching approaches for students with exceptionalities.

Field-base experiences are integrated into the instructional program. Students must complete the requirements for entrance to the Teacher Preparation Program..

The following requirements must be completed with a grade of C or better for entrance to the Teacher Preparation Program:

GNED 201 Introduction to Teaching (3)

SPED 214 Introduction to Special Education (3)

Required courses: 30 credit hours

GNED 251 Field Base I Teacher Prep Experience (1)

GNED 351 Field Base II Teacher Prep Experience (2)

GNED 444 Computer Applications in Education (3)

RDED 411 Teaching & Diagnosis of Reading (3)

SPED 401 Diagnosis of the Exceptional Child (3)

SPED 410 Curriculum & Methods for Students with Mild and Moderate Exceptionalities (3)

SPED 420 Curriculum & Methods for Students with Severe Exceptionalities (3)

SPED 430 Reading Instruct in Special Education (3)

SPED 451 Field Base III Teacher Prep Experience: Special Education (6)

SPED 455 Classroom Management (3)

*SPED 455 is taken in conjunction with SPED 451 as Field Base III block.

Major Total: 36 credit hours

Prerequisites for Program Entry: 6 credit hours

Education Required Core: 54 credit hours*

Minor/2nd Major/Electives: 30 credit hours

Degree Total: 120***

*This major requires 6-credit hours of mathematics.

**This major requires a minor, second major or completion of an associate's degree. The degree total may be exceeded if proficiency courses are needed.

Minor in Special Education

The minor in special education is available to students completing a teacher preparation (i.e. majoring in elementary education or minoring in secondary education). This minor satisfies university requirements. However, it does not satisfy New Mexico Public Education Department licensure requirements.

Prerequisite: 3 credit hours

SPED 214: Introduction to Special Education (3)

Required: 24 credit hours

SPED 2/434: Practicum in Special Education (1—6)

SPED 401: Diagnosis of the Exceptional Child (3)

SPED 410: Curriculum & Methods for Students with Mild and Moderate Exceptionalities (3)

SPED 420: Curriculum & Methods for Students with Severe Exceptionalities (3)

SPED 430: Reading Instruction in Special Education (3)

SPED 451 Field Base III Teacher Prep Experience: Special Educa-

tion (6)

SPED 455: Classroom Management in Special Education (3)

Minor Total: 24 minimum credit hours

Minor in Gifted and Talented Education

The minor in gifted and talented education is available to students completing a teacher preparation (i.e. majoring in elementary education or minoring in secondary education). This minor satisfies university requirements. However, it does not satisfy New Mexico Public Education Department licensure requirements.

SPED 412 Foundations of Gifted Education(3)

SPED 414 Instructional Strategies for Gifted Education (3)

SPED 416 Instructional Planning & Curriculum: Gifted Ed(3)

SPED 418 Twice Exceptional & Gifted Student (3)

SPED 422 Learning Environment & Social Interaction: Gift Ed(3)

SPED 424 Family of Childreb with Exceptional & Gifted (3)

SPED 426 Ethical Practices: Student w/Exception & Gifted (3)

SPED 428 Achievement Test: Children w/Exception & Gifted (3)

Minor Total: 24 minimum credit hours

Concentration in Gifted and Talented Education

Required courses: 12 credit hours

SPED 512 Foundations of Gifted Education (3)

SPED 514 Instructional Strategies for Gifted Education (3)

SPED 516 Intructional Planning & Curriculum Gifted Ed (3)

SPED 518 Twice Exceptional & Gifted Student (3)

Concentration Total: 12 credit hours

Dual Major in Elementary/Special Education (BA)

A dual major in elementary/special education is offered. Students complete all the courses required for elementary and special education majors. No minor is required.

The following requirements must be completed with a grade of C or better for entrance to the Teacher Preparation Program.

Prerequisites:

GNED 201 Introduction to Teaching (3)

SPED 214 Introduction to Special Education (3)

Required credits: 58 credit hours

RDED 315 Early Literacy (3)

RDED 411 Teaching/Diagnosis of Reading (3)

ELEM 312 Teaching Elementary School Math (3)

ELEM 317 Multicultural Education (3)

ELEM 361 Assessment and Evaluation of Students (3)

ELEM 417 Teaching English as Second Language (3)

ELEM 442 Teaching Elementary School Science & Social Studies (3)

ELEM 451 Field-Base III Teacher Prep Experience: Elementary (6)

GNED 251 Field-Base 1 Teacher Prep Experience (1)

GNED 351 Field-Base 11 Teacher Prep Experience (2)

GNED 444 Computer Application in Education (3)

GNED 445 Knowledge of the Profession (3)*

SPED 401 Diagnosis of the Exceptional Child (3)

SPED 410 Curriculum & Methods for Students with Mild and Moderate Exceptionalities (3)

SPED 420 Curriculum & Methods for Students with Severe Exceptionalities (3)

SPED 430 Reading Instruct in Special Education (3)

SPED 455 Classroom Management (3)

ELSP 452 Field Base III Teacher Prep Experience: Dual Major Elementary/Special Education (6)

Dual Major Total: 58

Pre-requisites (6)

Major in General Science for Secondary School Teachers (Grades 7 – 12)

This major provides science teachers in training with a fundamentally strong background in the basic sciences. Therefore, a greater pool of talent in the field of science education will be created from which surrounding middle schools and high schools can draw. The program has been designed to emphasize fundamental understandings of both physical and life science. Courses will be selected from such areas as environmental sciences, biology, geology, chemistry, physics, and mathematics.

The objectives of the general science major are:

To provide science teachers in training with a multidisciplinary program that will adequately prepare them to teach science courses in middle and high school science programs.

To train science teachers to develop each of the competencies required by the State Board of Education for licensure in science education.

To provide specialized/advanced training in specific science subject areas of interest to the science teacher in training.

Refer to the respective science department interdepartmental programs for more details regarding this major.

Minor in General Sciences for Elementary School Teachers (Grades K – 8)

This minor provides elementary school teachers in training with a fundamentally strong background in a variety of basic science concepts of both physical and life sciences. Courses that provide the needed basic understanding of the sciences will be selected from those listed in the major.

The objectives of the general science minor are:

To provide elementary teachers in training with a program that will adequately prepare and encourage them to teach the most fundamental science concepts at the elementary level.

To broaden the scope of science to elementary school teachers in training so that they will be well versed in all aspects of science. This will allow them to develop methods by which to relay the content material to their students so that the students can fully understand what is being taught.

Refer to science department interdepartmental programs for more details regarding this minor.

Facundo Valdez School of Social Work

Andrew Israel, JD, MSW Interim Dean

Lora Shields Science Annex
505.454.3310 or

FAX: 505.454.3290

www.nmhu.edu/socialwork

Accreditation

The Facundo Valdez School of Social Work has been accredited by the Council on Social Work Education (CSWE) since 1974 and is accredited through 2020. The Facundo Valdez School of Social Work has been recognized by North Central Accreditation as an Academic School of Excellence.

Mission of the School of Social Work

The New Mexico Highlands University Board of Regents approved, on December 17, 2015, a change in the name to the School of Social Work to honor the founder of the School, Facundo Valdez. The mission of the Facundo Valdez 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 and skills and ethical principles and promotes a focused awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

The Facundo Valdez School of Social Work offers the Bachelor of Social Work (BSW) Program at the main campus, Las Vegas, New Mexico, and at the following four campus locations:

- NMHU SSW at Albuquerque, Albuquerque, NM
- NMHU Rio Rancho Center, Rio Rancho, NM
- NMHU at San Juan College (SJC), Farmington, NM
- NMHU at Santa Fe Community College (SFCC), Santa Fe, NM

Faculty and Administration

Facundo Valdez School of Social Work at Las Vegas (Main Campus)

Box 9000

Las Vegas, NM 87701

505.454.3563 FAX: 505.454.3290

Administration – Facundo Valdez School of Social Work at Las Vegas

Cristina Duran, Ph.D., Associate Dean

Faculty – Facundo Valdez School of Social Work at Las Vegas

Jeannette Baca, MSW

Robert Deacon, Ph.D.

Jane Gorman, Ph.D.

Andrew Israel, J.D., LMSW

Rey Martinez, Ph.D.

Rebecca Moore, Ph.D.

Dolores Ortega, Ed.D.

Debra Rodda, MSW

Danita Tanner, MSW

Facundo Valdez School of Social Work at Albuquerque

5401 Indian School Rd. NE, Suite 100

Albuquerque, NM 87110

505.260.6181 FAX: 505.896.6122

Administration – Facundo Valdez School of Social Work at Albuquerque

Cristina Duran, Ph.D.

Faculty – Facundo Valdez School of Social Work at Albuquerque

Michelle Baca, MSW

Kevin Barnas, MSW,

Judith Barnstone, Ph.D.

Kip Coggins, PhD

Mark Dyke, Ph.D,

Suzen James, MSW

George Mercer, MSW

Amy Messex, MSW

Maria Munguia-Wellman, Ph.D.

Jessie “Rocky” Romero, MSW

Facundo Valdez School of Social Work Rio Rancho Center

See: School of Social Work at Albuquerque

NMHU at Santa Fe Community College

6401 Richards Rd., Rm. 302

Santa Fe, NM, 87508

505.426.2126 FAX: 505.428.1147

Administration – NMHU at SFCC

Thomasina Ortiz-Gallegos, Director, NMHU Center at SFCC

See also: NMHU SSW at Las Vegas

NMHU at San Juan College

Buddy Rivera, Director, NMHU Center at SJC

4601 College Boulevard

Farmington, NM 87402

505.566.3552 FAX: 505.566.3584

Administration - NMHU at SJC

Sean Evans, MSW, Faculty

Bachelor of Social Work Program (BSW)

The bachelor of social work prepares generalist social work practitioners 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 curriculum builds upon a liberal arts perspective and prepares students at a generalist level to understand and evaluate the role of the social work practitioner in the delivery of human services.

The program is a 53-credit major, completed in four full-time semesters. Students majoring in social work are not required to complete a minor program of study. Prior to beginning the BSW program, the proficiency, extended core, general education core and general elective courses may be completed at the NMHU – Las Vegas main campus. Approved equivalent coursework may be accepted in transfer from

other two- or four-year regionally accredited educational institutions.

Advisement

Prospective students are encouraged to contact the school for pre-program advisement, course sequencing and major requirements. Please note that course sequencing is subject to change depending on program needs.

Academic advisers are available at each site to review and guide students on their progress to transition into the BSW program. Upon advisement, many students choose to address all pre-program coursework prior to beginning the BSW program. Others receive approval to begin the program once they are within 9-12 credit hours of completing pre-program coursework. Upon matriculation into the BSW program, students are assigned an academic adviser. Although almost all students complete the BSW program within two years of their undergraduate education, the maximum time limit is five years. It is the student's responsibility, with the assistance of an academic adviser, to develop a program of study that details the semesters in which individual courses are to be taken.

Academic and Behavioral Expectations

All social work students are provided with a copy of the school's academic and behavioral policy upon matriculating into the BSW program. 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 the following: suitability for the profession of social work via appropriate and adequate 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 adviser. 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.

Transfer of Credit

Transfer of credit for social work courses will not be considered unless courses have been completed at another school of social work accredited by the Council of Social Work Education (CSWE). Courses must have been completed within five years from the date of enrollment.

Incomplete Grades

Incomplete grades in prerequisite courses must be completed prior to registering for the following semester. Students will not be permitted to continue until the incomplete (I) mark is removed from the official transcript.

Students Holding an Associate of Arts or Associate of Applied Science Degree

Any student with an associate of arts or associate of applied science (AAS) degree may present an academic transcript to be considered for course credit transfer. Upon verification that the AA or AAS academic transcript demonstrates completion of coursework equivalent to the required university proficiency and core curriculum

requirements, the AA or AAS degree will be accepted for transfer and the student will be given credit toward completion of the BSW degree. A minimum of 128 credit hours is needed to complete the BSW degree, which is comprised of 75 credit hours of pre-program coursework and 53 credit hours of social work courses.

Transfer courses are evaluated on a course-by-course basis to determine whether they meet the general core requirements. Students transferring from a regionally accredited institution of higher education in New Mexico with an earned associate degree will have New Mexico Highlands University proficiency, extended core, and minor requirements waived. Students are encouraged to complete the AA or AAS degree and the 35-hour common core and program prerequisites during their freshman and sophomore years to assure completion of the bachelor's degree within two additional years.

Field Practicum

BSW students are required to complete 448 hours of field practicum during their senior year, either in a concurrent or a block placement. Students in field practicum must complete all university core requirements and all 300-level (junior standing) courses prior to enrolling in field practicum. All practicum placements require the approval of the director/coordinator of field education.

Students are placed with the same community agency for two days, 16 hours per week, for two consecutive semesters. BSW students enrolled in concurrent practicum placement must also register for one field practicum seminar course each semester. Concurrent field practicums are offered as fall-spring or as spring-summer placements.

Block field practicum placements are only offered during the summer term. Students must complete all required social work courses prior to beginning block placement/practicum. Students enrolled in a block field practicum placement are placed with a community agency for five days, 40 hours per week, for approximately 12 weeks. BSW students must enroll in two field seminars and two field practicum courses the summer they are in block practicum.

Student Stipends

The Facundo Valdez 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 undergraduate students ready to enter senior-level coursework 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 345 Children's Services course. The average stipend amount awarded to students is \$10,000 per academic year. Amount of stipend award is subject to change.

Upon completion of the BSW 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 during the second semester of their junior year.

Student Association

Students are encouraged to participate in the Undergraduate Social Work Student Association (UGSWSA) and other university student associations.

Student Responsibilities

Students are responsible for knowing and following the correct procedures and for meeting the conditions established for their

academic programs. This includes completion of all university and school course requirements.

Grade Point Average

A grade point average (GPA) of 2.5 is required for admission to the bachelor of social work major program. Additionally, the student must maintain at least a 2.5 GPA to continue in and complete the program.

Application and Admissions Process for Entrance to the Social Work Major

Students majoring in social work must declare their major during their sophomore year. Students interested in pursuing a BSW degree at New Mexico Highlands University must:

- Apply for admission to Highlands (this applies to students who have not previously attended NMHU).
- Have a minimum of a 2.5 GPA.
- Complete lower division coursework that meets the university proficiency and liberal arts requirements.
- A minimum of 120 credit hours is required to complete a BSW degree. This includes the 75 credit hours of pre-program coursework and 53 credit hours of BSW courses for the major. A student may have to take additional elective courses to meet the university's 120-credit-hour requirement to complete the degree.

Degree Requirements: Social Work

Major in Social Work

The social work major, leading to a bachelor of social work degree, consists of 53 credit units. Students majoring in social work are not required to have a minor program of study. Students must complete all required 300-level courses before proceeding to take 400-level senior courses.

Required courses: 53 credit hours

- SW 330 Research Methods 1 (3)
- SW 331 Law and Ethics (3)
- SW 341 Social Policy & Services 1 (3)
- SW 365 Generalist Social Work Practice 1 (3)
- SW 366 Generalist SW Practice 2 (Interviewing & Assessment) (3)
- SW 383 HBSE 3 (Human Diversity & Multicultural Theory) (3)
- SW 385 HBSE 1 (Group, Org, & Com Theories) (3)
- SW 386 HBSE 2 (Individual & Family Theories) (3)
- SW 430 Research Methods 2 (3)
- SW 432 Field Practicum 1 (4)
- SW 434 Field Practicum 2 (4)
- SW 444 Case Management (3)
- SW 451 Field Practicum Seminar 1 (1)
- SW 452 Field Practicum Seminar 2 (1)
- SW 465 Generalist Social Work Practice 3 (3)
- SW 466 Generalist Social Work Practice 4 (Macro Practice) (3)
- SW 468 Theories of SW Practice (3)
- SW Electives: choose two courses (4)

Major Total: 53 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Proficiency/Electives to 120: 27 credit hours*

Total for degree: 120 credit hours

**A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The English and math proficiency courses do not count toward the university's 120-credit degree. The university requires a minimum of 45 upper-division units for the degree.*

University Studies Degree

Bachelor of Arts in University Studies

Dr. Eric Romero, Director

505.454.3009

E-mail: ericromero@nmhu.edu

Major in University Studies (BA)

The Bachelor of University Studies Program is designed for students who choose to complete a course of study without selecting a specific major. Students may choose from one of two options.

The first option requires a concentration in a specific area of study, consisting of at least 30 credit hours, and two emphasis areas, with a minimum of 15 credit hours in each. The second option consists of three emphasis areas of at least 20 credits in each. Both options require the Introduction to University Studies course (UNST100) and the University Studies Capstone course (UNST400).

In addition to the concentration and/or emphasis area course requirements, all other university requirements for a bachelor's degree must be met. The minimum total credit hours required for graduation is 120. Forty-five of the 120 credit hours must be upper-division credit hours (300-400). The final year must be completed as an Highlands student with a declared BUS form completed and approved by the BUS Coordinator. An overall GPA of a 2.0 is required for graduation.

Option I

UNST 100 Introduction to University Studies (1)

Concentration (30)

Emphasis Area 1 (15)

Emphasis Area 2 (15)

UNST 400 University Studies Capstone (3)

Major Total: 64 credit hours

Proficiency Total: 11 credit hours

Core Total: 35 credit hours

Extended core: 5 credit hours

Electives to 120: 5 credit hours*

Total for degree: 120 credit hours

**A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The English and math proficiency courses do not count toward the university's 120-unit degree. The university requires a minimum of 45 upper-division units for the degree.*

Option II

UNST 100 Introduction to University Studies (1)

Emphasis Area 1 (20 credit hours)
Emphasis Area 2 (20 credit hours)
Emphasis Area 3 (20 credit hours)
UNST 400 University Studies Capstone (3)
Major Total: 64 credit hours
Proficiency Total: 11 credit hours
Core Total: 35 credit hours
Extended core: 5 credit hours
Electives to 120: 5 credit hours*
Total for degree: 120 credit hours

**A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived for content only. The English and math proficiency courses do not count toward the university's 120-credit degree. The university requires a minimum of 45 upper-division units for the degree.*

Honors Program Minor

The Honors Program offers advanced and creative students an opportunity to develop their abilities and talents in classes and projects more challenging than those experienced by most undergraduates. In the final course, students design a semester-long research or creative project of professional quality related to their major field of study.

The Honors Program offers the following distinct benefits: a superior education (more reading, writing, and seminar discussions among students and faculty, whereby students develop greater intellectual acuity, breadth of knowledge, and aptitude for creative thinking); small seminar-style classes; and recognition on transcripts of all Honors courses, which enhances applications for professional careers and graduate schools. Completion of the Honors Program fulfills the university requirement for an academic minor.

Students who apply for admission as new freshmen with an ACT score of 21, or with a high school GPA of 3.5 or better, will be considered automatically and may be invited to participate in the program. Students may also be nominated by a high school teacher or counselor, or by a faculty member at Highlands University. Transfer students may be admitted with a college GPA of 3.5 or better.

Required courses: 21 credit hours

HONR 300 Honors Forum (2)
HONR 151 Honors Seminar I (4)
HONR 251 Honors Seminar II (4)
HONR 351 Honors Seminar III (4)
HONR 451 Honors Seminar IV (4)
HONR 490 Honors Thesis (3)

Women's Studies Minor

Women's studies is an interdisciplinary field that grew out of the recognition that the experience and potential of over half the world's population has real consequences for academic study and teaching, research and scholarship. By considering women-both-as subjects of inquiry and as inquiring subjects, we have discovered new ways of thinking about gender, sexuality, race, ethnicity and their intersections in disciplines. The minor is a total of 21 credit hours.

Required Courses: 9 credit hours

WMST 200 Introduction to Women's Studies (3)

WMST 300 Feminist Theory (3)
WMST 499 Independent Research (3)

Electives: 12 credit hours

Choose at least 12 additional credit hours from the list of women's studies courses in consultation with the major adviser.

CJS 409 Domestic & Sexual Violence (3)
ENGL 314 Women in Literature (3)
ENGL 315 Native American Women's Literature: Voices and Visions (3)
ENGL 318 Chicano/a Literature (3)
ENGL 464 Women and Rhetoric (3)
HLTH 352 Health & Sex Education (3)
HIST 411 Women in the US (3)
PSY 422 Human Sexuality (3)
PSY 430 Gender Roles (3)
SW 429 Family Violence (3)
SPAN 406 Hispanic Women Authors (3)
SOC 429 Gender, Culture, and Society (3)
SOC 450 Women and Globalization (3)

Minor total: 21 credit hours

Cognitive Science Minor

Cognitive science is an interdisciplinary field concerned with the nature of the mind. Drawing on the resources of mathematics, philosophy, psychology, computer science, linguistics, and other disciplines, students of cognitive science study such phenomena as consciousness, the relation of the mind to the body, and the nature and limits of computation. This discipline addresses long-standing questions about the nature of thought, intelligence, perception, emotion, and other aspects of mental life by examining the way information is processed in computers, the nature of language, and the relation of cognition to the brain.

Required courses: 12 credit hours

CS 471 Art Intelligence (3)
CS 472 Cognitive Science (3)
PHIL 3/405 Major Philosophical Movements (3)
PSY 319 Memory & Cognitive Processes (3)
Electives: 12 credit hours
Choose four courses from the following list:
ANTH 461 Communication & Culture (3)
OR ENGL 442 Contemporary English Linguistics (3)
CS 316 Programs in Lisp & Prolog (3)
CS 431 Database Management (3)

MATH 320 Linear Algebra (3)
MATH 460 Applied Multivariate Statistics (3)
PHIL 211 Formal Logic (3)
PSY 410 Physiological Psychology (3)
PSY 411 Techniques in Physiological Psychology

Minor total: 24 credit hours

Combined Science Minor

The combined science minor at Highlands University allows students to select courses in two or more of the science fields to include behavioral science, computer science, math, life science and/or physical science. Also, students are advised to remember that the university requires that all minors contain at least 12 credit hours of courses at the 300 to 400 level. A minor in combined science may be used to satisfy the university requirements for the bachelor of science degree of a minor in a science field.

Required courses: 28 credit hours

Complete at least 28 credits in courses from at least two of the science fields (not to include the field of the major) with at least eight credits in two of the fields selected. The science fields are biology, chemistry, engineering, forestry, geology, computer science, mathematics, physics, psychology, and sociology/anthropology. The selection of courses in the combined science minor must be approved by the student's bachelor of science major adviser.

Minor Total: 28 credit hours

Accounting (ACCT), Courses in

287. Principles of Financial Accounting (3)

A study of the fundamentals of financial record keeping and basic accounting principles.

288. Principles of Managerial Account (3)

An introduction to management accounting and application of accounting to business decisions. Prerequisites: ACCT 287 and MIS 145, or permission of instructor.

290 – 490. Independent Study (1-4 VC)

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

301. Cost Accounting (3)

This course is a study of the job order, process, and standard cost system. Prerequisites: ACCT 288 and BUS 110 (or MATH 153) or permission of instructor.

321. Individual Taxation (3)

Study of federal tax legislation as applied to individual incomes, with some study of taxation on business. Recommended for non-business majors. Prerequisite: ACCT 287 or permission of instructor.

387. Intermediate Accounting 1 (3)

Critical study of standards for asset valuation and income determination. Prerequisites: ACCT 287 and BUS 110 (or MATH 153) or permission of instructor.

388. Intermediate Accounting 2 (3)

A continuation of ACCT 387. Study of liabilities recognition and measurement and stockholder's equity. Prerequisite: ACCT 387 or permission of instructor.

392. Intermediate Accounting 3 (3)

A continuation of ACCT 388. Preparation and analysis of financial statements and issues related to income measurement. Prerequisite: ACCT 388 or permission of instructor.

401. Budgeting (3)

A study of comprehensive profit planning and control. Prerequisite: ACCT 288 or permission of instructor.

404. Cost Accounting (3)

A study of the job order, process, and standard cost system. Prerequisites: ACCT 288 and BUS 200 or permission of instructor.

408. Tax Planning (3)

Study of Income tax principles and law applied to the financial planning process. The course focuses on how income taxes impact financial planning for individuals and families. Prerequisite: ACCT 287 or permission of instructor.

410. Accounting Technology (3)

A study of computerized financial accounting technology using integrated accounting systems. Prerequisite: ACCT 287

415. Oil and Gas Accounting (3)

Study of the principles and practices of oil and gas accounting as it pertains to exploration, production and distribution activities. Prerequisites: BUS 402 and ACCT 404.

422. Corporate, Partnership, and Estate Taxation (3)

A continuation of ACCT 321, with emphasis on corporation tax, estate tax, and partnership and gift tax. Prerequisite: ACCT 321 or permission of instructor.

435. Selected Topics in Accounting (3)

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

481. Accounting Systems (3)

The formal accounting-information system, with emphasis on the application of general theory of information to the problem of efficient economic operations. Prerequisite: ACCT 387 or permission of instructor.

482. International Accounting (3)

A study of the differences in reporting procedures between US GAAP and IFRS, the convergence agreement between FASB and IASB, and their importance to business. Prerequisite: ACCT 392.

483. Not-for-Profit Accounting (3)

This course provides a foundation of Not-for-Profit accounting. Students will compare and contrast non-for-profit enterprises with for-profit businesses, apply basic accounting concepts to not-for-profit organizations, and understand and construct basic financial statements. Prerequisite: ACCT 287. This course does not count toward the Accounting Concentration.

485. Financial Statement Analysis (3)

This course provides a foundation for reading and interpreting a firm's financial statements. The course focuses on a firm's 10-K filings with the Securities and Exchange Commission (SEC). The course will analyze various components of the firm's filings, including financial statements, management discussion and analysis, footnotes, and auditor's opinion on financial statements and footnotes. The course covers both the practical interpretation from reading the firm's 10-K and the underlying accounting theory. Prerequisites: ACCT 392 and FIN 341.

487. Advanced Accounting Topics (3)

Advanced topics in accounting, with emphasis on consolidated financial statements. Prerequisites: ACCT 301 and ACCT 392 or permission of instructor.

488. Current Topics in Accounting (3)

Current topics in accounting.

489. Governmental Accounting (3)

This course covers accounting principles and procedures for governmental and institutional units and fiduciaries. In addition, the course provides a foundation for not-for-profit accounting. Prerequisite: ACCT 287.

492. Auditing (3)

Techniques of auditing procedures. Prerequisite: ACCT 387 or permission of instructor.

495. CPA Review (3)

This course provides the CPA candidate an effective way to prepare for the CPA examination. The class will help you focus on specific weak areas. Prerequisites: ACCT 321, 422, 489, 483, 392, 492, and

ECON 216, FIN 342, or permission of instructor.

American Sign Language (LANG), Courses in

109. American Sign Language 1 (4)

This course introduces the student to American Sign Language (ASL). It is interactive, and develops basic ASL competency and imparts grammatical and cultural knowledge useful to the beginning signer.

110. American Sign Language 2 (4)

This second half of the beginning-level American Sign Language course expands the general objectives of the first course. The course continues to be interactive and develops basic ASL competency. Special attention is given to grammatical and cultural knowledge useful to the beginning signer. Prerequisite: LANG 109.

209. American Sign Language 3 (3)

This is an intermediate-level American Sign Language course. This course continues to be interactive, develops intermediate ASL competency, and grammatical and cultural knowledge useful to the intermediate signer. Prerequisite: LANG 110 or equivalent.

210. American Sign Language 4 (3)

This is a continuation of the intermediate-level American Sign Language course. This course continues to be interactive, develops intermediate ASL competency, and grammatical and cultural knowledge useful to the intermediate signer. Prerequisite: LANG 209 or equivalent.

Anthropology (ANTH), Courses in

102. Introduction to Sociocultural Anthropology (3)

A study of the concepts of culture and its application in the analysis of human group behavior. NM Common Course Number: ANTH 2113.

102H. Honors: Introduction to Sociocultural Anthropology (3)

In this Honors Core Course, students will develop a broad understanding of sociocultural anthropology, its four sub-fields, concepts, terminology, methods and ethnographic examples. Sociocultural anthropology is the study of humans and aims to understand the full sweep and complexity of cultures across all of human history. Anthropology is linked to and draws from knowledge from the social and biological sciences, as well as the humanities and physical sciences. This course will cover basic concepts as well as language and culture, getting food, kinship family and marriage, sex and gender, beliefs and practices, and globalization issues. Prerequisite: Admission to the Honors Program or instructor permission.

103. Introduction to Physical Anthropology and Archaeology (3)

Introduction to the subdisciplines of physical anthropology and archaeology in the investigation of the origin, distribution, adaptation and evolution of early humans, up to the rise of civilization in the Old and New World. NM Common Course Number: ANTH 2213.

235 – 435. Selected Topic in Anthropology (1-4 VC)

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

274. Indian Cultures of North America (3)

Introduction of peoples and cultures of Native North America, including Mexico, at time of first European contact, employing

“Culture Area Concept.” Prerequisite: Permission of instructor.

299. Independent Research (3)

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

300. Sociocultural Theory (3)

Survey of the principal developments of sociocultural theory that have contributed to the emergence, development, and consolidation of the disciplines of anthropology and sociology. Prerequisite: One introductory course in anthropology or sociology.

303. Anthropological Theory (3)

A survey of the major directions in contemporary American and Western European anthropology. Prerequisite: One introductory course in sociology or anthropology.

330. Research Methods in Social Relations (4)

This course is the first in the series of methodology courses offered by sociology. The course examines the ways in which social scientist investigates society and social phenomena. Student will be led through some of the same reasoning that researchers use when they think about doing their work in a professional setting. Students will learn how to survey and identify major research issues and methods using both quantitative and qualitative studies. The main objective of this course is to develop an interest among students to challenge ideas that are presented as fact and be able ask questions related to the research process (including design, sampling, data gathering and generalization issues). Students are expected to be able to apply their understanding of the research process to answer questions they find interesting by adopting appropriate methodology. Communicating their findings from various projects is essential. Topics covered include research design, measurement, sampling techniques, surveys, experiments, field research, unobtrusive research measure, applied research, and an introduction to data analysis and report writing.

352. Laboratory Research (I-3 VC)

Research experience in the anthropology laboratory. May be repeated.

374. Indian Cultures of Central America (3)

A study of the native people, cultures, and culture areas of Central America. Prerequisite: One introductory course in sociology or anthropology.

398. Anthropological Field Studies (2-4 VC)

Ethnological and/or archaeological field studies in selected sites. The destination and time in the field vary and are announced at the time of offering. A preparation session before departure is required.

410. Methods in Theory in Archaeology (3); 2,2

The purpose, techniques, methods and theory of archaeology in the study of the human past and in the context of modern science. Prerequisites: ANTH 102 and 103 or Permission of instructor.

411. 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. This course familiarizes students with field methods employed in the recovery of botanical remains (samplings, flotation, capture, and drying) and lab methods used to identify and interpret them. Special

emphasis will be placed on identifying wild and domestic plants used by prehistoric peoples of northeastern New Mexico.

412. Lithic Technology and Analysis (3)

This course familiarizes students with the study of stone tools in archaeological contexts. We wish to learn from which materials these tools were made, the techniques that were employed, and how they came to be discarded to become part of the archaeological record. We also wish to know from where the materials came and what properties caused them to be selected for the purpose or purposes for which they were chosen. Accordingly, the course is broken into four general areas: geology, technology, analysis, and interpretation.

413. Archaeology of the Southwest (3); 2,2

Study of prehistoric cultures, before 1500, of the greater Southwest and Northern New Mexico. Prerequisite: One introductory course in sociology or anthropology.

414. Field Methods in Archaeology (2-6 VC)

Instruction in archaeology field and laboratory techniques and methods. Prerequisite: ANTH 410 or Permission of instructor.

415. Development and Sociocultural Change (3)

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 introductory course in anthropology or sociology. Cross-listed as: SOC 415.

420. Anthropology Goes to the Movies (3)

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.

422. Religion and Culture (3)

The course addresses the origins, elements, forms, and symbolism of religion, provides a comparative survey of religious beliefs, myths, practices and symbolism, and focuses on religion in the context of culture, and teaches the appreciation of religious differences. Prerequisite: One introductory course in sociology or anthropology. Cross-listed as: SOC 422.

428. Comparative Legal Systems (3)

A sociological and anthropological analysis of social control and law in a variety of social and cultural contexts.

429. Gender, Culture, and Society (3)

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 to understand why this perception of difference exists, how it translates into inequality, and how it is learned.

442. Forensic Anthropology (3); 2,2

Presentation and application of biological anthropology techniques in the identification of humans from skeletal remains.

450. Seminar in Anthropology (1-4 VC)

Seminar in anthropology. May be repeated which a change in topic.

454. Women and Globalization (3)

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.

456. U.S.-Mexico Immigration: Border Issues (3)

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.

461. Communication and Culture (3)

Anthropological linguistics, focusing on investigations of the relationships between language and culture. Prerequisite: One introductory course in sociology or anthropology.

474. Contemporary Indian Issues (3)

An examination of emerging social and cultural issues in today's American Indian society.

476. Indians of the Greater Southwest (3)

A survey of the Native American cultures in the greater Southwest since 1500, including both Pueblo and non-Pueblo cultures. Prerequisite: One introductory course in sociology or anthropology.

477. The Hispanic Southwest (3)

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

480. Issues in Applied Anthropology (3)

This course focuses 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 for students who are interested in learning about the various ways in which anthropology is used outside the academia.

481. Cultural Resource Management (3)

This course provides 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.

490. Independent Study (1-4 VC)

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

499. Independent Research (1-4 VC)

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

Art (Art), Courses in**100. Introduction to Art (3)**

Presents the nature, vocabulary, media, and formal elements of art. Students will gain visual literacy, enabling them to appreciate artistic, aesthetic, and social values in art. NM Common Course Number: ARTS 1013.

121. Fundamentals of Design (3); 2,4

An introductory studio course in design basics for both two-and-three-dimensional visual arts, including the concepts of unity, emphasis, balance, scales, rhythm, line, texture, space, motion, and color.

135-435. Selected Topics in Art (1-4 VC)

Course in a topic or topics in fine arts. May be repeated with a change of content. Prerequisite: Permission of instructor.

202. Drawing 1 (3); 2,4

Basic drawing concepts and skills to assist the student in acquiring a graphic vocabulary in a variety of drawing media.

203. Drawing 2 (3); 2,4

A continuation of ART 202, with emphasis placed on the figure, still life, landscape, and personal imagery. Prerequisite: ART 202 or permission of instructor.

221. Painting 1 (3); 2,4

This course is an introduction to painting materials, techniques, color, and fundamental composition. A brief history of painting will be acquired through lectures. Prerequisites: ART 121 and 202 or permission of instructor.

231. Ceramics 1 (3); 2,4

The fundamentals of ceramic construction involving activities in pottery and sculpture, throwing, hand building, glazing, firing, and equipment design and maintenance. Prerequisites: ART 121 and 203 or permission of instructor.

241. Sculpture 1 (3); 2,4

Study of three-dimensional design and techniques for sculpture in nonpermanent materials. Prerequisites: ART 121 and 202, or permission of instructor.

261. Jewelry and Metalsmithing 1 (3); 2,4

A comprehensive study of the history, techniques, and processes used in the fabrication of jewelry and related small objects. Prerequisites: ART 121 and 203 or permission of instructor.

271. Printmaking 1 (3); 2,4

Acquisition of the basic printmaking skills of the relief processes of linoleum and woodblock, and knowledge of intaglio processes of line etch, soft and hard ground, and aquatint. The basic history of prints and editing techniques will be acquired. Prerequisites: ART

121 and 202 or permission of instructor.

285. Art Foundry 1 (3); 2,4

This course is designed to introduce students to all aspects of lost wax casting in bronze. Prerequisite: ART 241 or permission of instructor.

290. Independent Study (1-4 VC)

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

302. Life Drawing 1 (3); 2,4

This is an advanced drawing class working with the human figure, the landscape, and still life. Students explore a variety of techniques, expressive, and conceptual approaches in image making. Prerequisite: ART 203 or permission of instructor.

321. Painting 2 (3); 2,4

This course is a continuation of ART 221, with an introduction to advanced painting techniques and concepts through still life, landscape, and the figure. Contemporary issues in painting will be explored through lectures. Prerequisite: ART 221 or permission of instructor.

322. Painting 3 (3); 2,4

This course is a continuation of ART 321, with an introduction to advanced painting techniques and concepts through still life, landscape, and the figure. Contemporary issues in painting will be explored through lectures. Prerequisite: ART 221 or permission of instructor.

331. Ceramics 2 (3); 2,4

The fundamentals of ceramic construction involving activities in pottery and sculpture, throwing, hand building, glazing, firing, and equipment design and maintenance. Prerequisite: ART 231 or permission of instructor.

334-434. Practicum (1-4 VC)

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

341. Sculpture 2 (3); 2,4

A continuation of ART 241. Exploration of three-dimensional form in permanent materials. Prerequisite: ART 241 or permission of instructor.

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

A comprehensive study of the history, techniques, and processes used in the fabrication of jewelry and related small objects. Prerequisite: ART 261 or permission of instructor.

371. Printmaking 2 (3); 2,4

A continuation of ART 271, with emphasis on advanced methods of intaglio and relief processes in color, and introduction to black and white stone lithography, including color. Prerequisite: ART 271 or permission of instructor.

372. Printmaking 3 (3); 2,4

A continuation of ART 371, with emphasis placed on innovative techniques in intaglio, the art of monotype, and advanced practices in lithography including color. Attention will be highly placed on individual imagery. Prerequisite: ART 371 or permission of instructor.

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

A continuation of ART 285, with an emphasis on the aesthetics of cast sculpture. Prerequisite: ART 285 or permission of instructor.

390 – 490. 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 instructor.

402. Life Drawing 2 (3); 2,4

A continuation of ART 302. Prerequisite: ART 302 or permission of instructor.

421. Painting 3 (3); 2,4

This course is a continuation of ART 321, with an introduction to advanced painting techniques and concepts through still life, landscape, and the figure. Contemporary issues in painting will be explored through lectures. Prerequisite: ART 321 or permission of instructor.

422. Painting 4 (3); 2,4

A continuation of ART 421 with emphasis placed on an individual topic decided upon by both student and instructor resulting in a series of paintings. This course is intended for majors anticipating a BFA or BA degree in studio art. May be repeated for additional credit.

431. Ceramics 3 (3); 2,4

A continuation of ART 331, including firing and glaze formulation. May be repeated for credit. Prerequisite: ART 331 or permission of instructor.

432. Ceramics 4 (3); 2,4

A continuation of ART 431, including firing and glaze formulation. May be repeated for credit. Prerequisite: ART 331 or permission of instructor.

441. Sculpture 3 (3); 2,4

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

442. Sculpture 4 (3); 2,4

A continuation of ART 441. Development of a personal aesthetic in sculpture course intended for majors anticipating the BFA or BA degree. May be repeatable for multiple credit.

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

A continuation of ART 361. Prerequisite: ART 361 or permission of instructor.

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

A continuation of ART 461. Prerequisite: ART 361 or permission of instructor.

472. Printmaking 4 (3); 2,4

Continuation of ART 372, with emphasis placed on an individual topic decided upon by both student and instructor, resulting in a suite or series of images in print. This course is intended for majors anticipating a BFA or BA in art studio. May be repeated for additional credit.

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

A continuation of ART 385, with an emphasis on refining aesthetic

knowledge and technical skills. May be repeated for credit. Prerequisite: ART 385 or permission of instructor.

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

A continuation of ART 385, with an emphasis on refining aesthetic knowledge and technical skills. May be repeated for credit. Prerequisite: ART 385 or permission of instructor.

491. Senior Colloquium (2)

This course is taken during the fall semester of the senior year of a BFA candidate. The student will make slides and prepare a portfolio and an artist's statement. Prerequisite: Permission of instructor.

495. BFA Exhibit (1)

Preparation for exhibition of works in the student's major area that demonstrates ability and achievement. Faculty will provide some guidance in the projects required, however, evaluation is based on an individual's self-motivated approach. Prerequisite: Permission of instructor.

496. Exhibit Design (3)

Students will participate in mounting a multimedia exhibit on a topic in fine arts.

498. Professional Internship (1–6 VC)

A student will work under the joint supervision of a work supervisor and an art faculty member at an on- or off-campus site.

Art History (AH), Courses in**210. Art History 1 (3)**

Survey course of western art and architecture from pre-history to the medieval period. It is the first course in the series and focuses on art identified with the Western tradition. NM Common Course Number: AH 2113.

211. Art History 2 (3)

This is the second course in a sequence about western art and architecture from prehistory to the medieval period. NM Common Course Number: AH 2123.

340. Modern Art (3)

A survey of European and American art from the late eighteenth century until the present. Major artists and trends in painting, sculpture, photography, and architecture will be discussed, with particular emphasis on personality and innovation.

380. Art of the Americas (3)

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

390–490. Independent Study (1-4 VC)

Individual research in a selected area of art history or criticism arranged with an instructor. Prerequisites: AH 210 and AH 211, or permission of instructor.

450. Seminar in Art History (3)

Seminar course in a topic or topics of art history. May be repeated with a change of content. Prerequisites: AH 210 and AH 211, or permission of instructor.

Biology (BIOL), Courses in

110. Biology Perspectives (4); 3, 2

An introduction to biology that includes consideration of the diversity of life, the origin of species, and ecology. The course emphasizes those aspects of biology that are of immediate importance to the non-scientist. Required of biology majors whose ACT Science scores are below 20. Does not count toward biology major. NM Common Course Number: BIOL 1114.

110H. Honors: Biology Perspectives (4); 3, 2

For honors student: an introduction to biology that includes consideration of the diversity of life, the origin of species, and ecology. The course emphasizes those aspects of biology that are of immediate importance to the non-scientist. Required of biology majors whose ACT Science scores are below 20. Does not count toward biology major. NM Common Course Number: BIOL 1114.

131. Human Biology (4); 3, 2

Lecture and lab course that conceptually presents the basic aspects of human anatomy and physiology and their interaction with the environment. Current medical and basic science topics are discussed and made relevant. This introductory course is for non-science majors interested in professions related to human conditions.

135-435. Selected Topics in Biology (1-4 VC)

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

201. Introductory Medical Microbiology (4)

An introduction to microbiology with medical emphasis on bacterial, viral, and human interactions.

211. General Biology 1 (4); 3, 2

This lecture and laboratory course analytically presents a large scale, evolutionary framework for biological systems. A rigorous, but practical, observational approach to basic evolutionary processes, biodiversity, and the ecology of ecosystems is given. This course is one of two parts of a two-semester general biology sequence, which is required for students who major in the life sciences. Prerequisites: Eligible for ENGL 111 and MATH 120, or completion of BIOL 110 with a grade of C or better. Recommended corequisite: CHEM 211. NM Common Course Number: BIOL 1214.

212. General Biology 2 (4); 3,2

Provides a general survey of the fundamental concepts of cell biology, including structure and function of small and large molecules, cellular membranes and organelles, an introduction of the biochemical pathways, enzyme function, chromosomes, cell cycle, cell division. Mendelian genetics, cell communication and signaling, and molecular biology techniques and applications. The laboratory exercises follow the lecture topics and are designed to encourage students to ask questions, to pose hypotheses, and to make predictions before they initiate laboratory work. Prerequisites: BIOL 211 and CHEM 211 or permission of instructor. Recommended corequisite: CHEM 212. NM Common Course Number: BIOL 1224.

231. Introduction to Human Anatomy & Physiology 1 (4); 3,2

Structure and function of the human body at the cellular, tissue, organ, and organ-system levels of organization. Prerequisites: MATH 100, CHEM 100, ENGL 106 completion with a grade of a C or better, or permission of instructor.

232. Introduction to Human Anatomy & Physiology 2 (4); 3,2

Structure and function of the human body at the cellular, tissue, organ, and organ-system levels of organization. Prerequisite: BIOL 231 completion with a grade of C or better, or permission of instructor.

300. Genetics (4); 3,2

Fundamental concepts of genetics. The course will cover Mendelian genetics, population genetics and the fundamentals of DNA replication, transcription, translation, and regulation. Prerequisites: BIOL 212, CHEM 211, MATH 120, or permission of instructor.

301. General Microbiology (4); 3,2

This course offers students an intensive and comprehensive introduction to microbiology. The course will focus on the physiology and molecular biology of bacteria and viruses. Some emphasis will be placed on microbial pathogenesis. Prerequisite: BIOL 212 or permission of instructor.

302. Animal Structure and Function (4); 3,2

An introduction to the anatomy, embryology, and physiology of animals. Prerequisite: BIOL 212 or permission of instructor.

303. Plant Structure and Function (4); 3,2

Comparative microscopic and gross structures of plants and major physiological processes. Prerequisite: BIOL 212 or permission of instructor.

313. Diversity and Systematics (3)

This course introduces the student to the diversity of life. Students will become acquainted with the history of life on earth, the accepted theories for the evolution of life, and the rise of the different taxonomic groups. Students will study the structure, function, ecology, and taxonomy of bacteria, fungi, protists, plants, and animals with an evolutionary context. The course centers on identifying, learning, and describing the significant adaptations of the major groups and evolutionary relationships among taxa. Prerequisites: BIOL 211

331. Human Anatomy & Physiology 1 (4); 3,2

Structure and function of the human body at the cellular, tissue, organ, and organ-system levels of organization. Prerequisites: BIOL 212, CHEM 212, 216 and completion with a grade of C or better, or permission of instructor.

332. Human Anatomy & Physiology 2 (4); 3,2

A continuation of BIOL 331. Structure and function of the human body at the cellular, tissue organ, and organ-system levels of organization. Prerequisites: BIOL 331 and completion with a grade of C or better, or permission of instructor.

359. Fundamental Principles of Laboratory Safety (1); 1

Introduction to the principles of laboratory safety including the proper use of emergency safety equipment and personal protective equipment, instructions for the safe handling, labeling, storage and disposal of chemicals, and safety in the biology and physics labs. Emphasis will be placed on preparing science educators in safety procedures. Prerequisites: CHEM 212 or permission of instructor.

389. Ecology (4); 3,2

Organizational and functional processes of ecosystems: distributions, abundance, and interactions of organisms. Prerequisite:

BIOL 302 or BIOL 303 or permission of instructor.

391. Ecology Laboratory (1)

Laboratory and field exercised developing pertinent ecological principles. May be repeated one time.

399. Undergraduate Research (1-6 VC)

Special research problems for selected biology majors. A terminal research paper and oral presentation are required. Prerequisite: Permission of instructor.

401. Pre-med Education & Development (1); 1

This course is designed to aid in the preparation of students planning to apply for medical school or other health-related fields. This course will provide students with MCAT review to be taught by experts in the field. Two practice exams will be administered before and near the end of the MCAT review preparation to evaluate the progress of the students. The remainder of the semester will be concentrated on preparation of the application packet for admission into medical school or other health-related fields. Workshops will be set up during class time and will address a variety of issues pertinent to the application process. Must meet eligibility requirements.

405. Bacterial Bacteriology (4); 3,2

Aspects of the physiology and molecular biology of microorganisms. 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 microorganisms. Concepts of cellular growth, biosynthesis, and molecular genetics will also be addressed. Prerequisites: BIOL 300, 301 and CHEM 212 or permission of instructor.

410. Functional Genomics (4); 2,4

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. Prerequisite: Permission of instructor.

415. Biotechnology (4); 2,4

Introduces students to latest techniques in biotechnology including recombinant DNA, tissue culture, and organelle isolation as well as genetic engineering, industrial microbiology, and agricultural biotechnology. Prerequisites: BIOL 300, and CHEM 211 or permission of instructor. A special fee is assessed.

420. Teaching Science and Math in Middle and Secondary School (3)

This course familiarizes students with learning theory and methods of teaching, specifically related to middle and high school students of science and math. National and state science and math standards will be incorporated into the course. Prerequisites: Completion of all level 200-level classes in the general science major or at least 30 credit hours in life and/or physical science or math, EDUC 351 Field-Base 2 (may be taken concurrently).

422. Plant Physiology (4); 3,2

The physiology of germination, growth, flowering, fruiting, and

senescence in plants. Prerequisites: BIOL 303 and CHEM 341, or permission of instructor.

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

Detailed exploration of basic cellular chemistry, macromolecules, cell structure and function, and mechanisms and regulation of gene expression. The laboratory will explore eukaryotic cell biology using modern molecular biology techniques. Topics include DNA and protein structure and function. Prerequisites: BIOL 301, BIOL 302, and BIOL 303.

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

Laboratory course to accompany BIOL 423. This lab is required of students who have satisfied the molecular & cellular biology lecture requirement but have not taken the laboratory portion.

425. Marine Biology (4); 3,2

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 transportation and room charge to be determined at the time of the class. Enrollment is limited to 16. Prerequisites: Major or minor in biology, BIOL 302 and BIOL 303, and permission of instructor.

427. Immunology (3)

Study of diseases of vertebrates with emphasis on host-parasite interactions. The course includes principles of isolation, characterization, and control of pathogenic organisms, as well as principles of vertebrate response to infection, antigen-antibody interaction, hypersensitivity, and autoimmune diseases. Prerequisite: BIOL 301.

428. Pathogenic Microbiology (4); 2,4

This course covers fundamental concepts in the isolation, characterization, and control of pathogenic organisms as they relate to human-host parasite interactions. Prerequisite: Permission of instructor.

430. Livestock Management (3); 3

This course addresses 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. Prerequisite: Permission of instructor.

432. Vertebrate Physiology (4); 3,2

Fundamental life processes in the vertebrates. Prerequisites: BIOL 302 and CHEM 341 and permission of instructor.

440. Conservation Biology (3)

This course intends to familiarize the student with the major conservation issues of our time and encourage them to think critically about the different problems facing the planet as it moves into the future. This course analyzes the interrelationship between human activities and the environmental crisis and studies alternatives for the preservation of biodiversity. Through the use of case studies and primary literature, students will get a deeper understanding of the complexities associated with the conservation of biodiversity. Prerequisite: BIO 389 or FOR 431.

445. Biology of Vertebrates (3)

Evolution, comparative morphology, classification, and life histories of vertebrates. Prerequisite: BIOL 302.

455. Wildlife Diseases (3); 3

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

457. Advanced Wildlife Management (3)

This course presents Advanced Wildlife Management concepts and is intended for senior and master-level students that have already taken, or are currently enrolled, in ecology or Wildlife Management courses. This course addresses the different goals of Wildlife Management: control of exotic species, restoration of endangered ones and harvesting species via game hunting or commercial use. Students will be expected to master concepts of population control, community ecology, and methods used to analytically calculate population parameters. Prerequisite: BIOL 389 and FOR 317, or permission from instructor.

463. Nutrition (3); 3

This course provides 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. Prerequisite: Permission of instructor.

470. Comparative Animal Behavior (4); 3/2

This course presents the basics of animal behavior and is intended for senior and graduate students that have already taken, or are taking, classes in evolution and ecology. The course spans from basic genetics of behavior to the learning and environmental-based issues within a comparative and evolutionary context. Students must understand the mechanisms and evolution of animal behavior. The topics we will explore include the history of the scientific study of behavior; tools and approaches used to study behavior; and the interrelationship with its ecological and evolutionary aspects.

472. Human Evolutionary Behavior (3)

This course intends to familiarize students with evolutionary forces that shape human behavior. This emergent field deals with evolutionary interpretation of human behavior including, group living, mating preference, kin and sexual conflicts, and habitat preference. Students are expected to understand and incorporate principles of evolutionary thinking in designing scientific questions and testable hypothesis about human behavior. This course is also called Evolutionary Psychology in other universities. Prerequisite: BIO 211 or permission of the instructor.

474. Tropical Ecology (3)

This course presents the basics of Tropical Ecology and is intended for senior or graduate students that have already taken, or are taking, classes in evolution and ecology. The course spans from basic definitions of tropics geographically, how basic ecological processes work under the particular conditions in the tropics. The course emphasizes the aspect related to the high diversity in the topics in a comparative approach drawing from the students' experience in temperate systems. Prerequisite: BIOL 389 or other junior-level ecology courses.

475. Field Tropical Ecology (1-4 VC)

This course presents the basics of Tropical Ecology and is intended for senior or graduate students that have already taken an upper level

class of tropical ecology. This is a hands-on course where students are expected to learn the natural history of representative organisms of the system they study. The practical exam will involve knowledge of taxonomy of plants and animals as well as their ecology and role in the ecosystem. Students are expected to keep a field notebook with carefully noted observations of the ecosystem as well as notes of their field project. Prerequisite: BIOL 474 or permission of instructor.

476. Evolution (3)

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

477. Macroevolution (3)

Macroevolution is the study of patterns and processes driving the diversity of species on earth. In this course, students will learn how patterns of phylogenetic diversity are distributed geographically, and through time, particularly in relation to conservation challenges in the 21st century. Students will analyze data to learn how processes of evolution influence diversity at and above the species level. Topics include: speciation, hybridization, diversity, coevolution, the extinction crisis, phylogenetics, phylogeography, biogeography, contemporary evolution and humans, and related topics. Prerequisite: BIOL 476 or BIO 389, or permission of instructor.

480. Parasitology (4); 2,4

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

481. Developmental Biology (4); 3,2

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

485. Endocrinology (4); 3,2

This course reviews the embryological origin, histological structure, and function of the endocrine glands. Individual organs, the hormones 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 302 or permission of instructor.

487. Histology (4); 2,4

The microanatomy and functional organization of basic tissues: epithelium, connective tissue, cartilage, bone, muscle, and nerve. The course covers the histology of the blood and lymph vascular systems, glands, and secretions, particularly of man. Prerequisite: BIOL 302 or permission of instructor.

488. Soil Ecology (4); 3,2

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. Prerequisite: BIOL 212.

489. Molecular Evolution and Ecology (4) 3/2

Molecular ecology explores the application of molecular techniques to attain a deeper understanding of ecological systems. Themes of evolutionary and ecological theory, behavioral ecology, genetics, phylogeography, and conservation genetics will be covered. Application-based content will include molecular identification techniques for individuals and species, landscape and population genetics, hybridization, genomic methods for ecology, and measuring adaptive variation. Technical applications will include data analysis using current software in the field. Prerequisites: BIOL 300 and 389, or permission of instructor.

490. Independent Study (1-6 VC)

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

491. Senior Project (2); 1,3-4

With the help of the instructor and a faculty mentor, students will use the theoretical and experimental expertise acquired in their classes to develop a scientific question; design an appropriate laboratory, field, or other methods of study to gather information that will help them answer the question; and begin the study that will be completed during the next semester. Prerequisite: Senior classification in biology or permission of instructor.

492. Senior Project (2); 1,3-4

This is part two of a two-semester course. With the help of the instructor and a faculty mentor, students will use the theoretical and experimental expertise acquired in their classes to design an appropriate laboratory, field, or other method of study to gather information that will help them answer the question; and begin the study that will be completed during the next semester. Prerequisites: BIOL 491 with a passing grade of a "C" or better and senior classification in biology, or permission of instructor.

493. Field Botany (2); 1,2

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

494. Field Zoology (3); 1,3

Qualitative and quantitative techniques of community analysis, including faunal sampling techniques to estimate population demographic patterns. The taxonomy and natural history of representative groups of land animals will be studied in the field. Prerequisite: BIOL 302.

498. Applied Biological Research (1-4 VC)

In this capstone course students participate in a research project where they have the opportunity to apply the results of their college preparation. Each class will conduct research toward a biological hypothesis or question chosen by the instructor. Each student will investigate a specific aspect of the broader question culminating with the preparation of a poster, presentation, and/or paper. Students will participate in an applied hands-on research project generating original data that they will compile, analyze, and communicate their results. Prerequisites: BIOL 491 Senior Project I. May be a corequi-

site or permission of the instructor.

499. Independent Research (1-6 VC)

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

Business (BUS), General Courses in

110. Business Analysis Methods I (3)

This course explores the principles of algebra along with an introduction to the use of functions as mathematical representation of practical business situations. Students create an understanding on the application of mathematics to business economic and finance solutions. Prerequisite: MATH 140.

181. Introduction to Business (3)

Introduction to business explains the relationship between business and the rest of society. It describes various business ownership forms and applies stakeholder analysis to issues of accountability, ethics, and social responsibility. The course also explores various aspects of the business environment, including politics, culture, law, the economy and the environment. The course introduces fundamental business concepts in the areas of accounting, finance, management, and marketing.

200. Business Analysis Methods (3)

This course applies algebraic concepts to practical business problems. It reviews and applies equations, graphs, and summary statistics to applications that students will encounter in business, economics, and finance courses. Common applications include mark-up pricing, taxes, risk management, simple interest, compound interest, present value, future value, business and consumer loans, marginal revenues and costs, and financial statement analyses. Prerequisite: MATH 140.

210. Statistical Analysis for Business (3)

An introduction to statistics that will create an understanding of the basic principles of statistics along with the application of probability theory to the resolution of business problems. Create skill in the application of statistics and the use of spreadsheet models and statistical software programs to practical business problems and situations. Prerequisite: MATH 140 or permission of instructor.

235 – 335. Selected Topics in Business (1-4 VC)

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

401. Principles of Financial and Managerial Accounting (3)

This course provides an introduction to the fundamentals of financial and managerial accounting. It is a condensed course.

434. Practicum (1-4 VC)

Work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

490. Independent Study (1-4 VC)

Independent study in Business. Prerequisite: Permission of instructor.

Business Law (BLAW), Courses in

360. Business Law 1 (3)

Introduction to legal institutions, nature and sources of law, the ethical foundations underlying the law, and in-depth study of the

law of contracts.

361. Business Law 2 (3)

Overview of the history and nature of laws with specific regard to the business community. Specific areas of concentration will be the Uniform Commercial Code, commercial paper, warranties, governmental regulations, personal property, and real property.

462. Oil and Gas Contract Law (3)

This course covers fundamental oil and gas law. Topics include analysis of the rights of mineral ownership, transfers of interest and the doctrine of correlative rights, basic oil and gas contracts and leases, joint operating agreements, gas balancing agreements, and IADC drilling contracts. The role of the state in the regulation of oil and gas and the tools available to it, including spacing, pooling and unitization, will be examined. Public land issues and the relationships between the state, federal government, and Indian nations in the regulation of the oil and gas industry will also be explored. Environmental issues as they relate to the law will also be examined.

Chemistry (CHEM), Courses in

100. Chemistry for the Non-Scientist (4); 3,2

Introductory chemistry for the non-science major. The course includes a study of basic concepts of chemistry and offers students an understanding of the chemical aspects of nature and how they affect their lives. NM Common Course Number: CHEM 1114.

135 – 435. Selected Topic in Chemistry (3)

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

211. General Chemistry 1 (3)

Fundamental concepts of chemistry including the metric system, significant figures, characteristics of matter, chemical formulas and equations, periodicity, chemical bonding, electronegativity, Lewis structures, molecular geometry, characteristics of gases, liquids, solids, solutions, and the mole concept and its applications. Prerequisite: MATH 120 with a minimum grade of C. Corequisite: CHEM 215. NM Common Course Number: CHEM 1213.

212. General Chemistry 2 (3)

A continuation of CHEM 211. Topics include energy forms and changes, introductory thermodynamics, reaction kinetics, chemical equilibria, acids and bases, electrochemistry, nuclear chemistry, and introductory organic chemistry and biochemistry. Prerequisites: CHEM 211 and CHEM 215. Corequisite: CHEM 216 and MATH 140. NM Common Course Number: CHEM 1223.

215. General Chemistry Laboratory 1 (2); 0,3,1 recitation

The recitation will focus on theoretical problem-solving skills, while the laboratory develops practical experimental skills including basic laboratory techniques, determination of physical and chemical properties of matter, separation of mixtures, determination of empirical formulas, use of molecular models, gas behavior, and colligative properties of solutions. Corequisite: CHEM 211. NM Common Course Number: CHEM 1211.

216. General Chemistry Laboratory 2 (2); 0,3,1 recitation

The recitation will focus on theoretical problem-solving skills, while the laboratory develops practical experimental skills, including calo-

rimetry, chemical kinetics, chemical equilibria, acid/base titrations electrochemistry, metal reactivity, and qualitative analyses of ions. Corequisite: CHEM 212. NM Common Course Number: CHEM 1221.

255. Chemistry Research Seminar (1)

Lower-division students participating in a chemical research project will present one or two 30-minute presentations on their project to faculty members, graduate students, and other undergraduate students registered in the course. In addition, the students will participate in the discussion evolving from other students' presentations.

299. Undergraduate Research (1-3 VC)

Problems in laboratory or literature may be undertaken as individual research arranged with an instructor. Prerequisite: Permission of instructor.

317. Physical Chemistry Lab (3); 0,6

Basic electronics, optics, thermodynamic properties, reaction kinetics, and instrumentation analysis, including IR, UV-VIS, GC, NMR, MS, X-ray, LC, and electro-analytical techniques for the determination of molecular structure and properties. Prerequisites: CHEM 322, CHEM 342, and MATH 252.

321. Quantitative Analysis (4); 3,1,3

Quantitative aspects of chemical analysis are covered, including statistical data analysis, chemical equilibrium, especially in acid/base and systems, electrochemistry, and an introduction to optical methods and separations, including HPLC, GC-MS, UV-vis, AA, and electrochemistry. Prerequisites: CHEM 212, CHEM 216, and MATH 140.

322. Instrumental Analysis (4); 3,3

Instrument design, use, and range of application are considered. Major instrumentation covered includes gas and liquid chromatography (GC and LC), extraction and preconcentration methods, mass spectrometry, capillary electrophoresis, and X-ray methods.

Prerequisite: CHEM 321.

325. Environmental Chemistry (3)

Environmental chemistry explores the sources, distribution, reactions, fate, transport, and consequences of chemicals in natural systems. Reactions in aquatic, terrestrial, and atmospheric environments will be considered, including both biological and abiotic transformations. Prerequisite: CHEM 341.

341. Organic Chemistry 1 (4); 3, 3, 1 recitation

An intensive study of the chemistry of carbon compounds, including structure, synthesis, and reaction mechanisms. The lab component will include the study of the isolation, purification, and identification of various classes of organic compounds. Prerequisites: CHEM 212 and CHEM 216.

342. Organic Chemistry 2 (4); 3,3,1 recitation

A continuation of CHEM 341. Special topics, including an introduction to biochemistry and polymer chemistry, are included. The lab component will include the synthesis of various classes of organic compounds and their identification using modern spectroscopic techniques. Prerequisite: CHEM 341.

359. Fundamentals of Laboratory Safety (1)

Introduction to the principles of laboratory safety, including the proper use of emergency safety equipment and personal protective equipment; instructions for the safe handling, labeling, storage, and disposal of chemicals; and safety in the biology and physics labs. Emphasis will be placed on preparing science educators in safety procedures. Prerequisite: CHEM 212, or permission of instructor.

371. Physical Chemistry 1 (3)

Chemical theory of states of matter, thermodynamics, equilibria, and kinetics. Prerequisites: CHEM 342, MATH 212, and PHYS 292.

372. Physical Chemistry 2 (3)

Topics include quantum mechanics, statistical mechanics, spectroscopy, and molecular structure. Prerequisites: CHEM 371 and MATH 252.

419. Advanced Synthesis & Instrumental Analysis (3); 0,6

An advanced chemical preparation and chemical instrumentation laboratory. Synthesis emphasizes inorganic compounds and uses modern separation, purification, and instrumental analysis techniques. Additionally, instrumental analysis will explore modern methods of trace analysis. Instrumentation may include NMR, GC-MS, FT-IR, fluorescence, HPLC, CE, powder X-ray diffraction, and electrochemistry. Prerequisite: CHEM 321 or 322 is required; CHEM 317 and CHEM 372 are recommended.

441. Reaction Mechanisms (3)

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

442. Synthetic Chemistry (3)

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

450. Seminar in Chemistry (1-3 VC)

Seminar course in a topic or topics in chemistry. Prerequisites: CHEM 317, CHEM 342, and CHEM 372.

455. Chemistry Research Seminar (1)

Upper-division undergraduate students participating in a chemical research project will present 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 student presentations. Cross-listed as PHYS 455.

461. Inorganic Chemistry 1 (3)

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

462. Inorganic Chemistry 2 (3)

A continuation of CHEM 461. Topics include metal, transition metal, and nonmetal inorganic topics, and symmetry as related to spectroscopy and reaction mechanisms. Prerequisite: CHEM 461.

473. Chemical Kinetics (3)

An in-depth study of chemical reaction kinetics. Prerequisites: CHEM 317 and CHEM 372.

481. Biochemistry 1 (3)

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

482. Biochemistry 2 (3)

A continuation of CHEM 481. Prerequisite: CHEM 481.

490. Independent Study (1-6 VC)

Individual, directed study arranged with an instructor. A thesis and oral presentation are required. Prerequisite: Permission of instructor.

495. Senior Chemistry Applications (3)

This course consists of an open-ended advanced chemistry project and a series of oral and written examinations that are designed to reveal each student's overall understanding of chemistry. Prerequisite: CHEM 372 or permission of instructor.

499. Independent Research (1-6 VC)

A research problem in chemistry, explored through individual, directed research arranged with an instructor. A thesis and oral presentation are required. Prerequisite: Permission of instructor.

Computer Science (CS), Courses in

101. Living with Computers (3); 2,2

This course is an introductory survey covering the theory and practice of using computers. Besides learning the fundamental concepts of computer operations, students will study the use of computers as a tool in solving problems and obtaining information. The course will also look at the impact of computers on society. No prior knowledge of computing is assumed.

131. A Gentle Introduction to Internet (1)

An introduction to the Internet, exploring the global electronic superhighway. Prerequisite: Proficiency in Windows.

135-435. Selected Topics in Computer Science (1-4 VC)

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

140. Introduction to Problem Solving and Computers (3)

Presents methods of analyzing and strategies for solving problems of all types. Introduces a programming language while presenting a model of how a computer works as a problem-solving machine.

144. Introduction to Computer Science (3); 2,2

Introduction to computer science and its subfields including the operating systems, hardware, networking, databases, and artificial intelligence. Prerequisite: Math 120 with a minimum grade of C, or permission of instructor.

145. Introduction to Object-Oriented Programming (3); 2,2

This course is an introduction to object oriented programming with software engineering emphasis. Major emphasis is placed on object-oriented programming techniques with focus on encapsulation and simple data structures implemented with classes and arrays. Prerequisite: Math 120 with a minimum grade of C, or ACT math score of 24, or permission of instructor.

190–490. Independent Study (1 – 4 VC)

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

211. Introduction to Object-Oriented COBOL for Business Data Processing (3)

An introduction to object-oriented COBOL with business applications. Students apply an object-oriented program development process that features a series of steps involving understanding of a problem, formal problem definition, object-oriented and visual design methodologies. Prerequisite: CS 145 with a minimum grade of C for computer science majors and minors; BUS 110 for business majors and minors; or permission of instructor.

245. Advanced Computer Programming (3)

Topics include the principles of software engineering, debugging and testing, string processing, internal searching and sorting, simple data structures, such as stacks, queues and lists, recursion, and object-oriented programming. Prerequisite: CS 144 and CS 145 with a minimum grade of C.

311. Advanced Business Data Processing with COBOL (3)

Advanced business applications programming. Report generation, file manipulation, building user interfaces, database manipulation through application programs, and use of operating system cells. Prerequisite: MIS 233, CS 211 or CS 318 with minimum grade of C.

312. Advanced Fortran Programming (3); 2,2

An advanced treatment of the Fortran programming language. Emphasis will be on advanced techniques for numerical analysis and on the specialized input-output facilities of the language. Prerequisite: Permission of instructor.

314. The C++ Programming Language (3); 2,2

An in-depth study of the C++ programming language. The significant features of the language will be discussed with a special emphasis on those that relate to object-oriented programming. Prerequisite: None; however, C++ is not considered a good introduction to programming.

315. Introduction to Java Programming Language (3); 2,2

Introduction to object-oriented programming using Java programming language. Numerous programs will be written to exercise the material covered. Prerequisite: Permission of instructor.

316. Programming in Lisp and Prolog (3)

An in-depth study of Lisp and Prolog, the most popular computer programming languages for artificial intelligence applications. Numerous programs will be written to exercise the material covered. Prerequisite: CS 245 or permission of instructor.

318. Business Applications Programming (3)

An introduction to business applications programming in a visual programming environment. Using a visual programming language to solve business application problems.

324. UNIX Operating System (3); 2,2

Introduction to the UNIX operating system and its interfaces including the file system, shell, editors, pipes, and filters, input/output system, shell programming, program development, and document preparation. Prerequisites: Any programming language

or permission of instructor.

325. Computer Hardware Installation and Maintenance (1); 0,2

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.

326. Computer Software Installation (1); 0,2

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 install a wide range of computer software. Prerequisite: CS 325 or permission of the instructor.

327. Hands on UNIX (1); 0,2

C programming language and system programming on UNIX and LINUX operating systems. Prerequisite: CS 145 or permission of instructor.

328. C and UNIX (3); 3,0

C programming language and system programming on UNIX and LINUX operating systems. Prerequisite: CS 327 or permission of instructor.

331. Decision Support Systems (3)

Study of the theory and several practical techniques of computer based support systems including linear programming, simulation, and decision theory. Prerequisites: CS 245, BUS 210 and knowledge of spreadsheets, or permission of instructor. Cross-listed as: MIS 331.

332. Advanced Internet (1)

A continuation to A Gentle Introduction to the Internet focusing on advanced search techniques and methodologies for creating complex web pages. Prerequisite: CS 131 or knowledge of Windows, the internet, and simple HTML.

341. Machine Architecture and Assembly Language Programming (3)

An introductory course in computer systems architecture and assembly language programming. Prerequisite: Grade of at least C in CS 245, or permission of instructor.

345. Data and File Structures (4); 3,2

Methods of organizing data in memory and on peripheral devices and of accessing this information in an efficient manner. The course gives students experience with searching and sorting, trees, binary search trees, graphs, sequential files, merging files, and file update procedures. Prerequisite: CS 245 with a minimum grade of C.

350. Programming Seminar I (3); 2,2

The study of advanced programming techniques and technologies involving complex data structures and algorithms, graphical user interfaces, and object-based programming. Emphasis will be placed on the use of sophisticated software development and debugging tools. Prerequisite: CS 245 with a minimum grade of C.

351. Systems Design and Analysis (3)

Design and analysis of information systems emphasizing the object approach but including elements of traditional analysis and

design modeling. Software development life cycles requirements gathering, decomposition, and formal modeling will be covered. Cross-listed as: MIS 370.

380. Computer Modeling and Simulations (3)

This course introduces computer-based simulation and its applications to engineering and the sciences. The primary goals of this course are to increase students' ability to design useful models of real-world situations and to implement those models so that they can be executed on computers to answer questions about the real world. Prerequisites: CS 245 and MATH 252.

418. Multimedia Programming (3); 2,2

Introduction to programming multimedia applications. Numerous programs will be written to exercise the material covered. Prerequisite: CS 315 or CS 245 with a minimum grade of C and permission of instructor.

421. Advanced Data Structures and Algorithm Development (3)

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. Prerequisites: CS 345 and MATH 317 with minimum grades of C.

430. Computer Technology in the Classroom (3)

This course acts as the culminating experience for the computer science side of the major in math and computer science for the secondary school teachers. Students will develop their own principles for the proper use of computer-based technology in the classroom and then work on their own project to explore some state-of-the-art hardware or software in terms of its relevance to the classroom setting. Students register once for the class, should complete the project by the end of the semester and will be given an F if not completed within three years.

431. Database Management (3)

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 245 with a minimum grade of C.

432. Advanced Database Management (3)

An investigation of advanced topics in information management and retrieval. The focus of this course may be changed from year to year. Some example topics that may be taught: multimedia databases, building digital libraries, relational or object-oriented database implementation, building database-driven web sites, text and informational retrieval, data mining. Prerequisite: CS 431 with a minimum grade of C, or permission of instructor.

436. Human-Computer Interaction (3)

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 245 or CS 315 with a minimum grade of C.

442. Computer Systems Architecture (3)

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. Prerequisite: CS 341 with a minimum grade of C.

443. Operating Systems (3)

A study of the concepts associated with the modern operating system. Topics will include supervisors, command processors, device drivers, interrupt handlers, queue managers, resource managers, memory allocation schemes, process activation and control, and timesharing or multi-task control. Prerequisite: CS 341 with minimum, grade of C.

450. Programming Seminar 2 (3); 2,2

A continuation of the study of algorithms important in software development, providing students with experience in designing and building large programs. There will be an emphasis on group projects. Prerequisite: CS 350.

451. Software Engineering (3)

A study of the concepts and techniques of software engineering. Emphasis will be on 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 for hardware/software majors and minors with minimum grade of C; CS 351 for computer information system majors and minors with minimum grade of C; MIS 370 for business majors and minors with minimum grade of C.

455. Introduction to Computer Graphics (3)

To provide an introduction to the applications and basic techniques involved in the general field of computer graphics. The course will be a combination of surveying the different hardware and software used in graphic systems and of implementing some basic graphic algorithms. Students will have access to SGI computers. Prerequisite: CS 245 or CS 314 or permission of instructor.

456. Internet Services (3); 2,2

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.

457. Computer Networks (3)

A study of the major concepts of computer networking. Topics discussed will include the Open System Interconnection (OSI) model, data communication networking, computer communications architectures and protocols as well as applications including local area networks (LAN) and integrated services digital network (ISDN). Cross-listed as: MIS 420.

458. Network Management (3)

Application of networking concepts related to the management of local area networks. Includes topics related to repair, setup, management, and maintenance of local area networks. Prerequisite: CS 457, MIS 420, or permission of instructor.

459. Network Security (3)

This course addresses security issues for TCP/ IP-based and NT networks. Access control and communications security issues will be covered as well as Internet and intranet security. Prerequisite: CS 457, MIS 420, or permission of instructor.

460. Wide Area Networks (3)

Application of networking concepts related to the wide area networks. Includes topics related to nature and use of wide area networks including topologies, software and hardware. Special emphasis on the TCP/IP suite of protocols. Prerequisite: CS 457, MIS 420, or permission of instructor.

461. Programming Languages (3)

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.

462. Compiler Design (3)

Formal treatment of programming language interpreter, translator, and compiler design concepts. Topics include lexical analysis, parsing, code generation, and code optimization. Emphasis will be on the theoretical aspects of parsing context-free languages, translation specifications, and machine-independent code improvement. Programming projects that demonstrate various concepts will be assigned. Prerequisite: CS 461.

463. Web Programming (3)

Introduction to programming on the Internet. Prerequisites: CS 131 and CS 145, the equivalent, or permission of instructor.

464. Network Programming (3)

To extend students' knowledge and practice in analysis, design, and programming of computer networks. Prerequisites: CS 245 and 328.

471. Artificial Intelligence (3)

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.

472. Cognitive Science (3)

An interdisciplinary investigation of the foundations of human knowledge representation and understanding, the functioning of the human mind, and how these impact on recent computer technologies. Cross-listed as: PSY 472 and PHIL 472.

473. Artificial Neural Networks (3)

Basic neurobiology; neural networks; single neuron models; single layer perceptrons; multi-layer perceptrons; radial basis function networks; committee machines; Kohonen networks; applications of neural networks. Prerequisites: CS 245 and MATH 273.

474. Machine Learning Algorithms (3)

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, and MATH 345.

475. Image Processing (3)

The course provides mathematical foundations and practical techniques for digital manipulation of images; preprocessing; segmentation; Fourier domain processing; and compression. Prerequisites: CS 245 and MATH 320.

476. Animation and Visualization (3)

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 and MATH 320.

477. Parallel and Distributed Programming (3)

This course introduces algorithms and techniques for programming highly parallel computers. Topics covered include trends in parallel and distributed computing; shared address space and message passing architectures; design issues for parallel algorithms; converting sequential algorithms into equivalent parallel algorithms; synchronization and data sharing; improving performance of parallel algorithms; interconnection network topologies, routing, and flow control; latency limits on speedup of algorithms by parallel implementations. Design, coding, performance analysis, debugging and other aspects of parallel algorithm development will be covered. Prerequisites: CS 245 and CS 421.

481. Senior Project Design (1)

The project proposal phase of an integrated senior-year course that combines each student's previous course work into a complete system design project. Prerequisite: CS 350, Senior classification or permission of instructor.

482. Senior Project Implementation (3)

The implementation and presentation phase of an integrated senior-year course that combines each student's previous course work into a complete system design project. Students will sign up for the course once and be given credit upon completion. If the project has not been completed by the end of the semester, the student may be given a PR. If not completed within three years, an F will be given. Prerequisite: CS 481.

483. Senior Project Presentation (2)

Students will write a paper on some topic in computer science, possibly in conjunction with their senior project, and submit it to an appropriate publication or conference. Papers not accepted for publication or presentation will be formally presented on campus. Students will sign up for course once and be given credit and a grade upon completion. If it is not completed at the end of the semester, students may be given a PR. If not completed within two years, an

F will be given.

499. Independent Research (1-4 VC)

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

Criminal Justice (CJS), Courses in

235 – 435. Selected Topic in Criminal Justice (3)

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

301. Law Enforcement (3)

This course examines society's evolving responses to crime from the perspective of law enforcement agencies and officers. This course will explore the evolution of American policing from its roots in England to its current form. Topics will include community-oriented policing, problem-oriented policing, victimology, and the culture of police community. Prerequisites: SOC 152 and 231.

310. Process and Procedures of Criminal Law (3)

This course examines processes and procedures of the American legal system. The primary focus is on the American adversarial system of criminal law and alternatives to these systems of law and justice. The adversarial system will be compared with the inquisitorial criminal and civil codes of Continental Europe.

315. Issues in the Criminal Justice System (3)

This course provides an advanced exploration of issues currently impacting law enforcement, models of adult and juvenile corrections, and the judicial system. The course is designed to provide students with in-depth knowledge of the interdependence of the components of the criminal justice system continuum. The type and effectiveness of rehabilitative efforts and constitutional requirements for mental and medical health care will be examined.

381. Terrorism (3)

This course critically examines the historical foundations of contemporary international terrorism, theories of its causes, its control, and the consequences of implementing those controls. Prerequisite: SOC 152 or SOC 231.

409. 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.

460. 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.

490. Independent Study in Criminal Justice

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

Early Childhood Multicultural Education (ECME), Courses in

300. Professionalism (2)

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practices are examined. NM Common Core Course Number: ECED 2152.

301. Health, Safety and Nutrition (2)

This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest. NM Common Core Course Number: ECED 301.

302. Child Growth, Development and Learning (3)

This basic course in the growth, development, and learning of young children, pre-birth through age 8, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

303. Family and Community Collaboration (3)

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

304. Curriculum Development through Play: Birth through Age 4 (Pre-K) (3)

This beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children, birth through age 8, developmentally appropriate ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age 4, is emphasized. Corequisite: ECME 332.

305. Guiding Young Children (3)

This course explores various theories of child guidance and the practical application of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedules will be presented. Emphasis is placed on helping children

become self-responsible, competent, independent, and cooperative learners, and including families as part of the guidance approach.

306. Curriculum Development & Implementation: Age 3 (Pre-K) through Grade 3 (3)

This curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

315. Introduction to Language, Literacy and Reading (3)

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness and literacy problem-solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based, and research-based, strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

328. Assessment of Children and Evaluation of Programs 1 (3)

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

332. Practicum for Curriculum Development through Play: Birth through Age 4 (2)

This beginning practicum course is a corequisite with ECME 304. The field-based component of this course will provide experiences that address curriculum content that is relevant for children, birth through age 4, in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age 4, is emphasized. Corequisite: ECME 304.

334. Curriculum Development & Implementation Practicum: Age 3 (Pre-K) through Grade 3 (2)

This beginning practicum course is a corequisite with ECME 306. The field-based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and

the development of IEPs is included. Corequisite: ECME 306.

335-435. Selected Topics in Early Childhood Multicultural Education

Course in topics in early childhood multicultural education. May be repeated with change of content.

403. Family, Language and Culture (3)

This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue, because dialogue is a way of promoting positive relationships between home, school, and community partnerships. In the course of these collaborative partnerships, a vision for a better world and well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy. Prerequisite: ECME 303.

411. Teaching and Learning Reading and Writing (4)

The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic techniques, language/literacy immersion, and multicultural children's literature. Prerequisite: ECME 315; corequisite: ECME 412.

413. Teaching and Learning Math and Science (3)

The focus of this advanced-curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool through grade three. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem solving as the major means of constructing basic concepts. Field experiences required.

414. Teaching Reading and Learning Social Studies, Fine Arts and Movement (3)

This course focuses on the aims, scope, and integration of methods of teaching social studies, fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teach the "what and why" of social studies; assessing student learning; planning units, lessons, and activities; developing, effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama. Prerequisite: AA in ECME or ECME 300-level courses.

415. Teaching and Learning Practicum (2)

The field practicum is a corequisite course with the following: Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field-based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children pre-K through grade 3 in developmentally and culturally sensitive ways. Prerequisite: AA in ECME or ECME 300-level courses.

417. Emergent Literacy

This advanced course prepares early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through pre-K, including children with diverse abilities. Through a developmental approach, the courses addresses: 1) recent theory and research that translates into practical strategies, assessment materials, and preparation of literacy rich environments; 2) the sociocultural contexts in which children develop literacy; 3) culturally, linguistically, and developmentally appropriate literacy curricula; 4) processes used to determine the appropriateness of various literacy strategies; 5) assessment, evaluation, and accountability, and 6) literacy leadership. Prerequisite: ECME 315.

420. Research in Child Growth, Development, and Learning (3)

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically based research to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms. Prerequisite: ECME 302.

424. Integrated Curriculum: Birth through Age 4 (4)

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. The course emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children. Corequisite: 425.

425. Integrated Curriculum Practicum: Birth through Age 4 (2)

This practicum course follows the prerequisite course ECME 306 at the associate level. The field-based component of this course provides experiences that address curriculum content that is relevant for children birth through age 4 in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences in natural environments and center-based programs. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age 4, is emphasized. Prerequisites: 300-level ECME courses. Corequisite: ECME 424.

428. Assessment of Children and Evaluation of Programs 2 (3)

This advanced course builds upon student understanding of the connections, among learning, teaching, and assessment, and strategies for evaluation programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective, and social domains will be explored. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences, will be emphasized.

431. Advanced Caregiving for Infants and Toddlers (3)

The advanced field-based course focuses students in defining and implementing developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments. The experiences in the approved setting will emphasize strong, nurturing relationships, cultural competence, recognition of diverse learning needs and styles of every child, appropriate guidance techniques, and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in the home, small-group, or whole-group situations.

452. Field Base 3: Student Teaching Early Childhood Multicultural Education (9)

The student teaching experience in early childhood education has two components: 1) placement and assigned tasks in an early childhood classroom with a mentor teacher and 2) a weekly seminar in which students review and reflect on their own teaching practice, make connections between theory and practice, study particular topics of interest, conduct self-evaluations, and contribute to group discussions. Corequisite: GNED 455.

482. Young Children with Diverse Abilities (3)

This course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course provides a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions. Legal requirements of educating the child with disabilities or other special needs will be identified. Cross-listed as SPED 482.

490. Independent Study (1-4 VC)

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

Economics (ECON), Courses in

216. Principles of Macroeconomics (3)

The course emphasizes fundamental macroeconomic concepts and models, such as opportunity costs, comparative advantage, gains from trade, gross domestic product, unemployment and inflation. The course introduces monetary policy and fiscal policy and explains how the government uses policies to influence macroeconomic performance. Prerequisite: MATH 140 or permission of instructor. NM Common Course Number: ECON 2113.

217. Principles of Microeconomics (3)

The course emphasizes fundamental microeconomic concepts and models, such as opportunity costs, the laws of supply and demand, price and income elasticity, consumer and producer surplus; and various market structures, including perfect competition, monopoly, monopolistic competition, and oligopoly. The course also explains how government interventions impact markets. Prerequisite: MATH 140 or permission of instructor. NM Common Course

217H. Honors: Principles of Microeconomics (3)

In this Honors core course, students will develop a broad understanding of the principles of microeconomics, considered one of the traditionally difficult undergraduate courses. The course will focus on how people make economic choices in market settings. It will begin with a focus on the scientific method, emphasizing the distinction between correlation and causation and proceed to cover the key principles that underlay all economic analysis--scarcity, cost-benefit, incentives, comparative advantage and opportunity costs. Then, the course will work on building the economic tool kit, focusing on supply and demand analysis, elasticity and consumer and producer surplus. These ideas will be applied to studying how business firms make decisions about how much to produce and what price to charge in competitive markets and in imperfect markets (monopoly, oligopoly and monopolistic competition). This analysis along with the study of externalities (how one person's behavior affects bystanders) and public goods will allow for a discussion of what is necessary for unfettered markets to maximize social welfare as described by Adam Smith's invisible hand metaphor. The course discussion will in turn analyze whether the necessary conditions for free markets are realistic, or whether the market failures represented by uncompetitive markets, externalities and public goods result in market failures that are severe enough to require government interventions. Prerequisite: Admission to the Honors Program or instructor permission.

401. Energy Policy, Regulation and the Environment (3)

This course provides a rigorous analysis of the connections between energy and environmental policy and politics, including the connections with climate change. The first part of the course provides a basic foundation in the physical, environmental, technological, economic, and political aspects of energy systems. The political and regulatory choices embodied in different approaches to energy policy are outlined and a framework provided for understanding the evolving politics of energy policy. The second part of the course explores these topics in greater detail through contemporary case studies. Prerequisites: ECON 216 and 217 or equivalents.

408. Intermediate Microeconomics (3)

Applied theory of the firm, with emphasis on allocation of resources, marginal analysis, cost analysis, market structures and information. The course emphasizes the application of microeconomic theory to business management and strategy. Prerequisite: ECON 217.

410. 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.

420. Energy Economics (3)

This course provides managers and supervisors in the power and petroleum fields basic economic skills that will enable them to make better policy decisions relating to energy. The course covers basic economics modeling in the energy industry, and also included institutional, technological, and historical economics information on oil, coal, gas, and electricity. Prerequisites: ECON 216 and 217.

435. Topics in Economics

Course in topics in economics. May be repeated with change of content.

Elementary Education (ELEM), Courses in

312. Teaching Elementary School Mathematics (3)

This course examines methods, materials, and curriculum of modern mathematics in the elementary school. Observation and laboratory periods are required.

317. Multicultural Education (3)

A study of educational trends, issues, and problems of students and the teaching methods and strategies necessary to teach respect and tolerance among people.

335-435. Selected Topics in Elementary Education (1-4 VC)

Selected topics in elementary education. May be repeated with change of topic.

361. Assessment and Evaluation of Students (3)

Problems in the construction and use of teacher-made and standardized tests. The course also emphasizes the gathering and interpreting of data, reporting of test information, and development of a districtwide testing program.

417. English as a Second Language (3)

A study of English as a second language, conveying methods and procedures of teaching English to children and adults for whom English is not the native tongue. Students will be introduced to second language acquisition theories and basic elements of the sound system. Prerequisite: RDED 315.

442. 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. This course incorporates project-based learning.

451. Field Base III Teacher Preparation Experience: Secondary (6)

This course provides analysis and evaluation of the student's own performance in student teaching, based on knowledge of the profession and reflective observation. A special fee is assessed. Prerequisite: Permission from the Office of Field Experiences. Corequisites: GNED 445 and 455.

490. Independent Study in Elementary Education (1-4 VC)

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

Engineering (ENGR), Courses in

215. Introductory Mathematics for Engineering Applications (4); 3,2

This course will provide an overview of the salient math topics most heavily used in the core sophomore-level engineering courses. These include algebraic manipulation of engineering equations, trigonometry, vectors and complex numbers, sinusoids and harmonic signals, systems of equations and matrices, differentiation, integration and differential equations. All math topics will be presented within the context of an engineering application, and reinforced through extensive examples of their use in the core engineering courses. Prerequisite:

sites: MATH 140 and 160.

220. Circuit Theory (3); 2,2,1

Almost all disciplines of engineering must be familiar with the basic concepts of circuit analysis and design. Topics covered in this course are circuit principles, network theorems, natural and forced responses of first and second linear order. Computer modeling using SPICE and lab design experiments support this class. Prerequisites: MATH 252 and PHYS 292.

237. Vector Mechanics/Statics (3)

A lecture/laboratory course concerning the application of laws of Newtonian mechanics to stationary systems and rigid bodies. Topics included are: fundamental concepts, review of vector operations, types of forces, systems of forces and moments, objects and structures in equilibrium, centroids and center of mass, moments of inertia, friction, internal forces and moments. Prerequisite: MATH 252 and PHYS 291.

245. Programming for Engineers and Scientists (3); 2,2

This course is an introductory lecture/laboratory course concerned with the application of a high level computer language to solve engineering and scientific problems. Topics to be covered will include: data types, operators, and functions, control flow, programming methods, arrays, introduction to numerical methods, and external device/port programming. Prerequisites: A grade of C or better in MATH 211, ENGR 115 or permission of instructor.

251. Digital Systems Modeling Analysis, Simulation and Design (3); 2,3

This course will introduce the principles and practice of digital logic design and simulation. Contemporary computer simulation and hardware design tools such as hardware description language (VHDL) and field programmable gate array (FPGA) will be used. Basics of Boolean algebra, combinatorial and sequential circuits will be covered. Prerequisite: MATH 211 or permission of instructor.

288. Vector Mechanics / Dynamics (3); 2,2

This course is a lecture/laboratory course concerned with the application of Newtonian mechanics to the motions of particles, systems of particles, and rigid bodies. Topics to be covered include: review of dynamic systems and MATHLAB programming, Newton's law, energy methods, momentum methods, kinematics of particles, kinetics of particles, kinematics of rigid bodies and kinetics of rigid bodies. Prerequisite: Grade of C or better in ENGR 237.

290. Independent Study in Engineering

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

298. Thermodynamics (3); 2,2,1

This is a lecture course concerning the application of classical thermodynamics to engineering systems. Topics included are: properties of a pure substance, work and heat, the first law of thermodynamics, first law of analysis for a control volume, and second law analysis for control volume, and power and refrigeration cycles. Prerequisite: CHEM 211, PHYS 192, and MATH 273, or permission of instructor.

English (ENGL), Courses in

Note: Any 100-, 200- or 300-level literature course will satisfy the core requirement in Area V: Humanities and Fine Arts. Courses marked with an asterisk (*) satisfy the extended core literature requirement.

106. English Reading and Writing for Inquiry (3)

This course offers instruction and practice in college-level critical reading and writing skills. It is designed to give students experience and practice developing academic inquiry needed for much of their coursework.

111. Freshman Composition I (3)

Students will be required to write a number of essays demonstrating mastery of a variety of forms of organization. Prerequisite: 17 or higher on the ACT English Usage Test or completion of ENGL 106 with a grade of C or better. Students may also test out through the ETS Advanced Placement exam. See the Office of the Registrar for details. NM Common Core Number: ENGL 1113.

112. Freshman Composition II (3)

Introduction to the analysis and interpretation of textual sources and the writing of documented papers, emphasizing use of secondary sources, bibliography, organization of material, and effective presentation of research findings. A grade of C or better in ENGL 111 is required or 29 or higher on the ACT English Usage Test. Students may also test out through the CLEP exam. A grade of C or better is required in this course. See the Office of the Registrar for details. NM Common Core Number: ENGL 1123.

130H. Honors: Composition (3)

This honors core course combines English 111 and 112 courses. Students will have opportunities to explore and reflect on how ideas are generated for writing, getting words on the page, revision, and editing. Most work will be conducted in a writing group with peers. The course is also about rhetoric--how we successfully convey our ideas to readers. The course will use genre as a starting place for studying rhetoric. Concepts of audience, purpose, context, and form will be included in research and writing of the final essay. Prerequisite: Admission to the Honors Program or with permission of instructor.

135 – 435. Selected Topic in English (1-4 VC)

Course in a topic or topics in English. May be repeated with change of content. Prerequisite: ENGL 111.

151. Introduction to Drama (3)*

Close reading and analysis of drama selected from world literature of all ages. Prerequisite: ENGL 106, passed with a grade of C or better.

152. Introduction to Fiction (3)*

Close reading and analysis of prose fiction selected from world literature of all ages. Prerequisite: ENGL 106, passed with a grade of C or better.

202. Fairy Tales (3)*

Fairy tales examined for their literary and cultural significance. Prerequisite: ENGL 111.

214. Autobiography, Personal Essay and Memoir (3)*

This is a survey course in the close reading, analysis, and practice of personal narrative. The course covers a wide variety of autobiographical writing from the 19th century to the present. Prerequisite: ENGL 111.

230H. Honors Literature (3)*

This honors literature course will introduce students to the study of literature from multiple perspectives. Students will learn how disciplines such as history, psychology, theatre, art, music, and film can influence or be influenced by literature. The course may focus on topics in British, American, or World literature. Prerequisites: ENGL 112 and instructor permission or ENGL 130H.

234 – 434. Practicum (1-4 VC)

Students gain practical knowledge through internships in such areas as tutoring, editing, public relations, and feature writing. Prerequisite: ENGL 111.

251. Topics in Drama (3)

This course is an in-depth study of a major playwright, sub-genre, or tradition of theater from different periods and locations. Possible topics include: Medieval Drama; Twentieth-Century European Drama; Theater of the Absurd; the British Theater Tradition; American Drama; Restoration Drama; others. Prerequisite: ENGL 112.

252. Introduction to Literacy Studies (3)

The popular understanding of literacy often limits it to reading and writing skills taught in formal educational institutions. Scholars of literacy studies, however, view this model of literacy as overly simplified and devoid of context. In English 252, students will expand the definition of literacy beyond the classroom by interrogating the context within which literacy activities occur, while examining the relationships among community, identity, ideology, and language. This course will explore a number of approaches scholars have taken to theorizing literacy. Prerequisite: ENGL 112.

254. Introduction to Rhetoric (3)

English 254 is an introduction to the theory and history of rhetoric. Define by Aristotle as “the faculty of discovering in any particular case all of the available means of persuasion,” rhetoric has expanded to include the study of how people consciously communicate within the parameters of a given situation. By employing rhetorical theories to modern, public contexts, students will develop the tools and vocabulary for engaging the social world in a critical manner. Prerequisites: ENGL 112.

262. Introduction to Creative Writing (3)

This course will provide students with introductions to various types of writing including poetry, fiction, creative nonfiction, and playwriting. May be repeated with change of content. Prerequisite: ENGL 111.

272. Introduction to Poetry (3)*

A survey course in the close reading and analysis of poetry. Class discussions are lively and engaging, encouraging students to take critical pleasure in poetry. The course covers a variety of United States and world poets and poetic themes. Prerequisite: ENGL 111.

274. Introduction to Shakespeare (3)

This course will introduce students to some of Shakespeare's bet-

ter-known plays, the time and culture in which they were written, and the ways they have been and are still performed. Prerequisite: ENGL 112.

277. Introduction to Popular Culture (3)*

Survey of popular literary genres (romances, action-adventure) as well as film and television. Focuses on the interrelationship between myth, culture, politics, and the culture industry. Prerequisite: ENGL 111.

278. Science Fiction (3)*

Close reading and analysis of major science fiction works. Explores science fiction as cultural metaphor and modern myth. Prerequisite: ENGL 111.

279. Horror Literature (3)*

A study of the folk origins of the horror story and its manifestations in mainstream and genre fiction and film. Prerequisite: ENGL 111.

281. Norse Mythology (3)*

Norse mythology and sagas examined for their literary and cultural significance. Prerequisite: ENGL 111.

282. Classical Mythology (3)*

Greek and Roman myths examined for their literary and cultural significance. Prerequisite: ENGL 111.

283. Celtic Mythology (3)*

Celtic myths and sagas of medieval Ireland and Wales, examined for their literary and cultural significance. Prerequisite: ENGL 111.

284. Twentieth-Century Literature (3)*

A study of modern sensibility as manifested in contemporary works written in English and English translation. Prerequisite: ENGL 111.

290. British Literature to 1700 (3)*

British literature from the early Middle Ages through the late Renaissance, including Beowulf, Sir Gawain and the Green Knight, and selected works of Chaucer, Spenser, Shakespeare, Milton and others. Prerequisite: ENGL 112. NM Common Core Number: ENGL 2413.

291. British Literature from 1700 to Present (3)*

A study of representative authors of the Neoclassic, Romantic, Victorian, and modern British periods. Prerequisite: ENGL 112. NM Common Core Number: ENGL 2423.

292. World Literature to 1700 (3)*

Readings in world literature from the Ancient World through the comparative literature of the European Renaissance. This course excludes British and American literature. Prerequisite: ENGL 112.

293. World Literature from 1700 to Modern (3)*

Literature from the European Neo-classic period through the modern schools of Eastern and Western Literature. This course excludes British and American literature. Prerequisite: ENGL 112.

294. American Literature to 1865 (3)*

A study of major American works that exemplify the changing philosophies and literary trends of Colonial America, the Early Republic, and the American Renaissance. Emphasis on changing views of humankind and God and on the literary treatment of the

elusive “American Dream.” Prerequisite: ENGL 112. NM Common Core Number: ENGL 2513.

295. American Literature, 1865 to the Present (3)*

The development of American poetry and fiction from Mark Twain and the rise of realism to the present. Emphasis on the major literary schools and authors of the period. Prerequisite: ENGL 112. NM Common Core Number: ENGL 2523.

302. Literary Theory (3)

An introduction to literary terms and to theories of literature from Plato to the present. Application to these theories to various works, ancient and modern. Prerequisite: Two English courses beyond ENGL 112.

305. Advanced Composition (3)

This course examines the relationship between reading, writing, and thinking, and how the raft of writing can strengthen all three. Students will study different authors’ perspectives on an issue and develop their own written responses, crafted through sustained revision. Prerequisite: ENGL 112.

307. Writing as Advocacy (3)

Students study writing as advocacy, or writings as social action taken on behalf of others. Our primary conceptual tool will be the literacy event, which foregrounds the situation, context, the actors through which the consumption or production of print plays a role. Students select an individual, class of people, or organization for which to advocate, then research and create ways to act on their behalf. Prerequisite: ENGL 112.

309. A History of Writing (3)

A cross-cultural study of writing and writing systems; the development of script, and the social contexts of use. Prerequisite: ENGL 112.

310. Creative Nonfiction Workshop (3)

This is a workshop class in creative nonfiction. Students will read a variety of creative nonfiction texts and produce original creative nonfiction writing. Prerequisite: ENGL 112.

312. Stand-Up comedy as Literature (3)*

An in-depth examination of stand-up comedy in literature, how this most American of literary forms reveals and influences the American ethos, and the changes the art form has undergone since its inception in the late nineteenth century. Prerequisite: ENGL 112.

314. Women in Literature (3)*

Study of literary works chosen to demonstrate the historical and contemporary representation of women in poetry and fiction. Prerequisite: ENGL 112.

315. Native American Women’s Literature: Voices and Visions (3)*

Study and exploration of women’s voices in contemporary Native American literature. Prerequisite: ENGL 112.

317. Introduction to Modern Grammar (3)

This class provides an introduction to the components of language—phonology, morphology, syntax, and semantics – as well as various grammar models. Topics also include the relations between language and social contexts, and language and writing.

318. Chicano/a Literature (3)*

A survey examining the major texts of the Chicano/a experience, including traditional, community-centered folktales and corridos, contemporary prose, poetry, drama, and nonfiction, supported by theoretical readings. Prerequisite: ENGL 112.

325. The American Novel (3)*

An in-depth study of classic American novels from the nineteenth century to the present day. Prerequisites: ENGL 111 and 112.

328. The Historical Gothic (3)*

This course looks at the rise of gothic horror literature in the late-18th and 19th centuries, examining the historical, aesthetic, and social contexts that produced such works.

341. The Bible as Literature: Old Testament (3)*

Study of Old Testament literature, emphasizing techniques and conventions of biblical narrative and poetry. Prerequisite: ENGL 112.

342. The Bible as Literature: New Testament (3)*

Study of New Testament literature, focusing on the various literary arts of Gospels, Acts, Epistles, and Revelation. Prerequisite: ENGL 112.

343. Eastern Spiritual Classics (3)*

Literary aspects of the Eastern spiritual classics--Hindu, Buddhist, Taoist, Zen, Islamic, Sufi, Kabbalistic, and Hassidic. Prerequisite: ENGL 112.

350. Methods of Teaching Reading and Writing (3)

Provides a review of traditional and current methods of teaching reading and writing. Students examine current reading and writing theory and research with an eye toward the implications for pedagogy.

362. Creative Writing: Poetry (3)

An intensive and creative course in the craft of poetry. Course readings will include selected works and poetics. Objectives include the recognition and imitation of selected techniques and the writing of original works. Prerequisites: ENGL 112 and ENGL 272.

364. Creative Writing: Fiction (3)

An intensive study of selected works of short fiction with emphasis on the components of this literary form; writing of original works in the form. Prerequisite: ENGL 112.

365. Nonfiction Prose (3)*

An introduction to the reading and analysis of creative nonfiction essays: biography, travel, nature, social commentary, the urban scene, sports, and the domestic and fine arts. Prerequisite: ENGL 112.

367. Technical Writing (3)

Students develop the principles of scientific, professional, and technical writing. Major assignments include formal proposals and reports. Minor assignments include resumes, short reports, instructions, correspondence, and memoranda. Stress is placed on developing a clear and concise writing style. Prerequisite: ENGL 112.

381. African-American Writers (3)

A study of the scope, excellence, and distinctive qualities of the writing of African-Americans in the United States. Prerequisite: ENGL 112.

391. Arthurian Literature (3)

Literature generated by the legends of King Arthur and his court, studied in a variety of European texts from the Middle Ages. Prerequisite: ENGL 112.

400. Creative Writing: Experimental Fiction (3)

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

401. Creative Writing: Advanced Poetry (3)

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

405. 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 continues with a gendered study of how cultural beliefs about literacy shape our conceptions of the individual, citizen, aesthetic, and rationality. Prerequisite: ENGL 112.

411. Major American Writers (3)

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

412. Major British Writers (3)

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

413. Major World Writers (3)

In-depth study of a major author or authors, school, genre, or tradition of world literature, generally excluding British and American works. May be repeated with change of content. Possible topics: Kafka and the Kafkaesque, Ancient Erotic Literature, Post-Colonial African Fiction, The Epic. Prerequisite: Junior classification.

414. Literary Realism (3)

Covers the international development of the theory and practice of the realist novel. Prerequisite: Junior classification.

421. Chaucer (3)

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

422. 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. Prerequisite: Junior classification.

423. Milton (3)

This course is an intensive study of *Paradise Lost* and selected minor

works. Prerequisite: Junior classification.

434. Practicum (1-4 VC)

Students gain practical knowledge in such areas as tutoring, editing, public relations, and feature writing. Prerequisite: Junior classification.

441. History of the English Language (3)

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

442. Contemporary English Linguistics (3)

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

443. Sociolinguistics (3)

This course is an examination of language use and variation. Topics to be addressed include sociolinguistic theory, research methods and application; diglossia and multilingualism; pidgins and creoles; patterns of discourse; forms of addresses and reference; sociolinguistics of writing. Prerequisites: Junior classification and ENGL 317.

445. Cultural Criticism and Theory (3)

Selections from advanced cultural criticism from the Birmingham school and its contemporary derivatives. Authors to be studied will include Foucault, Hall, Hebdige, Barthes, and others. Emphasis will be on the study contemporary culture from a theoretical perspective. Prerequisite: Junior classification.

450. Seminar in English (1-4 VC)

Seminar course in a topic or topics in English. Possible topics: literature of exploration, existentialism, literature and the law. Prerequisite: Junior classification.

463. Rhetoric and Reality (3)

A survey of rhetorical writings and theory from classical times to the present. Prerequisite: Junior classification.

464. Women and Rhetoric (3)

Provides a historical and thematic overview of rhetorical writings by and about women. Prerequisite: Junior classification.

482. Literature of the Southwest (3)

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 on cultural traditions that shaped the literature. Prerequisite: Junior classification.

485. Stylistics (3)

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

490. Senior Readings (1-4 VC)

Primarily intended for English majors. Individual study of selected author(s) or topic(s) arranged with an instructor. Prerequisites: Junior classification and permission of instructor.

491. 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. Prerequisite: Junior classification.

499. Supervised Research (1-4 VC)

Primarily intended for English majors. Individual research project arranged with an instructor. Prerequisites: Junior classification and permission of instructor.

Finance (FIN), Courses in

135-435. Selected Topics in Finance

Course in topics in finance. May be repeated with change of content.

240. Personal Finance (3)

This course is an introduction to personal financial decision making. The topics include personal financial planning, budgeting, tax planning, and consumer credit. Strategies used in buying and selling cars, homes and other major consumer items will be explored. In addition, investments in financial instruments including bonds, stocks, and mutual funds will be addressed. The relation of these investments to 401K and other retirement plans are discussed. Financial tools dealing with the time value of money are introduced. Prerequisite: MATH 140.

305. Public Finance (3)

This course studies government's effect on the economy. It explains why government behaves as it does, how government behavior influences the behavior of private firms and households, and welfare effects of government intervention on the allocation and distribution of an economy's resources. Prerequisites: MATH 140 or 145 and ECON 217.

309. Investments (3)

An introduction to security markets, including valuation techniques and the tax and regulatory environment, with special emphasis on stocks, bonds and related investments.

332. Money and Banking (3)

Monetary theory, the role of financial intermediaries, and the mechanics of central banking. Prerequisites: ECON 216, 217, and FIN 341, or permission of instructor.

341. Financial Management 1 (3)

Financial Management I addresses corporate financial planning. The topics include ratio analysis, forecasted income statements, cash budgets and balance sheets, break-even analysis, and other tools used to maximize the value or minimize the costs to a firm or organization. The calculation of short-term interest rates for periods less than one year and installment loans will be introduced. The time value of money concept will be utilized. The course focuses on using these tools to solve specific problems encountered by most organizations, both profit and non-profit. Prerequisite: ACCT 287.

343. Corporate Finance (3)

This course introduces the student to analytical evaluation methodologies to solve financial problems in the private, public and non-profit sectors. The focus of this class is centered on the analytical problem-solving of financial needs, risk assessment, and the

acquisition of resources. Excel will be used to reinforce the analytical methodologies introduced in this class. Prerequisites: MATH 140, FIN 341, and BUS210.

405. Financial Markets and Institutions (3)

This course focuses on the use of financial markets by the private and public sectors and the facilitating role played by intermediary agents. The course relies on the basic tools of micro- and macroeconomics theory in the study of private and public financial behavior and the problems posed for public policy. Prerequisite: ECON 217.

409. Investments (3)

This course provides students with an understanding of investment theory and practices and the various types of securities traded in financial markets. It focuses on investment strategies and portfolio construction and management. Prerequisite: MATH 140.

410. Real Estate Investments (3)

This course provides the framework for understanding the real estate 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.

413. 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: Permission of the instructor.

425. Oil and Gas Finance (3)

This course is an introduction to oil and gas finance. Students study the current energy outlook, supply and demand issues, industry structure and terminology, financial statement analysis, capital budgeting and risk analysis, corporate strategy, decision-making, value creation, and risk management in the energy industry. Students will also analyze case problems addressing various course topics and learn to apply finance theories to real-work practice. Prerequisites: FIN 341, BUS 402, ACCT 287 and 288.

452. Mutual Fund Investing (3)

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. Prerequisite: FIN 341

460. Portfolio Analysis (3)

This course introduces students 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. Prerequisite: FIN 341.

475. International Financial Management (3)

An overview of the workings of trade and finance in an international setting. Particular attention is given to handling problems associated with exchange rate movements, sources of funds for overseas operations and investments, and criteria to judge foreign investment opportunities. Prerequisite: FIN 341.

490. Independent Study (1-4 VC)

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

Forestry (FOR), Courses in

105. Ecosystems and Humans (4); 3/2

A survey of environmental and ecological sciences with an introduction to the ways humans interact with and change ecosystems. The course introduces students to ecological and environmental concepts that bear on environmental issues, the current practices and management strategies utilized to preserve and sustain ecosystems, and examples of solutions to environmental and natural resources problems. Applies to NM Common Core.

116. Introduction to Restoration Ecology; Field Skills (4); 3,2

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. Prerequisites: BIOL 212, CHEM 211, and MATH 140.

135-435. Selected Topic in Forestry (1-4 VC)

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

200. Forestry Field Practices (4); 1/6

This course is an intensive summer experience in which various forest types in New Mexico are visited. Forest management practices, harvest systems, and natural catastrophes will be assessed by students for their ecological repercussions. Measurement methods used in forestry will be introduced throughout the session. This course provides training to 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.

290-490. Independent Study (1-6 VC)

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

305. Natural Resources Economics (3)

This course provides an overview of the market economy in development and allocation of scarce resources, the economic impacts of policy measures used in natural resource systems, and the achievement of achieving environmental goals. Prerequisites: FOR 231 and ECON 217.

307. Wildland Fire Management (3)

This is a course on the behavior of wildfires in forest and range communities. Methods of prescribed fire use are discussed. This course reviews methods for fuel load estimation, fire weather prediction, and fire suppression. Prerequisite: FOR 321 or instructor permission.

310. Mensuration and Biometrics (3); 2/2

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 life science and allied disciplines. Prerequisite or corequisite: MATH 140.

313. Dendrology (3); 2/2

Dendrology studies the biology of trees and woody vegetation. This course explores tree and shrub identification with associated botanical nomenclature as well as the structure and function of shrub and tree morphology. A collection of local trees and shrubs is a requirement for the course. Prerequisite: FOR 231 or instructor permission.

317. Principles of Wildlife Management (3)

This course will provide an overview of ecological principles used in the management of various groups of wildlife, the history and development of wildlife management as a science, characteristics of, and factors affecting wildlife populations, techniques and theories of management, and wildlife conservation. Prerequisites: FOR 105 and FOR 231.

330. Natural Resources Law & Policy (3)

Natural resources and environmental ethics doctrines and applications with regard to laws and policies are examined. Introduction to laws, regulations, and policies that focus on natural and environmental concerns are the focus of this course.

340. Quantitative Methods (3)

Quantitative methods are the techniques used to numerically and statistically analyze observational and experimental data. Students will gain first-hand experience with data analysis of biological, geological, and natural resources data sets. Prerequisite or corequisite: MATH 140 or instructor permission.

400. Surface Hydrology (3)

A course designed for upper-division undergraduate students in earth sciences and natural resources management. The course combines 1) a qualitative conceptual understanding of hydrologic process, 2) an introduction to the quantitative representation of those processes, and 3) an understanding of approaches to hydrological measurements and the uncertainties involved in those measurements. Prerequisite: GEOL 101 or permission of instructor.

402. Silviculture (3)

Silviculture is the set of practices to grow and manage trees. The course focuses on the factors affecting tree growth, tree stand dynamics and health, and the impact of management on ecosystem values. The ecological practices to sustainably produce forest products are emphasized. Prerequisite: FOR 231 or instructor permission.

408. Limnology (4); 3,1

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. Prerequisite: FOR231, CHEM 211 and MATH 140, or instructor permission.

410. Forest Management (3)

This course focuses on the economic and scientific decisions for large tracts of land and multiple types of forest stands over landscapes. The elements of planning management activities to create the least costs and greatest benefits for a landowner are explored. Prerequisites: FOR 105, FOR 310 and MATH 140, or permission of instructor.

412. Surveying and Geographic Information Systems (4); 3,2

The training and application of surveying and GIS databases to environmental and natural resources problems. Prerequisites: MATH 140 with a minimum grade of C or permission of instructor.

413. Ecological and Environmental Monitoring (3)

Monitoring is the observation of treatment effects or the condition 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 1) roles of monitoring in environmental management and ecology; 2) considerations in designing monitoring programs; 3) sampling methodologies for soil conditions, water quality, animal and plant populations, and responses to treatments; and 4) uses of monitoring results.

Prerequisites: BIOL 212, CHEM 212, and MATH 140.

416. Soil Science (4); 3,2

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. Prerequisites: BIOL 212, CHEM 211 and MATH 140.

417. Watershed Management (3)

This course will emphasize the interdisciplinary characteristics of watershed management. The need to incorporate ecological and socioeconomic factors when planning and implementing programs to achieve sustainable, socially viable natural resource development is emphasized. Prerequisites: Prerequisites: FOR 231 and FOR 330 or instructor permission.

418. Aquatic Ecology (4); 3,2

This course examines the biological, chemical, and physical features of aquatic environments and relates them to general ecological concepts and environmental concerns. The course focuses on the physiological adaptations of species to the aquatic environment and invertebrate and fish community structure. Additionally, this course will examine both the negative and positive impacts that anthropogenic activities have on the ecology of aquatic systems. Prerequisites: BIOL 212, CHEM 211, and MATH 140.

420. Wildlife Habitat Management (3); 2,1

This course examines the principles and practice of wildlife management with an emphasis on habitats, distribution, abundance and legal considerations. Prerequisite: FOR 231.

424. Wildland Pest Management (3); 2/1

A pest is an organism that interferes with human activities. Pests annually cause large losses of food and wood, as well as damage to infrastructure and ecosystem services. This course explores major wildland pest organisms, and practices for management of their populations. Students will learn about management practices for insect, weed, pathogen and vertebrate animal pests, such as integrated pest management, cultural management, pesticide use, and biological control. Prerequisites: CHEM 211 and FOR 231.

426. Professional Ethics (1)

Natural and environmental resources professionals may work for public agencies, wood products corporations, consulting firms,

or private contractors. Professional ethics is the set of decision guidelines for dealing with various landowners, the conduct of professional and business activities, and the conservation of resources for future generations. This course explores common ethical issues for natural resources professionals. Prerequisite: FOR 105.

431. Terrestrial Ecology (4); 3,2

The ecology of living and nonliving groups of terrestrial organisms and their relationships to the production of goods and services is the focus of this course. Course topics include ecosystem ecology, population ecology, community ecology, biogeography, disturbance ecology, and applied ecology.

433. Water Science (4); 3,1

This is a course focused on the standard methods of water analysis and interpretation of results for surface and ground waters, water supply systems, and wastewater discharges. The course will focus on coliform bacteria, nutrients, organic matter, heavy metals, pesticides, and water quality standards. Prerequisites: FOR 237, CHEM 211, and MATH 140 or instructor permission.

451. Project Fires and Post-Fire Rehabilitation (3)

This class is designed to investigate the potential problems resulting from fires including erosion on slopes and in stream channels, sediment and debris jams in streams, weed infestations, loss of vegetation and forest cover, hazards from fire-killed trees falling, and potential damage from post-fire activities, like salvage logging. One Saturday field trip is mandatory. Prerequisite: FOR 405.

452. Prescribed Fire Practices (4); 3,2

Prescribed fires are used to meet management objectives of fuel reduction and ecosystem restoration. This course explores the design, planning, conduct, and monitoring in prescribed fire utilization. The course includes two mandatory Saturday field trips and participation in a prescribed fire. Prerequisite: FOR 105, FOR 318, or permission of instructor.

453. Toxicology in Life Sciences (3)

Students will develop an understanding of the general process of conducting release, contamination, and risk assessments. Furthermore, students will be able to understand and work with federal and state guidelines and regulations that bear on the conduct of environmental public health investigations. The ultimate goal is to equip students with knowledge and skills that are utilized to assess the general impact of substances on human health. Prerequisite: BIOL 212, CHEM 212, or permission of instructor.

456. Fire and Landscape Ecology (3)

This class investigates the landscape-scale effects of wildfires, as well as the ecology of fire in a variety of ecosystems and includes the effects of fire on plants, animals, soils, water and air. The course emphasizes the prediction and characterization of fire effects over time and space as well as the role of fire in restoration ecology. Case studies of restoration projects using fire in prairies, ponderosa pine and white bark forests will be examined. Prerequisites: CHEM 211, FOR 231 and FOR 307.

461. Atmospheric Science (3); 3,0

The physical structure and dynamics of the atmosphere are explored. Air pollutant movement, dissipation, and chemistry will be

discussed. Weather phenomena and local ventilation patterns will be discussed in terms of smoke and air pollutant dispersion, fire behavior, and pesticide sprays. Prerequisites: BIOL 212, CHEM 211, and MATH 140.

492. Applied Forestry Research (3)

This capstone course is designed for students to participate in an applied forest research project where they are required to incorporate the results of their academic preparation. Each class will pursue research toward a forest management hypothesis or question chosen by the instructor. Each student will investigate a specific issue of a broader question. Students will present their data at NMHU Research Day or a meeting of recognized scientific society. Prerequisite: Senior classification.

499. Independent Research (1-6 VC)

Study of a special topic in natural resources management in an individual, directed research-based project arranged with an individual instructor.

General and Secondary Education (GNED), Courses in

201. Introduction to Teaching (3)

Introduction to the historical, philosophical, and sociological foundations of education, especially as it relates to a multicultural environment. Students will use those foundations to develop strategies related to problems, issues, and responsibilities in the broad and specific educational arenas. Corequisite: GNED 251.

251. Field-Based 1 Teacher Preparation Experience (I)

Initial observations of classroom environments; determining what classroom teachers do. The class combines field observations (28 clock hours) with an on-campus seminar. Corequisite: GNED 201.

302. Educational Psychology (3)

Theories and research in learning and their implications for curriculum and instruction.

320. Language Acquisition and Linguistics for Teacher (3)

This course provides for in-depth study of first and second language acquisition and a broad background in linguistics.

335-435. Selected Topic in General Education (1-4 VC)

Course in topic or topics in general education: may be repeated with change of content.

351. Field-Based 2 Teacher Preparation Experience (2); 1,2

The development of analytical and reflective reports based on field observation (42 clock hours) of different methods and teaching strategies used in the classroom. These reports form the basis for class discussions. Students will also have the opportunity to implement classroom lessons.

410. The Art and Science of Teaching in Secondary Schools (4); 3,2

Designed to provide an overview of curriculum and organization in the secondary school and to offer actual teaching experience in a micro-teaching situation, applying basic teaching strategies and techniques for the purpose of developing teacher competency. A special fee is charged.

412. Theories and Principles of Bilingual Education (3)

Fundamental theories and principles of bilingual education, preparing the prospective teacher to address the issues and concerns intelligently in the classroom.

420. Sheltered English for Content Area Instruction (3)

This course provides a set of linguistic, instructional, assessment, and classroom-management practices that allows English language learners (ELLS) from the advanced-beginner level on the develop content-area knowledge, operational skills and increased language proficiency. Prerequisite: ENGL 317.

437. Instructional Methodologies for Use in Spanish-Bilingual Classrooms (3)

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.

444. Computer Applications in Education (3)

Provides teachers a working knowledge of the PC and its applications in education. A special fee is charged. This course incorporates project-based learning.

445. Knowledge of the Profession (3)

Legal, ethical, professional and organizational issues related to education. Developing skills in collaborating and communicating effectively with colleagues, administrators and other professionals. Prerequisites: Completion of core and major requirements. Corequisite: Student teaching.

450. Seminar in General or Secondary Education (1-4)

Seminar course in a topic or topics in general or secondary education.

451. Field Base 3 Teacher Preparation Experience: Secondary (6)

Analysis and evaluation of the student's own performance in student teaching, based on knowledge of the profession and reflective observation. A special fee is charged. Prerequisite: NMTA exam, 2.5 GPA, admission to student teaching. Corequisites: GNED 445 and GNED 455.

452. Field Base 3 Teacher Preparation Experience: K – 12 (6)

Analysis and evaluation of the student's own performance in student teaching, based on knowledge of the profession and reflective observation. Both elementary and secondary settings are utilized. A special fee is charged. Prerequisite: NMTA exam, 2.5 GPA, admission to student teaching. Corequisite: GNED 445 and GNED 455.

453. Field Base 3 Internship (6 – 12 VC)

The internship program in the School of Education is a New Mexico State Department of Education approved equivalent to the Field-Base III block. Internships are ONLY considered at the request of a school district. A special fee is charged. Prerequisite: Admission to student teaching, passed all three parts of the New Mexico Teachers Exam (NMTE), completed all required coursework, and permission of the instructor.

455. Classroom Management (3)

Introduces the student to a variety of techniques for managing

behavior in the classroom. Major areas and specific techniques within each will be presented and practiced both in the class and in the student's own teaching situation. Prerequisite: Admission to student teaching. Corequisite: Appropriate major Field-Based III Experience and GNED 445.

490. Independent Study (1-4 VC)

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

General Physical Education (PE), Courses in

100. Fit for Life (2)

This course helps students develop an understanding and appreciation for personal wellness as a healthy lifestyle. Problem-solving and decision-making skills on numerous topics such as design of a personal physical activity program, prudent nutrition strategy, and stress management is included. Participation in this class enables students to take advantage of the opportunities to maximize prevention of disease and improve quality of life. Fit for Life is a prerequisite for all students who plan to major in HPLS. A special lab fee is assessed.

101. Beginning Swimming (1); 0,2

Physical education activity course.

102. Intermediate Swimming (1); 0,2

Physical education activity course.

103. Advanced Swimming (1)

This course is designed to polish strokes students already know so they can swim with more ease, efficiency, power, and smoothness over greater distances. It is also an opportunity to learn the advanced strokes which are mostly taught to swimming instructors.

106. Folk Dance (1); 0,2

Physical education activity course.

107. Square Dance (1); 0,2

Physical education activity course.

108. Modern Dance (1); 0,2

Physical education activity course.

109. Riflery (1); 0,2

Physical education activity course.

110. Tumbling (1); 0,2

Physical education activity course.

112. Self Defense (1); 0,2

Physical education activity course.

113. Weight Training (1); 0,2

Physical education activity course. May be offered in separate sections for men and women.

114. Conditioning Exercise (1); 0,2

Physical education activity course. May be offered in separate sections for men and women.

115. Aerobic Dance (1); 0,2

Physical education activity course. May be offered in separate sections for men and women.

116. Advanced Aerobic Dance (1); 0,2

Physical education activity course.

117. Water Aerobics (1); 0,2

Physical education activity course. May be offered in separate sections for senior citizens.

118. Lifetime Fitness for Senior Citizens (1-2 VC); 0,4

Nonmedical supervision of physical activity and fitness/wellness information specifically designed for senior citizens (over 50 years of age). Seniors must have a physician's clearance prior to admission. This is an HU-Wellness Program activity.

119. Walk-Jog for Fitness (1); 0,2

Walking or jogging as a lifetime fitness exercise.

120. Basketball (1); 0,2

Physical education activity course.

122. Soccer (1); 0,2

Physical education activity course.

123. Softball (1); 0,2

Physical education activity course.

124. Volleyball (1); 0,2

Physical education activity course.

130. Archery (1); 0,2

Physical education activity course.

131. Badminton (1); 0,2

Physical education activity course.

132. Bowling (1); 0,2

Physical education activity course. Special fee charged.

133. Golf (1)

Physical education activity course. Special fee charged. Course meets for extended hours during a half-semester.

135. Selected Topic: Activity Course (1)

Topic or topics in an activity course. May be repeated with change of content.

137. Beginning Tennis (1); 0,2

Physical education activity course.

138. Intermediate Tennis (1); 0,2

Physical education activity course.

140. Backpacking (1); 0,2

Physical education activity course. Course meets for extended hours during a half-semester.

141. Canoeing (1); 0,2

Physical education activity course.

142. Cross-Country Skiing (1); 0,2

Physical education activity course. Special fee charged. Course meets for extended hours during a half-semester.

144. Fitness Activity (1-2 VC); 0,4

Nonmedical supervision of physical activity and fitness/wellness information exclusively for University employees. An HU-Wellness Program activity.

147. Beginning Skiing (1); 0,2

Physical education activity course. Special fee charged. Course meets for extended hours during a half-semester.

148. Beginning Racquetball (1); 0,2

Physical education activity course.

149. Intermediate Racquetball (1); 0,2

Physical education activity course.

150. Cardiovascular Exercise Therapy (1-3 VC); 0,2-4

Supervised exercise for patients enrolled in the Cardiovascular Health Enhancement and Exercise Rehabilitation (CHEER) Program. Prerequisite: Physician referral.

151. Bicycling (1)

Physical education activity course.

152. Line Dancing (1)

Physical education activity course.

153. Step Aerobics (1)

Motivational course in which the healthy student, through active participation, will develop knowledge and skills sufficiently adequate to provide enjoyment for this cardiovascular and respiratory activity.

154. Yoga I (1); 0,2

Learn body alignment principles of yoga poses and movements. The yoga poses release tension, quiet mental anxiety, and increase circulation. Yoga increases strength and flexibility both in body and mind.

155. Yoga II (1); 0,2

A vigorous practice of fluid yoga movements linked with the breath to create overall health. A more advanced yoga to build up heat in the body to stretch and strengthen the muscles.

156. Beginning Salsa Dancing (1); 0,2

Latin dances are the most popular contemporary dances in the world. This class provides the music environment for students to learn a variety of Latin dances, such as salsa, merengue, cha-cha, and bachata.

157. Intermediate Salsa Dancing (1); 0,2

With the growing popularity of Latin dance, this class allows dancers to have lots of fun, to connect with each other, to build community, to develop body and environment awareness, to lose weight and stay in shape.

160. Wellness Program (1); 0,2

This course allows participants to utilize the NMHU Wellness Program during its normal operating hours. Additionally, students may use the Wilson Complex and the swimming pool.

161. Intramurals (1); 0,2

This course allows community members to participate in the Intramurals Program at NMHU. Participants may compete in the Intramurals Program for the semester they are registered.

Geology- Environmental (GEOL), Courses in**101. Survey of Earth Science (4); 3,2**

An introduction to the broad spectrum of modern earth sciences, including astronomy, meteorology, oceanography, and physical geology for the science and nonscience major student. Volcanoes, earthquakes, continental drift, glaciers, wind action, groundwater, rivers, and landslides are some of the topics discussed. NM Common Core Course Number: GEOL 1114.

105. The Planets (4); 3, 2

A study of the eight planets in our solar system, with emphasis on geologic and atmospheric processes. Topics include the study of faults and tectonic features, impact craters, evolution and internal structures, atmospheres, meteorites, comets, asteroids, and analysis of spacecraft images. Applies to NM Common Core.

202. Earth History (4); 3,2

A study of the 4.5 billion-year history of the earth based on information derived from rocks, minerals, and fossils. Trilobites, dinosaurs, and saber tooth tigers are but a few of the organisms to be investigated. Prerequisite: GEOL 101. NM Common Core Course Number GEOL 1214.

235 – 435. Selected Topic in Geology (1-4 VC)

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

290 – 490. Independent Study (1-4 VC)

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

301. Environmental Geology (4); 3,2

A study of the human interactions with the earth, its resources, and natural hazards. Includes instruction in the geological principles that can be utilized to both prevent and ameliorate environmental problems.

317. Depositional Environments (4); 3,2

Survey of sedimentary rock types, principles of description and classification, sediment genesis and transport, distribution and origin of sedimentary deposits. Includes paleoenvironmental determinations from analysis of modern marine, transitional, and continental environments with the information applied to problems in environmental geology. Course includes an investigation of evolution of life on a dynamic earth. The course will investigate stratigraphic and paleontologic principles to aid in paleoenvironmental interpretation and evolutionary studies. Students will gain an appreciation of the dynamic nature of the earth and the importance of scientific thought processes. Laboratory portion of the course emphasizes lecture topics through hands-on laboratory experiences, including several field trips. Prerequisites: GEOL 101 and 202.

320. Mineralogy (4); 3,2

A study of the fundamental aspects of mineralogy, including crystal symmetry, crystal structures, crystal chemistry, and the physical properties of minerals. Students will practice hand specimen

identification, optical mineralogy, and powder X-ray diffractometry towards the study of selected mineral groups. Prerequisite: GEOL 101 or permission of instructor.

321. Petrology (4); 3,2

An introduction to the fundamentals of igneous and metamorphic rocks. The lecture will focus on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock formation and the plate tectonic model. Topics include textures, structures, microscopic identification, geochemistry, and rock classification as a background for discussing rock origins. Prerequisite: GEOL 101, 320, or permission of instructor.

325. Earth Materials (3)

A study of the origin, identification, and significance of geologic materials and processes. The course blends basic descriptive aspects with theory and quantitative analysis. Course objectives include the following: the recognition of major rock-forming minerals and other selected minerals in hand specimen and thin section; the mastery of hand specimen and petrographic microscope analyses for mineral identification and rock interpretation; and the ability to relate crystal chemistry, crystallographic alignment, and physical attributes of a mineral to its identification, as well as rock petrogenesis. Prerequisite: GEOL 101.

330. Structural Geology (4); 3/1

A detailed study of the forces acting on the earth's crust and a resolution of these forces in terms of joints, faults, folds, uplifts, and related phenomena. Prerequisites: GEOL 101, MATH 120, PHYS 151 or 291, or by permission of instructor.

350. Seminar in Geology (3)

Seminar course in topic or topics in geology.

375. Field Geology (4); 0,12

Principles of geologic mapping, including the use of a Brunton compass, barometer, hand-level, plane table, and other instruments. The course also includes the solution of actual field problems and preparation of reports. Prerequisite: GEOL 315, 322, 330, or permission of instructor.

412. Geologic Resources, Laws, and Environmental Policies (3)

A study of the policies that protect public and private lands and communities in from hard-rock mining impacts. The course will briefly cover the nature and origin of the earth's rock and mineral resources, methods of resource extraction, and impacts on the environment. The course will thoroughly cover the major types of regional and federal environmental policies, discuss the roles of the major players in the public policy process, and consider how to use science to inform the debate and remediate or lessen mining impacts. The class will study the 1872 Mining Law which grants fee 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 will also be covered. Selected NM hard-rock mining cases and issues relevant to the southwest will also be reviewed. Prerequisite: GEOL 101 or an introductory physical science laboratory course.

415. Remote Sensing and Analysis (4); 3, 2

Instruction in remote sensing theory, applications, and case studies, and exposure to and practice with 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 and MATH 140 with at least a C or better, or permission of instructor.

418. Advanced Geographic Information Systems (4); 3,2

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 in 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.

421. Environmental Groundwater Hydrology (4); 3,2

Study of the origin, movement, method of entrapment, and removal of subsurface waters. Course includes extensive discussion of problems associated with groundwater pollution and remediation. Prerequisites: GEOL 101 and 301.

422. Genesis and Environmental Impact of Earth's Resources (3)

Study of the distribution, mineralogy, classification, modes of occurrence, and economic implications to industry and world affairs of mineral deposits. Prerequisites: GEOL 101, 301, and 322.

424. Environmental Geophysics (4); 3,2

Instruction in the geophysical tools, processes and concepts applied in environmental geology. Processes, e.g., volcanism, plate tectonics, mountain building, and climates, are discussed in the context of the earth and other planets. Prerequisites: GEOL 101, PHYS 151, or permission of instructor.

425. Geomorphology (4); 3/1

This course is an introduction to the description of landforms and landscapes on the earth's surface. Emphasis is placed on the basic processes that govern landform evolution, human impact on land surfaces, and on the history of geomorphic study. Several field trips are required. Prerequisite: Senior classification.

432. Environmental Geochemistry (4); 3/1

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. Prerequisites: CHEM 211 and 215, GEOL 101 and 301, or by permission of instructor.

494. GIS: 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 address a spatial problem more effectively. Prerequisites: FOR 412, GEOL 415, and GEOL 418.

495. Senior Geology Applications (1)

Required class for all graduating seniors. The purpose of the course will be to assess the student's understanding of environmental geology, critical thinking, and applications to geology and research methods. Assessment will consist of oral and written examinations and problem solving. Prerequisite: Permission of instructor.

499. Independent Research in Geology (1-4 VC)

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

Health (HLTH), Courses in

151. Personal and Community Health (3);

This course is designed to introduce students to concepts of Personal Health and Wellness. Students will be introduced to the essentials of personal health including nutrition, fitness, and healthy relationships, STD's, complementary and alternative medicines, stress management and the meaning of wellness as it applies to prevention of chronic disease for overall health.

210. Athletic Training Observation (1); 0,2

This course will be a student's initial exposure to the role and skills of an athletic trainer. The student will learn basic workings and tasks performed as an athletic trainer. This course includes learning the medical terminology and certification process in emergency cardiac care.

213. Nutrition for Exercise and Sport (3)

Nutrition strategy for optimal health, including disease prevention and human performance. Topics include selecting healthy foods, nutrient metabolism, energy use, ergogenic aids, herbal supplements, and holistic health science philosophy.

235 – 435. Selected Topic in Health (3)

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

311. Athletic Training Observation 2 (1); 2,0

This course provides clinical athletic training observations under the supervision and guidance of a program-approved health care provider in an approved setting. Course will meet for formal competency development. Course will include skill development in first aid and taping and wrapping techniques. Minimum of 64 hours of clinical experience required.

352. Health and Sex Education (3)

Healthy sexuality and sexual abuse prevention strategies for student teachers. Health promotion, wellness, self-responsibility, and lifestyle choices and consequences are emphasized in techniques of early intervention and preventive techniques for school children. Prerequisite: HLTH 151 or the equivalent.

353. Health and Drug Education (3)

Drug and alcohol abuse prevention concepts and strategies for student teachers. Health promotion, wellness, self-responsibility, and lifestyle choices and consequences are emphasized in techniques

of early intervention and preventive techniques for school children. Prerequisite: HLTH 151 or the equivalent.

370. Prevention of Athletic Injuries and Illnesses (4); 3,2;

This course emphasizes the prevention of injury and includes content on the history of athletic training, the role of the athletic trainer as a health care professional, the health care team, environmental stress issues, preparticipation screening, protective equipment fitting, nutritional aspects for the physically active, and strength and conditioning principles and techniques. Prerequisites: HPS 370, HLTH 210, CHEM 212, 216 and BIOL 212. Corequisite: HLTH 311.

380. Human Diseases (3); 3,0

A survey of various diseases commonly occurring in the U.S. Focus is provided for both infectious diseases and noninfectious diseases. Instruction in hemorrhagic viruses such as Ebola and hantavirus, is introduced along with other such emerging disease. Childhood diseases, acute and chronic diseases, and those that are pathogen caused are also presented. Control, treatment, and prevention strategies are presented.

382. Health Problems in Schools (3)

This course is designed to introduce the student to various problems and issues related to student and school health. Communicable and non-communicable diseases, mental health, and teen pregnancy will be covered in addition to legal and ethical implications of health in schools. Coordinated School Health Programs will also be discussed along with other associated public, community, private and government health agencies that work to address issues of school health.

402. U.S.-Mexico Border Health Issues (3); 3,0

A problem-based approach to case study analysis designed to instill a broader appreciation of health issues and multidisciplinary collaboration to solve complex social issues. Instruction and research reflects upon the physical, mental, emotional, social, judicial, psychological, racial, cultural, financial, spiritual, occupational, and international concerns of those living along the United States-Mexico border. Attention is given to the broader ramifications of such issues for all United States citizenry. No previous background in health or any specific discipline is required.

410. Examination and Diagnosis of Upper-Extremity Injuries (4); 3,2

This course studies the upper extremities, spine, thorax and abdomen as they relate to the recognition, evaluation, and diagnosis and immediate care orthopedic injuries from physical activity. Prerequisites: HLTH 472, HPS 370, 376, BIOL 332 and CHEM 342

411. Examination and Diagnosis of Lower-Extremity Injuries (4); 3,2;

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. Prerequisite: HLTH 410

415. Health, Culture & Diversity (3)

This course examines what is meant by culture, the ways in which culture intersects with health issues, how public health efforts can

benefit by understanding and working with cultural processes, and an overview of conceptual tools and research methods that are useful in identifying relationships between culture and health. Prerequisite: Junior classification or instructor permission.

421. 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. 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.

469. 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 promotion, and health resources and services. Prerequisite: HLTH 321 or the equivalent.

474. 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. Prerequisites: HLTH 151, junior classification and instructor permission.

489. Fitness/Wellness Program Leadership (3)

Practical field experience and supportive lecture in the fitness and wellness program management aspects of health promotion. Leadership skills include administration, health education, nutrition strategy, and applied exercise science/technology. Students assist in the operation of the HU-Wellness Program. Students may choose another work site to gain valuable field experience upon approval from the professor.

490. Independent Study (1-4 VC)

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

History (HIST), Courses in

100. The Western World (3)

From the ancient civilizations of the Middle East to contemporary Europe. NM Common Course Number: HIST 1053.

160. Chicano History to 1900 (3)

Review of the Chicano historical experience in the United States beginning with the Spanish conquest of Mexico in 1521 and ending with the eve of the statehood movement for New Mexico.

161. Chicano History Since 1900 (3)

History of Chicanos in New Mexico and the United States, beginning with the early 1900s and ending with the Chicano Civil

Rights Movement of the late 1960s.

201. United States History to 1865 (3)

Colonial period through Civil War. NM Common Course Number: HIST 1113.

202. United States History from 1865 (3)

Reconstruction to the present. NM Common Course Number: HIST 1213.

215. History of New Mexico (3)

A survey from Cabeza de Vaca to the 20th century, including the Spanish period, the Mexican period, and the territorial period of the United States.

235 – 435. Selected Topic in History (1-4 VC)

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

290 – 390. Independent Study

Individual study arranged with a history faculty member. Prerequisite: Permission of instructor.

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

Training in historical methods, including location and use of sources, critical analysis, and historical writing. Cross-listed as: POLS 301.

315. American Foreign Relations (3)

Foreign policies and relations of the United States since 1776, with emphasis on 20th century development.

321. The Ancient World (3)

Ancient middle eastern kingdoms and the classical civilizations of Greece and Rome.

322. Medieval Europe (3)

Christianity, Carolingian epoch, feudalism, and the foundations of modern Europe.

325. Modern Europe to 1815 (3)

From the Renaissance through the fall of Napoleon.

326. Modern Europe Since 1815 (3)

From the Congress of Vienna to the post-World War II era.

344. Colonial Latin America (3)

Survey of Latin American history from before 1492 to the early 1800s with emphasis on economic, social, and cultural development of the region.

345. Modern Latin America (3)

Survey of Latin American history from independence through the present. Topics include independence, political unrest in the 19th century, economic modernization, revolution, and current problems in the region.

346. Contemporary Latin America (3)

Current United States-Latin American relations, contemporary philosophies, and intellectual currents.

347. History of Modern Mexico (3)

Political, social, and economic development of modern Mexico.

348. Revolutions in Contemporary Latin America (3)

Consideration of the patterns of revolution in Latin America in the 20th century.

401. The Chicano Experience (3)

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

403. Chicano Leadership (3)

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

406. North American Frontiers (3)

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

411. Women in the United States (3)

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

412. The Civil War and Reconstruction (3)

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

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

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

414. The American Presidency (3)

History, institution, and powers of the chief executive of the United States.

450. Seminar in History (1-4 VC)

Seminar course in a topic or topics in history.

452. Seminar: New Mexico History (3)

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

453. History of the Southwest (3)

Analysis of historic and contemporary issues confronting peoples of the Southwest.

480. Historiography (3)

Development of historical thought and writing.

490. Senior Readings (1-4 VC)

Individually assigned readings and supervised investigations of selected topics, arranged with an individual instructor. Prerequisite: Advanced standing toward a major or minor, with a B average, and permission of instructor.

498. Senior Seminar in History (3)

A senior seminar course in a topic or topics in history.

499. Supervised Research (1-4 VC)

Individual research arranged with an individual instructor. Prerequisite: Advanced standing toward a major or minor, with a B average, and permission of instructor.

Honors (HONR), Courses in**151: Honors Seminar 1: The Ancients (4).**

An introduction to the modes of organization of knowledge through the Middle Ages up to the Renaissance.

251: Honors Seminar 2: Renaissance (4).

An investigation of the shifting intellectual and scholarly perspectives of the Renaissance.

300. Honors Forum (2)

Students learn of research, scholarship, creative activity, and preparation needed to transition to graduate or professional school beyond a Bachelor's degree. Prerequisite: Junior status

351: Honors Seminar 3: Reason and Romanticism (4).

An examination of the periods of the Age of Enlightenment and Romanticism, in terms of the shifting modes for the organization of knowledge.

451: Honors Seminar 4: The Modern and Beyond (4).

An examination of the intellectual movements of the latter 19th and 20th centuries, with a focus on shifting ideological models.

490: Honors Thesis (3).

A capstone team-taught by at least two faculty members, one of whom is the student's major adviser, who form an undergraduate thesis committee. Students complete a senior thesis project of professional quality, which is submitted for conference or campus presentation.

Human Performance and Sport (HPS), Courses in**135 – 435. Selected Topic 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.

223. First Aid and CPR (3)

Instruction in appropriate procedures for rendering emergency care to the victim of an accident or sudden illness; including prevention techniques. American National Red Cross certification is available.

224. Emergency Medical Training (EMT) (6)

This course is for students to understand the theory of emergency care and first aid and to be able to demonstrate the skills needed to give emergency care. This course is designed specifically for ambulance personnel who have access to specialized vehicles. The course content trains ambulance attendants to recognize and stabilize patients with life-threatening emergencies at the scene and in transport, utilizing the specialized items of equipment. Ambulance attendants, fire fighters, police officers, and search and rescue personnel would benefit from this class. Upon successful completion of the course, the student will receive certificates from New Mexico Highlands University, the Emergency Medical Service Academy, and the School of Medicine at The University of New Mexico.

225. Lifeguard Training (2)

This course provides students with knowledge and skills to save their own or another's life in an aquatic emergency. Lifeguarding procedures, the management and maintenance of aquatic facilities, and safety policies in and around those facilities are included in this course. American Red Cross certification is available. Prerequisite: PE 102 or equivalent.

227. Water Safety Instructor Course (2); 0,4

Training for water safety instructors. Students will be trained to teach and/or certify swimmers in the following aquatic courses:

basic and emergency water safety, infant and preschool aquatic program, and progressive swimming courses (beginning swimming to advanced swimming). Theoretical and practical knowledge of aquatic instruction is covered in depth. Prerequisite: Current lifeguard certificate or equivalent.

231. Adapted Aquatics (2); 0,4

Students will be trained to teach the physically and mentally challenged to swim. It is preferred, but not required, that students have a background in swimming.

234 – 434. Practicum (1-4 VC)

Hands-on experience of various intensity and time in HPS.

261. Techniques of Team Sports (2); 1,2;

This course prepares teachers to be able to give movement prescription regarding team skills activities. The team skill activities include: dribbling, ball handling, use of implements, catching, throwing, passing manipulation, kicking, striking, dodging and chasing. Class experiences will include analyzing movement and performance techniques including the use of specific performance feedback, and applications to team sport activities.

263. Techniques of Individual Sports (2); 1,2;

This course prepares teachers to be able to give movement prescription regarding individual sports activities, such as racquet sports, golf, and others. Instruction in the techniques inherent to each individual sport will be presented. Class experiences will include analyzing movement and performance techniques, including the use of specific performance feedback, and applications to individual sport activities.

265. Techniques of Innovative Games and Activities (2); 1,2;

This course is designed to prepare teachers to be able to give movement prescription regarding innovative games and activities, such as ultimate, disc golf, flickerball, and team handball. Instruction in the techniques inherent to innovative games and activities will be presented. Class experiences will include analyzing movement and performance techniques including the use of specific performance feedback, and applications to regarding innovative games and activities.

290 – 490. Independent Study (1-4 VC)

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

334 – 434. Practicum (1-4 VC)

Field experience work placement with specific responsibility over a sustained period of time. All practicum courses will include on-campus seminars with the supervisors. Credit hours for each experience are approved separately by program area. May be repeated for a maximum of four credit hours. Practicum areas may be offered in aquatics, adapted physical education, athletic coaching, athletic training, health education, and physical education. Prerequisite: permission of instructor.

350. Methods of Teaching Health Physical Education (3)

A comprehensive course in health education and in physical education methods and curriculum. Practical skills include curriculum construction, writing behavioral objectives, writing lesson plans, and carrying out effective health instruction and effective physical

education instruction, such as use of methods, materials, resources, and evaluation techniques. Much class time is spent in hands-on planning and teaching of lessons. Students will develop a health promotion or wellness philosophy and practical skills for teaching health science. Micro-teaching in both health education and in physical education is a requirement in the course. Prerequisite: HLTH 151, HPS 261, 263, and 265 or the equivalent.

365. Coaching/Officiating Baseball/Softball (2)

Philosophy, strategy, leadership, team, and practice organization and coaching methods for baseball/softball are covered. It also includes lecture and laboratory experience in the rules and mechanics of officiating baseball/softball. This course prepares students for the New Mexico Activities Association Officials' Examination. Prerequisite: HPS 238 or equivalent.

366. Coaching/Officiating Basketball (2)

Strategy, leadership, team organization, and coaching methods for basketball, with lecture and laboratory experience in the rules and mechanics of officiating basketball. Prerequisite: HPS 237 or equivalent.

367. Coaching/Officiating Football (2)

Development of knowledge regarding offensive football, defensive football, and the kicking game for coaching football. Special phases, such as scouting, film work, organization, coaching assignment, and public relations, are introduced. The course prepares students for the New Mexico Activities Association Officials' Examination. Prerequisite: HPS 240 or equivalent.

368. Coaching/Officiating Volleyball (2)

Coaching and officiating techniques in the sport of volleyball, including strategy, leadership, team organization, and budgeting. Prerequisite: HPS 245 or equivalent.

369. Coaching/Officiating Track and Field (2)

Strategy, leadership, team organization, budgeting, and methods of coaching and officiating track and field.

370. Kinesiology (3); 2,2

An examination of body structure as it relates to human movement, with particular emphasis on the musculoskeletal system and the biomechanics that govern movement.

376. Exercise Physiology (3); 2,2

Physiological basis of exercise and fitness, including muscle strength, cardiorespiratory endurance, environmental factors affecting performance, and conditioning programs. Prerequisite: HPS 370.

381. Injury Assessment and Management (3)

Recognition techniques and guidelines for initial care of common athletic injuries and prevention of injuries through conditioning, flexibility, equipment fitting, and taping techniques.

387. Physical Education for Elementary Teachers (3)

Preparation for teaching physical education activities to elementary school children. Methods and materials are presented.

392. Assessment and Evaluation of Lower Extremities (3); 2,2

Study of the lower extremities, spine, thorax, and abdomen as they relate to the prevention, recognition, evaluation and assessment, and immediate care and treatment of injuries sustained in sport.

Prerequisites: CHEM 211, CHEM 212, CHEM 215, CHEM 216, HLTH 213, HPS 223, HPS 270, HPS 273, and HPS 472.

402. Motor Learning (3)

Information will be presented on motor learning with an emphasis on the learning process, the individual learner, and the task and instructional procedures that may be employed by those working in a movement setting of any kind.

405. Body Composition (3); 3,2

Theory and practice of body composition assessment and weight management programs are presented. Laboratories will include skinfolds, bioimpedance, and hydrostatic weighing techniques.

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

Seminar approach to nontechnical, off-field aspects of athletic coaching, including education implications, equipment, financing, liability, and coach-athlete rapport. Prerequisite: HPS major/minor, coaching minor, athletic training minor, or consent of instructor.

409. Economics and Finance in Sport (3); 3,0

This course will explore the principles of financial management and economics of the sport industry. Budgeting practices, fundraising methods, economic impact analyses, methods of financing, and computer applications in financial management will be analyzed in the context of sport.

410. Measurement and Evaluation in Physical Education (3)

Measurement and evaluation principles and techniques applied to the learner and to programs in physical education.

412. Public Relations in Sport (3); 3,0

This course provides both theoretical and practical applications of public relations with regard to the sport industry. Specific managerial functions relating to effective communication with various publics will be analyzed, including employee relations, community relations, media relations, customer relations, and image enhancement.

415. 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.

416. Aquatic Management (3)

This course provides guidelines for safe operation and efficient management of swimming pools and other related aquatic facilities. Students will take the Certified Pool Operator certification examination at the end of the course. A score of 70 percent or above certifies the student as a certified pool operator for five years.

420. Advanced Athletic Training (4); 3,2

This one-semester course is designed for student athletic trainers in their last semester/year of athletic training. It includes topics of interest on the most recent developments in the area of injury assessment, evaluation treatment, and rehabilitation. Also included will be topics on nutrition and conditioning of the athlete for optimal performance. Prerequisites: CHEM 211, CHEM 212, CHEM 215, CHEM 216, HLTH 213, HPS 223, HPS 273, and HPS 472.

421. Designs for Fitness (3); 3,0

This course teaches the fundamentals of writing exercise prescriptions for cardiorespiratory and muscular fitness and for weight management programs.

428. Nutrition and Supplements for Sports (3)

Various sports supplements used as ergogenic aids will be discussed, in relation to their use, safety, and validity.

430. ACSM Health Fitness Instructor Review (3)

This course helps prepare students for the certification in health/fitness Instructor by the American College of Sports Medicine

432. NSCA Strength Coach Review (3); 3,0

The course helps 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.

436. Pediatric Exercise Physiology (3); 3,0

The physiological aspects of exercise in children will be discussed. Differences between the physiology of adults and children will be compared to enhance the understanding of this special population.

438. Physical Activity and Aging (3); 3,0

The biological aspects of aging and their relationship to physical fitness and assessment are discussed.

440. Experiential Activities (3); 3,0

This course covers the development of a repertoire of activities useful in promoting self-esteem, improving communication skills, promoting group cohesion and trust among individuals, and developing problem-solving skills.

446. Administration of Athletic Training (3); 3,0

Discussion of issues in the organization and administration of athletic training programs to include the knowledge to develop, administer, and manage an athletic training room. Professional responsibilities and avenues of professional development, as well as legal implications of misconduct, will be addressed. Prerequisites: CHEM 211, CHEM 212, CHEM 215, CHEM 216, HLTH 213, HPS 223, HPS 270, HPS 273 and HPS 472.

450. Seminar in Human Performance and Sport (1-4 VC)

The course presents seminar investigations in physical education and/or the related areas of health education, recreation, and athletics.

461. Sport Marketing and Promotion (3); 3,0

Course covers elements and salient issues in management of sport marketing and promotion, including segmentation and targeting, marketing mix, and research and analysis.

465. Planning Areas and Facilities (3)

Planning, financing, and managing physical education and athletic grounds and facilities, health and fitness centers, private and commercial facilities, and campsites for professional personnel.

468. Physical Education for Special Populations (3)

Investigations of the historical aspects and current issues of providing adapted/special education programs for special populations. The

course covers implications of federal legislation, practice in preparing Individual Educations Programs (IEPs), program assessment, planning, and evaluation.

472. Biomechanics of Sport (3)

An examination of the musculoskeletal system as it relates to human movement. This includes analysis of human movement and sport techniques, using principles of biomechanics. Prerequisite: HPS 370.

476. Stress Testing (3); 2, 2

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. Special lab fee. Prerequisites: HPS 370 and HPS 376.

478. Psychology of Coaching (3)

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 topic areas include the psychological needs of athletes and coaches and development of mental skills and control with applied techniques.

481. Therapeutic Modalities (4); 3, 2

Basic physiological responses of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophoreses, ultrasound, and other basic therapeutic modalities used in sports medicine and orthopedic physical therapy. Discussion of pharmacology agents on athletes and others engaged in physical activity is also an integral part of the lecture. Perquisites: CHEM 211, CHEM 212, CHEM 215, CHEM 216, HLTH 213, HPS 223, HPS 270, HPS 273, and HPS 472.

482. Therapeutic Exercise (4); 3, 2

A systematic response of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophorese, ultrasound, and other basic therapeutic modalities used in sports medicine and orthopedic physical therapy. Discussion of pharmacological agents on athletes and others engaged in physical activity is also an integral part of the lecture. Perquisites: CHEM 211, CHEM 212, CHEM 215, CHEM 216, HLTH 213, HPS 223, HPS 270, HPS 273, and HPS 472.

495. Capstone/Senior Seminar Course (3); 3,0

This course prepares preservice physical education teachers for their student teaching experience. This capstone/seminar course reviews and synthesizes knowledge and experience from previous coursework in the major. Assessment of the student's knowledge of history, issues, problems, NM physical education standards, technology, portfolio development, and trends will be the focus. A major research project is required. Prerequisite: Senior HPE majors.

499. Independent Research (1-4 VC)

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

Interdepartmental (INDP), Courses in

234. Co-op Education Practicum (1-6 VC)

With program supervision, students from a variety of disciplines gain practical knowledge through experiential learning in a professional setting.

434. Co-op Education Practicum (1-6 VC)

With program supervision, upper-division students from a variety of disciplines gain practical knowledge through experiential learning in a professional setting.

435. Selected Topics in Coop Education Placement Practicum (1-6 VC)

Open to upper-division students, this course provides topics in interdisciplinary studies. The specific topic is stated when the course is scheduled. Ensure success for NMHU students. Freshmen will sharpen their study skills, become familiar with university resources, and improve academic inquiry and electronic access skills. An advanced/challenge section is available for students with strong academic skills.

Personal Skills: "N"

Personal learning courses assist students as they acclimate to college life. These interdepartmental courses focus on skills necessary for success; supplemental instruction in a variety of topics, such as library research skills, reading comprehension, and general learning skills; and practicum courses that provide experiential learning through field placements. Course numbers that are followed by N are skill-based courses. While they count toward the credit hours required for financial aid, they do not count toward the graduation requirement of 128 credit hours.

International Business (INTB), Courses in

420. International Economics (3)

International Economics uses the fundamentals of economics analysis to study international trade and investments flow among nations. Key themes of the course include the gains from trade, the pattern of trade, protectionism, the balance of payments, exchange rate determination, international policy coordination, and the international capital market. Prerequisites: ECON 216 and ECON 217

430. International Law (3)

This course shows how firms doing business in other countries are governed and regulated by various legal frameworks. Several legal systems are reviewed and the role of international organizations, treaties, laws, and conventions are explored.

435. Selected Topic in International Business

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

440. International Business (3)

International Business surveys key elements of international business, focusing on factors influencing management decision-making in an international setting. The course explores how managers respond to economic, political, cultural and social factors facing business. Prerequisites: ECON 216 and 217 or permission of the instructor.

454. Residency in Hispano America (6)

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 to be taught in Spanish, reinforcing the language component for the student. Additionally, visits to local firms and living in a different cultural environment will provide first-hand knowledge and experience.

480. 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 compete in international markets.

Leisure Services (LSVC), Courses in

230. Intro to Sport Management (3); 3,0

This course introduces the foundations of sport management, skills and competencies required of sport managers in various sport or sport-related organizations, including strategic management planning process, human resources management, financial management, sport marketing, facility and event management in amateur and professional industry.

235-435. Selected Topics in Leisure Service (1-4 VC)

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

310. Tourism Planning and Development (3)

Planning of marketing strategy in travel and tourism. Topics include marketing research, analysis, and strategy

315. Introduction to Golf Management (3)

This course provides students with an understanding of the golf industry and turf management of a golf course. It includes a study of the history of golf and the management, operation and maintenance of clubs, including member-owned, private/corporate-owned, and city/county owned.

334. Practicum in Tourism, Leisure, & Fitness (2)

Work in an approved setting for a minimum of eight hours each week for an entire semester. Prerequisite: Leisure services major and recommendation of the program coordinator on a formal request made during the prior semester.

340. Issues in Tourism and Travel (3)

Issues in the tourism industry, including, but not limited to, environmental, economic, and cultural, sociological considerations.

342. Leadership in Leisure Services (3)

Leadership principles and group dynamics in leisure and recreation settings. Problem-solving techniques utilized to resolve leadership issues in leisure services are presented. Prerequisite: LSVC 230.

379. Recreational Programs & Resources (3)

Acquaints students with the variety of recreational programs available and the types of resources that are necessary to provide such programs. Field trips to existing recreational settings may be a

part of the course.

444. Internship in Adventure Leadership and Education, Tourism, Leisure, and Fitness (6)

External work placement with substantial independent responsibilities. Prerequisite: Leisure services major and two practicum experiences (minimum four semester credits in Adventure Leadership).

490. Independent Study (1-4 VC)

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

499. Independent Research (1-4 VC)

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

Library (LIB), Courses in

100. Library Research (1)

This five-week course provides hands-on experience in learning how to do effective research. The course familiarizes students with a variety of academic library services, teaches how to effectively search for and evaluate print and electronic resources, and provides instruction on creating a bibliography and proper bibliographic citation in a specified citation style.

400. Advanced Library Research (1)

This five-week course facilitates the use of academic library resources and services for the purpose of discipline-specific research. The course enables students to effectively search for and evaluate print and electronic resources for a targeted topic. The course advances scholarship and mastery of content areas as students work with subject-specific resources and explore issues in scholarly communication. Students learn the components of a literature review and annotated bibliography as well as proper bibliographic citation in a specified citation style.

Management (MGMT), Courses in

303. Principles of Management (3)

An introduction to management theory and practice, with major emphasis on current management trends and issues. Course content is taught through the use of extensive reading and case studies.

304. Business & Management for Software Professionals (3)

Most software development is done in the context, and on behalf, of an enterprise (business, nonprofit, government). An understanding of this domain is essential for successful software development. This course will provide a survey of critical topics and concepts of use to software developers.

321. Business Ethics (3)

Moral reasoning and issues in business with an emphasis on the application of ethical theories to practical business decision-making.

325. Operations Research I (3)

This course prepares the student to apply analytical approaches to formulating and solving business and technical management problems, including the use of linear programming for resource allocation, transportation problems, and forecasting. Prerequisites: BUS 110 and BUS 210.

330. Entrepreneurship (3)

A study of the problems encountered and special knowledge needed for successfully starting a new business. Particular attention is given to the development of the business concept and its implementation through the development of a business plan.

345. Principles of Quality Management (3)

This course covers the history of the quality movement; the paradigmatic shift to quality; and the concepts, principles, and basic tools needed to successfully implement and manage quality. Prerequisite: MGMT 303.

364. Organizational Behavior (3)

Analysis of formal organizations and informal relationships among individuals and small groups. The 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.

372. Management Communications (3)

A study of basic human relations through effective communication, in business and commercial contexts.

386. Human Resource Management (3)

Theories, policies, practices, and problems underlying public and private programs for the development of human resources. Methods of management such as TQM will be introduced.

410. Oil and Gas Value Chain Management (3)

This course provides an introduction to upstream and midstream value-chain-management issues in the oil and gas industry. After a broad overview of the distribution of petroleum resources and the organizations that constitute the industry, it considers management issues in the extraction process and the technologies used to process, store, transport and refine oil and gas. It concludes with a survey of environmental and geopolitical risks and opportunities and an assessment of the industry's future.

425. Casino Operations and Management (3)

The course exposes 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.

429. Entrepreneurial Essentials (1)

Software is increasingly the foundation for creating new businesses and for introducing new lines of business within an organization (entrepreneurship), both examples of entrepreneurship. Freelance professionalism is also increasingly common. This course provides the business essential for success with such projects.

431. 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.

435. Selected Topics (1-4 VC)

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

440. International Human Resource Management (3)

This course sensitizes students to the complex issues that exist in the international business environment. The topics of human resource planning, selection, appraisal, training, cross-cultural adaptation, motivation, empowerment, and management will be studied.

449. Innovation and Change Management (1)

Of what value is an innovation if you cannot make use of it? This course covers issues like stimulating innovation, recognizing innovation, and exploiting innovation. The content of this course is equally distributed between technical and business/management material.

452. 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. Prerequisite: MGMT 303 or permission of instructor.

453. Organizational Leadership (3)

This course addresses the fundamental aspects of leading and motivating people. It includes understanding and working with people on an individual basis as well as leading groups. High-performing organizations and the challenges of leading change in organizations are covered. Prerequisite: MGMT 303.

455. Management History (3)

This course examines the evolution of management theory 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/operations management, business policy/strategy, and the management process are explored.

460. Training and Development of Human Resources (3)

This course covers the training cycle and the development of human resources, including needs assessment, training approaches and techniques, and evaluation of training effectiveness.

465. Personnel Practices and the Law (3)

This course addresses the increasing intrusion of the law into personnel functions by familiarizing students with the Equal Employment Opportunity 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. Prerequisite: MGMT 303.

466. 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 benefits. 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.

487. Operations Research II (3)

This course is a continuation of the introductory course, MGMT 325. Linear programming will be extended to include multiple decision criteria and goal programming. The course also includes

nonlinear programming, the application of probability distributions to business decision analysis, queuing analysis, and simulation. Students will be expected to solve a variety of business problems using a PC with Excel and add-ins. Prerequisite: MGMT 325.

489. Strategic Management (3)

This course is designed as the capstone business course. Strategic management and business policy is studied using various analytical tools and case studies. The outcomes assessment test will be given to all students enrolled in this class. The test may be scheduled for a time other than the class meeting. Prerequisites: Completion of business core and senior standing, or permission of instructor.

490. Independent Study (1-4 VC)

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

Management Information Systems (MIS), Courses in

145. Microcomputer Applications in Business (3)

This course introduces the student to the practical application and use of Microsoft Office® applications. The course focuses on two programs that are widely used in business, Excel® and PowerPoint®. Excel spreadsheet models represent a powerful tool for data analysis. PowerPoint is a powerful tool for business communication.

331. Decision Support Systems (3)

Study of the theory and several practical techniques of computer-based support systems, including linear programming, simulation, and decision theory. Prerequisites: CS 245, BUS 210, and knowledge of spreadsheets or permission of instructor. Cross-listed as CS 331.

335. Selected Topics in Information Systems (1-4 VC)

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

352. Web Programming (3)

Web-based applications have become a major component of business IT systems. This course covers the concepts, tools, and practices required to conceive and implement multimedia, interactive, web-based applications.

355. Website Authoring and Management Creation (3)

This course focuses on the creation, maintenance, management, and security of large scale websites, including corporate intranets. Prerequisite: MIS 352.

370. System Design and Analysis (3)

Analysis and design of information systems emphasizing the object approach while including elements of traditional analysis and design modeling. Software development lifecycles, requirements gathering, decomposition, and formal modeling will be covered. Cross-listed as CS 351.

371. Object-Oriented Programming (3)

Object programming is fundamentally different from procedural programming. This course will teach good object design, cover programming idioms, investigate the use of design patterns, and look at the strengths and limitations of various languages for object-oriented programming.

374. Information Systems Environments (3)

This course will cover the role of operating systems as support environments for business automation and will stress the planning and design issues, such as security, user management, etc., that precede selection and implementation of a modern multi-user operating system, like Windows 2000® or Linux.

376. Integrated Business Applications (3)

A course designed to familiarize students with standard business application software, especially integrated software suites. Sharing of data among applications and extending the capability of standard applications with macros is covered.

380. From Data to Knowledge (3)

This course traces our understanding to data, information, and knowledge, the content of information systems. The course begins with the concept of primitive types and proceeds through detailed definition of data to the transformation of data into information and concludes with the concept of knowledge as a mental construct to be captured and manipulated with computer systems.

410. IT Infrastructure (3)

Infrastructure refers to the hardware and systems-level software that support any contemporary organization. Establishment and maintenance of this infrastructure is the responsibility of the IT department. Students will learn the components of this infrastructure (servers, networks, workstation, and operating systems) and the applicable concepts of management and security.

420. Business – IT Ecologies (3)

Enterprises and the IT systems that support them have diverged almost from the beginning of business computing. Eliminating this gap has been the goal of numerous innovations, none of which has fully succeeded. This course covers the reason for the divergence, integration attempts, and the causes and potential solutions of the problem.

425. Information Systems: Management Issues and Techniques (3)

A capstone course addressing the management, education, and control issues associated with information systems. The course addresses the problem of staying technically current, TQM issues, and systems selection processes. Prerequisite: MIS 370.

430. Chief Information Officer (CIO) (3)

Management that provides oversight, coordination, and direction of information technology and software projects that require a different set of perspectives, approaches, and techniques. This course covers that subject matter across from project management to executive management, the chief information office (CIO).

440. Innovation Management Creation (3)

Innovation and adaptability are two of the biggest challenges for the modern enterprise. This course covers change and the need for rapid response (adaptation), how innovation supports this need, factors that support innovation, and management issues, including how to establish a culture of innovation.

445. Sustainable enterprise (3)

The concept of a sustainable enterprise merges several distinct issues, e.g., being ecologically responsible, learning, and longevity. This course provides the student with the knowledge necessary to

synthesize a strategy and to implement practices required for an organization to achieve sustainability.

447. Advanced Business Analytics (3)

This course is designed to develop student understanding of business modeling using spreadsheet software and other analytical tools. The course focuses on data analysis, solving business problems, and drawing conclusions based on data from the firm. Prerequisite: MATH 140.

451. Internet Marketing Strategies (3)

The course focuses on the place of Internet marketing in an Internet marketing strategy, consumer behavior on the Internet, current internet marketing practices, and the future of Internet marketing. Prerequisite: MKTG 451, cross-listed as MKTG 302.

480. Project Management (3)

This course illustrates important aspects of project management, an essential function in both for-profit and not-for-profit organizations. Students will work in teams to study the importance of planning, resource allocation, metrics, tracking, and reporting project costs and schedules. State-of-the-art software will be used for an extensive project during the course of the semester.

485. Systems and Software Architecture (3)

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.

486. Web-Site Authoring and Management (3)

This course covers the basics of web-page design, including interactive and dynamic pages. Use of basic technology, like HTML, XML, CGI programming and page creation tools, is covered. Also stressed are site management and maintenance using dedicated web tools.

490. Independent Study (1-4 VC)

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

Marketing (MKTG), Courses in

302. Principles of Marketing (3)

A study of the principles of marketing goods and services.

320. Professional Sales (3)

The business-to-business sales function is examined from the viewpoint of the sales professional and the viewpoint of the buyer. This course stresses application through the use of role-play situations, analyzing customer needs and social styles. It focuses heavily on professional sales ethics. Prerequisite: MKTG 302.

375. Retail Management (3)

Analysis of decisions in the areas of store location and layout, retail personnel management, merchandising policies and control, and marketing strategies. Prerequisite: MKTG 302.

411. Marketing Research (3)

Gathering, recording, and analyzing data about problems relating to the marketing of goods and services. Prerequisites: MKTG 302, MATH

153 (or BUS 110), MATH 156 (or BUS 210), and ENGL 367.

415. Consumer Behavior (3)

Introduction of the study of how and why consumers buy products and services. Study of 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. Prerequisite: MKTG 302.

420. Sales Management (3)

Analysis of the sales management process from a decision-making perspective. It includes defining the strategic role of the sales function, designing the sales organization, sales force development and direction, and sales force performance evaluation. Prerequisite: MKTG 302.

430. International Negotiations (3)

The main goal of this course is to study the fundamentals of international negotiations and the effect of cultural differences among regions of the world in the negotiation processes.

435. Selected Topics in Marketing (1-4 VC)

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

440. Marketing Channels and Marketing Logistics (3)

Principles, methods, and problems relating to wholesaling, retailing, and physical distribution. Prerequisites: MKTG 302 and ENGL 367.

446. Social Media (3)

Social media represents one of the most significant changes in consumer media behavior in history, resulting in fundamental shifts in the way marketers communicate and interact with consumers. This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts. Prerequisite: MKTG 302 or equivalent.

451. Internet Marketing Strategies (3)

The course focuses on the place of Internet marketing in an integrated marketing strategy, consumer behavior on the Internet, current Internet marketing practices, and the future of Internet marketing. Prerequisite: MKTG 302, cross-listed as MKTG 451.

473. Advertising (3)

This course examines the role of advertising and promotion in a firm's integrated marketing communications strategy. Traditional advertising functions and strategies are analyzed along with new forms of advertising and promotion driven by changing technology.

474. International Marketing (3)

Objectives, problems, and challenges facing those who engage in marketing operations in foreign countries. Foreign marketing organizations, cultural dynamics, trade channels, the legal environment, and political considerations are examined. Prerequisite: MKTG 302.

484. Marketing Management (3)

The approaches and problems of marketing decision-making, considered from the standpoint of the marketing manager. Prerequisite: MKTG 302, ENGL 367, or permission of instructor.

490. Independent Study (1-4 VC)

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

Mathematics (MATH), Courses in**115. Mathematics for Elementary Teachers 1 (3); 2,2**

This course provides the prospective elementary teacher with a conceptual framework for mastering K-8 mathematics. It is the first of a two-course mathematics requirement for elementary education majors. Prerequisite: MATH 100 with a minimum grade of C, or ACT score of 17 or above.

120. Intermediate Algebra (3)

A study of linear equations and inequalities in one variable with applications, integer and rational exponents, the equation of the line, polynomials and rational expressions. Prerequisite: MATH 100 with a minimum grade of C or ACT of 17 or above.

130. Mathematics for Elementary Teachers 2 (3); 2,2

The course is designed to provide the prospective elementary teacher with a conceptual framework for mastering K-8 mathematics. It is the second of a two-course mathematics requirement for elementary education majors. Prerequisite: MATH 115 with a minimum grade of C.

140. College Algebra (3)

A study of rational exponents and radicals, complex numbers, quadratic equations, functions including polynomial, rational, exponential and logarithmic functions, systems of equations, matrices and determinants. Prerequisite: MATH 120 with a minimum grade of C, or ACT score of 23 or above. NM Common Course Number: MATH 1113.

140H. Honors: College Algebra (3)

An accelerated version of Math 140 College Algebra. This Honors course includes a study of rational exponents and radicals, complex numbers, quadratic equations, functions including polynomials, rational, exponential and logarithmic functions, systems of equations, matrices, and determinants. Students will derive formulas, laws and rules such as the quadratic formula, vertex formula, law of exponents, and logarithm rules. This course will provide students with opportunities to gain a rigorous introduction to mathematical reasoning and how it relates to human activity. Numerous applications are included throughout with emphasis on economics. Prerequisite: Admission to the Honors Program, minimum ACT Math score of 23 or instructor permission.

145. Introduction to Statistics (3)

An introduction to the fundamentals of descriptive and inferential statistics. Topics include basic elements of probability, the binomial and the normal distributions, the central limit theorem, construction of confidence intervals, hypothesis testing, and least-squares regression. Applications of these concepts will be discussed.

150. Trigonometry (3)

A study of the trigonometric functions, the inverse trigonometry, polar coordinates, and conic sections. Prerequisite: MATH 140 with a minimum grade of C.

153. Quantitative Methods of Business (3)

This course is an introduction to the application of mathematics to business and economics problems. Topics include: a review of linear, quadratic, exponential and logarithmic functions, applications involving simple and compound interest, present and future values of an annuity, demand and supply curves, cost, revenue and profit functions, and an introduction to differential calculus with applications. Prerequisite: MATH 140. Cross-listed as BUS 110.

155. Applied Calculus 1 (3)

A short introduction to calculus not requiring trigonometry and including a review of logarithm and exponential functions. Both the derivative and the integral are introduced. Numerous applications are included. Prerequisite: MATH 140 with a minimum grade of C. NM Common Course Number: MATH 1213.

158. Introduction to Business Statistics (3)

An introduction to probability and statistics along with its application to the resolution of business problems. Topics include descriptive statistics, sampling methods, confidence intervals, hypothesis testing, analysis of variance and correlation, and regression analysis. Prerequisite: MATH 140. Cross-listed as BUS 210.

160. Precalculus (5); 4,2

A study of the algebra and trigonometry necessary to thoroughly prepare a student for calculus. Topics include rational exponents, complex numbers, quadratic equations, functions including polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions, trigonometric equations, linear systems of equations, trigonometric identities, vectors, polar coordinates, applications of algebra and trigonometry, and an introduction to limits. Prerequisites: MATH 140 a grade of C or better.

205. Applied Calculus 2 (3)

A continuation of MATH 155. Topics include partial derivatives, max and min problems, Lagrange multipliers, brief trigonometry, techniques of integration, differential equations and probability. Prerequisite: MATH 155 with a minimum grade of C.

211. Calculus 1 (4); 4,2;

A study of differential and integral calculus of functions of one variable. Topics include limits, the product, quotient, and chain rule for differentiation, related rates, Newton's methods, the mean values theorem, optimization, antiderivatives and the definite integral, the fundamental theorem of calculus, integration by substitution, and numerical methods of integration. Prerequisite: MATH 160 with a grade of C or better.

235-435. Selected Topic in Mathematics (1-4 VC)

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

252. Calculus 2 (4)

A continuation of MATH 211 Calculus 1. Topics include numerical methods of integration, integration techniques, L'Hopital's rule, improper integrals, applications of integration, sequences, and series. Prerequisite: MATH 211 with a C or better.

273. Calculus 3 (4)

A study of differential and integral calculus or functions of several

variables. Topics include partial derivatives, tangent planes, the chain rule, the gradient, extremes of functions of two variables, Lagrange multipliers, double integration in rectangular and polar coordinates, triple integration in rectangular, cylindrical, and spherical coordinates. Prerequisite: MATH 252 with a C or better.

290-490. Independent Study (1-4 VC)

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

301. Introduction to Mathematical Proofs (3)

An introduction to reading and writing mathematical proofs. Techniques of proof writing (constructive, contradiction, contrapositive, etc.) will be emphasized over a wide variety of settings (number theory, set theory, introductory analysis, e.g.). Prerequisite: MATH 252 with a minimum grade of C or permission of instructor.

317. Discrete Mathematics (4)

An algorithm-based treatment of sets, matrices, functions, graphs, and relations along with a study of modular arithmetic, enumeration, induction, recursion, algorithm efficiency, Boolean algebra, trees, and graphs. Prerequisite: MATH 140 or MATH 150 with a grade of C or better.

320. Linear Algebra (3)

An introduction to solutions of linear systems of equations, properties of matrices, nonsingular matrices, determinants, eigenvalues and eigenvectors, similar matrices and Euclidean vector spaces. Prerequisite: MATH 211 with a minimum grade of C.

325. Applied Ordinary Differential Equations (3)

An introduction to ordinary differential equations. Topics include linear and separable first-order equations, linear second-order equations with constant coefficients, applications of first-order and second-order equations, and Laplace transform methods. Prerequisite: MATH 252 with a minimum grade of C.

345. Mathematical Statistics 1 (3)

A calculus-based introductory course in statistics including probability, discrete and continuous distributions, confidence intervals, p-values and the analysis of decision rules. Prerequisite: MATH 205 or Math 211 with a minimum grade of C.

401. Discrete Chaos and Fractals (3)

An introduction to fractal geometry and discrete dynamics in one dimension. Topics include stability of one-dimensional maps, periodic points, bifurcations, period three orbits, Sharkovsky's theorem, Schwarzian derivative, chaos in one dimension, metric spaces, transitivity, conjugacy, fractals, fractal dimension, Julia and Mandelbrot sets. Prerequisites: MATH 317 and MATH 273 with a minimum grade of C, or permission of instructor.

402. Discrete Dynamical Systems and Chaos (3)

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, and more on fractal dimension. Prerequisites: MATH 320 and MATH 401 with a minimum grade of "C".

404. Introduction to Numerical Analysis (3)

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. Prerequisites: MATH 320 and MATH 325 with a minimum grade of C.

406. College Geometry (4); 3,2

A rigorous treatment of the elements of Euclidean geometry. Prerequisite: MATH 317 with a grade of C or better.

407. Mathematical Models (3)

An overview of model construction with many different examples. The course includes differential equations, Markov chains, linear programming, zero sum games, graphs, and queues. Prerequisites: MATH 320 and MATH 325 with a minimum grade of C.

410. Optimization Techniques (3)

The study of unconstrained and constrained optimization computational algorithms, including both linear and nonlinear methods. Prerequisite: Math 320 and Math 273 with a minimum grade of C.

415. Introduction to Cryptography (3)

An introductory course on the mathematics of cryptography. Topics include column transposition, monoalphabetic and polyalphabetic ciphers, the one-time pad, and the Hill cipher. Prerequisite: MATH 317 with a grade of C or better.

417. Mathematical Statistics 2 (3)

A continuation of Math 345 covering the topics of contingency tables, multiple regression, analysis of variance, and other special topics in Mathematical Statistics. Prerequisite: MATH 345 with a minimum grade of C.

419. Modern Methods of Cryptography (3)

A study of modern methods of cryptography and their applications. Topics include the data encryption standard, the RSA publickey cryptosystem, and digital signatures. Prerequisite: MATH 317-415 with a grade of C or better.

421. Applied Abstract Algebra (3)

An introduction to abstract algebra and its applications to error-correction codes, cryptography, polynomial algorithms and fast Fourier transforms. Prerequisites: MATH 317 and MATH 320.

425. Introduction to Real Analysis (3)

This course gives students a solid background in theoretical undergraduate analysis with the theory and deeper understanding of calculus stressed. Students are introduced to proofs that motivate them toward clear thought and understanding of limits, continuity, differentiation, and series. This provides a rigorous training in mathematical thinking. Prerequisites: MATH 301, MATH 320, and MATH 273 with a minimum grade of C.

426. Introduction to Complex Variable (3)

An introduction to the properties of analytic functions. Topics include mappings, limits, continuity, differentiation, Cauchy-Riemann equations, harmonic functions, multi-valued 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. Prerequisite: MATH 425 with a minimum grade of C.

430. Mathematical Problem Solving (4); 3,2

A study of problem-solving techniques and the applications of such techniques to challenging problems in mathematics. In addition, students will be required to demonstrate mastery of the fundamentals of undergraduate mathematics by passing a series of examinations on college algebra, trigonometry, calculus, and linear algebra. Prerequisites: MATH 273 and MATH 320 with a grade of C or better.

444. Matrix Theory with Applications (3)

A study of advanced topics in linear algebra and the theory of matrices with emphasis on computer-based applications. Similarity, characteristic and minimal polynomials, diagonalizable matrices and symmetric matrices, Jordan canonical form, vector and matrix norms, spectral radius, stable matrices, functions of matrices, non-negative matrices and Perron-Frobenius theory, differential equations, stability, location of eigenvalues, Rayleigh quotient and Gersgorin's theorem. Prerequisites: MATH 317, MATH 320, and MATH 325 with a minimum grade of C.

450. Seminar in Mathematics (1-4 VC)

Seminar course in a topic or topics in mathematics.

460. Applied Multivariate Statistics 1 (3)

Introductory matrix analysis for statistics, multivariate distributions, multiple regression, multiple analysis of variance and covariance, principal component analysis, and canonical correlations. Prerequisite: MATH 320 with a minimum grade of C.

461. Applied Multivariate Statistics 2 (3)

A continuation of MATH 460, including discriminant analysis, factor analysis, categorical techniques, distance concepts, and cluster analysis. Prerequisite: Math 460 with a minimum grade of C.

499. Independent Research (1 – 4 VC)

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

Media Arts (MART), Courses in

121. Visual Concepts and Ideational Drawing (4); 2, 2

An introductory course in visual literacy for both two- and three-dimensional visual arts, including the concepts of unity, emphasis, balance, scales, rhythm, line, texture, space, motion, and color. Students will become acquainted with these fundamental visual concepts through the use of both manual and digital tools.

135-435. Selected Topics in Media Arts (1-4 VC)

Course in a topic or topics in media arts. May be repeated with a change of content. Prerequisite: Permission of instructor.

220. Color Theory and Ideational Concepts (4)

An introductory course examining the scientific, physiological, and artistic-to-color perception and usage. Manual and digital color models are explained in conjunction with color exercises. Prerequisites: MART 121 and 223.

221. Videography (4); 2,2

The study of the basic production theories of video production with special emphasis in the areas of camera operation, shot composition, shot sequencing, and lighting.

233. Imaging History and Production (4)

This course introduces students to computer graphics technology as it applies to art and design. Students will study the history and theory of the reproduced image while gaining practical experience with raster- and vector-based technologies. Students will further develop their critical thinking skills by engaging in critique of their own work and the work of their peers.

243. Digital Photography (4)

This course covers how to properly use a digital SLR camera, how to manipulate and print an image industry-standard software, and how to use those skills to successfully communicate ideas through the medium of digital photography. Prerequisite: MART 233.

261. History of Motion Pictures (3) 2,2

A course for both majors and non-majors intended to familiarize students with the technological and aesthetic evolution of motion picture. Students will be introduced to the major genres through viewing and analyzing representative films. Satisfies the fine arts requirement in the general education core.

290-490. Independent Study (1-4 VC)

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

298-498. Internship (1-6 VC)

A student will work under the joint supervision of a work supervisor and a faculty member at an on-or off-campus site. Prerequisite: Permission of instructor.

305. Digital Painting (4)

A course designed for students interested in learning how to create digital artworks using industry standard software and hardware. Students will use a digital painting application to recreate the analog tools found in an artist's studio (painting, ink drawing, pastels, and other techniques).

311. Graphics and Meaning (4)

This course introduces a pictorial media design process of conveying messages through concept development and visual, narrative problem solving. We will explore symbolic graphic forms by interpreting meaning through icons, stencils, and primitive shapes within certain social and cultural parameters. Prerequisite: MART 373.

313. Design for the Web (4)

This course is designed to introduce digitally savvy students to website structure, design, function, and terminology. Students will practice current industry standard development code, including HTML5, CSS3, Javascript and basic php. Prerequisites: MART 233 and 121.

317. Publication Design (4)

The study of digital design, layout, typography, illustration, photo manipulation, and work processing applications as it related to multipage output. Prerequisites: MART 373 and 223.

318. Principles of Multimedia (4)

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

322. HD Cinema Workshop (4)

An advanced production course focusing on documentary and narrative video production, as well as HD cinema production tools. Prerequisite: MART 221 or Permission of instructor.

326. Multimedia Project Management (4)

A course designed to teach students how to work in a creative team for the development of multimedia projects, such as interactive websites, CD-ROMs, or DVDs. Prerequisites: MART 318 and permission instructor.

327. Web Production Workshops (4); 2,2

A course dealing with Internet history, information architecture, and interface design and usability. This class will address issues, such as change in technologies, designing for the small interface (cell phones and tablets), and streaming audio and video. Prerequisite: MART 233.

328. Principles of Game Design (4)

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

334-434. Practicum (1-4 VC)

A course to help students become leaders on multimedia projects.

350. Media Arts Seminar (4)

An introduction to the basic concepts and topics of media arts, in terms of graphic design, photography, multimedia, video, and audio. Prerequisite: Media arts major or minor.

362. Video Effects (4); 2,2

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

363. Video Animation (4); 2,2

The study of animation for video including stop motion, rotoscoping, and coded methods of animating for video or the web. Both 2D and 3D will be discussed. Prerequisites: MART 221 Videography or permission of instructor

366. Audio for Video (4)

This course serves as an introduction to digital audio. Students will learn how to use solid-state recorders, microphones, and industry standard digital audio software. Working both alone and in groups, students will apply their audio skills to the realm of narrative storytelling and video production. Feedback will be provided in the form of individual and peer critiques. Prerequisite: MART 221.

367. Character Animation (4)

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.

373. Typography (4)

An introduction to typographic form and technology. The course

covers the design and appropriateness of letterform systems in the communication process and gives experience with current typographic production equipment and techniques. Prerequisite: MART 121, MART 233, or permission of instructor.

413. Non-Linear Digital Video Editing (4)

The study of video editing techniques and systems that have emerged from the intersection of television and computer techniques.

415. Design Projects for the Community (4)

This course focuses on the developing critical thinking skills for relating media content to context 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.

436. Experimental Video Production (4)

In this course, students will explore approaches to experimental storytelling using advanced HD video. Students will learn the basic of project proposal writing, as well as how to secure funding and seek distribution for experimental projects. Prerequisites: MART 221 and 322 or permission of instructor.

438. Advanced Multimedia Project Management (4)

The Program for Interactive Cultural Technology (PICT) is a full-semester, immersive academic, and hands-on program designed to prepare students for careers as multimedia professionals in museums, cultural organizations, and exhibition design businesses. PICT students help create a professional exhibition for an elite institution and participate in professional internships. Prerequisite: MART 318 and corequisites: MART 326 and 495.

446. Screenwriting (4)

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

447. Studio Photography (4)

This course 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 expectation that students will create a sound, professional portfolio of work that is ready for presentation by the end of the semester. Prerequisite: MART 445.

449. Contemporary Photography 4 (4)

An introduction to computational photography and virtual tours. Prerequisites: MART 233, 443 and 445.

456. Physical Computing (4); 2,2

This course focuses on physically interactive technology, enabling student's work to sense and respond to its environment. This course is geared towards 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. Through current examples, technical lectures, and hands-on supervised work time, students will learn the process of building projects which react to physical interactions, as well as build a series of working prototypes.

457. Surround & Installation Workshop (4)

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

459. Advanced Interactive Multimedia (4)

A course designed for students interested in advanced multimedia and web development. This course is designed to relate directly to current professional standards in multimedia, interaction and web production. Prerequisites: MART 318 and 327 or permission of instructor.

460. Alternative Photography (4)

This course focuses on alternative processes and techniques, light box imagery, Lazertran, imagery on silk, digital negatives, and cyanotypes. Creative shooting options, Holga camera and Lensbaby®, will also be explored. Students will investigate and evaluate how alternative photographic techniques can be used to extend the meaning of a piece. Prerequisites: MART 233 and MART 443.

461. Advanced Design Practice (4)

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

464. Advanced Digital Cinema (4)

A capstone course in video production that requires the student to write, produce and direct a professional-quality video piece. Prerequisites: MART 436 or permission of instructor.

465. Advanced Media Projects (4)

This course is for advanced students who wish to develop professional quality projects for their portfolio. 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, animation, and video/audio production. Students will have one-on-one group critique, resulting in presentation of a final high-quality media project.

468. Advanced Lightwave Modeling (4)

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

469. Advanced Video Animation (4)

The study of advanced techniques of Lightwave animation, including the use of metanurbs, inverse kinematics, multiple-target morphing, and quasi-cel animation. Prerequisite: MART 363.

470. Advanced Design Practice 2 (4)

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 on the market. Prerequisite: Permission of instructor.

472. Distributed Network Production (4)

An advanced course in development and production for distribution networks, such as the Internet, social networks, and other methods of networked communication and delivery. Prerequisites: MART 327 or SSD 420.

475. Advanced Screenwriting Workshop (4)

The goal of advanced screenwriting is to establish a workshop atmosphere where students can develop seriously and intently into the discussions of each other's work. Students will be expected to complete a feature-length screenplay. Prerequisite: MART 446.

477. Typography II (4)

This course explores the area of kinetic typography, an industry standard media form commonly seen in broadcast television media and film. A basic understanding of typography should have already been explored, as students will use their knowledge of vector-based software as a springboard for effects software. Animation on track paths, light, and camera angles come into play. Conceptual studies of environment-specific design will also be assessed and studied. Prerequisite: MART 373.

490. Independent Study (1-4 VC)

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

494. Cultural Technology Mentorship (1)

A course designed as a requirement for the AmeriCorps Technology Program. It is a one-credit course fulfilling objectives outlined in the AmeriCorps proposal and cannot be used to fulfill a degree requirement. This course is designed to help students develop leadership skills and complete the necessary training for an AmeriCorps placement. This class will focus on 8 topic areas designed to give AmeriCorps interns a competitive advantage as they transition from NMHU students to professionals in cultural technology. Prerequisite: Permission of instructor.

495. Exhibition Design (4)

In this class students will be introduced to exhibition design principles. Projects include the participation in designing of a physical space; the static and interactive elements; and combining design, construction, and multimedia skills to produce a final exhibit for the public. Prerequisite: Instructor permission.

496. Advanced Exhibition Design (4)

This 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. Prerequisites: MART 373 or 415 and MART 495.

Music (MUS), Courses in

100. Introduction to Music (3)

A survey of the range of musical expressions in a variety of times

and places. Examines music as a uniquely expressive means, with particular attention to its historical, social, and cultural contexts. Satisfies the fine arts requirement in the general education core. NM Common Course Number: MUS 1013

101. Rudiments of Music (3)

A study of the basic elements of music, especially the rhythmic, melodic, and harmonic aspects. Intended as a first course in music theory for students with little or no academic music background, and as a review of basic musical concepts for potential music majors and minors in preparation for the music theory sequence. Satisfies the fine arts requirement in the general education core. NM Common Course Number: MUS 1213

104. Basic Voice (1)

A study of the fundamentals of singing technique and vocal production. Repertoire will be drawn from "classical," Broadway, and folk traditions.

107. Basic Songwriting (1)

A study of the fundamentals of songwriting, including lyrics, song form, song styles, and arrangements, with an introduction to music technology. Students choose their own style of popular music.

108. Basic Instrument (1)

A study of the fundamentals of instrumental music performance, including scales, arpeggios, practice habits, rehearsal etiquette, and solo and chamber repertoire that elevates the student's skill.

144. Sight Singing (3)

This course enables the student to sing written melodies at first sight without the aid of a musical instrument. Topics include reading rhythmic notation, recognizing key signature, seeing melodies as part of a scale, and learning the sound of musical intervals.

201. Piano Class 1 (1)

This course explores the fundamentals of piano playing while incorporating concepts in Theory 1 (MUS 211). Prerequisites: MUS 101, MUS 144 or instructor permission. Corequisite: MUS 211 or instructor permission.

202. Piano Class 2 (1)

Chord progressions, sight-reading, and harmonization with extended repertoire. Preference given to students seeking a degree in music. Prerequisite: MUS 201.

206. Guitar Class (1); 0,2

Introduction to guitar performances in all styles. Includes basic guitar performance technique, music reading, choral accompaniment, and melody playing.

207. Guitar Class 2 (1); 0,2

A continuation of Music 206. Intermediate-level study of guitar technique, and exploration of various styles of guitar performance. Prerequisite: MUS 206 or permission of instructor.

208. Piano Class 3 (1)

Chord progressions, sight-reading and harmonization with extended repertoire. Preference given to students seeking a degree in music. Prerequisites: MUS 202.

211. Music Theory 1 (3)

Basics of functional harmony in the Western art music tradition. Includes harmonic analysis, composition, and ear training. Prerequisite: MUS 101 or permission of instructor. Corequisites: MUS 201 and 231.

213. Music Theory 2 (3)

Basics of functional harmony in the Western Art Music. Includes melodic, harmonic and formal analysis and composition. Prerequisites: MUS101, MUS 144 or instructor permission. Corequisite: MUS 201.

220. Music Technology (3)

A study of basic and intermediate elements of music technology including historical background, lexicon of electronic music, computer-based composition, and digital audio. For students with an interest in sound generation, audio recording, and digital audio editing. Suitable for music majors, minors, and non-majors. May be repeated for credit.

232. Aural Skills 2 (1)

Continues to increase skills in melodic, harmonic and rhythmic dictation and sight singing. Prerequisite: MUS 231 or permission of instructor. Corequisite: MUS 202 or 213.

235–435. Selected Topic in Music (1–4 VC)

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

251. Applied Music (1-2 VC); 1-2,0

For music majors and minors only. Private study in composition, songwriting, voice, piano, guitar, strings, woodwind, brass, and percussion. Students received one, 30-minute lesson per week for each credit hour and perform before a jury at the end of the semester. May be repeated for credit. Prerequisite: Permission of Instructor. Corequisites: MUS 260 or 469 and MUS 283 or 483.

251. Applied Music: Topics include Recording, Arranging, or Mastering (2-4 VC)

For music majors only. Individualized study in a focused area of music where students receive one 30-minute lesson per week, per credit hour. Performances or presentations in convocations and final jury are required. Repeated courses vary according to degree requirements. A major course on skills and knowledge in the areas of studio and live recording techniques for voice, instruments, microphone selection and placement. Prerequisite: Instructor permission.

251: Applied Music: Songwriting (1-2 VC)

For music majors and minors only. Applied Songwriting is the individual study of writing music in a popular style, to be produced electronically on computers, with some cases of live performance. Students receive one, 30-minute lesson per week for each credit hour, and will present their work in Convocation and before a faculty jury at the end of the semester. May be repeated for credit. Prerequisite: Permission of instructor. Corequisites: Recital attendance for MUS 260 and 469. Note: an ensemble corequisite is not required for Applied Songwriting.

260. Recital Attendance (0)

Music students attend and participate in convocations, concerts, and recital performances, creating a wider appreciation for the performing arts.

276-476. Musical Theatre (2)

Participation in a current musical theatre production in an on-stage voice role. Assignments vary from production to production. Prerequisite: Permission of instructor.

283–483. Ensemble (1-2 VC)

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

288. Accompaniment Resource (1)

The student meets with a piano accompanist for 30 minutes each week. Available only for music majors taking Applied Music lesson in voice, brass, woodwinds, or composition. May be repeated for credit. Prerequisite: Permission of instructor. Corequisites: Recital Attendance for MUS 260 or 469 and Applied Voice, Brass, Woodwind, or Composition lessons.

290–490. Independent Study (1 – 4 VC); 1-4,0

Individual study arranged with an instructor. May not replace a course listed in the catalog. Prerequisite: Permission of instructor.

311. Western Art Music to 1750 (3); 3,0

An overview of the history of Western art music from the ancient world through the Medieval, Renaissance, and Baroque periods. Prerequisites: MUS 100 and 101.

312. Western Art Music Since 1750 (3), 3,0

An overview of the history of Western art music from pre-Classical periods to the present. Prerequisites: MUS 100, 101 and 213.

317. Functional Piano (1)

Score reading on the piano and harmonic study through practical applications. Prerequisites: MUS 208, 331, and 333. Corequisites: MUS 318 and 332.

318. Piano Proficiency (0)

Score reading on the piano and harmonic study through practical applications. Prerequisite: MUS 208. Corequisite: MUS 317. May be repeated with permission of the instructor, with a grade of B or better in Functional Piano without retaking MUS 317.

320. Diction for Singers (2); 2,0

A course in the proper pronunciation of German, French, and Italian. Prerequisite: Voice Class.

322. Choral Conducting (2)

This course focuses on techniques in rehearsal and performance settings of choral ensembles. Topics include: baton technique, score analysis, rehearsal techniques, and performance preparation. Includes experience conducting a public choral ensemble performance. Prerequisite: MUS 213 or instructor permission.

323. Instrumental Conducting (2)

This course focuses on techniques in rehearsal and performance settings of choral ensembles. Topics include: baton technique, score analysis, rehearsal techniques, and performance preparation. Includes experience conducting a public instrumental ensemble performance. Prerequisite: MUS 213 or instructor permission.

331. Theory 3 (3); 3,0

Study of harmonic function in chromatic music, particularly focusing on modulation and advanced harmonic structures. Prerequisite: MUS 213. Corequisites: MUS 208 and 333.

332. Theory 4 (3); 3,0

Exploration of theories and techniques of the 19th and 20th century composition. Prerequisite: MUS 331.

333 Aural Skills 3 (1)

Continues to increase skills in melodic, harmonic and rhythmic dictation and sight singing. Prerequisite: MUS 232. Corequisite: MUS 211 and 331.

350. K-12 Music Methods (3)

This course explores music education methods of instruction and course planning in the context of primary and secondary education. Includes classroom management strategies with cultural sensitivity required of K-12 music educators. Prerequisite: MUS 211 or instructor permission.

360. Half Recital (1); 1,0

The student will prepare a 30-minute public recital. Music technology and composition students may include a presentation of both recorded and live music. Composition students may include some computer realizations in addition to a significant proportion of live performances. Prerequisite: Permission of instructor; four semesters of corresponding applied music lessons, MUS 202, 213, and 311 or 312. Corequisites: Applied Music with the same focus as the recital performance for MUS 251 or 451 and MUS 260 or 469.

400. Audition (3); 3,3

Explore audition techniques and preparation for community, university, and professional music theater. Prerequisite: One semester of acting class (theater) and one semester of voice class (music).

412. The History of Opera (3)

An overview of the history of opera.

425. Instrumental Techniques (4)

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

450. Seminar in Music (1–4 VC)

Seminar course in a topic or topics in music.

451. Applied Music (1–2 VC); 1-2,0

For music majors and minors only: Private study in composition, songwriting, voice, piano, guitar, strings, woodwind, brass, and percussion. Students received one, 25-minute lesson per week for each credit hour and perform before a jury at the end of the semester. May be repeated for credit. Prerequisite: Permission of instructor. Corequisites: MUS 260 or 469 and MUS 283 or 483.

451. Applied Music: Arranging (2-4 VC)

For music majors only. Individualized study in a focused area of music where students receive one 30-minute lesson per week for each credit hour. Performances or presentations in convocations and a final jury are required. Repeated courses vary according to degree requirements. The student acquires skills and knowledge

of juxtaposition in timbral, textual, and formal organization. Prerequisite: MUS220 or instructor permission.

451. Applied Music: Composition (1-2 VC)

For music majors and minors only. A continuation of the individual study of writing music for instrumental and vocal performances. Students receive one 30-minute lesson per week for each credit hour, and will present their work in Convocation and before a faculty jury at the end of the semester. May be repeated for credit. Prerequisites: Completion of four semesters of MUS 251. Corequisites: MUS 260 or 469 and MUS 283 or 483.

451. Applied Music: Mastering (2-4 VC)

For music majors only. Individualized study in a focused area of music where students receive one 30-minute lesson per week for each credit hour. Performances or presentations in convocations and a final jury are required. Repeated courses vary according to degree requirements. The student acquires skills and knowledge in manipulating and mixing multi-track audio sessions, balancing sounds across the audio spectrum. Prerequisite: MUS220 or instructor permission.

451. Applied Music: Songwriting (1-2 VC)

For music majors and minors only. A continuation of the individual study of writing music for instrumental and vocal performances. Students receive one 30-minute lesson per week for each credit hour, and will present their work in Convocation and before a faculty jury at the end of the semester. Prerequisite: MUS 251. Corequisites: MUS 260 or 469. Note: An ensemble corequisite is not required for Applied Songwriting.

469. Recital Attendance (0)

Music students attend and participate in a variety of convocation, concert, and recital performance, creating a wider appreciation for the performing arts.

470. Full Recital (1); 2,0

The student prepares a 60-minute public recital, a culmination of their studies in Applied Music. Prerequisite: instructor permission.

471. History of Jazz (3); 3,0

Study of the origins and development of jazz from traditional New Orleans jazz through big band swing, bebop, and contemporary styles. Satisfies the fine arts requirement in the general education core.

475. Sound Design (3)

This course is a study of the advanced elements of sound design. Includes the historical background of sound synthesis, use of the lexicon of electronic sound generation, acquisition of the skills of sound synthesis, computer sound generation, sampling, and digital audio editing. This course is for students with an interest in composition, audio recording, and sound effects for video, film, and games; suitable for music majors, minors, and non-majors. Prerequisite: MUS 220 or instructor permission.

477. Music Technology Practicum (2); 0,2

Practical experience in the recording studio, working and communicating elements of recording and digital audio editing issues with students as clients, troubleshooting problems with computers and computer software, using critical thinking to solve technical issues that often arise in the studio, researching technical issues using the Internet. (Meets trials 1, 2, 3 and 4). Prerequisite:

MUS 220, with a grade of B or higher.

Native American/Hispano Cultural Studies (NAHS), Courses in

124. Intro to Native American/Hispano Cultural Studies (3)

Interdisciplinary introduction to Native American/Hispano cultural studies emphasizing thematic areas of place, environment, ethnicity, identity, language and community.

225. Indo/Hispano Ethnicity and Identity Formation (3)

The study of foundational concepts and research regarding the complex interrelationships and identities of Native American/Hispano ethnic communities.

325. Indo/Hispano Contexts for Language and Literacy (3)

The study of social and cultural contexts for language and literacy practices within Indo/Hispano communities.

375. New Mexico Land Grant, Acequia and Reservation Communities (3)

Exploration of historical and contemporary community issues regarding land, water, economics, and sustainability.

425. Native American/Hispano Communities and Cultural Contexts (3)

The study of structures and methodologies for conducting short-term research projects in cultural and social contexts.

Nursing (NURS), Courses in

214. Clinical Nutrition (3)

This course provides a basic foundation on understanding nutrition and applying this knowledge to dietary modifications personally and in clients with various health care deviations to nutrition. Nutritional implications and therapeutic diets for common disease conditions will be explored. The overall goal is to encourage the consumer to take responsibility for his or her own nutritional status and to have the health care worker provide ongoing education on nutrition for the client.

310. RN-BSN Bridge Course (2)

This course brings together knowledge, and concepts, that are basic to nursing curriculum: Critical thinking, problem solving, and the spirit of inquiry. Nursing literature will be discussed regarding the reasons for completing the BSN program for nurses. Nursing scholarly writing, APA formatting, electronic reference databases and literature review are discussed to assist the student with developing professional writing skills. The course highlights how to use the NMHU learning management system for nursing courses, and other computer skills needed for this curriculum.

320. Evidence Based Application in Health Assessment (3)

This course focuses on expanding the basic health assessment skills necessary for critical thinking in professional nursing. Emphasis is on identification of normal findings, with developmental and cultural variations. The course is designed to assist the student to differentiate between normal and abnormal findings, as well as furthering the development of the students' assessment skills. Lab practice of assessment skills will be included within this course. Prerequisite or corequisite: NURS 340.

332. Intro to Nursing Informatics (3)

This course focuses on the importance of information systems and technology to nursing practice, education, research, and administration. Students will understand the importance of becoming knowledge workers, and develop skills for information literacy. The emphasis of the course is to provide the student with the expertise and knowledge to function effectively in the modern health care information technology environment.

340. Advancement of Professional Nursing (3)

This course focuses on nursing practice foundations for continuing development of the student's knowledge essential for functioning in a rapidly changing health care system. Content includes professional issues, future of nursing, advanced nursing practice, military health, interdisciplinary collaboration, and influences of socio-cultural-political-economic factors on health care delivery systems.

360. Cultural Competencies & Health Care (3)

This course explores the role of the nurse practicing in culturally diverse health care delivery systems. Students will learn how to increase their skills in providing culturally competent care for patients across the lifespan. Skills needed to work collaboratively with health care workers from diverse backgrounds will also be emphasized. Prerequisite or corequisite: NURS 340.

370. Nursing Research & Evidence Based Practice (3)

This course teaches skills to increase the student's sense on inquiry essential to evidence based practice in nursing. Skills will be taught in scholarly literature search, and the process of evaluating material for the application in the clinical setting to obtain better patient care outcomes. Prerequisite or corequisites: NURS 340 and MATH 145.

431. Community Health Nursing (3)

This theory course focuses on the knowledge needed for community/public health nursing practice. Concepts presented discuss the nursing care of families, groups and communities with an emphasis on community assessment, health promotion, risk reduction, disease prevention and health maintenance. Special emphasis will focus on community health nursing in diverse cultures and rural communities. Prerequisites: NURS 320, 340 and Math 145. Pre or corequisite: NURS 370.

432 Health Care Law and Policy (3)

This course introduces students to health care issues and policy applications that arise from the relationships between and among patients and health care providers. Regulatory constraints on the delivery of contemporary health care as well as legislative safeguards and protections will be considered. Among issues addressed are an overview of health care law as it affects patients, professionals, institutions and entities that deliver and finance U.S. health care.

447. Community Health Nursing Practicum (3)

This course provides clinical experience in community and public health nursing focusing on the application of community health and nursing principles for the care of families, groups and communities. Clinical experiences will have an emphasis on community assessment, health promotion, risk reduction, disease prevention and health maintenance. Special emphasis will focus on community health nursing in diverse cultures and rural communities. Prerequisites: NURS 340; Corequisite: NURS 431.

451. Seminar on Professional Nursing Leadership (3)

This course focuses on leadership and management principles and functions essential to the practice of professional nursing. Political, social, cultural, legal and ethical issues are explored from a leader's viewpoint. Nursing leaders from diverse health care settings will be studied to determine their influence on the nursing profession. Prerequisites: All 300-level NURS courses, MATH 145, NURS 431 and 447.

452. Nursing Management Practicum (3)

This clinical course facilitates the application of the leadership and management principles from course NURS 451 through leadership projects and activities with health care settings in the community. Prerequisites: All 300 level NURS courses, MATH 145, NURS 431 and 447. Prerequisite or corequisite: NURS 451.

Philosophy (PHIL), Courses in

100. Introduction to Philosophy (3)

The nature of philosophical inquiry; classical and contemporary solutions to major philosophical problems; ethics; philosophy of religion; philosophy of science; basic principles of logic and critical thinking. NM Common Core Number: PHIL 1113.

201. Ancient and Medieval Philosophy (3)

A survey of ancient and medieval philosophy including but not limited to the Pre-Socratics, Socrates, Plato, Aristotle, Augustine, and Aquinas.

203. Modern Philosophy (3)

Survey of the philosophies of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

211. Formal Logic (3)

Contemporary logical analysis.

Physics (PHYS), Courses in

105. Elementary Physics (4); 3,2

A survey of physics for technical and general education students. Prerequisite: Math 100. Applies to NM Common Core.

110. Survey of Astronomy (4); 3,2

A course designed to introduce the student to the concepts of modern-day astronomy. Topics to be investigated include the sun, planets, meteors, asteroids, comets, stars and star formation, galaxies and galaxy formation, black holes and quasars, cosmology, and cosmogony. NM Common Course Number: ASTR 1113.

151. Algebra Physics 1 (4); 3,3,1 recitation

A noncalculus-based introduction to physics. Does not apply for credit in degree requirements for engineering or chemistry majors. Corequisite: Math 140. NM Common Course Number: PHYS 1114.

152. Algebra Physics 2 (4); 3,3,1 recitation

A continuation of PHYS 151. PHYS 151 and PHYS 152 together provide a unit of introductory physics that is particularly suitable for biology and pre-medical students. Prerequisite: PHYS 151. NM Common Course Number: PHYS 1124.

235 – 435. Selected Topic in Physics (1-4 VC)

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

291. Calculus Physics 1 (5); 4,3,1 recitation

This is the calculus-based introductory physics course for physics, chemistry, and engineering majors. The course covers kinematics, classical dynamics, and thermodynamics. Corequisite: MATH 211. NM Common Course Number: PHYS 1214.

292. Calculus Physics 2 (5); 4,3,1 recitation

This is the second semester of introductory physics course for physics, chemistry, and engineering majors. The course covers electricity and magnetism, simple circuits, optics and introduction to relativity theory. Prerequisite: PHYS 291. Corequisite: Math 252. NM Common Course Number: PHYS 1224.

300. Astrophysics (4); 3,3

A study of celestial mechanics; the earth-moon system; the sun, planets and satellites, asteroids, stars and galaxies. Prerequisite: PHYS 292.

305. Intro to Computational Physics (4); 3,3

Introduction to numerical techniques for solving physics problems. Includes an introduction to programming and computer graphics. Prerequisite: PHYS 292, MATH 252. CS 145 is strongly recommended.

311. Mechanics (3); 3,1 recitation

Review of Newtonian mechanics of point particle systems, including linear and coupled oscillators; central force motion; rigid body motion; Lagrange's equations. Prerequisite: PHYS 292 and corequisite MATH 325.

337. Mathematical Methods in Physics (4)

Vector analysis, matrices, calculus of variations, complex variables, orthogonal functions and Fourier series, and ordinary and partial differential equations with applications to physical problems. Prerequisite: MATH 325.

361. Modern Physics & Relativity (3); 3,3 recitation

Introduction to post-Newtonian physics. Through examples from atomic physics, particle scattering and black-body radiation, the student is introduced to concepts from quantum mechanics such as wave-particle duality and energy quantization. The student continues the study of post-Newtonian physics with special relativistic dynamics and kinematics. Prerequisite: PHYS 292 and corequisite MATH 273.

380. Advanced Laboratory 1 (4); 2,4

Quantitative laboratory experiments in topics associated with classical and modern physics. Prerequisite: PHYS 292.

381. Advanced Laboratory 2 (3), 1,4

Continuation of PHYS 380. Quantitative laboratory experiments in topics associated with classical and modern physics. Prerequisite: PHYS 380.

390 – 490. Independent Study (1-4 VC)

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

402. Statistical Mechanics (3)

Mechanical theory of the thermodynamics of gases, including ensembles and distributions; connection between statistical and

thermodynamic quantities. Prerequisite: PHYS 292 and MATH 325.

421. Electricity and Magnetism 1 (4)

Electrostatics, dielectrics, boundary value problems, magnetism, Maxwell's equations. Prerequisite: PHYS 292 and MATH 325.

422. Electricity and Magnetism 2 (3)

Continuation of PHYS 421, with an emphasis on applications. Prerequisite: PHYS 421.

430. Computational Fluid Dynamics (5)

This course presents a review of numerical methods, introduces the basic equations of fluid dynamics, explores computational methods for and limitations of these solutions, and provides an opportunity to computationally solve fluid dynamical problems having applications in science and engineering. Prerequisites: PHYS 337.

450. Seminar in Physics (1-4 VC)

Seminar course in a topic or topics in physics.

453. Optics and Modern Optics (4)

This course is offered to students in the physical sciences and engineering who will be exposed to optics in such diverse areas as optical imaging, communications, spectroscopy and light. Prerequisite: PHYS 292.

455. Physics Research Seminar (1)

Upper-division students participating in a physics research project will present one or two 30-minute presentations on their project to faculty members and other undergraduate students registered in the course. In addition, the students will participate in the discussion evolving from other student presentations. Cross-listed as: CHEM 455.

461. Quantum Mechanics 1 (4)

The algebra of quantum mechanics; the Hamiltonian; examples in a finite basis; the Schrödinger equation; examples in one and three dimensions. Prerequisite: PHYS 361 and MATH 325.

462. Quantum Mechanics 2 (3)

Continuation of PHYS 461, with an emphasis on applications. Prerequisite: PHYS 461.

468. Solid State Physics (4)

Mechanical and thermal properties of solids, the electron theory of metals, and band theory. Prerequisite: PHYS 461.

499. Senior Project (1-3 VC)

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

Political Science (POLS), Courses in**151. American National Government (3)**

Constitutional foundations, structural organization, citizenship, powers, functions, and services. NM Common Course Number: POLS1123.

217. Ethnic Politics (3)

Ethnic basis of minority group politics in the United States with emphasis on the political development, problems, contemporary status, and activity of the Chicano, African-American, and Native

American.

235 – 435. Selected Topic in Political Science (1-4 VC)

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

251. Introduction to Political and Economic Systems (3)

The fundamentals of comparative economic and political systems, public finance, and international relations.

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

Training in historical methods, including location and use of sources, critical analysis, and historical writing. Cross-listed as: HIST 301.

312. Political Parties and Behavior (3)

Organization, function, and methods of American political parties combined with analysis of political opinion formation and political participation including voting behavior and styles of leadership.

314. Introduction to the Law (3)

Introduction to civil procedure, criminal procedure, and the substantive concepts and principles of civil and criminal law.

316. State and Local Government (3)

Position of the states in the federal system; organization, functions and administrations of state, county, and city government.

320. Criminal Law (3)

Criminal Law provides the student with knowledge of the actual and potential use of criminal laws in the American legal process and how those uses might be evaluated.

328. Comparative Political Systems (3)

Introduction to the comparative analysis of political institutions, ideologies, and political cultures in the world community.

334 – 434. Practicum (1-4 VC)

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

353. International Relations (3)

The national state system; international conflicts, development of international cooperation; the United Nations and its problems.

402. Interest Groups (3)

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

410. The American Constitution (3)

Origin and establishment of leading constitutional doctrines.

415. Government and Business (3)

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

417. The Legislative Process (3)

Process of national and state lawmaking in the United States; legislation drafting and legislative procedure.

418. Administrative Law and Procedure (3)

This course helps students become aware of administrative law and its relationship to public administrative programs. Administrative

law concerns the powers and procedures of administrative agencies, including especially the law governing judicial review of administrative action. Political science majors who endeavor to enter the public administration arena oftentimes will be involved in the administrative process, which is a complex of methods by which agencies carry out their tasks of adjudication, rule-making, and related functions.

419. Public Administration (3)

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

425. History of Economic Thought (3)

Development of economic thought from the Middle Ages to the present.

433. Chinese Communist Government (3)

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

446. Government and Politics of Latin America (3)

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

450. Seminar in Political Science (1-4 VC)

Seminar course in a topic or topics in political science.

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

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

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

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

458. Political Theory and Philosophy (3)

Leading political ideas of the western world.

460. The American and Russian Systems (3)

Comparison of political and economic institutions, including the underlying political theory of the two nations.

462. International Monetary Systems (3)

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

463. Political Economy (3)

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.

490. Senior Readings (1-4 VC)

Individually assigned readings and supervised investigations arranged with an instructor. Prerequisite: Advanced standing toward a major or minor, with a B average, and permission of instructor.

497. LSAT Prep & Legal Logic Class (3)

Legal Logic and LSAT Preparation will provide students the fundamental skills sets to understand the fundamentals of logical

reasoning and how it is used in law school and how to optimize their LSAT scores.

499. Supervised Research (1-4 VC)

Individual research arranged with an instructor. Prerequisite: Advanced standing toward a major or minor, with a B average, and permission of instructor.

Psychology (PSY), Courses in

101. Psychology and Society (3)

A survey of the major concepts of modern psychology and their application to some of the issues in modern society. Two lecture hours per week are scheduled along with a weekly small group discussion, which supplements the lectures by means of discussion, films, and demonstrations. NM Common Course Number: PSYC 1113.

101H. Honors: Psychology and Society (3)

In this honors core course, students will develop a broad understanding of psychology, its concepts, terminology, methods, and research findings. Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. This course will cover the study of attention, learning, remembering, thinking, development of the individual, intelligence, emotions, motivation, adjustment, psychopathology, stress and healthy, and social behavior. Students will have the opportunity to develop and demonstrate familiarity with classical and current methods, theories, and research in each of the major subdivisions of psychology. Prerequisite: Admission to the Honors Program or instructor permission.

301. Psychological Research Methods (4); 3,2

This class gives students a basic understanding of the types of research methods that apply to psychology. Students will be introduced to experimental, quasi-experimental, and correlational designs, among others. Majors will be required to conduct their own research project in psychology over the year in conjunction with the PSY 302.

302. Statistics for the Behavioral Science (4); 3,2

The first purpose of the course is to reduce the fear of statistics by using examples that make sense to everyone. The second purpose of the course is to teach students basic statistics. Students will be deriving answers with hand calculations to obtain a good basic overview of simple statistics, including descriptive, correlations, t-test, and ANOVAS. Majors will be finishing the research project they began in PSY 301 by analyzing their data with the statistical techniques they learn in the class.

317. Learning: Basic Processes (3)

A review of the primary phenomena associated with instrumental and classical conditioning. Some attention is given to adaptations of conditioning principles to behavior modification. Prerequisite: PSY 101 or permission of instructor. Corequisite: PSY 318.

318. Experimental Techniques in Learning (1)

Laboratory experimental work demonstrating basic phenomena in animal learning and memory. Corequisite: PSY 317.

319. Memory and Cognitive Processes (3)

A review of human processes involved in encoding, storing, and retrieving information. Recommended prerequisites: PSY 301 and PSY 302.

320. Research in Memory & Cognition (1) 0;2

This course is an exercise in critical thinking directed at one's own mind. The aim of this course is to familiarize students with key cognitive psychological studies by means of practical experimental demonstrations and critical analysis of research articles. The course will cover topics such as selective attention, automatics vs. conscious processing, reconstructive memory processing and semantic integration, forms of learning, and the role of generic knowledge and heuristics in everyday thinking. This course complements PSY 319.

321. Social Psychology: Theories and Research (3)

A review of the major social-psychological theories and research. Topics include person perception, attributional processes, attitudes, stereotyping, group processes, aggression, interpersonal attraction, and altruism. Prerequisite: PSY 101 or permission of instructor. Corequisite: PSY 322.

322. Social Psychology Research (1)

This course is strongly recommended as a discussion course to accompany PSY 321. In this class, students will be discussing modern and classic research in the area of social psychology. Students will be reading primary source material covering relationships, prejudice, aggression, helping, and related areas of social psychology. Corequisite: PSY 321.

324. Abnormal Psychology (3)

An analysis of each of the major syndromes of psychopathology in terms of basic psychological processes. Special attention is given to the clinical observation and experimental research underlying the delineation of each syndrome. Prerequisite: PSY 101 or permission of instructor.

328. Theories of Personality (3)

A review of the major theories of personality such as those introduced by Freud, Jung, Horney, and Erickson. A sampling of non-Western approaches to this topic is also addressed including the Hindu, Buddhist, and Islamic perspectives. Prerequisite: PSY 101 or permission of instructor.

335 - 435. Selected Topic in Psychology (1-4 VC)

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

340. Developmental Psychology (3)

In-depth coverage of developmental theory and research with emphasis alternating among child, adolescent and adult development. Prerequisite: PSY 101. Cross-listed as ECME 302.

377. Environmental Psychology (2)

An examination of environmental factors affecting behavior and socio-psychological functioning, including such topics as physical/architectural factors, crowding, and personal space.

405. Positive Psychology (3)

This course provides an overview of the dynamic field of positive psychology. What does this 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.

408. Drugs and Behavior (3)

Psychological and pharmacological study of alcoholism, drug abuse, and drug use, including tranquilizers and nonprescription drugs, throughout society.

409. 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.

410. Physiological Psychology (3)

An overview of the neuroanatomical and neurophysiological processes underlying behavior. Topics include neurological disorders, brain organization, sensory systems, and applied human neuropsychology. Corequisite: PSY 411.

411. Techniques in Physiological Psychology (1)

Laboratory work designed to develop skills needed to collect data in physiological psychology. Exercises include brain dissection techniques and the use of the following instruments: centrifuge, balance, spectrophotometer, and high performance liquid chromatography (HPLC). Co-requisite: PSY 410.

416. Motivation and Emotion (3)

A review of the major phenomena and theories that relate to motivation and emotion. Prerequisite(s): PSY 301 and PSY 302, or permission of instructor.

419. Introduction to Behavior Therapy (3)

Introduction to and survey of behavior therapy procedures and their application to child and adult populations in a variety of settings including homes, schools, prisons, and hospitals.

422. Human Sexuality (3)

Review of contemporary, socio-psychological issues relating to human sexuality. Topics include sexual anatomy, sexually transmitted diseases, sexual dysfunctions, and sexual attitudes and mores.

425. Introduction to Group Psychotherapy (3)

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.

430. Gender Roles (3)

An examination of gender roles and role theory in understanding the behavior of women and men. Topics include development, stereotyping, sex differences in personality, abilities, achievement, and status. Attention is given to implications of changing female and male roles in society.

433. History of Psychology (3)

Review of the major figures associated with the development of psychology as a science from Plato's time to the present, with special emphasis on the 19th and 20th centuries. Prerequisite(s): PSY 301

and PSY 302, or permission of instructor.

445. Behavior Disorders in Children (3)

Etiology and treatment of behavioral problems in children in a variety of settings, including home and school environments. An eclectic coverage of the major theories, approaches, and research is provided. Prerequisite: PSY 240 or 340, or permission of instructor.

450. Seminar in Psychology (1-4 VC)

Seminar course in a topic or topics in psychology. May be repeated with a change in content.

472. Cognitive Science (3)

An interdisciplinary investigation of the foundations of human knowledge representation and understanding, the functioning of the human mind, and how these impact on recent computer technologies. Cross-listed as PHIL 472 and CS 472.

475. Abnormal Psychology and Literature (3)

Characters from many literary works analyzed in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor.

477. Culture and Mental Illness (3)

An examination of current descriptions and explanations of mental disorders in a sample of countries from all major regions of the world. Historical, technical, ethical, and pragmatic aspects of international research in the realm of psychology/psychiatry are also addressed. Prerequisite: PSY 101, PSY 324, or permission of instructor.

479. Psychology of Religion (3)

An examination of the relationship between the discipline of psychology and mysticism. Perspectives addressed include the historical, cultural, philosophic, psychoanalytic, and scientific. Prerequisite: PSY 101.

480. Community Psychology (3)

An introduction to community psychology with emphasis on theories and research regarding prevention and consultation. Prerequisite: PSY 101 or permission of instructor.

490. 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.

498. Field Experience (1-4 VC)

A field placement in a local service agency providing opportunity for observation and learning under staff supervision. May be taken twice for credit. Prerequisite: Senior classification in psychology and permission of instructor.

499. Independent Research (1-4 VC)

An individual, directed research investigation arranged with an instructor on a topic of mutual interest to the student and the instructor. Projects require a final written report that includes a presentation of the problem, review of the literature, description of procedures, data analysis, and interpretation of results. Prerequisite: Permission of instructor.

Reading (RDED), Courses in

315. Early Literacy (3)

Early literacy instruction, including reading, writing, speaking, listening, viewing and visually representing, and other modalities of learning. Special emphasis will be placed on addressing current research regarding teaching early literacy, including phonics, phonemic awareness, fluency, comprehension, and vocabulary. Knowing and using children's books and authors to promote early literacy. A two-hour-per-week practicum/lab in a K-3 classroom is required. Prerequisites: Admission to the Teacher Education Program and GNED 201.

335–435. Selected Topic in Reading (1-4 VC)

Course in topic or topics in reading. May be repeated with change of content. Permission of instructor is required.

411. Teaching/Diagnosis of Reading (3); 2, 2

An overview of teaching reading in the primary and intermediate grades and diagnostic tools and corrective instructional techniques in the classroom. Emphasis is placed on developing competencies in the teaching of reading and adopting reading instruction based on knowledge of reading processes, methods, and materials. A two-hour lab is also required. Prerequisites: Field Base I and II.

416. Teaching Reading and the Language Arts in the Bilingual Classroom (3)

Methods and materials in the Spanish-English bilingual classroom, with emphasis on the development of reading and language arts skills in bilingual children. The class is taught primarily in Spanish. Prerequisite or corequisite: permission of instructor.

426. Reading and Literature for Children and Young Adults (3)

Exploration and evaluation of the artistic qualities of folk and fairy tales, myths, legends, fables, epics, hero tales, and realistic stories for children (pre-school to grade 8) and young adults (grades 9 to 12), with a view toward helping teachers to motivate youngsters to develop reading skills while reading relevant literature.

427. Reading in the Content Area (3)

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

430. Reading Instruction in Special Education (3)

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.

490. Independent Study (1 – 4 VC)

Individual study arranged with the instructor. Prerequisite: Permission of instructor.

Spanish (SPAN), Courses in

101. Beginning Spanish 1 (4)

An introduction to the Spanish language with an emphasis on conversation and the development of the ability to read and understand the Spanish language. This course is open only to non-speakers of Spanish. One hour weekly required in the Language Learning Center in addition to four class hours.

102. Beginning Spanish 2 (4)

A continuation of SPAN 101, also open only to non-speakers of Spanish. One hour weekly required in the Language Learning Center in addition to four class hours. Prerequisite: Span 101 or equivalent.

111. Beginning Spanish as a Heritage Language 1 (4)

This is a beginning course for students who grew up in a Spanish-speaking home or community who may have comprehension, and/or may lack in oral proficiency. Emphasis is placed on the four skills of listening, speaking, reading, and writing. Community and cultural activities are utilized to enhance these skills. Prerequisite: All students must be placed into this course through the Spanish Language Placement Exam.

112. Beginning Spanish as a Heritage Language 2 (4)

A continuation of SPAN 111. This course emphasizes the four language skills, and will focus on building vocabulary and strengthening knowledge of grammatical skills. Prerequisite: SPAN 111 or equivalent.

200. Intermediate Spanish Conversation (3)

Provides the student with the vocabulary necessary to interact effectively in Spanish, in practical real-life situations while also sharpening the student's oral fluency and listening comprehension. Prerequisite: SPAN 102 or permission of instructor.

201. Intermediate Spanish (4)

For students who understand simple conversational Spanish and have studied the elements of grammar. It focuses on an intensive grammar review and includes vocabulary building with readings and communicative oral and written exercises that enhance the student's awareness of contemporary Hispanic culture. Prerequisite: SPAN 101, 102 or equivalent.

202. Intermediate Spanish 2 (3)

This class is a second-semester, second-year Spanish grammar course that reviews and expands the study of elements of speech such as pronouns, adjectives, prepositions, and adverbs, as well as other verb moods covered in a first-year, two-semester course sequence. Its primary focus is a review of grammar in addition to developing the student's four language skills in Spanish: reading, writing, listening comprehension and speaking. The class is conducted in Spanish. Prerequisite: SPAN 201.

211. Intermediate Spanish as a Heritage Language 1 (4)

For Spanish heritage language learners who have completed SPAN 112 or its equivalent. This course reinforces and expands previous knowledge of Spanish with a focus on grammar. Prerequisite: SPAN 112 or an equivalent.

212. Intermediate Spanish as a Heritage Language 2 (4)

A continuation of SPAN 211. This course emphasizes reading, writing, and conversation. Course activities increase students' awareness of the interactions between local culture and the Spanish-speaking world. Prerequisite: SPAN 211.

290 – 490. Independent Study (1– 4 VC)

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

291 – 491. Travel Study Topics (1-3 VC)

For students traveling in a Spanish-speaking country and/or region.

Prerequisite: Participation in one of the Spanish/English immersion programs offered through legislative funding from a research public service project (RPSP).

300. Advanced Grammar (3)

This course helps students establish a solid foundation as well as functional communicative skills. Subtle but complex conceptual distinctions between Spanish and English will be analyzed and applied to oral and written skills. The course will review grammatical concepts and analysis of both spoken and written Spanish. Prerequisite: SPAN 202 or 212.

310. Advanced Conversation (3)

Course provides timely, comprehensive, and authentic video materials on current events, and the language and culture of the Hispanic world to enhance students' oral comprehension and communicative interaction. It targets intermediate students with a vocabulary of 1,500 to 2,000 words. At the completion of the course, students will have achieved total fluency at that level. Prerequisite: SPAN 200 and 201, or permission of instructor.

330. Introduction to Hispanic Literature (3)

This course introduces intermediate-level students to Hispanic literature and to literary analysis. The reading selections encompass authors from Spain, Spanish American and the U.S., and exemplify a variety of literary forms. The readings will expand students' awareness of the Hispanic culture and enrich their vocabulary.

337 – 437. Special Topics: Hispanic Literature & Culture (3)

This course focuses on a particular cultural period and/or literary or intellectual movement in the Hispanic world. Taught in English. Prerequisite: Permission of instructor

338 – 438. Contemporary Cultural Developments in the Hispanic World (3)

This course examines the recent history of Spanish-speaking countries and/or regions within the context of cultural, sociohistorical, sociolinguistic, and sociopolitical changes, and the literary and artistic works they have originated. Taught in English. Prerequisite: Permission of Instructor

340. Spanish Translation (3)

This course offers an introduction to principles of translation and interpretation dealing specifically in English to Spanish. Prerequisite: Permission of instructor.

354 – 454. Creative Writing Workshop in Spanish (3)

This course explores exemplary texts by selected Peninsular and Latin American authors. Through the instruction of literary techniques, students will write original poetry, short fiction and/or a play, and will develop a self-critique of their own works. Prerequisite: SPAN 201 or 202 or permission of instructor.

405. Film in the Hispanic World (3)

This course introduces the field of visual arts and techniques of representation. The work of major Hispanic film directors will be presented and compared. Prerequisite: Permission of instructor.

406. Hispanic Women Authors (3)

Designed to introduce the student to 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.

415. Advanced Translation (3)

Systematic study and contrastive exercises in translation and interpretation. Translation of texts in general conceptual fields. Prerequisite: SPAN 400 or permission of instructor.

424. Advanced Composition (3)

This course is designed to develop written proficiency and critical thinking skills through readings and discussions of a variety of texts from the Spanish-speaking global community. It guides students in their understanding of the reading selections at the textual and cultural level, with an ample analysis of vocabulary use and practice. It focuses on strategies with which students learn to compose different pieces of writing and overall develop written Spanish. The discussions focus on history, political and cultural topics pertaining to the Hispanic world. The emphasis is on development of writing skills in formal Spanish. Prerequisite: SPAN 300.

425. Spanish for the Profession (3)

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

430. Introduction to Spanish Linguistics (3)

This course introduces the study of Spanish linguistics, including phonetics, phonology, morphology, syntax, historical linguistics, and sociolinguistics. The course combines discussions of theoretical issues with a linguistic analysis of Spanish. Prerequisite: SPAN 300.

431. Civilization and Culture of Spain (3)

Provides students with a synthetic and highly accessible overview of Spanish history, literature, and culture. Prerequisite: Permission of instructor.

432. Civilization and Culture of Latin America (3)

Presents the Spanish-American experience of yesterday and today through the social, historical, political and literary aspects that this experience encompasses. Prerequisite: Permission of instructor.

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

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

434. Practicum in Spanish (3)

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

441. 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: Permission of instructor.

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

This course familiarizes prospective teachers with the philosophy,

methodology, and practical techniques of teaching Spanish. Prerequisite: Permission of instructor.

450. Seminar in Spanish (3)

Topic to be selected by instructor.

460. Hispanic Literature of the SW (3)

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

467. History of the Spanish Language (3)

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 different linguistic settings are studied in a section on sociolinguistics issues of the U.S. southwest Spanish. Prerequisite: SPAN 430 or permission of instructor

470. Chicano Literature of the Southwest (3)

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

481. Spanish Literature I: Middle Ages to 1700 (3)

Reading of selections by major authors of the Middle Ages, Golden Age, and the Baroque from 1100-1700, focusing on the development of the literary genres. Prerequisite: SPAN 330 or permission of instructor

482. Spanish Literature II: 1700 to Present (3)

Readings represent key works of Spanish literature from the Enlightenment and Romanticism to the present. Works studied include prose, poetry, and drama. Prerequisite: Span 330 or permission of instructor.

483. Latin American Literature I: Colonial to 1900 (3)

Readings include seminal works from the discovery and conquest of the Americas to the colonial and independence periods. Prerequisites: Span 330 or permission of instructor.

484. Latin American Literature II: 1900 to Present (3)

Readings represent major literary works from literary movements: modernism, vanguardism, boom, and post-boom periods. Prerequisite: Span 330 or permission of instructor.

495. Senior Year Paper (3)

This directed, individualized study is required of all Spanish majors. It consists of an in-depth study of a major author or authors, school, genre, or tradition of Hispanic literature. Analytical and research skills must be demonstrated.

SOCIAL WORK (SW), COURSES IN

330. Research Methods 1 (3)

This is the first course in the undergraduate research sequence. It introduces students to qualitative and quantitative methodologies used in social research and assessment. The course also covers statistical analysis and the use of computer technology in social research.

Research on behalf of the diverse populations of New Mexico and the Southwest is emphasized. Prerequisites: SW 341 and SW 342.

331. Law and Ethics in Social Work (3)

The course examines areas of the law in which social work and our legal system intertwine. It also surveys ethical principles and related legal concepts that impact professional social work, and introduces a framework for the resolution of practice dilemmas. Finally, the course provides students with basic practice skills necessary to find and interpret the law. Major emphasis is placed on the operation of the legal system in New Mexico and the Southwest.

333. Aspects of Aging (3)

The course covers the emotional, biological, environmental, mental, and legal aspects of aging that occur in the elderly, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest. Summer courses offered at the Rio Rancho center only.

335 – 435. Selected Topics in Social Work (1-4 VC)

One or more elective courses relating to selected topics in social work practice.

341. Social Policy and Services 1 (3)

This first course in the two-part sequence covers the history of social work, the history and current structures of social welfare services, and the knowledge, values, and skills necessary to understand major social welfare policies. This foundation course introduces analysis of organizational, local and state issues, and policy analysis and advocacy. All course content is oriented to understanding the effects of social policies on Hispanics, Native Americans, and other historically oppressed populations.

345. Children's Services (3)

This course provides an overview of services for the protection of children. The intersection of human behavior theory with micro-level generalist practice and with macro-level program and policy formulation in child welfare is presented within a framework of critical thinking and sound decision-making. Medical and legal aspects of child abuse and neglect are addressed, as well as federal, state, and community-based child welfare policies and programs. Emphasis is placed on child welfare practice with Hispanic, American Indian, and other oppressed populations of New Mexico and the Southwest. Prerequisites: Completion of all 300-level SW courses.

365. Generalist Social Work Practice 1 (3)

This first course in the practice sequence introduces students to multiple theoretical approaches to generalist practice with diverse individuals. The philosophical and ethical foundations of social work are examined as they manifest in each step of the social work process. Practice knowledge and skills necessary for ethical and competent generalist practice with emphasis on the diverse populations of New Mexico and the Southwest are covered.

366. Generalist SW Practice 2: Interviewing and Assessment (3)

This second course in the practice sequence focuses on skills and strategies for competent and ethical foundation-level interviewing and assessment with diverse clients throughout the life span. Generalist practice interviewing and assessment techniques for children, adolescents and adults will be included. Emphasis is placed upon practice

with Hispanic, American Indian, and other oppressed populations of New Mexico and the Southwest. Prerequisite: SW 365.

383. Human Diversity and Multicultural Theory (HBSE 3) (3)

The course surveys relevant theory describing the ethnocultural context of human behavior. The manner in which culture impacts the social functioning of individuals, families, organizations, and communities is addressed. Consistent with the mission of the social work program, primary emphasis is placed upon Hispanic, Native American, and other diverse populations of New Mexico and the Southwest. Prerequisite or corequisites: SW 385, SW 386.

385. Group, Organization, and Community Theories (HBSE 1) (3)

This two-semester course sequence surveys 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, communities, society, and culture. The sequence emphasizes ethnocultural contexts with special attention on the diverse populations of New Mexico and the Southwest.

386. Individual and Family Theories (HBSE 2) (3)

This is the second course of a two-semester sequence described in SW 385. Prerequisite: SW 385.

400. Children's Services (2)

This elective provides an overview of services for the protection of children. Additionally, it surveys child and family welfare policies and programs, with special emphasis on the New Mexico child welfare system.

412. Immigrant Rights (2)

This course will examine major historical trends in migration to the United States; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental organizations. Issues such as immigration enforcement; labor rights; and access to healthcare and public benefits will also be addressed.

428. Introduction to Substance Use and Abuse (2)

This introductory course examines prevention and treatment approaches to alcohol and substance use and abuse. Approaches relevant to work with individuals, families, groups and communities are presented, with special emphasis on Hispanic and Native American populations of New Mexico and the Southwest. Prerequisites: SW 366, 283 and 386.

429. Family Violence (2)

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. Prerequisites: SW 366, 383 and 386.

430. Research Methods 2 (3)

This second course in the undergraduate research sequence builds on knowledge and skills introduced in SW 330. Additional topics presented include hypothesis development, variables, methods of data collection, research design, instrumentation, and applied research strategies. Research on behalf of the diverse populations of New Mexico and the Southwest is emphasized. Prerequisite: SW 330.

431. Aging and Gerontology (2)

This elective course addresses the emotional, biological, psychological, environmental and legal aspects of aging that occur in the elderly, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest.

432. Field Practicum 1 (4)

The purpose of field practicum is to offer students the opportunity to apply classroom knowledge to practice. The field practicum requires students to be placed with a community agency during their senior year. In their agency placement, students are expected to demonstrate social work skills, knowledge, and values in working with individuals, groups, families, and communities. A total of 208 hours of field practicum/ placement are required. Corequisite: SW 451 and SW 465.

434. Field Practicum 2 (4)

This foundation practicum sequence is designed to help students apply foundation knowledge of social work skills, values, and ethics in 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. Corequisites: SW 452 and SW 466.

437. Grief Assessment and Intervention (2)

This elective examines grief and loss theory from a strengths-based development and multicultural perspective. The focus of the course is grief interviewing and case-based grief assessment and treatment across the life span with added emphasis on the diverse populations of New Mexico and the Southwest, including Hispanic and Native American peoples. Prerequisites: SW 366, 383 and 386.

440. Social Work in Healthcare Settings (2)

This course addresses models of medical social work practice and current changes in the healthcare and health insurance industry and their implications for social work practice. While this is not a course in medical information, the class will include use of basic medical terminology, a review of practice in various medical settings, and with various client populations. Prerequisites: SW 266, 383 and 386.

444. Case Management (3)

This required senior-level course introduces students to case management practice in the context of professional social work. Students will acquire skills in developing, implementing, and monitoring a variety of case management plans. Interagency collaboration will be stressed. Case management for selected vulnerable populations will be studied. Prerequisite: Completion of junior-level BSW classes.

451. Field Practicum Seminar 1 (1)

This seminar provides students an opportunity to integrate practice theory with field (practicum) experience. Students are exposed to a wide range of practice situations and will have an opportunity to address pragmatic and procedural aspects of field instruction. Prerequisite or corequisites: SW 432 and SW 465.

452. Field Practicum Seminar 2 (1)

This seminar provides students an opportunity to integrate practice theory with field (practicum) experience. Students are exposed to

a wide range of practice situations, and will have an opportunity to address pragmatic and procedural aspects of field instruction. Prerequisite or corequisite: SW 434.

465. Generalist Social Work Practice 2 (3)

This third course in the practice sequence builds upon the knowledge and skills previously developed. The course focuses on practice skills necessary for competent and ethical practice with diverse families and groups. Emphasis is placed upon generalist social work practice with Hispanic, American Indian, and other oppressed populations of New Mexico and the Southwest. Prerequisites: Completion of all 300-level SW courses. Corequisites: SW 432 and SW 451.

466. Generalist Social Work Practice 3 (3)

This final course in the undergraduate practice sequence builds upon the knowledge and skills previously developed. This course introduces students to macro-level practice theory and skills necessary for competent and ethical practice. Topics include community organizing, development, and resource-building with a focus on the rural and urban communities of New Mexico and the Southwest. Emphasis is placed on macro practice with Hispanic, American Indian, and other oppressed communities. Prerequisites: Completion of all 300 level SW courses and SW 465. Corequisites: SW 434 and SW 452.

467. Program Development and Grant Writing (2)

This course focuses on the attainment and management of fiscal resources and grants within the setting of health, mental health and human service agencies. The nonprofit environment will be highlighted, including the creation and management of Section 501c3 organizations. Particular emphasis will be placed on the creation and funding of programs that address the needs of the diverse client populations. Prerequisites: SW 366, 383 and 386.

468. Theories of Social Work Practice (3)

This course focuses on a 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, and 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 special emphasis on the Native American and Hispanic Populations of New Mexico.

469. Social Work Practice Skills (2)

This elective course focuses on interviewing and interaction skills with client systems and on skills that are required in the day-to-day functioning of social service organizations. Prerequisites: SW 366, 383 and 386.

492. Independent Research (1–4 VC)

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

Sociology (SOC), Courses in

152. Introduction to Sociology (3)

A broad survey of the basic concepts and principles that sociology uses to understand the development of the human social environment and its phenomena. NM Common Course Number: SOCI 1113

152H. Honors: Introduction to Sociology (3)

In this honors core course, students will develop an understanding of sociology, its concepts, terminology, methods, and unique perspective on our social world. Students develop an ability to implement a sociological imagination when examining their world and explore issues related to social justice and the social contract. Students in this class will explore social issues from multiple perspectives and examine the sociological view of culture, society, socialization, social interaction, groups, organizations, conformity, deviance, crime, social inequality, race & ethnicity, sex and gender, economics, politics, war and peace, terrorism, family, religion, education, medicine, the environment, popular culture, the mass media, and social change. Prerequisite: Admission to the Honors Program or instructor permission.

212. Marriage and the Family (3)

Marriage, family life, and the family as a social institution.

231. Criminal Justice System (3)

A sociological analysis of the criminal justice process in the United States with special emphasis on law enforcement and the courts.

235 – 435. Selected Topic in Sociology (I-4 VC)

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

283. Social Problems (3)

The study of specific social problems that is significant at the present time.

300. Sociocultural Theory (3)

Survey of the principal developments of sociocultural theory that have contributed to the emergence, development and consolidation of the disciplines of anthropology and sociology.

323. Deviant Behavior (3)

Analysis of behavior that deviates from institutionalized expectations, by using specific sociological theory and method.

327. Juvenile Delinquency and Justice (3)

An overview of definitions and social theories of delinquency and an analysis of the legal system for processing juvenile offenders in the United States; special consideration of juvenile justice in New Mexico.

329. Institutional Corrections (3)

A sociological analysis of the role of jails and prisons in the criminal justice system and larger society in the United States; emphasis on operation of adult correctional facilities, from perspective of both staff and inmates, with special consideration of institutional corrections in New Mexico.

330. Research Methods in Social Relations (4)

The social context, structure of inquiry, and modes of observation in research of social and cultural phenomena. Prerequisite: One introductory course in sociology or anthropology. Cross-listed as: ANTH 330.

412. Social Stratification (3)

Differentiation, status, social mobility, class, and caste in selected societies. Prerequisite: One introductory course in sociology or anthropology.

415. Development and Sociocultural Change (3)

This course concerns the nature and consequences of development and culture change as understood by social scientists. Course will address theoretical orientations, consequences of development, and case studies. Prerequisite: One introductory course in sociology or anthropology. Cross-listed as: ANTH 415.

422. Religion and Culture (3)

The origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices, and symbolism. Course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Prerequisite: One introductory course in sociology or anthropology. Cross-listed as: ANTH 422

427. Criminology (3)

An overview of definitions and types of crime, and social theories of crime causation; special issues related to crime, crime control, and crime prevention.

428. Comparative Systems of Social Control (3)

This course is a sociological and anthropological analysis of social control and law in a variety of social and cultural contexts. Prerequisite: SOC 152 and CJS 231

429. Gender, Culture, and Society (3)

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.

430. Applied Social Research and Data Analysis (4); 3,2

Instruction in and application of techniques used in the analysis of quantitative and qualitative social science research data. Prerequisite: SOC 330 or permission of instructor.

431. Political Sociology (3)

Sociological theory and research as applied to the study of political behavior, including such topics as the social bases of power (class, occupation, religion, cultural values), decision-making, leadership and communications.

439. Introduction to Contemporary Sociological Theories (3)

Introduction to and analysis of contemporary sociological theories.

450. Seminar in Sociology (1-4 VC)

Seminar course is a topic or topics in sociology: may be repeated with change of content.

454. Women and Globalization (3)

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.

490. Independent Study (1-4 VC)

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

493. Race and Ethnic Relations (3)

The basic processes operating in the present day interrelations of ethnic groups.

498. Field Experience (1-4 VC)

A field placement in a local service agency providing opportunity for observation and learning under staff supervision. May be taken twice for credit. Prerequisite: Senior classification in psychology and permission of instructor.

499. Independent Research (1-4 VC)

An individual, directed research investigation arranged with an instructor on a topic of mutual interest to the student and the instructor. Projects require a final written report that includes a presentation of the problem, review of the literature, description of procedures, data analysis, and interpretation of results. Prerequisite: Permission of instructor. One introductory course in sociology or anthropology.

Software-Driven Systems Design (SSD), courses in

331. Web Applications (3)

This course will combine web technologies such as HTML5, CWSS3, PHO, Javascript, and more to create web-based applications for modern platforms.

334. Practicum (1-4 VC)

Work placement with specific responsibilities over a sustained period of time.

340. Programming & Logic (3)

Fundamental concepts in programming and logic.

341. Applied Algorithms & Architecture (3)

The purpose of this course is to understand and use discrete structures that are integral to software engineering. In particular, this class is meant to introduce logic, endianness, proofs, sets, relations, functions, counting, probability, algorithm analysis with emphasis on programming. Prerequisite: Math 140.

351. Web Languages (3)

Further exploration of Web Languages beyond the basics. Prerequisite: SSD 331.

352. JavaScript (3)

The purpose of this course is to teach JavaScript basics and popular industry standard frameworks.

365. Patterns and Patterns Languages (1)

This course introduces the idea of a software pattern, including design, analysis, organizational, etc., which covers how to mine and document a pattern. The idea of a pattern language is explored along with techniques for finding and utilizing existing patterns.

370. Interfaces (3)

Exploration of alternative human computer interfaces.

382. Agile Project Management (1)

This course covers the production aspects of software development from an agile perspective. Story walls, burn-down and burn-up

charts, test tracking, daily build processes, planning, and retrospective (process improvement) techniques and practices are covered.

385. Data Modeling (1)

The full range of alternative ways of defining and structuring data,- from definition via Backus-Naur notation to flat-file organization and from formats to relational and other database modeling schemes are covered. Criteria for evaluating and selecting from among the alternatives are also presented.

415. Game Development (3)

This course teaches the basic concepts of game development for casual games. Topics include, character movement, physics, collision detection, attacking, and scoring.

420. Mobile Applications (3)

This course will cover building a native application from start to finish for Apple's mobile devices using Objective-C in the Xcode environment. Topics covered include data presentation and handling and basic user interaction.

425. Advanced Mobile Applications (3)

In this course, students will work on a large-scale native application for an Apple iOS device. Advanced features, such as accelerometer support and geolocation, will be taught. Students will complete the project in phases mirroring professional production.

430. Advanced Web Applications (3)

In this course, students work on a large scale web application combining various technologies from previous web courses. Advanced features include responsive design for use across all major platforms.

434. Practicum (1-4 VC)

Work placement with specific responsibilities over a sustained period of time.

435. Special Topics (1)

This course provides an opportunity to respond to student interest and developing topics in the area of software development, including new domains, new tools, and new methods.

Special Education (SPED), Courses in

214. Introduction to Special Education (3)

Identification of exceptional children with respect to educational opportunities; current concepts and goals of special education; specific consideration of educational programs; and a survey of trends and professional opportunities. Prerequisite to special education courses.

234 – 434. Practicum in Special Education (1-6 VC)

Supervised work in a special education program setting. Special fee. Prerequisite: Permission of instructor.

235 – 435. Selected Topic in Special Education (1-4 VC)

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

401. Diagnosis of the Exceptional Child (3)

Practice in the use of a variety of data-collection instruments and techniques, as well as procedures for writing up the data collected, making referrals, and developing an instructional program.

410. Curriculum & Methods for Student with Mild and Moderate Exceptionalities (3)

An examination of curriculum content, instructional methods, and individualized education programs appropriate for students with mild and moderate cognitive or behavioral exceptionalities and whose education focuses primarily on the general education curriculum.

412. Foundations of Gifted Education (3)

This course has been designed as a one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislations and policy guidelines; and current issues in the field. This course has been designed to include: lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

414. Instructional Strategies for Gifted Education (3)

This course has been designed as a one semester introduction to learn instructional strategies, methods, and techniques of teaching the gifted student, which are explored. Opportunities are provided for development of strategies based on principles of curricular differentiation for gifted students. Prerequisite: SPED 412.

416. Instructional Planning and Curriculum for Gifted Education (3)

This course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Prerequisite or corequisite: SPED 412.

418. Twice Exceptional and Special Populations of Gifted Learners (3)

The focus of this course is to introduce participants to gifted students with disabilities, also known as Twice Exceptional or 2X students. The course will describe research-based characteristics, identification and programming options and will assist students, as per the mission statements, to recognize and nurture outstanding potential so that gifted students with disabilities may become all that they are capable of.

420. Curriculum & Methods for Students with Severe Exceptionalities (3)

An examination of curriculum content, instruction methods, and individualized education programs appropriate for students with severe cognitive or behavioral exceptionalities and whose education focuses on both the functional curriculum and the general education curriculum.

422. Learning Environments and Social Interactions for Gifted Education (3)

This course has been designed as a one semester introduction to learn and explore about the learning environments and social interactions of teaching gifted students. Opportunities are provided

for development of strategies based on principles and best practices for gifted students.

424. Working with Families of Children with Exceptionalities and Giftedness (3)

This course is an examination of the philosophical foundations and collaborative strategies for teachers and other professionals working with families of children with exceptionalities, including special education needs, giftedness in the P-12 experience.

428. Assessment Issues for Gifted Education (3)

This course explores the Examine instruments, techniques, and strategies in the assessment, placement, and evaluation of ELL, Gifted, Exceptional and General learners in P-12 education. This course is designed to provide knowledge and skill regarding assessment procedures, process (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In additions, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including student and families. Prerequisite: field experience.

430. Reading Instruction in Special Education (3)

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.

450. Seminar in Special Education (3)

A seminar course in a topic or topics in special education.

451. Field Base III Teacher Preparation Experience: Special Education (6)

Analysis and evaluation of the student's own performance in student teaching, based on knowledge of the profession and reflective observation. A special fee is assessed. Prerequisite: Admission to student teaching. Corequisite: GNED 455.

455. Classroom Management in Special Education (3)

An examination of behavior management techniques, reward systems, and 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.

482. Young Children with Diverse Abilities (3)

This course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course will provide a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions.

Legal requirements of educating the child with disabilities or other special needs will be identified. Cross-listed as ECME 482.

490. Independent Study (1 – 4 VC)

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

499. Independent Research (1 – 4 VC)

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

Speech (SPCH), Courses in

124. Beginning Speech (3)

A beginning course in public speaking with emphasis on the composition and delivery of the extemporaneous speech. NM Common Core: COMM1113.

Theater (THEA), Courses in

100. Introduction to Theater (3)

This is a general introduction to the art of the theater that acquaints the student with the elements that make up theatrical production.

134-434. Theater Practicum (3)

This course involves technical participation in theater shows working as set crew, light crew, stagehand, running crew, etc. The student must put in labor hours arranged with the instructor.

271. Acting 1: The Actor Prepares (3)

This course is an introduction to Stanislavski approach to acting and the development of the actor's resources. Included in the course are exercises in sensory awakening, imagination, focus and concentration, observation, improvisation and storytelling. The student actor is also introduced to a basic philosophical and practical approach to acting, which includes development of analytical skills, as well as understanding of vocal and movement conventions for the stage.

272. Acting 2: Creating a Character (3)

A continuation of Acting 1. Creating a Character explores individual characterization using analytical techniques, observation and imagination resources to create character. Emphasis is placed on physical, vocal and psychological characterization developed through analysis, internal and external technique, and costume and prop use.

University Studies- Bachelor (UNST), Courses in

100. Introduction to University Studies (1)

BUS 100 is an introduction to the theory of interdisciplinary studies. The course focuses on exploring common pathways and connections among disciplines. It enables students to develop a personal theory of interdisciplinary studies and culminates in a detailed plan for an individualized major.

400. Capstone Course (3)

This multidisciplinary capstone course is designed to be a culminating experience for a general education. Students from a range of study areas will work, in groups, on various projects. They will explore connections among their various disciplines and between their own college and off-campus community experiences.

Women's Studies (WMST), Courses in

200 Introduction to Women's Studies (3)

Lecture, discussion. This course centralizes women's experiences in terms of interpretation and analysis. Basic concepts and orientations as part of women's studies courses are introduced. The course focuses on women's lived experience, with a special attention on the ways gender construction interacts with race, class, sexual orientation, and ethnicity. The main goal is to develop among students, critical thinking and readings skills that relate to women's lives, the ways in which the interlocking systems of colonialism, racism, sexism, ethnocentrism and heterosexism that shape them and create space for resistance and re-articulation. The course will take an international perspective. Emphasis of the course will change depending on the instructor.

300. Feminist Theory (3)

Feminist theory explores the basic forms that organize everyday society and that influences dominant ways of thinking. Feminist theory employs a variety of schools of thought including liberalism, Marxism, psychoanalysis, postcolonial theory, and transnational feminist theory. Students in feminist theory will gain an insight into the range and uses of feminist theory.

The main goal of this course is to introduce ways of investigating and reflecting upon recent topics and discord within feminist dialogues, within an international context. Central content areas include: feminism and nationalism; cultural identity; diaspora dialogue; the social construction of gender, race and sexuality; perspectives on pornography and racial hatred propaganda/speech/acts; and international sex trafficking and prostitution. Questions considered include: What makes up theory in women's studies? How useful is theory in reflective, critical, challenging debates revolving around dominant sex/race/class power structures? What can theory offer activists? What recent debates and dialogues are emerging within feminist/womanist theory? These questions continue themes in this class is to teach students basic tools of analysis for addressing these issues.

435. Special Topics (1-4 VC)

Gender and Politics; eating disorders, gender and education

499. Women's Studies: Internship/Directed Study (3)

This course includes directed studies on a women's issue, in the student's major field, to be approved by the Women's Studies Committee as a whole and to be supervised by a designated faculty member of the committee in conjunction (if necessary) with a selected faculty member in the field of the study. Internships: apply theory, concepts and skills developed in the women's studies minor to work on projects related to profit or nonprofit organizations. A final research paper in the range of 15-20 pages will result from the student's directed study. Prerequisites: WMST 200 AND 300 and senior status and approval of women's studies.

Admission to the University – Graduate

Office of Graduate Studies

Sininger, Room 220

505.454.3266

E-mail: graduate@nmhu.edu

The application for admission is available on our website, www.nmhu.edu

Degree-Seeking Students

Students wishing to receive a master's degree must apply for, and be admitted in, degree-seeking status. Admission may be granted in one of the following categories:

Regular Status

This status is assigned to an applicant who meets all the requirements for admission to graduate study:

- A 3.0 grade point average;
- A bachelor's degree;
- The required background in the area of proposed study;
- The required transcripts;
- The required test scores; and,
- All other requirements identified by the discipline.

Provisional Status

Students who lack one or more of the above criteria may be admitted in this status. An attachment to the letter of admission will show the conditions to be satisfied before the applicant may be assigned to regular status.

A maximum of 24 graduate credits may be earned in this status. Students may not submit a graduate program of study while in this status.

Typical conditions to be satisfied include the following:

GPA: When a student's grade point average in his or her undergraduate studies is below 3.0, he or she must complete the first 12 graduate credits and earn a GPA of 3.0 or better. Certain programs may require that the student earn at least a B in each class of the first 12 credits.

Bachelor's degree: A student who is in his or her last semester of undergraduate work at another accredited institution may be admitted in provisional status pending receipt of the bachelor's degree. The transcript showing conferral of the undergraduate degree must be received by midterm of the first semester of enrollment in graduate study.

First-Time Graduate Applicants From Other Institutions

Students who are in their last semester of undergraduate study at another institution may apply and receive provisional admission. However, the transcript showing conferral of the undergraduate degree must be received by midterm of the first semester of enrollment in graduate study.

First-Time Graduate Applicants From NMHU

Students who are in their last semester of undergraduate study but not within 12 semester credits of receiving their bachelor's degree may apply for admission and be assigned to this status. While students in this status may not enroll for graduate courses, they may apply and compete for scholarships or other opportunities requiring

admission to a graduate program. Students should consult with the Financial Aid Office to determine the impact, if any, of this status. See the section, below, on advanced standing status.

Advanced Standing

Students who are within 12 semester credits of receiving their bachelor's degree may apply for and be admitted to a graduate program. This status limits enrollment at the graduate level to nine credits. If the undergraduate requirements are not met, the student must reapply for advanced standing each semester.

If, upon conferral of the undergraduate degree, other stipulations for regular admission must be satisfied, the status will change to "provisional" until all conditions have been met. If no other conditions have been assigned to the student's admission, then the status will be changed to "regular."

In cases where requirements are disputed, the Academic Affairs Committee will render a final decision, upon the recommendation of the adviser, graduate program coordinator/department chair/and the college/school dean.

Non-Degree Status

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

Credits earned as a non-degree graduate student will require the same quality and amount of work as similar credits earned in advanced-standing, provisional, and regular graduate status. Up to 12 semester credits earned as a non-degree graduate may be applied toward a master's degree, on the condition 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 dean of graduate studies, is obtained. A petition to apply non-degree credits toward a degree will be accepted only after the student has been admitted into a graduate program.

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

General Graduate Admission Requirements

This section of the General Catalog states Highlands University's general graduate 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 five-year absence. Students applying for readmission to the university after a five-year absence or more may be required to resubmit transcripts or other admissions materials. New Mexico state law allows the university to destroy student records five years after the last term attended. The Graduate Studies Office will determine what materials, if any, the student will need to resubmit.

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). The Natural Sciences/Biology requires the GRE. Check with the Graduate Studies Office if the program you are applying to requires the GRE. Although test scores are not required for other programs, they may be submitted.

The Test of English as a Foreign Language (TOEFL) is required of foreign student applicants.

Graduate students must have an earned bachelor's degree from an accredited institution of higher learning and present an acceptable undergraduate program (or evidence of comparable achievement) in the field(s) in which they intend to do graduate work.

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

Applicants to the graduate program in English must submit a 10- to 15-page writing sample, preferably a scholarly paper written for an upper-division English class.

Applicants to the media arts and computer science graduate 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 Academic Affairs Committee and the dean of graduate studies. Other admissions considerations may include:

The discipline, the appropriate dean, the Academic Affairs Committee, or the dean 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 stated at the time of admissions.

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 they earn and maintain at least a 3.0 grade point average for the first 12 semester credits of graduate work. This admission is granted upon the recommendation of the discipline and appropriate dean and with the approval of the Academic Affairs Committee.

Students with a bachelor's degree who wish to earn a master's degree in a field unrelated to their undergraduate work may arrange a special program of undergraduate and graduate courses to qualify for the advanced degree. Such a program could involve work comparable to a minor undergraduate program, and must be arranged in consultation with the discipline and dean concerned and the dean 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 an institution that is a candidate for regional accreditation. In rare cases, students might 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 Academic Affairs Committee, and the dean of graduate studies.

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.

Academic Information For Graduate Degrees

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.

Some disciplines offer graduate courses that do not lead to a degree but can be used for certification requirements or 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 Highlands 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

Additional information for graduate students regarding the performance, enrollment, procedures, forms and program of study requirements can be found in Graduate Student Handbook, available on the website, www.nmhu.edu.

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 second 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 dean of graduate studies 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 an approved program of study during the second 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 appropriate dean, and the dean of graduate studies. 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; however, transfer credits quality points are included on the transcript as part of the cumulative GPA.

The final eight semester credits (not including independent study or research) will be in courses offered in residence by New Mexico Highlands University. "In residence" means enrolled in courses by any delivery method through 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 appropriate dean, and the dean of graduate studies.

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

The oral 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 apply for degree prior to the start of the semester in which they expect to complete the requirements for the degree. Students should discuss the results of the degree check with their adviser. An off-campus oral examination may be administered only under exceptional circumstances, and with approval of the Academic Affairs Committee or the dean of graduate studies.

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 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 dean of graduate studies before submitting the thesis or publishable papers to the library. The field project candidate must acquire the signature of the appropriate dean. The field project or professional paper must meet the same internal review expected of a thesis. The thesis, field project, or professional paper is to be a report of an independent and original investigation done under the supervision of a member of the graduate faculty with the advice and cooperation of the committee members and other graduate faculty. It is expected that editorial advice will be given to the student by the graduate faculty supervisor and committee members and that the student will rewrite the paper until it is worthy of being a part of the permanent library collection.

The usual letter grades are not given for Thesis (699) or Field Project (697). A completed thesis or field project will receive either an S (satisfactory) or an F (fail). Students who do not complete a thesis or field project during the semester for which they register will be given the grade of PR (progress) or NP (no progress). PR grades will be changed to S upon successful completion of the thesis or field project. Until the program is completed, students are to enroll for at least one credit hour of thesis, field project, or designated course in each semester in which work on the program is performed.

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

A thesis or professional paper must also conform to the guidelines and requirements posted on the library Web page, www.nmhu.edu/libraryvenues/hlibrary/Services/theses.aspx. Final approval of the formatting must be granted by Donnelly Library. A letter of transmittal sent from the library to the Graduate Office is required for graduation. A fee is charged for binding the two requisite copies for the library plus any additional copies the student wants bound.

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.

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 adviser or dean and by the dean of graduate studies. 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 higher 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 with instructor approval during the first eight weeks of a semester or the first four weeks of a summer session. 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 website or in the Office of the Registrar weekdays between 8 a.m. and 5 p.m. 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 as a 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 might 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 formal 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.

Graduate Academic Programs and Courses

The graduate 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 co-requisites are stated at the end of the course description. These are enforced by academic program advisers 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.

The College of Arts and Sciences

Dr. Kenneth Stokes, Dean
Douglas Hall, Room 136
kmstokes@nmhu.edu
505.454.3080
FAX: 505.454.3389

The College of Arts and Sciences at New Mexico Highlands University provides the highest quality graduate programs in the English, philosophy, life sciences, physical sciences, computer sciences, mathematics, engineering, physics and social sciences. In addition to serving the needs of its majors and minors in these disciplines, the college undertakes instruction of courses in the core curriculum as part of the university's mission to provide a well-rounded education for all of its students.

Recognizing the integral relationship between teaching, research, and public service, the college excels in all three areas. Embracing the vision of the strategic plan, Highlands stands out as the flagship school for education, serving students from all walks of life.

Teaching in the college encompasses not only imparting to its students the knowledge, verbal and cognitive skills, and values and attitudes comprising the basis of a liberal education, but also instilling the ability and desire to think and work independently and creatively; to appreciate learning for its own sake; and to recognize the life-long benefits of a commitment to truth and excellence.

The purpose of research in the college is to amend and extend the bases of knowledge and create activity; to renew and enrich our teaching resources; exemplify in our own work superlative scholarly habits to give our students a model to which to aspire; and to share our knowledge and the fruits of our labors with the scholarly community, our students, and the general public.

The college's public service commitment signifies that in all of our scholastic endeavors, we will remember the purpose of our activities is to benefit the individual members of the region, state and world communities. Furthermore, recognizing that its involvement extends beyond the confines of the university, to confront perforce the urgent problems presented by geographical, political, racial, and gender boundaries, the college undertakes to work with an eye to resolution of problems in today's complex and changing world by serving disinterestedly the global community.

Departments

- Biology
- Chemistry
- Computer & Mathematical Sciences
- English
- Exercise and Sport Sciences
- History and Political Science
- Languages and Culture
- Natural Resources Management
- Social and Behavioral Sciences
- Visual and Performing Arts

Department of Biology

Dr. Maureen Romine, Department Chair
Ivan Hilton Science Building, Room 324
Phone: 505-454-3264
FAX: 505-454-3103

E-mail: romine_m@nmhu.edu

About

The Department of Biology values teaching and research as equal and essential components of the education of our students and seeks to integrate research with teaching at every possible opportunity in the curriculum. Housed in the Ivan Hilton Science Center, students enjoy modern laboratories and instrumentation.

The department offers both BA and BS programs in biology. A recommended curriculum /or plan of study, is available for all degrees.

For those with an interest in teaching with an emphasis in science, other options, aside from earning a degree in biology, include a BA in general science for secondary school teachers (Grades 7 – 12), a minor in general science for elementary school teachers (Grades K – 5), or a combined science minor.

Faculty

Sarah Corey-Rivas, Ph.D.
Sarra Hinshaw, Ph.D.
Miki Ii, Ph.D.
Carol Linder, Ph.D.
Ben Nelson, DVM
Jesus Rivas, Ph.D.
Maureen Romine, Ph.D.
Jessica Snow, Ph.D.

Mission of the Biology Program

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

The Biology Program prides itself on its ability to place students into bioscience careers. Data suggest that our graduates are highly successful in being admitted to and completing medical, dental, and veterinary schools and graduate programs nationwide. The department attributes this success to intensive biology laboratory and field experiences with cutting-edge technology and instructors committed to individual student progress. Facilities include laboratories in physiology, microbiology, molecular biology, plant biology, and a greenhouse, as well as nearby field sites for ecological research. A computer laboratory with bioinformatics software is available for classes and student use. Students majoring in biology are taught the practical use of common scientific instrumentation they will encounter in their careers. All biology students seeking a BS are required to complete an undergraduate research project that provides students with a realistic perspective of biology and how scientific investigations are conducted.

Some careers where a biology degree is appropriate are:

Medicine	Optometry/Ophthalmology
Dentistry	Occupational therapy
Pharmacy	Veterinary medicine
Physical therapy	Medical technology
Bioengineering	Wildlife Conservation

Ecologist

Mission of the Natural Sciences Master's Program with a Concentration in Biology

The mission of the Master's program in Biology is to provide graduate students with a high quality science education that includes experience with research and field projects. We offer a Thesis Track MS Program centered on an individual research project guided by a graduate faculty advisor and advisory committee and a Non-Thesis Track MS Program. Our Master's Programs provide a scientific and technical background that empowers students to successfully pursue science and technology careers, or proceed to advanced graduate studies.

Resources and Facilities

The Biology Department is situated in the Ivan Hilton Science Center. Our laboratory research is fully supported with modern and continuously updated facilities including molecular and cellular lab space and equipment, a teaching and research greenhouse, and organismal wet labs. Field research in evolution and ecology is comprehensively supported by a long-term research station at the Rio Mora National Wildlife Refuge and the surrounding ecosystems of the Sangre de Cristo Mountains and Great Plains. Our teaching labs are fully equipped for inquiry and research-based biology exploration.

Graduate Program Faculty

Sarah Corey-Rivas, Ph.D.

Sarra Hinshaw, Ph.D.

Miki Ii, Ph.D.

Carol Linder, Ph.D.

Ben Nelson, DVM

Jesus Rivas, Ph.D.

Maureen Romine, Ph.D.

Jessica Snow, Ph.D.

Degree requirements: MS in Natural Sciences

Master of Science in Natural Sciences (MS)

Concentration in Biology

Required Core Courses: 19 credit hours

BIOL 600 Research Methods in Life Science (3)

BIOL 620 Advanced Topic in Biology* (2/2)

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

BIOL 650 Grad Seminar in Life Science* (1/1/1/1)

*Repeated four times for a total of four credit hours

BIOL 559 Fundamental Principles of Laboratory Safety (1)

INDP 692 Research Ethics and Integrity (1)

Choose at least two of the following:

BIOL 610 Environmental Physiology (3)

BIOL 640 Advanced Molecular and Cell Biology (3)

BIOL 630 Advanced Microbiology (3)

BIOL 689 Advanced Ecology (3)

Thesis Option:

BIOL 699 Thesis* (7)

*A minimum of seven credits is required; students must register for a least one credit hour per term until the thesis is completed, which may exceed the seven credit-hour minimum.

Non-thesis Option (requires approval of graduate committee chair):

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.

Elective Courses, Thesis Option: 12 hours

Elective Courses, Non-thesis Option: 18 hours

Electives:

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 Management (3)

BIOL 532 Vertebrate Physiology (4)

BIOL 535 Selected Topics in Life Science (1-4)

BIOL 555 Wildlife Diseases (3)

BIOL 556 Survey of Bioengineering (3)

BIOL 563 Animal Nutrition (3)

BIOL 576 Evolution (3)

BIOL 580 Parasitology (4)

BIOL 581 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

M.S. Non-thesis Exam and Presentation

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

Degree Total: 34 - 40

Thesis: 34 credit hours

Non-thesis: 40 credit hours

Department of Chemistry

Dr. David Sammeth, Department Chair
Ivan Hilton Science Center, Room 232
505.454.3100
FAX: 505.4540.3202
E-mail: d7sammeth@nmhu.edu

Mission of the Chemistry Master's Program

The master of science in chemistry provides training for those who wish to advance their careers in research, industry, government service or teaching. The master of science degree permits the graduate to enter the work force at a level higher than that of a BS graduate. It also prepares students for the rigors of a more advanced professional PhD program of study. Course preparation and advisement are available for students who choose to enter professional schools to study for careers in medicine, veterinary science, dentistry, pharmacy, etc.

The Chemistry Program includes the study of inorganic, analytical, physical, 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 PhD work.

Resources and Facilities

The department is housed in the new Ivan Hilton Science Center. Modern laboratory research spaces with state-of-the-art safety and teaching features provide students with hands-on, student-centered learning environments. Chemical instrumentation includes a high-field nuclear magnetic resonance spectrometer, 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. Graduates of the program are prepared to pursue exciting careers in industry and government, or advance to doctoral studies.

Faculty

Jiao Chen, Ph.D. (Chemistry)
Brooks Maki, Ph.D. (Chemistry)
David Sammeth, Ph.D. (Chemistry)
Jan Shepherd, Ph.D. (Chemistry)
Christipher Stead, Ph.D. (Chemistry)
Tatiana Timofeeva, Ph.D. (Chemistry)

Degree requirements: MS in Chemistry

Master of Science in Chemistry (MS)

Required courses: 28 credit hours

CHEM 519 Chemistry Lab 7 (3)
CHEM 541 Reaction Mechanisms (3)
CHEM 621 Advanced Analytical Chemistry (3)
CHEM 671 Chemical Thermodynamics (3)
CHEM 672 Quantum Chemistry (3)
CHEM 691 Chemistry Colloquium* (1/1)

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

CHEM 699 Thesis* (8)

**A minimum of eight credits is required; students must register for a least one credit hour per term until the thesis is completed, which may exceed the eight credit hour minimum.*

Choose one of the following:

CHEM561 Inorganic Chemistry 1 (3)
CHEM581 Biochemistry 1 (3)

Electives: 6 credit hours

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.

Degree Total: 34 credit hours

Department of Computer and Mathematical Sciences

Dr. Gil R. Gallegos, Department Chair
Ivan Hilton Science Building
Room 224
505.426.3295
FAX: 505.454.3169
E-mail: grgallegos@nmhu.edu

The Department of Computer and Mathematical Sciences offers graduate courses in computer science and mathematics. Additionally, a joint media arts and computer science degree is offered by the Department of Computer and Mathematical Sciences and the School of Business, Media and Technology.

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. The mathematics discipline offers an emphasis in an interdisciplinary program within the School of Education's Curriculum and Instruction master's program designed for secondary education mathematics teachers. 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 through solid preparation for further graduate education or immediate entrance into the workforce (industry, teaching, government, and national laboratories). The department offers graduate-level courses in mathematics and physics that support graduate degrees in other disciplines such as business, chem-

istry, computer science, and education. The department does not offer standalone graduate degrees. Students who pursue graduate degrees requiring the preparation of a thesis are encouraged to select research topics that require the application of mathematics or physics principles.

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 Sciences 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. The 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. Students have options of taking both media arts and computer science with the approval of their adviser.

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 multimedia systems, human-computer interface issues, animation and visualization, data mining, and computer vision.

The general entrance requirement for the program is 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, a student 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 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 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 Building on Highlands' 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, 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.

Faculty

Ken Alford, Ph.D. (Mathematics)

Gil Gallegos, Ph.D. (Computer science)

E. R. "Dick" Greene, Ph.D. (Bioengineering)

John S. Jeffries, Ph.D. (Mathematics)

Elizabeth Kallman, Ph.D. (Mathematics)

Richard Medina, Ph.D. (Computer science)

Joe Sabutis, Ph.D. (Physics)

Gregg Turner, Ph.D. (Mathematics)

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

All students must take 6 units of thesis or project work.

CS600 Principles of Media Arts and Computer Science (3)

CS610 Synthesis of Media Arts and Computer Science (3)

CS620 Multimedia Project Development (3)

CS697 Field Project (6)

OR

CS699 Thesis (6)

Required core: 15 credit hours

With completion of these courses, students begin the process of integrating their 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.

Electives: 21 credit hours

Choose 21 credit hours (seven courses, from any approved graduate-level courses in computer science, mathematics, or media arts. Students may be able to add courses from psychology, education, art, music, or other disciplines, depending on interests. Students working towards a master of science degree must choose courses from computer science, mathematics, or a discipline offering a master of science degree.

Program Total: 36 credit hours

Department of English

Dr. Donna Woodford-Gormley, Department Chair

Douglas Hall, Room DH 139

505.454.3329

FAX: 505.454.3414

E-mail: dwordford@nmhu.edu

Mission of the Department of English

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

The graduate program serves regional secondary school teachers, prospective community college teachers, students who plan to enter PhD 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.

Resources and Facilities

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

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

Faculty

Helen Blythe, Ph.D.

Peter Buchanan, Ph.D.

Lauren Fath, Ph.D.

Juan Gallegos, Ph.D.

Brandon Kempner, Ph.D.

Jason McIntosh, Ph.D.

Tyler Mills, Ph.D.

Aaron Rudolph, Ph.D.

Eddie Tafoya, Ph.D.

Donna Woodford-Gormley, Ph.D.

Degree requirements: English

Master of Arts in English (MA)

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

Required Core:

ENGL 502 Literary Theory (3)

ENGL 541 History of the English Language (3)

ENGL 601 Research Methods in English (3)

ENGL 699 Thesis (6)

Required course for teaching assistants:

ENGL 515 Methods of Tutoring & Teaching Writing (3)*

Core Total: 15-18 credit hours

**Students approved for ENGL 515 Methods of Tutoring & Teaching Writing take nine credit hours of electives instead of 12 credit hours.*

Students take nine hours in their concentration area and electives from any of the concentrations. Please note that 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 three courses from the following:

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 Selected Topics in English (3)

ENGL 5/650 Seminar in English (1-4)

ENGL 582 Literature of the Southwest (3)

ENGL 591 Arthurian Literature (3)

ENGL 610 Major American Poets (3)

ENGL 636 Varieties of Romanticism (3)

ENGL 641 History of Popular Literature (3)

Concentration Total: 9 credit hours

Core Total: 15 – 18 credit hours

Electives: 9 – 12 credit hours

Program Total: 36 credit hours

Concentration in Linguistics, Rhetoric and Composition

Choose three courses from the following:

MART 518 Print of Multimedia (3)

MART 546 Screenwriting (3)

ENGL 500 Creative Writing: Experimental Fiction (3)

ENGL 501 Creative Writing: Advanced Poetry (3)

ENGL 515 Methods of Tutoring & Teaching Writing (3)

ENGL 535 Selected Topics in English (3)

ENGL 543 Sociolinguistics (3)

ENGL 5/650 Seminar in English (1 – 4)

ENGL 565 Nonfiction Prose (3)

ENGL 585 Stylistics (3)

ENGL 651 Images & Words: Semiotics (3)

ENGL 661 Literacy and Orality (3)

ENGL 671 Creative Writing Workshop (3)

Concentration Total: 9 credit hours

Core Total: 15 – 18 credit hours

Electives: 9 – 12 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.

Choose three courses from the following:

ENGL 500 Creative Writing: Experimental Fiction (3)

ENGL 501 Creating Writing: Advanced Poetry (3)

ENGL 510 Creative Nonfiction (3)

ENGL 535 Selected Topics in English (1-4)

ENGL 585 Stylistics (3)

ENGL 671 Creative Writing Workshop (3)

Concentration Total: 9 credit hours

Core Total: 15 – 18 credit hours

Electives Total: 9 – 12 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, the director of graduate studies, and the 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 a test administered by the Department of English; or 4) passing a comparable test offered by another institution and approved in advance by the English graduate committee.

Department of Exercise and Sport Sciences

Dr. Joe Schmalfeldt, Department Chair
Wilson Physical Education Complex, Room 234
505.454.3490
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E-MAIL: jschmal@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

William Hayward, Ph.D. (Exercise Science)
Kathy Jenkins, Ph.D. (Exercise Science)
Yongseek Kim, Ph.D. (Recreation and Sport Management)
Jay Lee, Ph.D. (Exercise Physiology)
Joe Schmalfeldt, Ph.D. (Physical Education)
Ruthy Watson, Ph.D. (Exercise Science)

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 are required.

Master of Arts in Human Performance and Sport (MA)

Teacher Education and Sports Administration Concentration

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 a thesis, field project, or comprehensive exam option. A total of 36 credit hours are required.

Degree requirements: Exercise and Sport Sciences

Master of Arts in Human Performance and Sport (MA)

Required courses: 6 credit hours

HPS 620 Research Methods in HPLS (3)

HPS 670 Assessment & Evaluation in HPLS (3)

Electives: 24 (30 if you choose 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 Public Health & Wellness (3)

HLTH 574 Stress Management (3)

HLTH 589 Fitness/Wellness Program Leadership (3)

HLTH 590 Independent Study (1-4)

HPS 508 Principles, Ethics, & Problems of Athletic Coach (3)

HPS 515 Women in Sport (3)

HPS 516 Aquatic Management (3)

HPS 521 Designs for Fitness (3)

HPS 528 Nutrition & Supplements for Sport (3)

HPS 530 ACSM Health Fitness Instructor Review (3)

HPS 532 NSCA Strength Coach Review (3)

HPS5/634 Practicum in HPS (1-4)

HPS 5/635 Selected Topic in HPS (1-4)

HPS 536 Pediatric Exercise Physiology (3)

HPS 538 Physical Activity & Aging (3)

HPS 561 Sport Marketing & Promotion (3)

HPS 565 Planning Areas & Facilities (3)

HPS 568 P.E. for Special Populations (3)
HPS 572 Biomechanics of Sport (3)
HPS 576 Stress Testing (3)
HPS 578 Psychology of Coaching (3)
HPS 5/690 Independent Study (1-4)
HPS 604 Curriculum Design (3)
HPS 612 Sport in Society (3)
HPS 613 P.E., Athletics & Law (3)
HPS 641 Issues in HPLS (3)
HPS 650 Seminar (1)
HPS 651 Administration of Athletics (3)
HPS 660 History & Philosophy of P.E. & Sport (3)
HPS 682 Physiological Basis of Sport Performance & Conditioning Programs (3)
HPS 692 Independent Research (1-4)

Students must choose one of the following:

HPS 697 Field Project (6)

OR

HPS 699 Thesis* (6)

**Students register for at least one credit hour of Thesis until completed; thesis credits hours may exceed the required minimum of six.*

OR

Comprehensive Exam Option: Students must complete six more credits of approved electives. In addition, 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

Master of Arts in Human Performance and Sport (MA):

Teacher Education and Sports Administration Concentration

Required in either concentration:

Research Methodology: 6 credit hours

GNED 610 Educational Research Interpretation (3)

OR

HPS 620 Research Methods HPLS (3)

OR

MGMT 604 Business Research Methods (3)

AND

HPS 670 Assessment & Evaluation (3)

Required core: 12 credit hours

HPS 612 Sport in Society (3)

HPS 613 P.E., Athletics, & Law (3)

HPS 641 Issues in HPLS (3)

HPS 604 Curriculum Design (3) (Education Students Only)

OR

HPS 651 Administration of Athletics (3) (Sports Administration Students Only)

Core Total: 18 credit hours

Concentration in Teacher Education

Select 12 credits from the following (18 credits if you are selecting the comprehensive exam option).

HLTH 574 Stress Management (3)

HPS 508 Principles, Ethics, & Problems of Athletic Coach (3)

HPS 515 Women in Sport (3)

HPS 516 Aquatic Management (3)

HPS 521 Designs for Fitness (3)

HPS 528 Nutrition & Supplements for Sport (3)

HPS 530 ACSM Health Fitness Instructor Review (3)

HPS 532 NSCA Strength Coach Review (3)

HPS 5/635 Selected Topic in HPS (1-4)

HPS 536 Pediatric Exercise Physiology (3)

HPS 538 Physical Act & Aging (3)

HPS 5/650 Seminar in HPS (1-4)

HPS 561 Sport Marketing & Promotion (3)

HPS 568 P.E. for Special Pop (3)

HPS 572 Biomechanics of Sport (3)

HPS 576 Stress Testing (3)

HPS 578 Psychology of Coaching (3)

HPS 5/690 Independent Study (3)

HPS 660 History & Philosophy of P.E. & Sport (3)

EDLD 673 Public School Administration (3)

HPS 682 Physiology Basis of Sport Performance & Conditioning (3)

Concentration Total: 12-18 credit hours

Students must choose one of the following:

HPS 697 Field Project (6)

OR

HPS 699 Thesis* (6)

**Students register for at least one credit hour of Thesis until completed; thesis credits hours may exceed the required minimum of six.*

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

Concentration in Sports Administration

Select 12 credits from the following (18 credits if you are selecting the comprehensive exam option):

EDLD 673 Public School Administration (3)

ACCT 606 Managerial Accounting (3)

FIN 607 Financial Management (3)

MGMT 664 Organizational Behavior (3)

MIS 525 Information Systems: Management Issues & Tech (3)

MKTG 511 Marketing Res (3)

HPS 508 Principles, Ethics, & Problems of Athletic Coach (3)

HPS 515 Women in Sport (3)

HPS 516 Aquatic Management (3)
 HPS 5/634 HPS Practicum (1-4)
 HPS 5/635 Selected Topics in HPS (1-4)
 HPS 5/650 Seminar in HPS (1-4)
 HPS 509 Economics & Finance 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 Psychology of Coaching (3)
 HPS 5/690 Independent Study (1-4)
 HPS 604 Curriculum Design (3)
 HPS 660 History & Philosophy of Sport & P.E. (3)
 HPS 5/698 Internship (1-9)
 (See additional licensure requirements for New Mexico's State certification.)

Concentration Total: 12-18 credit hours

Students must choose one of the following:

HPS 697 Field Project (6)

OR

HPS 699 Thesis* (6)

**Students register for at least one credit hour of Thesis until completed; thesis credits hours may exceed the required minimum of six.*

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

Department of History and Political Science

Department of History & Political Science

Dr. Steven J. Williams, Department Chair

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Faculty

Peter Linder, Ph.D. (History)

Abbas Manafy, Ph.D. (Political Science)

Elaine Rodriquez, Ph.D. (Political Science)

Kristie Ross, Ph.D. (History)

Steven J. Williams, Ph.D. (History)

Mission of the Department of History and Political Science

History and Political Science forms an academic unit serving the undergraduate and graduate student body with a wide range of courses and possibilities for study. Historical and political under-

standing 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 department to provide services that will contribute to this goal and to train graduates to work in appropriate fields that require historical and political skills and knowledge.

History

Historians investigate the past in order to understand the present – how we came to be where we are and who we are. The word *history* comes from the Greek word for *inquiry*. Historians, broadly speaking, are interested in the social, political, economic, religious, and cultural activities of all people. Their methods include interviewing eyewitnesses of recent events, reading old diaries and letters, and conducting research in public or private repositories. Members of the History faculty at Highlands especially encourage our students to make connections between our own lives and the past.

Students of history can pursue careers in teaching or other professions, and many will continue for an advanced degree in the discipline or enter law school. Professional applications of history include careers in government and business, where the skills of research, communication, and critical thinking are valued. Some history students find positions doing research and preservation work in museums and archives.

Political Science

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

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

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.

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

The Master of Arts in Public Affairs combines studies in sociology, political science, anthropology, 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 that includes political theory, social theory, historiography, and human culture.

Students then select courses from one of the concentration fields of history or political and governmental process. Each student receives training in appropriate research methodologies, and completes a thesis or a professional paper.

This program prepares students for doctoral studies and provides enrichment for professionals in public careers such as law, politics, or government service. The program also offers 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 with it unique perspectives and opportunities. 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, and political science – are all engaged in scholarly research in their respective fields.

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, and sociology.

Master of Arts in Public Affairs

Required core:

Choose 12 to 15 credits from the following:

- ANTH 651 Seminar: Concepts of Human Culture (3)
- HIST 615 Contemporary Historical Thought (3)
- POLS 563 Political Economy (3)
- POLS 654 Seminar: The State (3)
- SOC 638 Advanced Classical Social Theories (3)

Core Total: 12 – 15 credit hours

Choose concentrations from:

- History
- Political & Governmental Processes

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 Experience (3)
- HIST 503 Chicano Leadership (3)
- HIST 506 North American 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 President (3)
- HIST 535 Selected Topics in History (3)
- HIST 552 New Mexico History (3)
- HIST 553 History of the Southwest (3)
- HIST 605 The Trans-Mississippi-West (3)
- HIST 618 The Southwest (3)
- HIST 619 NM Since Statehood (3)
- HIST 640 Mexico (3)

Concentration Total: 12 credit hours

Research Requirement: 3 credit hours

- HIST 620 Research Methods in History (3)

Complete 9 credits in Thesis.*

**Six additional hours of coursework, three hours of HIST 698 Professional Paper, and one professional paper 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 502 Interest Group Politics (3)
- POLS 510 American Constitution (3)
- POLS 515 Government & Business (3)
- POLS 517 Legislative Process (3)
- POLS 518 Administrative Law & Process (3)
- POLS 519 Public Administration (3)
- POLS 533 Chinese Communist Government (3)
- POLS 546 Government & Politics in Latin America (3)
- POLS 551 Seminar: New Mexico Government & Politics (3)
- POLS 553 IR, Human Rights & International Law (3)
- POLS 558 Political Theory & Philosophy (3)
- POLS 560 The American & Russian Systems (3)
- POLS 562 International Monetary System (3)
- POLS 563 Political Economy (3)
- POLS 611 Seminar: Southwest Politics (3)
- POLS 614 Seminar: Public Policies (3)

Research Requirement: 6 credit hours

Choose one of the following:

- POLS 520 Research Methods in Political Science (6)
- HIST 620 Research Methods in History (6)

Concentration Total: 12-15 credit hours

Thesis Option: Research Methods in Political Science and 3-6 credit hours in Thesis.

Professional Paper: One professional paper, Research Methods in Political Science course, 3 additional hours of coursework from the concentration area, and PolS 698 Professional Paper.

Comprehensive Examination Option: A comprehensive written and oral examination, Research Methods in Political Science course,

3 additional hours of coursework from the concentration area, and POLS 697 Comprehensive Examination.

Program Total: 36 credit hours

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

The Master of Arts in Southwest Studies marshals interdisciplinary resources in the study of anthropology, history, and political science. Students complete a core of courses in Southwestern prehistory and history; social, political, and cultural dynamics. In addition, each student selects one of two specialized options: anthropology, with courses in fields such as human geography and Indians of the Southwest; history and political science, including courses in the American frontier, legislative processes, and New Mexico since statehood. Instruction in appropriate research methodologies then prepares each student for the culminating experience of a thesis.

Because of its multi-ethnic composition, varied traditions, and rich history, the American Southwest lends itself to interesting and important research. NMHU offers a breadth of faculty experience to assist students in their studies.

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

Master of Arts in Southwest Studies (MA)

Required core:

Choose 12 credits from the following list:

ANTH 513 Archeology of Southwest (3)

HIST 618 Seminar: The Southwest (3)

POLS 611 Seminar: Southwest Politics (3)

ANTH 576 Indians of the American Southwest (3)

OR

ANTH 577 The Hispanic 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 Experience (3)

HIST 503 Chicano Leadership (3)

HIST 506 North American Frontiers (3)

HIST 552 Seminar: New Mexico History (3)

HIST 553 History of the Southwest (3)

HIST 605 Seminar: The Trans Mississippi West (3)

HIST 619 Seminar: New Mexico Since Statehood (3)

HIST 640 Seminar: Mexico (3)

POLS 517 The Legislative Process (3)

POLS 614 Seminar: Public Policies (3)

Concentration Total: 12-15 credit hours

Requirement in Research: 3 credit hours

HIST 620 Research Methods in History & Political Science (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.

Department of Natural Resources Management

Dr. Jennifer Lindline, Department Chair

Ivan Hilton Science Center, Room 334

505.454.3176

FAX: 505.454.3202

E-mail: lindlinej@nmhu.edu

The Department of Natural Resources Management (NRM) offers an instructional program leading to a Master of Science (M.S.) in Natural Science. The M.S. Natural Science curriculum consists of formal courses in biology, environmental science and management, or geology, and incorporates the student's background, goals, and objectives into an individualized degree program. Students gain experience in the design, execution, and reporting of scientific research by completing a master's thesis (thesis option) or an independent study/research project (non-thesis option). The natural sciences disciplines focus on understanding natural and man-made environments and sustaining the health of humans as well as organisms and ecosystems on which humans depend for water, air, fibers, medicines, fuels, foods, and esthetics. The M.S. Natural Sciences degree provides a unique opportunity for students to broaden their educational backgrounds to include courses from fields they are less likely to experience at traditional graduate programs as they prepare for employment in the natural sciences or entry into doctoral programs.

Faculty

Kenneth P. Bentson, Ph.D. (Forestry)

James Biggs, Ph.D. (Forestry)

F. Craig Conley, Ph.D. (Forestry)

W. David Hacker, Ph.D. (Forestry)

Jennifer L. Lindline, Ph.D. (Geology)

Edward A. Martinez, Ph.D. (Forestry)

Michael S. Petronis, Ph.D. (Geology)

Maureen Romine, Ph.D. (Biology)

Degree requirements: Natural Resources Management

Master of Science in Natural Science

Concentration in Environmental Science and Management

Required Core Courses: 15 credit hours

FOR 525 Field Safety Practices (1)

BIOL 600 Research Methods in Life Science (3)

FOR 620 Advanced Topics in Natural Resource Management (2/2)*

*Repeated for credit with different subject matter for a total of 4 credits.

FOR 625 Advanced Quantitative Methods in Natural Resource Management (3)

BIOL 650 Graduate Seminar in Life Science (1/1/1/1)*

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

Thesis Option: 13 credit hours

FOR 699 Thesis (1 credit hour minimum)*

**Students register for thesis until complete which may exceed the one credit-hour minimum.*

Electives to reach the 13 credit hours required for the thesis option. Electives are chosen with the consent of the student's adviser.

Non-Thesis Option (Report): 13 credit hours

Students choose from the following for a total of 13 credit hours:

FOR 690 Independent Study

FOR 690 Independent Research

Electives: 9 credit hours

Students are required to take a minimum of three hours from each elective 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 adviser.

Science Cluster Electives:

BIOL 515 Biotechnology (4)

BIOL 610 Environmental Physics (3)

CHEM 519 Advanced Instrumental Analysis (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 Science (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 Electives:

ANTH 581 Cultural Resources Management (3)

FOR 502 Silviculture (3)

FOR 505 Wildland Fire Management (3)

FOR 510 Forest Management (3)

FOR 511 Mensuration & Biometrics (4)

GEOL 512 Geologic Resources, Law and Environmental Policy (3)

FOR 512 Ecological & Environmental Monitoring (3)

FOR 517 Watershed Management (4)

FOR 520 Wildlife Management (4)

GEOL 518 Advanced Geographic Information Systems (4)

SOC 511 The Community (3)

PSY 564 Organizational Behavior (3)

Degree Total: 37 credit hours

Master of Science in Natural Science,

Concentration in Geology

Required Core Courses: 15 credit hours

FOR 525 Field Safety Practices (1)

BIOL 600 Research Methods in Life Science (3)

FOR 620 Advanced Topics in Natural Resource Management (2/2)*

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

FOR 625 Advanced Quantitative Methods in Natural Resource Management (3)

BIOL 650 Graduate Seminar in Life Science (1/1/1/1)*

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

Elective Courses: 16 credit hours

Students, with the advice and consent of the adviser, choose from 500- and 600-level courses in geology, forestry, chemistry, mathematics, computer science, or other appropriate disciplines to bring the total number of credits to at least 32 semester hours.

Thesis Option: 1 credit hour minimum

GEOL 699 Thesis (1)*

**Students register for thesis until complete which may exceed the one credit-hour minimum.*

Degree Total: 32 credit hours

Certificate in GIS

Undergraduate Prerequisite:

GEOL 101

FOR 105

POLS 151

ANTH 102

Required Courses (16 credit hours):

FOR 512 Surveying & Geographic Info System (4)

GEOL 518 Advanced GIS (4)

GEOL 515 Remote Sensing (4)

GEOL 594 Capstone Seminar (4)

Certificate Total: 16 credit hours

Department of Sociology, Anthropology and Criminal Justice

Dr. Tom Ward, Department Chair

Lora Magnum Shields Science Building, Room 341

505.454.3196

FAX: 505.454.3331

E-mail: tward@nmhu.edu

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, Ph.D. (Sociology)

Gloria Gadsden, Ph.D. (Sociology)

Mario Gonzales, Ph.D. (Anthropology)

Warren Lail, Ph.D., J.D. (Anthropology)

Linda Silber, Ph.D. (Sociology)

Orit Tamir, Ph.D. (Anthropology)

Thomas Ward, Ph.D. (Sociology)

Resources and Facilities

The human riches of Northern New Mexico provide an outstanding context for psychological, social, and cultural studies at NMHU. Students engage in field archaeological digs, ethnographic, social and psychobiological research, and clinical practicum. Each student has the opportunity to conduct research in our psychobiology and anthropology lab. Studies of human behavior emphasize field data and computer applications for analysis and interpretation.

The department provides a computer laboratory for student use. Students have access to word processing, spreadsheets, and statistical packages as well as the Internet.

Student professional societies and organizations, such as Psi Chi, and the Sociology and Anthropology Club, provide opportunities for student participation and program enrichment beyond the classroom.

Anthropology

The graduate program in anthropology is a part of an interdisciplinary master of arts degree program in Southwest studies. This includes the disciplines of anthropology, history, and political science.

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 multi-ethnic region of the Southwest provides a unique perspective for archaeological and ethnographic field experiences. The anthropology lab houses a significant collection of prehistoric and historic cultural resources for northeastern New Mexico.

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 prepares 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.

Degree requirements: Sociology and Anthropology

Master of Arts in Public Affairs (MA)

Required core:

Choose 12 to 15 credits from the following:

ANTH 651 Seminar: Concepts of Human Culture (3)

HIST 615 Contemporary Historical Thought (3)

POLS 563 Political Economy (3)

POLS 654 Seminar: The State (3)

SOC 638 Advanced Classical Social Theories (3)

OR

SOC639 Contemporary Sociological Theory (3)

Core Total: 12 – 15 credit hours

Applied Sociology Concentration

Required courses: 6-9 for the thesis option, 12-15 for non-thesis

SOC 530 Data Analysis (4)

SOC 638 Advanced Classical Social Theories (3)

SOC 630 Research Methods in Sociology & Anthropology (3)

Choose one of the following, in consultation with your adviser:

SOC 699 Thesis (6)

OR

Completion of two profession papers and six additional hours of coursework

Electives 6-15 credit hours:

Select six to nine credits for thesis option, 12 to 15 credits for non-thesis option

SOC512 Social Stratification (3)

SOC515 Development & Sociocultural Change (3)

SOC527 Criminology (3)

SOC529 Gender & Society (3)
SOC534 Political Sociology (3)
SOC593 Race & Ethnic Relations (3)
POLS558 Political Theory & Philosophy (3)
POLS519 Public Administration (3)
POLS614 Seminar: Public Policies (3)
Electives selected in consultation with your graduate adviser.

Program Total: 36 - 37 credit hours

Master of Arts in Southwest Studies (MA)

Required core:

Choose 12 credits from the following list:

ANTH 513 Archeology of Southwest (3)
HIST 618 Seminar: The Southwest (3)
POLS 611 Seminar: Southwest Politics (3)
ANTH 576 Indians of the American Southwest (3)
OR
ANTH 577 The Hispanic Southwest (3)

Core Total: 12 credit hours

Concentration in Anthropology

Electives: 12-15 credit hours

Electives selected in consultation with graduate adviser.

Required courses: 10 credit hours

ANTH 652 Seminar: Thesis Writing (1)
ANTH 696 Ethnographic Research Methods (3)
ANTH 699 Thesis (6)*

Program Total: 37 credit hours

Postbaccalaureate Certificate in Cultural Resource Management (CRM)

Required courses: 20-24 credit hours

ANTH 510 Methods and Theory in Archaeology (3)
ANTH 513 Archaeology of the Southwest (3)
ANTH 514 Field Methods in Archaeology (Field School) (2-6)
ANTH 576 Indians of the American Southwest (3)
OR

ANTH 577 The Hispanic 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 Anthropology (3)
GEOL512 Surveying & Geographic Information Systems (3)

Program Total: 26 - 30 credit hours minimum

Department of Psychology

Dr. Ian Williamson, Department Chair
Lora Magnum Shields Building, Room 250
505.454.3342
FAX: 505.454.3311

E-mail: iwilliamson@nmhu.edu

Mission of the Department of Psychology

The mission of the Department of Psychology is to contribute to meeting the educational and research needs in psychology; contribute to meeting the career needs in psychological services and research, 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 psychology; and to provide psychological and sociocultural service and expertise for the region, as well as the greater global community.

FACULTY

Lara Heflin, Ph.D. (Psychology)
Linda LaGrange, Ph.D. (Psychology)
David Pan, Ph.D. (Psychology)
Gerald Russell, Ph.D. (Psychology)
Sarah Tracy, Ph.D. (Psychology)
Nariman Arfai, Ph.D. (Psychology)
Ian Williamson, Ph.D. (Psychology)

Psychology

The master of science degree program in psychology offers close relationships among faculty, students, and area specialists. All graduate students perform original research for the master's thesis with mentorship by the psychology faculty. The faculty welcomes student participation in research and activities such as attending conferences, presenting papers, and working on professional teams.

The discipline of psychology at NMHU 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 most 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.

Degree requirements: Psychology

Master of Science in Psychology (MS)

Required core: 30 credit hours

PSY601 Data Analysis & Statistics (3)
PSY602 Behavioral Research Methods (3)
PSY605 Memory & Cognition (3)
PSY608 Introduction to Neuropsychology (3)

PSY612 Psychopharmacology (3)
PSY621 Advanced Social Psychology (3)
PSY640 Advanced Developmental Psychology (3)
PSY651 Profession Ethics & Issues (3)
PSY671 Advanced Psychopathology (3)
PSY699 Thesis (3)*

**Students register for thesis until complete, which may exceed the 3 credit hour requirement.*

Core Total: 30

General Psychology Track

Electives: 6 credit hours

In addition to the core required coursework, students in the general psychology track must also complete six credit hours of electives, including at least one assessment course (three credit hours), which are selected in consultation with an adviser. Advisers work with the student in order to structure the elective courses in accordance with the student's career goals.

Degree 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 Introduction to Group Psychotherapy (3)
PSY 627 Career Development (3)
PSY 672 Introduction to Counseling and Therapy (3)
PSY 674 Individual Intelligence Testing (3)
PSY 675 Personality Assessment (3)
PSY 677 Multicultural Psychotherapy (3)
PSY 679 Behavior Therapy & Assessment (3)
PSY 681 Neuropsychological Assessment (3)
PSY 634 Practicum (12)

Degree Total: 66 credit hours

Department of Visual and Performing Arts

Prof. Todd Christensen, Department Chair
Burris Hall Room 109 C
505.454.3570/3485
FAX: 505.454.3241
E-mail: tchristensen@nmhu.edu

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

Mission of the Department of Visual and Performing Arts

The general mission of the Department of Visual and Performing Arts (VPA) is to education students in the technical skills, the theoretical underpinnings and the sociocultural context for the disci-

plines represented by the academic programs. VPA seeks to inspire students to make creative and expressive ideas the foundation of their lives and their work, which is the essence of the cultivation of the human mind and spirit.

In its collaborative enterprises, VPA seeks to provide opportunities for students to work closely with faculty and staff in its academic courses, thus demonstrating that faculty and staff readily interact with students. Community members join the department for many productions and activities. VPA aims to incorporate appropriate elements from Northern New Mexico artistic, theatrical and musical culture in its courses and productions, which relate to the rich heritage of Hispanic and Native American cultures that are distinctive of the state of New Mexico. Ultimately, VPA aims to prepare its students for an active professional life in each discipline through the knowledge, creativity, teaching skills and dedication of its faculty and staff, showing excellence in teaching, discovering, preserving and applying knowledge.

Faculty

Todd Christensen, MFA (Art)
Andre Garcia-Nuthmann, Ph.D. (Music)
Edward Harrington, Ph.D. (Music)
David Lobdell, MFA (Art)

Music and Art

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

Post Baccalaureate Certificate in Fine Arts (30 credit hours)

This curriculum provides the rigorous studio practice and conceptual/art historical framework necessary to develop a portfolio for application to graduate programs in fine arts or to prepare the candidate for a self-directed career in fine art. It is a critique-driven program that requires the student enroll in portfolio development, and exhibition courses, as well as directed study courses.

The program is designed for students with degrees in fields other than art, who have decided to pursue art as a career choice, and will allow them to develop art related portfolios. The Program will help students of New Mexico, the region and the nation advance to master of fine arts programs and develop a clear direction in their work to be competitive as a self-directed, independent fine artist.

Admissions into the post baccalaureate program is contingent upon undergraduate transcripts, CV, and a portfolio of 20 images which demonstrates competency in studio art. Additionally, the applicant must submit a letter of purpose and two letters of recommendation from sources outside of Highlands University. Admission into graduate school is also required.

Students who do not have 15 credit hours of art history classes may be admitted to the program on a provisional basis. These course requirements must be met in order to advance in the program.

Required Courses (18 credits):

ART 591 Portfolio Development and Professional Practices (2)
ART 590 Independent Study (6)
AH 550 Seminar in Art History* (6)

**Repeated with different content*

AH 580 Art of the Americas (3)

ART 595 Exhibit Design (1)

Art Electives (12 credits):

ART 571 Painting 5 (3)

ART 572 Painting 6 (3)

ART 531 Ceramics 5 (3)

ART 534 Practicum (1-4)

ART 535 Selected Topics (1-4)

ART 541 Sculpture 5 (3)

ART 542 Sculpture 6 (3)

ART 550 Seminar in Art (1-4)

ART 561 Jewelry and Metalsmithing (3)

ART 571 Printmaking 5 (3)

ART 572 Printmaking 6 (3)

ART 585 Art Foundry 5 (3)

ART 590 Independent Study (1-4)

Program Total: 30 credit hours minimum

Music/Theater

The music program at NMHU offers a variety of options to meet the needs of students with personal or preprofessional 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, Thomas 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 NMHU. 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 art faculty at New Mexico Highlands University provides students with a strong foundation in the visual arts. The program offers

a range of traditional media and upper-division course work that qualifies the student to enter a graduate program or embark on a professional career. Training in art history as well as in hands-on studio provides the knowledge of skills, techniques and critical thinking required of a committed artist. By nurturing ideas and creativity a student is able to become visually literate, technically competent, historically informed and conceptually relevant.

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

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

Resources and Facilities

New Mexico Highlands University provides 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.

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 Jazz Singers, Guitar Ensemble, Jazz Ensemble, and Mariachi, as well as in four main-stage productions. The gallery in the Burris Hall (the arts building) serves as the focal point for artistic work produced through various classes and studios. The Art Club, and Music Club, are an active part of campus life, and also serve to promote their various programs.

School of Business, Media and Technology

Dr. William Taylor, Dean
Sininger Hall, Room 235
505.454.3004
FAX: 505.454.3354
E-mail: btaylor@nmhu.edu

Mission

The School of Business, Media and Technology (SBMT) prepares students for success in professional and creative careers and future academic endeavors. Our rigorous and diverse learning environment supports critical thinking and cultivates ethical problem solvers who are agents of economic and social betterment in our ever-changing global environment. As a professional school we promote and teach best practices in our respective fields.

Vision Statement

NMHU's School of Business, Media and Technology empowers students to become respected members of a professional community in a holistic, interdisciplinary environment fostered by combining rigorous academics and active learning. We advance understanding and extend the frontiers of knowledge proactively in order to address complex problems in a manner that cultivates the human mind and spirit. We provide an ethical, inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding in our fields.

The Department of Business Administration

Accreditation

The Department of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the master of business administration (MBA) degree.



The MBA is accredited by the Higher Learning Commission (HLC) as an online degree. Students can complete their MBA degree through distance education. Students can be physically located anywhere in the world and complete the MBA degree from New Mexico Highlands University.

Mission of the Department of Business Administration

The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department's goal is to be the best small business department in the Southwest, preparing 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.

Vision Statement

The Department of Business Administration provides an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.

Core Values

- Advancement of knowledge
- Active learning
- Student success
- Diversity of ideas
- Accessible education
- Community
- Individual well-being
- Sustainable practices
- Multiculturalism

Faculty

Ali Arshad, Ph.D. (Economics & finance)
Chien-Chun Chen, Ph.D. (Marketing)
Margot Geagon, Ph.D. (Management & finance)
Nicolas Leger, JD (Law)
Emmanuel Nkwenti-Zamcho, DBA (Management & international business)
Luis Ortiz, Ph.D. (Management & international business)
Jennie Quillien, Ph.D. (Management)
Rod Sanchez, Ph.D. (MIS)
Charles Swim, DBA (MIS/management)
William Taylor, Ph.D. (Economics)
Kent Tucker, DBA (Finance)

Resources and Facilities

NMHU Campus

The MBA degree is available live at the main campus. Department of Business Administration classroom facilities and faculty offices are located in Sininger Hall on the NMHU campus directly across the quadrangle from Thomas C. Donnelly Library. Distance education-equipped classrooms are available in the building. High speed wireless internet and networked computer facilities are located throughout the campus, which provide student access to online classes and course materials. Professional business software required for business classes is available through these computer facilities.

Distance Education

Our MBA degree and concentrations are also offered completely online.

NMHU Center/Sites

The MBA degree is offered on site at the main campus but online elsewhere. Business faculty advisers are located at the New Mexico Highlands University centers and sites at Rio Rancho, Farmington, Santa Fe, and Espanola.

Requirements for admission to the MBA Program:

1. Students must have at least a 2.8 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 requesting 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 non-profit institutions. Building on a foundation of management, accounting, finance, economics, and marketing, the program emphasizes administrative ability, managerial potential, financial decision making, and long-range planning skills.

Our 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.

Dual Master's Degrees in Business and Social Work

Highlands University allows students to complete Masters Degrees in Social Work (MSW) and Business Administration (MBA) with minimal overlap. Interested students should refer to the catalog section for the School of Social Work.

Exit Requirements for Completing the 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 students 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 American Psychological Association (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.

Required courses: 25 - 34 credit hours

The following courses (BUS 500, 501 and 502) may be assigned or waived depending on the student's undergraduate coursework:

BUS 500 Principles of Business Administration (3)

BUS 501 Principles of Financial and Managerial Accounting (3)

BUS 502 Principles of Finance and Economics (3)

Required Core:

MGMT 601 Quantitative Methods (3)

MGMT 604 Business Research Methods (3)

ACCT 605 Financial Accounting (3)

OR

ACCT 606 Managerial Accounting (3)

FIN 607 Managerial Finance (3)

ECON 608 Managerial Economics (3)

BLAW 639 Law and Ethics in Bus (3)

MKTG 684 Marketing Management (3)

MGMT 689 Business Strategy (3)

BUS 696 Business Case Study (1)

Core Total: 25 - 34 credit hours

Students must choose an MBA concentration from one of the following areas:

Concentration in Accounting

Proficiency Courses:

Students must have a demonstrated proficiency in the following three courses; the courses may be assigned or waived depending on the student's prior coursework:

ACCT 387 Intermediate Accounting 1 (3)

ACCT 388 Intermediate Accounting 2 (3)

ACCT 392 Intermediate Accounting 3 (3)

Required Courses for Concentration in Accounting

Required Courses: 12 credit hours

ACCT 685 Financial Statement Analysis (3)

ACCT 689 Seminar in Tax Planning (3)

Choose 2 courses from the following list:

ACCT 581 Accounting Systems (3)

ACCT 592 Auditing (3)

ACCT 589 Governmental & Not-for-Profit Accounting (3)

Concentration Total: 12 credit hours

Core: 25 - 34 credit hours

Program Total: 37- 46 graduate-level credit hours

Concentration in Finance

Required Courses: 15 credit hours

FIN 507 Risk and Insurance (3)

FIN 509 Investments (s)

FIN 575 International Finance (3)

ACCT 605 Financial Accounting (3)

ACCT 685 Financial Statement Analysis (3)

Concentration Total: 15 credit hours

Core: 25 - 34 credit hours

Program Total: 40 - 49 credit hours

Concentration in International Business

Required Courses: 12 credit hours

FIN 575 International Finance (3)

INTB 640 International Business (3)

MGMT 622 International Business & Society (3)

MKTG 574 International Marketing (3)

Concentration Total: 12 credit hours

Core: 25 - 34 credit hours

Program Total: 37- 46 credit hours

Concentration in Human Resources Management

Required Courses: 12 credit hours

MGMT 664 Organizational Theory (3)

MGMT 665 Personnel Practices and the Law (3)

MGMT 687 Human Resources Management (3)

Electives: 3 credit hours required

Choose 1 of the following:

MGMT 540 International Human Resource Management (3)

MGMT 560 Training & Development of Human Resource (3)

MGMT 566 Compensation & Benefits (3)

Concentration Total: 12 credit hours

Core: 25 - 34 credit hours

Program Total: 37- 46 credit hours

Concentration in Management

MGMT 622 International Business & Society (3)

MGMT 687 Human Resource Management (3)

Electives: 6 credit hours

Choose in consultation with an adviser

Concentration Total: 12 credit hours

Core: 25 - 34 credit hours

Program Total: 37- 46 credit hours

Concentration in Marketing

MKTG 515 Consumer Behavior (3)

MKTG 546 Social Media (3)

MKTG 551 Internet Marketing Strategies (3)

MKTG 574 International Marketing (3)

Electives: 3 credit hours

Choose one class in consultation with an adviser

Concentration Total: 15 credit hours

Core: 25 - 34 credit hours

Program Total: 40 - 49 credit hours

Concentration in Oil and Gas Management

Note: Effective Fall 2016, this concentration is suspended with no new admissions; students who currently have this concentration will be allowed to complete.

ACCT 515 Oil and Gas Accounting (3)

BLAW 562 Oil and Gas Contract Law (3)

ECON 601 Energy Policy and Regulation (3)

ECON 620 Energy Economics (3)

FIN 525 Oil and Gas Finance (3)

MGMT 510 Oil and Gas Value Chain Management (3)

MIS 580 Project Management (3)

Concentration Total: 21 credit hours

Core: 25 - 34 credit hours

Program Total: 46 - 55 credit hours

Certificate in Accounting

The Accounting Certificate provides proficiency in accounting analysis. The required intermediate accounting series, and twelve hours of upper division accounting courses gives students a broad exposure to accounting issues and problems.

Proficiency Courses:

Students must have a demonstrated proficiency in the following three courses; the courses may be assigned or waived depending on the student's prior coursework:

ACCT 387 Intermediate Accounting 1 (3)

ACCT 388 Intermediate Accounting 2 (3)

ACCT 392 Intermediate Accounting 3 (3)

Certificate Courses: 18 credit hours

Choose six courses from the following list

ACCT 605 Financial Accounting (3)

ACCT 606 Managerial Accounting (3)

ACCT 581 Accounting Systems (3)

ACCT 592 Auditing (3)

ACCT 589 Governmental & Not-for-Profit Acct (3)

ACCT 685 Financial Statement Analysis (3)

ACCT 689 Seminar in Tax Planning (3)

Certificate: 18 graduate-level credit hours

Certificate in Finance

The Finance Certificate provides an overview of financial markets and gives students the basic financial tools they need to analyze and solve financial decisions.

Choose six courses from the following:

FIN 507 Risk and Insurance (3)

FIN 509 Investments (3)

FIN 575 International Finance (3)

ACCT 605 Financial Accounting (3)

ACCT 606 Managerial Accounting (3)

ACCT 685 Financial Statement Analysis (3)

ECON 608 Managerial Economics (3)

Certificate: 18 credit hours

Certificate in Human Resources Management

The Human Resources Management Certificate provides a broad exposure to the legal, ethical, training, compensation, and management issues involved in hiring and managing personnel.

Choose six courses from the following:

MGMT 664 Organizational Theory (3)

MGMT 687 Human Resources Management (3)

MGMT 665 Personnel Law (3)
MGMT 540 International Human Resources Management (3)
MGMT 553 Organizational Leadership (3)
MGMT 560 Training & Development (3)
MGMT 566 Compensation and Benefits (3)
MGMT 621 Business and Society (3)

Certificate: 18 credit hours

Certificate in Media Marketing: 18 credit hours

The Media Marketing certificate gives students broad exposure to current marketing management and strategy. This certificate emphasizes advertising and current interactive marketing practices.

MKTG 573 Advertising (3)
MKTG 515 Consumer Behavior (3)
MKTG 546 Social Media (3)
MKTG 551 Internet Marketing Strategies (3)
MKTG 574 International Marketing (3)
MKTG 684 Marketing Management (3)

Certificate: 18 credit hours

Media Arts & Technology

Prof. Kerry Lowen, Department Chair
Media Arts Building, Room 104
505.454.3588
FAX: 505.454.3241
Email: kcloewen@nmhu.edu

Faculty

Stanley Cohen, Ph.D. (Software Systems Design)
Mariah Fox Hausman, MFA (Media Arts)
Miriam Langer, MFA (Media arts)
Kerry Loewen, MFA (Media arts)
Angela Meron, MFA (Media Arts)
David Sanchez Burr, MFA (Media Arts)
Jonathan Lee, MA (Software Systems Design)

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

Concentration in Media Arts

With completion of these courses, Media Arts graduate students develop proficiency in a variety of technology driven production tools used by professional in the fields of visual communication, interactive design, multimedia, photography, filmmaking, and physical computing. Students synthesize their knowledge in a final project or thesis.

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

Electives:

Choose seven courses (21 credit hours) 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 or mathematics, or from a discipline that offers 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 Principles 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 Advanced Design Practice (3)
MART 562 Video Effects (3)
MART 563 Video Animation (3)
MART 564 Advanced Digital Cinema (3)
MART 565 Advanced Media Projects (3)
MART 566 Audio for Video (3)
MART 567 Character Animation (3)
MART 568 Advanced Lightwave Modeling (3)
MART 569 Advanced Video Animation (3)
MART 573 Typography (3)
MART 575 Advanced Screenwriting (3)
MART 595 Exhibition Design (3)
MART 596 Advanced Exhibition Design (3)
MART 598 Professional Internship (3)

Core: 15 credit hours

Electives: 21 credit hours

Program Total: 36 credit hours

Master's Degree in Software-Driven Systems Design (MSSD)

Practicum course: 8 credit hours required

SSD 534 Practicum (4) (Requires attendance in Studio for 5 hours per credit hour per week.)

SSD 634 Practicum (4) (Requires attendance in Studio for 5 hours per credit hour per week.)

Foundations: 17 credit hours required

SSD 510 Principles and Practice (4)

SSD 610 Principles and Practice (4)

SSD 540 Ars Magna (3)

SSD 640 Visualization and Data Analytics (3)

SSD 645 Ambient Computing (3)

Programming: 2 credit hours required

Choose two from the following:

SSD 550 Processing (1)

SSD 552 Scala (1)

SSD 554 NetLogo (1)

SSD 556 Advanced Java (1)

SSD 558 C#/.Net (1)

Electives: 8 credit hours from the following:

SSD 560 Advanced Smalltalk (3)

SSD 565 Physical Computing/Robotics (3)

SSD 570 Enterprise Computing/Informatics (3)

SSD 635 Selected Topics (1-3)

SSD 664 System Administration and Security (3)

SSD 666 System Design (3)

SSD 668 Knowledge Management (3)

SSD 670 Parallel Computing (3)

Thesis: 4 credit hours required

SSD 699 Thesis (4)

Program Total: 39 credit hours

School of Education

Dr. Lora Bailey, Dean
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FAX: 505 454-3384

Mission Statement

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

Graduate Faculty

James B. Burns, Ed.D. (Educational Leadership)
Patricia Cruz, Ed.D. (Education Leadership)
Kathryn Dziekan, Ph.D. (Rehab Counseling)
Kevin Ensor, Ph.D. (School Counseling)
Geraldine Glover, Ph.D. (Counseling)
Anna Koch, Ph.D. (Rehab Counseling)
Douglas Main, Ph.D. (Rehab Counseling)
Ronald Monachello, Ph.D. (Clinical Counseling)
Michael Morad-McCoy, Ph.D. (Clinical Counseling)
Chris Nelson, Ph.D. (Special Education)
Michael O'Brien, Ed.D. (Rehab Counseling)
Seonsook Park, Ph.D. (Curriculum & Instruction/ Reading)
Lori Rudolph, Ph.D. (Clinical Counseling)
P.J. Sedillo, Ph.D. (Special Education)
Emily Williams, Ph.D. (Special Education)

Resources

The Teacher Education Center (TEC) 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.

The School of Education offers selected undergraduate and graduate programs at the centers in Santa Fe, Rio Rancho and Farmington with the cooperation of the Educational Outreach Services Program.

Conceptual Framework

The NMHU 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 or to serve in leadership roles in higher education.

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 or to serve in leadership roles in higher education.

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 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.

Degree requirements: Education

Master of Arts in Counseling (MA)

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.

For graduation, students must complete all coursework, internships, a written comprehensive exam, and a comprehensive case presentation. The written exam is the Counselor Preparation Comprehensive Exam (CPCE), which covers the eight core-curriculum content areas. Rehabilitation counseling students also have the choice to take the Certified Rehabilitation Counselor (CRC) Exam that covers ten curriculum areas.

As required by the American Counseling Association's (ACA) Code of Ethics (and the CRC's Code of Ethics) students who fail to demonstrate personal and professional appropriate and/or ethical behavior may be denied continuation in the program until some form of remediation is fulfilled. If a student demonstrates such questionable behavior, he or she will meet with the faculty of the Counseling Program to discuss the faculty's concerns. If remediation is deemed necessary, the student will not be allowed to continue in the program until such remediation is completed. The student's acceptance of admission into the Counseling Program is understood as a tacit acceptance of these terms of admission.

Otherwise, counseling students are assessed by the faculty at three major points: after completion of the pre-practicum course, during and after the practicum, and throughout the two-semester Internship. (As noted above, if there is a concern before these points, the faculty will call a meeting with the students and determine the need for and nature of remediation.) The purpose of these assessments is to determine the students' suitability and potential for development

as a counselor. If the faculty has concerns at any point regarding a student's potential for being a counselor, the adviser will be responsible for informing the students of this concern. According to the ACA, the American School Counselor Association (ASCA), and the Council On Rehabilitation Education (CORE), it is the responsibility of the counselor educators to monitor the professional development of the student-counselor at all times and to take appropriate measures if indications of behavioral, emotional, or mental problems arise in any given student.

If a student needs remediation, the forms that it may take include the following:

The student may be asked to retake the pre-practicum course.

The student may be asked to take additional coursework to make up any academic deficiencies that might be noticed.

The student may be asked to seek out and engage in personal counseling or psychotherapy. If this is required, the student may be asked to spend a semester out of the program.

The student may be asked to disenroll from the program altogether.

If such remediation is needed, the student has the option to appeal such decisions. The steps of the appeal process are:

The student writes an appeal within one week stating the reasons why the student believes the remediation to be unjust or inappropriate. The statement is addressed to the students' adviser and to the chair of the Counseling Department.

The adviser and/or the chair meets with the student within a week after receiving the written appeal to hear the appeal and to listen to suggested alternatives.

The adviser and chair meet with the other counseling faculty within a week after meeting with the student to discuss the student's case.

If no change is made to the original decision, then the student can take the appeal to the dean of the School of Education.

If no change is made to the original decision the student can take the appeal to the dean of students.

At each step, the same process is followed. The student submits a written appeal to the University person involved. A meeting is arranged with the student by that person. The student presents his or her case with suggestions for an alternative remediation. A decision follows.

Resources and Facilities

The Victoria D. de Sanchez Teaching Education Center is a modern three-level building housing classrooms, two Interactive Television rooms, Smart classrooms, faculty offices and an instructional materials evaluation center.

Master of Arts in Counseling (MA)

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

Required core: 36 credit hours

COUN 601 Professional Orientation (3)

COUN 603 Theory & Practice of Career Development (3)

COUN 605 Pre-Practicum in Counseling Skills (3)

COUN 606 Theories & Principles of Individual Counseling (3)

COUN 607 Group Techniques of Counseling (3)

COUN 608 Appraisal of the Individual, Group, & Family in Coun-

seling (3)

COUN 611 Multicultural Counseling (3)

COUN 634 Practicum (3)

COUN 698 Internship in Counseling (6)*

GNE 605 Statistics for Educators (3)

GNE 610 Educational Research Interpretation (3)

** 600 hours over two semesters. Three credits each semester. This can be done in one semester with approval of adviser in special circumstances.*

Core Total: 36 credit hours

Students choose one of the following emphasis:

Emphasis in Clinical Mental Health Counseling

Required courses: 15 credit hours

COUN 612 Mental Health Ethics, Law and Practice (3)

COUN 610 Assessment & Treatment Planning in Counseling (3)

COUN 615 Family Counseling (3)

COUN 629 Trauma and Crisis Intervention (3)

COUN 625 Counseling the Individual Across the Lifespan (3)

Electives: 9 credit hours

Choose three courses in consultation with an adviser.

Emphasis Total: 24 credit hours

Core Total: 36 credit hours

Program Total: 60 credit hours

Emphasis in School Counseling

Required courses: 12 credit hours

COUN 602 Counseling Children & Adolescents (3)

COUN 615 Family Counseling (3)

COUN 620 Organization & Administration of School Counseling (3)

Electives: 3 credit hours

Choose one course in consultation with an adviser.

Emphasis Total: 12 credit hours

Core Total: 36 credit hours

Program Total: 48 credit hours

Emphasis in Rehabilitation Counseling

Students may choose a specialization in vocational evaluation in addition to this emphasis (see below).

Required courses: 12 credit hours

COUN 640 Foundations of Rehabilitation (3)

COUN 642 Case Management & Job Placement in Rehabilitation (3)

COUN 673 Medical Aspects of Disability (3)

COUN 674 Psychocultural/Psychosocial Aspects of Disability (3)

Emphasis Total: 12 credit hours

Core Total: 36 credit hours

Program Total: 48 credit hours

Emphasis in Clinical Rehabilitation Counseling

The emphasis in Rehabilitation Counseling is required.

COUN 610 Assessment and Treatment Planning (3)

COUN 612 Mental Health Ethics, Law and Practice (3)

COUN 615 Family Counseling (3)

COUN 625 Counseling Across the Lifespan (3)

Emphasis Total: 12 credit hours

Core Total: 36 credit hours

Rehab. Counseling Emphasis: 12 credit hours

Clinical Rehab. Counseling Emphasis: 12 credit hours

Program Total: 60 credit hours

Program Totals:

Clinical Mental Health Counseling = 60 credit hours

School Counseling = 48 credit hours

Rehabilitation Counseling = 48 credit hours

Clinical Rehabilitation Counseling = 60 credit hours

Specialization in Vocational Evaluation in Rehabilitation Counseling Option

The vocational evaluation specialization in rehabilitation counseling at Highlands is a 54 semester-hour program. Full-time students 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: 6 credit hours

COUN 646 Foundations of Vocational Evaluation (3)

COUN 648 Advanced Vocational Evaluation (3)

Required:

COUN 698 Internship in Vocational Evaluation (3)*

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

Specialization total: 6 credit hours

Rehabilitation Emphasis: 48 credit hours

Program total: 54 credit hours

Master of Arts in Curriculum and Instruction (MA)

This program is structured around three components: required core, emphasis area, and research methodology.

Required courses: 12 credit hours

EDLD 625 Educational Leadership (3)

OR

GNE 645 Sociocultural Factors Affecting Education (3)

GNE 615 Instructional Strategy & Mentoring (3)

GNE 641 Advanced Educational Psychology (3)

GNE 663 Principles of Curriculum Construction (3)

Research Methodology: 6 credit hours

GNE 605 Statistics for Educators (3)

GNE 610 Educational Research Interpretation (3)

Field Project/Thesis/Comprehensive Exam: 6 credit hours

Choose one of the following options:

GNE 697 Field Project (6)

OR

GNE 699 Thesis (6)*

**Students must register for thesis until complete which may exceed the six credit-hour requirement.*

OR

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 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 requirement from the New Mexico Public Education Department; having the preparation to undertake advanced studies in the field; and for students whose undergraduate degrees are from NMHU, the availability of appropriate 500-level courses that were not taken already at the 400-level.

Program Total: 36 credit hours

Additional stipulations for admission to the master of arts in education, curriculum and instruction: Students 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.

Master of Arts in Educational Leadership (MA)

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 a minimum of six (6) years 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 or wish the 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 Instructional Leadership & Organizational Change (3)
EDLD 615 School Finance & Resource Allocation (3)
EDLD 620 Legal Issues for School Leaders (3)
EDLD 640 Supervision & Evaluation of Personnel (3)
EDLD 660 Data-Informed Instructional Leadership (3)
EDLD 680 Reflective Leadership (3)
EDLD 698 Internship 1 (3) (Required for all K-12 licensure candidates)
EDLD 698 Internship 2 (3) (Required for all K-12 licensure candidates)

Research Methodology: 6 credit hours

GNEC 605 Statistics for Educators (3)
GNEC 610 Educational Research Interpretations (3)
Field Project/Thesis/Comprehensive Exam: 6 credit hours
EDLD 697 Field Project (6)

OR

EDLD 699 Thesis (6)*

**Students must register for thesis until complete which may exceed the six credit-hour requirement.*

OR

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.*

EDLD Emphasis Area Options:

EDLD 610 Action Research in Education (3)
EDLD 625 Educational Leadership & Principalship (3)
EDLD 630 School Community Relations (3)
EDLD 5/635 Selected Topics in EDLD (1-3)
GNEC 663 Principles of Curriculum Construction (3)
EDLD 690 Independent Study (1-4)

Program total 36: credit hours

Master of Arts in Special Education

This program is structured around three components: required core, emphasis area, and research methodology.

Required core: 12 credit hours

SPED 501 Diagnosis of Exceptional Child (3)
SPED 5/650 Seminar in Special Education (3)
SPED 612 The Special Education Program (3)
SPED 675 Organization & Administration of Special Education (3)

Emphasis Area: 12 credit hours

Option 1 (Non-Licensure):

Choose twelve credits from the following list or from additional courses approved by the program adviser:

ANTH 524 Social & Cultural Dynamics of the Southwest (3)
ANTH 561 Communication & Culture (3)
PHIL 525 Reasoning Skills for the Schools (3)
PSY 510 Physiological Psychology (3)

PSY 519 Introduction to Behavioral Therapy (3)
 PSY 522 Human Sexuality (3)
 PSY 530 Psychology of Sex Roles (3)
 PSY 545 Behavior Disorders in Child (2)
 PSY 573 Psychology of Suicide (3)
 PSY 605 Memory & Cognition (3)
 PSY 671 Psychodynamics & Psychopathology (3)
 PSY 674 Individual Intelligence Test (3)
 PSY 675 Personality Assessment (3)
 PSY 679 Behavioral Therapy & Assessment (3)
 SPED 672 Counseling Parents of Exceptional Child (3)
 SPED 673 Medical Aspects of Disability (3)
 SPED 674 Psychocultural/Psychosocial Aspects of Disability (3)
 Research Methodology: 6 credit hours:
 GNED 605 Statistics for Educators (3)
 GNED 610 Educational Research Interpretation (3)

Option 2 (licensure): Students seeking special education licensure as part of the MA program are expected to complete the following 12 credit sequence:

Choose one of the following options:

RDED 511 Teaching and Diagnosis of Reading (3)
 SPED 510 Curriculum & Methods for Students with Mild & Moderate Exceptionalities (3)
 SPED 520 Curriculum & Methods for Students with Severe Exceptionalities (3)
 SPED 530 Reading Instruction in Special Education (3)
 Field Project/Thesis/Comprehensive Exam: 6 credit hours
 SPED 697 Field Project (6)
 OR
 SPED 699 Thesis (6)*

**Students must register for thesis until complete which may exceed the six credit-hour requirement.*

OR

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

Certificates

Professional Counseling Certificate (*LMHC)

The Certificate Program in Professional Counseling qualifies students to sit for New Mexico's Counseling and Therapy Practice Board's Licensed Mental Health Counselor (LMHC) exam, the National Counseling Exam (NCE). Upon passing this exam, the student will be licensed as an LMHC. This license enables the person to practice mental health counseling and work toward the licensed professional clinical counselor's (LPCC) status.

Required courses: 15 credit hours
 COUN 610 Assessment & TX Planning in Counseling (3)
 COUN 612 Mental Health Ethics: Law & Practice (3)
 COUN 615 Family Counseling (3)
 COUN 619 Management of Counseling Programs (3)
 COUN 625 Counseling Individual Across the Lifespan (3)

Certificate Total: 15 credit hours

Rehabilitation Counseling Certificate (*PED K-12, **CRC)

The Certificate Program in Rehabilitation Counseling qualifies a student to sit for the Certified Rehabilitation Counselor (CRC) exam, the Certified Rehabilitation Counselor Exam (CRCE). Upon passing, the student will be certified as a national certified rehabilitation counselor. A second option is available for students of New Mexico and that is to be licensed through the Public Education Department (PED) as a rehabilitation counselor K-12 with the public schools. This PED license will enable a person to work specifically with Special Education children and with children in transition in the schools.

Required courses: 18 credit hours

COUN 640 Rehabilitation Foundation (3)
 COUN 642 Case Management /Job Placement (3)
 COUN 644 Foundations of Transitions Planning (3)
 OR
 COUN 646 Foundations of Vocational Evaluation (3)
 COUN 698 Internship in Rehabilitation Counseling (3)
 COUN 673 Medical Aspects of Disability (3)
 COUN 674 Psychocultural/Psychosocial Aspects of Disability (3)

Certificate Total: 18 credit hours

School Counseling (*PED K-12)

The Certificate Program in School Counseling qualifies a student to sit for the School Counseling exam through the PED. Upon passing this exam, the person will be issued a school counselor license and be eligible to work in public and private schools as a school counselor.

Required courses: 12 credit hours

COUN 602 Counseling Children and Adolescents (3)
 COUN 615 Family Counseling (3)
 COUN 620 Organization & Administration Of School Counseling Programs (3)
 COUN 698 Internship in School Counseling (3)

Certificate Total: 12 credit hours

Reading Certificate

Postbaccalaureate students seeking a certificate leading to reading endorsement must complete a minimum of 12 credit hours of reading courses at the graduate level. Additional credits in reading may be required depending on the student's prior coursework in reading, and prior licensure and endorsement history. All endorsements are awarded by the New Mexico Public Education Department (NMPED) and are subject to NMPED guidelines and requirements.

Required courses: 12 credit hours

RDED 511 Teaching Reading and Diagnosis (3)
 RDED 526 Reading & Literature for Children & Young Adults (3)

OR

RDED 454 Literatura infantil y juvenil (3)

RDED 527 Reading in the Content Area (3)

RDED 540 Integrating Technology into Language Arts Curriculum (3)

OR

RDED 542 Literacy and Technology (3)

Certificate Total: 12 credit hours

TESOL Certificate

Postbaccalaureate students seeking a certificate leading to an endorsement in Teaching English to Speakers of Other Languages (TESOL) must complete a minimum of 12 credit hours of coursework at the graduate level. All endorsements are awarded by the New Mexico Public Education Department (NMPED) and are subject to NMPED guidelines and requirements. These include completion of a bachelor's degree in education and a NM teaching license. It is important to note that the TESOL endorsement further requires a minimum of six credits in another language or passing the Prueba de Español para la Certificación Bilingüe exam. In addition to coursework, the NMPED requires passing the NMTA's TESOL content examination.

Required courses: 12 credit hours

ELEM 517 English as a Second Language (3)

GNED 520 Sheltered English (3)

RDED 527 Reading in the Content Area (3)

RDED 535 Literacy for the ELL and ESL Classroom (3)

Certificate total credit hours required: 12 credit hours

Bilingual Education Certificate

Postbaccalaureate students seeking a certificate leading to a bilingual education endorsement must complete a minimum of 12 credit hours of coursework at the graduate level. All endorsements are awarded by the New Mexico Public Education Department (NMPED) and are subject to NMPED guidelines and requirements. These include completion of a bachelor's degree in education and a New Mexico teaching license. It is important to note that the bilingual endorsement further requires passing the Prueba de Español para la Certificación Bilingüe exam or the language proficiency exam in Navajo. Those interested in other New Mexico pueblo languages must consult with their specific tribe. It is critical to consult carefully with the Licensure Unit at the NMPED regarding these language matters.

Required courses: 12 credit hours

GNED 512 Theories and Principles of Bilingual Education (3)

GNED 537 Instructional Methods for the Bilingual Classroom (3)
(Span 300 prerequisite)

RDED 516 Reading in the Bilingual Classroom/La enseñanza de lectura en el salón bilingüe

OR

RDED 545 Literatura infantil y juvenil (3)

RDED 527 Reading in the Content Area (3)

Certificate total credit hours required: 12 credit hours

Advanced Placement Certificate

AP-New Mexico was developed at NMHU in 1993 to encourage and support teachers and schools in New Mexico to expand Ad-

vanced Placement (AP) course offerings for New Mexico secondary students. AP-New Mexico coordinates Advanced Placement Summer Institutes (APSI), which are professional development events of no less than four days with no fewer than 30 instructional hours. The institutes bring together teachers to discuss course-specific content, instructional strategies, course organization and methods for increasing student participation in courses that help them acquire the skills and habits they will need to be successful in college.

Advanced Placement Teaching is for teachers who wish to increase or develop their knowledge of the total AP Program and enhance or implement an AP or pre-AP program in their school.

Required courses: 12 credit hours

GNED 630 Advanced Placement Institute (3)

GNED 640 Curriculum Design & Management for Advanced Placement (3)

GNED 650 Foundations of the Adv Placement Prog, Leadership Approaches, & Vertical Teaming (3)

GNED 635 ST: Advanced Placement (3)

Certificate total credit hours required: 12 credit hours

Educational Leadership Certificate

Candidates seeking to complete the certificate program leading to licensure for the purpose of attaining education administration licensure must hold an MA or MS and a New Mexico level III teacher licensure. Candidates for the certificate program are expected to complete 18 credit hours of coursework from the educational leadership core course sequence (with allowance for up to two course substitutions from the educational leadership emphasis area, based on the candidate's job interest and needs). Additionally, candidates are required to complete six credit hours of university-supervised administrative internship (over two semesters).

Required courses: 24 credit hours

EDLD 600 Educational Leadership and Organizational Change (3)

EDLD 615 School Finance and Resource Allocation (3)

EDLD 620 Legal Issues for School Leaders (3)

EDLD 640 Instructional Leadership, Supervision, and Evaluation (3)

EDLD 660 Data Informed Instructional Leadership (3)

EDLD 680 Reflective Leadership (3)

EDLD 698 Educational Leadership Internship 1(3)***

EDLD 698 Educational Leadership Internship 2 (3)***

Certificate total credit hours required: 24 credit hours

***Licensure candidates are permitted to substitute a core course (600-680) with a course from the EDLD emphasis area (listed below). Such requests are based on the candidate's job desire and needs, based on a written request from the student specifying the need and value of the substitution, and with signature approval of the adviser and department chair. Internships (EDLD 698 I & II) are required by the NMPED and do not qualify for substitution.

EDLD 611 Action Research in Education (3)

EDLD 625 Educational Leadership and the Principalship (3)

EDLD 630 School Community Relations (3)

EDLD 635 ST: Educational Leadership (3)

EDLD 690 Independent Study (3)

Secondary Certificate Program Leading to Licensure

Prospective teachers holding a bachelor's degree may complete the secondary certificate program in order to obtain a secondary license in New Mexico. In addition to completing coursework listed on the framework, candidates must have 24 credits, including 12 upper division, in a content area taught in the public schools. Please see attached framework.

Required Courses: 28 credit hours

- GNED 251 Field-Based 1 Teacher Preparation Experience (1)
- GNED 351 Field-Based 2 Teacher Preparation Experience (2)
- GNED 302 Educational Psychology (3)
- RDED 527 Reading in the Content Area (3)
- GNED 510 The Art and Science of Teaching (3)
- GNED 544 Computer Application in Education (3)
- GNED 545 Knowledge of the Profession (3)
- GNED 451 Field-Based 3 Teacher Prep Experience (6)
- GNED 555 Classroom Management (3)

Certificate total credit hours required: 28 credit hours

Certificate Program in Special Education Gifted Leading to Licensure

Please contact the School of Education for the licensure requirements from the State Department of Education.

Required Courses: 39 credit hours

- GNED 201 Introduction to Teaching (3)
- GNED 251 Field-Based 1 (1)
- GNED 352 Field-Based 2 (2)
- RDED 511 Teaching and Diagnosis of Reading (3)
- SPED 451 Field-Based 3 Special Education (6)
- SPED 501 Diagnosis of Exceptional Child (3)
- SPED 512 Foundations of Gifted Education (3)
- SPED 514 Instructional Strategies for Gifted Education (3)
- SPED 516 Instructional Planning & Curriculum Gifted Ed (3)
- SPED 518 Twice Exceptional & Gifted Student (3)
- SPED 520 Curriculum & Method for Student Severe/Except (3)
- SPED 530 Reading Instruction in Special Education (3)
- SPED 555 Classroom Management (3)

Certificate total credit hours required: 39 credit hours

Facundo Valdez School of Social Work

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www.nmhu.edu/socialwork

Accreditation

The Facundo Valdez School of Social Work has been accredited by the Council on Social Work Education (CSWE) since 1978 and has been accredited through 2020.

Mission of the Facundo Valdez School of Social Work

The New Mexico Highlands University Board of Regents approved, on December 17, 2015, a change in the name to the School of Social Work to honor the founder of the School, Facundo Valdez. The mission of the Facundo Valdez 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, and provides a focused awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

Faculty and Administration

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Administration – School of Social Work at Las Vegas

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Facundo Valdez School of Social Work Rio Rancho Center

See: School of Social Work at Albuquerque

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Administration – NMHU at SFCC

Thomasina Ortiz-Gallegos, Director, NMHU Center at SFCC

See also: NMHU SSW at Las Vegas

NMHU at San Juan College

Buddy Rivera, Director, NMHU Center at SJC
4601 College Boulevard
Farmington, NM 87402
505.566.3552 FAX: 505.566.3584

Administration - NMHU at SJC

Sean, Evans, MSW, Faculty

NMHU at Eastern New Mexico University – Roswell

P.O. Box 6000
Roswell, NM 88202-6000
505.624.7458 FAX: 505.624.7454

Faculty – NMHU at ENMU – R

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 hours of generalist social work practice courses. The first year curriculum and courses provide students with an overview of the social work profession's 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 include: clinical practice; leadership and administration; and bilingual/bicultural clinical practice

NMHU SSW-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; leadership and administration; and bilingual/bicultural clinical practice. The Substance Abuse Certificate Program (SACP) is also offered as a complement 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 program of study. All social work courses at all program locations use the same course syllabi and textbooks, which ensures the same quality in course content.

Students admitted to a specific program location that does not offer their preferred area of concentration may request to transfer during their second year to another NMHU program location. At any time during the student's academic enrollment, she/he may transfer to any of the program locations with the approval by the school dean.

MSW/MBA Dual Degrees Program:

The Facundo Valdez School of Social Work, in collaboration with the School of Business, Media, and Technology, offers a joint program of study 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 to the two-year social work leadership and administration concentration. Upon completion of the first year MSW curriculum, students are then admitted into MBA human resource management concentration through the School of Business. The completion of both degrees is only open to students in the two-year MSW leadership and administration concentration. Both degrees must be completed within five calendar years from date of admission.

The dual degrees program is only offered at the NMHU SSW Albuquerque location. Students must meet the admission requirements of both schools.

Programs of Study

The MSW 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.

Advanced Standing (2–3 semesters). This program is limited to students with a BSW degree. Admission to this program is competitive and the number of students admitted varies among the following four program locations:

NMHU SSW at Las Vegas, Las Vegas, NM

NMHU SSW at Albuquerque, Albuquerque, NM

NMHU at SJC, Farmington, NM

NMHU at ENMU-R, Roswell, NM

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 course work at the appropriate campus.

Full-Time Program (4-5 Semesters). The full-time MSW Program is offered at:

NMHU SSW at Las Vegas, Las Vegas, NM

NMHU SSW at Albuquerque, Albuquerque, NM

NMHU Rio Rancho Center, Rio Rancho, NM

NMHU at SJC, Farmington, NM

NMHU at ENMU-R, Roswell, NM

The full-time program is intended for students who can attend on a full-time basis. Students at the NMHU SSW at Las Vegas, NMHU SSW at Albuquerque and the NMHU Rio Rancho Center campuses attend daytime and/or evening classes on Monday and Tuesday, and field practicum on Thursday and Friday.

Part-time program (7-8 Semesters). Students may attend part-time at any of the following five program locations:

NMHU SSW at Las Vegas, NM

NMHU SSW at Albuquerque, NM

NMHU Rio Rancho Center, Rio Rancho, NM

NMHU at SJC, Farmington, NM

NMHU at ENMU-R, 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 Facundo Valdez School of Social Work seeks to admit to its graduate programs candidates 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 Facundo Valdez School of Social Work.

The requirements for admission to the graduate program and the Facundo Valdez 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 (GPA) 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.

Application Information

All applicants seeking admission to the MSW program must com-

plete the following information in order for the application to be considered complete and eligible for review and consideration. Information regarding the MSW program may be obtained from the School of Social Work at all program sites mentioned.

Facundo Valdez School of Social Work Graduate Application Criteria:

Application for admission

Official transcripts from each postsecondary institution

Three reference forms (included in the MSW application packet)

Completion of liberal arts course requirements

Employment history

Volunteer service experience

Personal narrative statement

*Application fee**

*A \$50 nonrefundable application fee is required from applicants who will be enrolling at NMHU for the first time.

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

*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

January 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 that 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 School of 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 January 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 January 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 15 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 MSW 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 (BSW) degree from a CSWE accredited program and must have completed the BSW degree within five years from the date of anticipated enrollment in the MSW program. The number of students admitted into Advanced Standing status is limited and restricted to students who can attend full-time. A minimum of a 3.0 GPA is required for admission into advanced standing.

Admission of Transfer Students

Students requesting to transfer into the Facundo Valdez 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 NMHU.

Admission Changes

Requirements for admission into the MSW program are subject to change. Please contact the School of Social Work for application information:

NMHU Facundo Valdez School of Social Work at Las Vegas

Office of Admissions

Attn: Lawrence Montano, Coordinator

Box 9000

Las Vegas, NM 87701

454.3310 FAX 454-3290

E-Mail: lmontano@nmhu.edu

Student Association

Students are encouraged to participate in the Graduate Social Work Student Association (GSWSA) and other university student associations.

Student Stipends

The Facundo Valdez 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 to 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 Facundo Valdez 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 adequate 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 or spring-summer terms. 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 term. Students must complete all social work courses required for the concentration prior to beginning block placement. Students enrolled in

block field practicum placement are placed with a community agency for five days, (40 hours per week) for approximately 12 weeks. First year MSW students must register for two field practicum courses and one seminar. Second-year MSW students must enroll in two field practicum courses. Field seminar is not required for second-year MSW students.

In the first-year field practicum, students are placed in a social service agency where they learn generalist practice methods working with individuals, groups, families, organizations, and communities. Students are required to develop specific learning objectives in consultation with their agency instructor and field consultant that incorporate and apply classroom knowledge to working with specific client groups or organizations. Part-time students begin their first year practicum during the second year of study.

The second year field practicum must be completed in the student's chosen area of concentration. Students seeking the MSW/MBA degrees must complete a block field practicum during the last semester of their program of study.

Incomplete Grades

Incomplete grades in prerequisite courses must be completed prior to registering for the following semester. Students will not be permitted to continue until the incomplete (I) is removed from the official transcript.

Grade Point Average

A student earning a grade of C in a semester is considered passing if the student earns a cumulative grade point average of 3.0 or higher.

Course Sequence Offerings

Courses are only offered once per academic year, fall and spring Semesters. During the summer semester, students may take elective course requirements and/or register for summer block practicum with prior approval.

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 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 Bilingual/Bicultural Clinical Practice (Albuquerque campus only)

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 so they obtain necessary social work skills, values and ethical principles and develop 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 practice concentration to specialize in substance abuse treatment through the completion of the Substance Abuse Certificate Program (SACP). This program is only offered at the Albuquerque location. The program focuses on preparing social work practitioners utilizing 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 NMHU-School of Social Work in Albuquerque.

SACP 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 are 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 or 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. Contact the field education coordinator at the Albuquerque campus for more information and an application.

Applications are due March 1 for students in the MSW clinical concentration who will begin their second year of the program the following fall-spring semester.

School of Social Work Community Clinical Treatment Program (CCTP)

This Community Clinical Treatment Program is a nationally accredited clinical evidenced-based clinic and training facility funded by Bernalillo County and operated by NMHU-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 in Leadership and Administration

The leadership and administration 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 Degrees Program

The School of Social Work and the School of Business, Media, and Technology jointly offer students an opportunity to complete a master of social work (MSW) and a master of business administration (MBA) degree simultaneously. Students complete the MSW leadership and administration concentration 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 course work through the School of Business. Students admitted into the leadership and administration 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 three business course pre-requisites prior to the beginning of the second year of the program of study. These three courses are offered during the summer semester at the completion of the first year of the MSW program.

Degree Requirements: Social Work

Master of Social Work

First-Year Required Courses

First Year: Foundation Curriculum

Students must complete all required 500-level courses before proceeding to take second year 600 level courses. The first-year required courses must be completed before proceeding into the area of concentration/second year course requirements

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 Social Work Practice (3)

SW 534 Field Practicum 2 (3)

SW 541 Social Policy & Services 1 (3)

SW 546 Understanding Difference (3)

SW 551 Field Seminar 1 (1)

SW 565 Social Work Practice 1 (3)

SW 566 Social Work Practice 2 (3)

SW 585 Human Behavior & Social Environment 1 (3)

SW 586 Human Behavior & Social Environment 2 (3)

Core Total: 31 credit hours

Second Year Required Courses

Second Year: Areas of Concentration

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 afford them the opportunity to enhance their area of clinical knowledge and skills.

Second-Year Concentration Total: 32 credit hours

First Year Core Total: 31 credit hours

Program Total (Two Year Program): 63 credit hours

Concentration in Bilingual/Bicultural Clinical Practice

Required Courses: 33 credit hours

SW 602 DSM (bilingual Practice) (3)

SW 615 Bilingual/Bicultural Immersion for Social Work 1 (4)

SW 616 Bilingual/Bicultural Immersion for Social Work 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)

Second Year Concentration Total: 33 credit hours

First Year Core Total: 31 credit hours

Program Total (Two Year Program): 64 credit hours

Concentration in Leadership & Administration

Required Courses: 32 credit hours

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 Advanced Social Policy (3)

SW 651 Leadership & Supervision (3)

SW 664 Organizational Theory (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.

Second Year Concentration Total: 32 credit hours

First Year Core Total: 31 credit hours

Program Total: 63 credit hours

MSW/MBA Dual Degree Program

Required Second-Year Courses:

Social Work Courses:

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 Advanced Social Policy (3)

SW 651 Leadership & Supervision (3)

SW 664 Organizational Theory (3)

Total SW courses: 24 credit hours

MBA Courses:

*BUS 500 Principles of Business Administration (Prerequisite) (3)

*BUS 501 Business Analytical Techniques (Prerequisite) (3)

FIN 607 Managerial Finance (3)

ACCT 605 Financial Accounting (3)

OR

FIN 606 Managerial Accounting (3)

MGMT 687 Human Resource Management (3)

BUS 696 Business Case Study (1)

MGMT 665 Personnel Law (3)

MKTG 684 Marketing (3)

MGMT 689 Business Strategies (3)

Total MBA courses: 25 credit hours

Total SW and MBA courses: 49

** 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: 49 credit hours

Program Total: 80 credit hours

Substance Abuse Certificate Program (Albuquerque campus only)

Students must be admitted to and complete the requirements for the master's of social work clinical concentration.

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)

Certificate Total: 15 credit hours

Accounting, Courses in (ACCT)

508. Tax Planning (3)

Study of income tax principles and law applied to the financial planning process. The course focuses on how income taxes impact financial planning for individuals and families.

515. Oil and Gas Accounting (3)

Study of the principles and practices of oil and gas accounting as it pertains to exploration, production and distribution activities. Prerequisite: BUS 501

522. Corporate, Partnership, and Estate Taxation (3)

Emphasis on taxation of corporations, estates, partnerships and gifts tax. Prerequisite: ACCT 321

535-635. Selected Topics in Accounting (3)

Course in a topic or topics in accounting: may be repeated with a change of content.

581. Accounting and Information Systems (3)

The formal accounting-information system with emphasis on the application of general theory of information to the problem of efficient economic operations. Prerequisite: ACCT 301 or permission of instructor

582. International Accounting (3)

A study of the differences in reporting procedures between US GAPP and IFRS, the convergence agreement between FASB and IASB, and their importance to business. Prerequisite: ACCT 392

583. Not-for-Profit Accounting (3)

This course provides a foundation of Not-for-Profit accounting. Students will compare and contrast not-for-profit enterprises with for-profit businesses, apply basic accounting concepts to not-for-profit organizations, and understand and construct basic financial statements. *This course does not count toward the Accounting Concentration.*

589. Governmental Accounting (3)

Principles and procedures in governmental and institutional units and fiduciaries. Prerequisite: ACCT 287 or permission of instructor.

592. Auditing (3)

This course covers techniques of auditing procedures, with a focus on analyzing and successfully completing auditing cases. Prerequisite: ACCT 387, 388, 392 or equivalent.

601. Budgeting (3)

This course is designed to introduce students to budgeting theory and practice. The course examines forecasting revenues and the allocation of resources to meet management goals and objectives.

605. Financial Accounting (3); 4,0

The organization and analysis of financial accounting information.

606. Managerial Accounting (3); 4,0

The uses of cost information in evaluating past performance and planning future operations.

685. Financial Statement Analysis (3)

The core objective of this course is to teach students how to read and interpret a firm's 10-K filing with the Securities and Exchange Commission (SEC). A firm's 10-K filing is the most comprehensive, publicly available, and audited report of a firm's financial and operating activities.

689. Seminar in Tax Planning (3)

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

Anthropology, Courses in (ANTH)

510. Methods and Theory in Archaeology (3); 2, 2

The purpose, techniques, methods and theory of archaeology in the study of the human past and in the context of modern science. Prerequisite: Permission of the instructor.

511. Paleoethnobotany (3)

The question of subsistence is central to every archaeological inquiry. The specialized field of paleoethnobotany allows us to infer dietary habits from charred plant remains recovered during archaeological excavations. The purpose of this course, therefore, is to familiarize students with field methods employed in the recovery of botanical remains (samplings, flotation, capture, and drying) and lab methods used to identify and interpret them. Special emphasis will be placed on identifying wild and domestic plants used by prehistoric peoples of northeastern New Mexico.

512. Lithic Technology and Analysis (3)

The purpose of this course is to familiarize students with the study of stone tools in archaeological contexts. We wish to learn from which materials these tools were made, the techniques that were employed to make them, how they came to be discarded to become part of the archaeological record. We also wish to know from where the materials came and what properties caused them to be selected for the purpose of purposes for which they were chose. Accordingly, the course is broken into four general areas: geology, technology, analysis, and interpretation.

513. Archaeology of the Southwest (3); 2,2

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)

Instruction in Archeology field and laboratory techniques and methods. Prerequisite: Anth 510 or permission of instructor.

515. Development and Socio-Cultural Change (3)

This course concerns the nature and consequences of development and culture change. The focus is on contemporary issues and many ways in which anthropology is used outside its purely academic context: how anthropology is applied to contemporary human issues, how it benefits society, and how it advances theoretical knowledge. Prerequisite: One course in introductory Sociology or Anthropology. Cross-listed as SOC 515.

520. Anthropology Goes to the Movies (3)

The course will feature ethnographic films that explore cross-cultural themes about identities (race-ethnicity, nationality, political organization, religion, gender, class, sexuality, and so on) primarily through film and secondarily through ethnographic texts. Course readings, films, class lectures and discussions will examine the themes of cinematic (visual and auditory) manipulation of audience perceptions and interpretations, research and ethics and accountabilities, and the politics of ethnographic representation. You will learn about film in anthropology by viewing and discussing films that reflect various anthropological principles. Thinking about anthropology films will require taking and writing about the subject.

522. Religion and Culture (3)

The origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices, and symbolism. Course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Prerequisite: One course in introductory sociology or anthropology. Cross-listed as SOC 522.

528. Comparative Systems of Social Control (3)

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)

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)

Course in a topic or topics in anthropology: may be repeated with a change of content.

542. Forensic Anthropology (3); 2,2

Presentation and application of biological anthropology techniques in the identification of humans from skeletal remains.

554. Women and Globalization (3)

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)

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.

561. Communication and Culture (3)

Anthropological linguistics, focusing on investigations of the relationships between language and culture.

574. Contemporary Indian Issues (3)

An examination of emerging social and cultural issues in American Indian society today.

576. Indians of the American Southwest (3)

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)

The ethno-historical and socio-anthropological examination of Spanish-speaking people in the Southwest from their establishment to contemporary times.

580. Issues in Applied Anthropology (3)

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)

This course will provide the students with the foundations for conducting cultural resource management (CRM). It addresses laws, regulations, agencies, and techniques needed for conducting CRM work and practical experience. Prerequisite: One culture area course.

650. Seminar in Anthropology (1 – 4 VC)

Seminar course in a topic or topics in anthropology: may be repeated with change in content.

651. Seminar: Concepts of Human Culture (3)

Acquaint students with the world of human cultures and to arrive at means of understanding "culture" as well as theoretical constructs developed to examine the central concepts of anthropology. The place of anthropology in the western tradition; issues examined by anthropologists from an array of theoretical perspectives; examples from ethnographic studies; application to public issues and policies, are means through which theory will be brought to bear on praxis.

652. Seminar: Thesis Writing (1)

Instruct and facilitate students in empirical, historical, and theoretical research and in design, preparation, and completion of thesis in anthropology.

690. Independent Study (1 – 4 VC)

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

692. Independent Research (1 – 4 VC)

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

696. Ethnographic Research Methods (3)

The course addresses methods of data collection, coding, and analysis for Ethnographic field work in Anthropology. Techniques include naturalistic 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)

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

Art (ART), Courses in

521. Painting 5 (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 6 (3); 2,4

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

531. Ceramics 5 (3); 2,4

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

534. Practicum (1-4 VC)

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

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

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

541. Sculpture 5 (3); 2,4

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

542. Sculpture 6 (3); 2,4

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

550. Seminar in Art (1–4 VC)

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

561. Jewelry and Metalsmithing 5 (3); 2,4

A continuation of ART 361. Prerequisite: ART 361 or permission of instructor.

562. Jewelry and Metalsmithing 6 (3); 2,4

A continuation of ART 561. Prerequisite: ART 361 or permission of instructor.

571. Printmaking 5 (3); 2,4

A continuation of ART 371 with emphasis placed on innovative technologies in intaglio, the art of the monotype, and advanced practices in lithography including color. Attention will be placed highly on individual imagery and outside research. Prerequisite: ART 371 or permission of instructor.

572. Printmaking 6 (3); 2,4

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

585. Art Foundry 5 (3); 2,4

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

586. Art Foundry 6 (3); 2,4

Continuation of ART 585. Course may be repeated for credit. Prerequisite: ART 385 or permission of instructor.

590. Independent Study: Art Studio (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 instructor.

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

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

596. Exhibit Design (3)

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

Art History (AH), Courses in

540. Modern Art (3)

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

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

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

580. Art History: The Americas (3)

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

Biology (BIOL), Courses in

505. Bacterial Physiology (4); 3,1

This course covers 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.

510. Functional Genomics (4); 2,4

Functional genomics includes the study of function-related aspects of the genome. Different techniques and tools are used to improve our under-

standing 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 analyzes. 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

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. A special fee is charged.

523. Molecular & Cell Biology (4)

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.

524. Molecular & Cell Biology Laboratory (1)

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

525. Marine Biology (4); 3,2

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.

527. Immunology (3); 3,0

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

532. Vertebrate Physiology (4); 3,2

Fundamental life processes in the vertebrates is covered in this course.

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

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

540. Conservation Biology (3)

This course intends to familiarize the student with the major conservation issues of our time and encourage them to think critically about the different problems facing the planet as it moves into the future. This course analyzes the interrelationship between human activities and the environmental crisis and studies alternatives for the preservation of biodiversity. Through the use of case studies and primary literature, students will get a deeper understanding of the complexities associated with the conservation of biodiversity.

555. Wildlife Diseases (3); 3

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

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

557. Advanced Wildlife Management (3)

This course presents Advanced Wildlife Management concepts and is intended for senior and master-level students that have already taken, or are currently enrolled, in ecology or Wildlife Management courses. This course addresses the different goals of Wildlife Management: control of exotic species, restoration of endangered ones and harvesting species via game hunting or commercial use. Students will be expected to master concepts of population control, community ecology, and methods used to analytically calculate population parameters.

559. Fundamental Principles of Laboratory Safety (1); 1

This 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.

563. Nutrition (3); 3

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.

570. Comparative Animal Behavior (4); 3/2

This course presents the basics of animal behavior and is intended for senior and graduate students that have already taken, or are taking, classes in evolution and ecology. The course spans from basic genetics of behavior to the learning and environmental-based issues within a comparative and evolutionary context. Students must understand the mechanisms and evolution of animal behavior. The topics we will explore include the history of the scientific study of behavior; tools and approaches used to study behavior; and the interrelationship with its ecological and evolutionary aspects.

572. Human Evolutionary Behavior (3)

This course intends to familiarize students with evolutionary forces that shape human behavior. This emergent field deals with evolutionary interpretation of human behavior including, group living, mating preference, kin and sexual conflicts, and habitat preference. Students are expected to understand and incorporate principles of evolutionary thinking in designing scientific questions and testable hypothesis about human behavior. This course is also called Evolutionary Psychology in other universities.

574. Tropical Ecology (3)

This course presents the basics of Tropical Ecology and is intended for senior or graduate students that have already taken, or are taking, classes in evolution and ecology. The course spans from basic definitions of tropics geographically, how basic ecological processes work under the particular conditions in the tropics. The course

emphasizes the aspect related to the high diversity in the topics in a comparative approach drawing from the students' experience in temperate systems.

575. Field Tropical Ecology (1-4 VC)

This course presents the basics of Tropical Ecology and is intended for senior or graduate students that have already taken an upper level class of tropical ecology. This is a hands-on course where students are expected to learn the natural history of representative organisms of the system they study. The practical exam will involve knowledge of taxonomy of plants and animals as well as their ecology and role in the ecosystem. Students are expected to keep a field notebook with carefully noted observations of the ecosystem as well as notes of their field project.

576. Evolution (3); 3

Evolution is studied in terms of molecular, Mendelian, and population genetics.

577. Macroevolution (3)

Macroevolution is the study of patterns and processes driving the diversity of species on earth. In this course, students will learn how patterns of phylogenetic diversity are distributed geographically, and through time, particularly in relation to conservation challenges in the 21st century. Students will analyze data to learn how processes of evolution influence diversity at and above the species level. Topics include: speciation, hybridization, diversity, coevolution, the extinction crisis, phylogenetics, phylogeography, biogeography, contemporary evolution and humans, and related topics.

581. Developmental Biology (4); 3,2

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.

585. Endocrinology (4); 3,2

This course reviews 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 are presented with "real world" examples and in a comparative manner among species. Prerequisites: BIOL 532 or equivalent or permission of instructor.

587. Histology (4); 2,4

This course covers 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 532 or equivalent or permission of instructor. A special fee is charged.

588. Soil Ecology (4); 3,2

This course covers 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.

589. Molecular Evolution and Ecology (4) 3/2

Molecular ecology explores the application of molecular techniques to attain a deeper understanding of ecological systems. Themes of evolutionary and ecological theory, behavioral ecology, genetics, phylogeography, and conservation genetics will be covered. Application-based content will include molecular identification techniques for individuals and species, landscape and population genetics, hybridization, genomic methods for ecology, and measuring adaptive variation. Technical applications will include data analysis using current software in the field.

593. Field Botany (2); 1,2

Qualitative and quantitative techniques of community analysis, including floral sampling techniques for estimating population demographic patterns are covered in this course. The taxonomy and natural history of representative groups of land plants are studied in the field.

594. Field Zoology (2); 1,2

This course covers the 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.

598. Applied Biological Research (1-4 VC)

In this capstone course students participate in a research project where they have the opportunity to apply the results of their college preparation. Each class will conduct research toward a biological hypothesis or question chosen by the instructor. Each student will investigate a specific aspect of the broader question culminating with the preparation of a poster, presentation, and/or paper. Students will participate in an applied hands-on research project generating original data that they will compile, analyze, and communicate their results.

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

This 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

This course is in-depth consideration of a specific topic of interest to faculty and the graduate student population. Subject matter will vary from semester to semester, and the course may be repeated for credit.

630. Advanced Microbiology (3); 3,0

Advanced concepts of the physiology and molecular biology of microorganisms are covered. 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.

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

This course covers 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: BIOL 532 Vertebrate Physiology 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.

689. Advanced Ecology (3)

This course is an integrative one that connects knowledge students are expected to have in different fields. This course provides students with a comprehensive theoretical tool kit--tools needed to better understand ecological process and to make predictions about future changes and their ecological consequences. Students will write a review paper about a topic of their choosing.

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.

General Business (BUS), Courses in**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. Principles of Financial and Managerial Accounting (3)

This course provides an introduction to the fundamentals of financial and managerial accounting. It is a condensed course.

502. Principles of Finance and Economics (3)

This course introduces the student to analytical evaluation methodologies to solve financial and economic problems in the private, public, and non-profit sectors. The focus of this class is centered on the evaluation of financial markets, the assessment of financial needs, the evaluation of inherent risk, and the acquisition of resources. Excel spreadsheets will be used. This course is for students who have not taken such courses in their undergraduate preparation.

505. Proseminar: The Enterprise 1 (3)

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 (3)

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)

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." Prerequisites: Completion of all MBA core requirements and permission of adviser.

690. Independent Study (1 – 4 VC)

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

696. Business Case Study (1)

Individual business case analysis. Students must register for one credit hour of Bus 696 during the semester that they expect to complete their oral examination and receive their degree.

Business Law (BLAW), Courses in**562. Oil and Gas Contract Law (3)**

This course covers fundamental oil and gas law. Topics include the following: analysis of the rights of mineral ownership, transfers of interests and the doctrine of correlative rights, basic oil and gas contracts and leases, joint operating agreements, gas balancing agreements, and IADC drilling contracts. The role of the state in the regulation of oil and gas and the tolls available to it, including spacing, pooling, and unitization will be examined. Public land issues and the relationships between the state and federal governments and Indian Nations in the regulation of the oil and gas industry will also be explored. Environmental issues as they relate to the law will also be examined.

639. Law and Ethics in Business (3)

A study of legal and ethical concepts that influence and guide business activity in the United States.

Chemistry (CHEM), Courses in**519. Chemistry Laboratory 7 (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; 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 covers theoretical organic chemistry including molecular orbital theory, photochemistry, orbital symmetry, and reaction mechanisms. Prerequisites: CHEM 317, CHEM 342, and CHEM 372.

542. Synthetic Chemistry (3)

This course is an advanced treatment of synthetic organic and inorganic chemistry and reaction mechanisms. Prerequisites: CHEM

317, 342, and 372.

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

Seminar course in a topic or topics in chemistry. Prerequisites: 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 covers quantum mechanical approach to chemical bonding, crystal and ligand field theory, acid/base theories, and transition metal chemistry. Prerequisites: CHEM 317 and CHEM 372.

562. Inorganic Chemistry 2 (3)

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

573. Chemical Kinetics (3)

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

581. Biochemistry 1 (3)

An introduction to the chemistry of biologically important molecules, including proteins, carbohydrates, lipids, and nucleic acids; physical properties, mechanisms of action, and enzyme kinetics. Prerequisites or corequisites: CHEM 316 and CHEM 342.

582. Biochemistry 2 (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, complexion 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.

690. Independent Study in Chemistry

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

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.

692. Independent Research in Chemistry

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

699. Thesis (1 – 8 VC)

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

Computer Science (CS), Courses in

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

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

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

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

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)

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

This course is a practical investigation of the processes involved in the installation and debugging of complex computer hardware sys-

tems 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

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

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

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

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)

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

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)

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)

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

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)

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)

This course explores the application of networking concepts related to the management of LANs. Includes topics related to repair, set-up, management and maintenance of LANs. Prerequisite: CS 557, MIS 520 or experience with computer networks, with permission of instructor.

559. Network Security (3)

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)

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

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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. Cross-listed as: Mart 651.

652. Seminar: Interdisciplinary Reports (1)

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. 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.

Counseling and Guidance (COUN), Courses in

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. Professional Orientation (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 is a prerequisite 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)

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)

Introduction to the types of problems found among elementary school children; and 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)

Contemporary theories and principles of individual counseling with emphasis on their application to counseling situations in schools and agencies. This course is a prerequisite for several courses.

607. Group Techniques of Counseling (3)

Contemporary theories and principles of group counseling with emphasis on their application to counseling situations in schools

and agencies. The student learn the principles of effective group facilitation, leadership styles and techniques, group stages and process, and membership roles and resistances. 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)

Acquaints students with contrast of values, attitudes, and life styles of the predominant ethnic groups in the local region as well as throughout the nation. The students are expected to review emerging cross-cultural counseling approaches as a basis for developing a personal approach.

612. Mental Health Ethics, Law and Practice (3)

This course will introduce students to professional, ethical and legal issues that affect the practice of counseling. Ethical decision-making, understanding and applying ethical codes and laws, and opportunities to develop critical thinking skills will be emphasized and practiced throughout the course. Course will include lecture, experiential activities, discussion, role-plays, and group work.

613. Advanced Group Counseling Seminar (3)

A study of four to six group counseling approaches for practicing counselors. Each student becomes proficient at applying at least one approach. Prerequisite: COUN 607.

614. Existential Counseling (3)

This course is designed to give the student an in-depth understanding of the principles and techniques of existential counseling. An existential counseling is defined as both a theoretical orientation and a practical approach to working with individuals and their problems with everyday living. Attention is given to the application of existential principles to culturally diverse populations. It is also seen how existential counseling responds to current needs for more brief forms of counseling. The overall approach includes the development of understanding through personal reflection.

615. Family Counseling (3)

This course will focus on developing intervention skills for working with family systems. Emphasis is on systems theory in family counseling providing students with a beginning understanding of applications in working with families. There will be opportunity for in-class application of the skills introduced. Prerequisite: COUN 601 and 606.

616. An Overview of Art Therapy and the Creative Process (3)

This course will extend over two weekends and will be an experiential journey into the unconscious. It will provide an opportunity through exercises using art, movement, music and imagery to experience ourselves more deeply and learn to apply the creative process in our work with clients. We will learn the origin of Dynamically Oriented Art Therapy, use Gestalt Art Therapy to explore our sub-personalities, discover archetypes and enact a fairy tale using Jungian Art Therapy and investigate our expanded consciousness through the Human Potential Movement and contact with our High Self. By doing our own inner work we will discover directly and profoundly the impact the creative process has on our own unconscious and how to hold and honor the psyche of the other. No experience in art or movement is necessary.

617. Art/Play Therapy/Sandtray Counseling (3)

In this class we will explore the power of sandtray therapy with adults and children as well as art and play therapy for children. We will discover how these modalities can help to uncover the client's therapeutic issues, learn about the materials needed and establishing a safe environment, explore the appropriate responses to make and questions to ask and the use of directive and non-directive approaches. Additionally, we will use sandtray experientially to deepen awareness of our own issues, contact our inner child through play therapy and experiment with fundamental techniques using art therapy to enhance our ability to connect with our clients in child therapy.

620. Organization and Administration of School Counseling (3)

This course provides knowledge and skills necessary for school counselors to implement a developmentally appropriate, comprehensive school counseling program. Planning, designing, implementing and evaluating school counseling program will be discussed. Other topics include history of school counseling, legal and ethical considerations, program management, and the role of the school counselor. Collaboration, consultation, coordination and school counseling skills will be emphasized throughout the course. Competencies outline by the NM Public Education Department, ASCA, and CACREP are addressed.

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

In this class we will explore in a supportive environment our grief and how the experience of the Expressive Arts can allow the grieving process and healing to unfold. We will see a slide presentation on sudden death and the healing that followed using Art Therapy as well as explore the stages of grief and the use of creativity for moving through these stages. We will experience our own issues of loss and how, through the power of art, movement and journaling, we can access our inner allies and begin to heal our own wounds. We will enact an ancient myth, discover our own ancestral work that may still need completing, discuss complicated grief, and learn to apply the Expressive Arts in working with our clients. As we move through our healing and contact our fullness we will be better able to assist our clients in their ability to touch their fullness as they move through their recovery.

622. Play Therapy (3)

This course focuses on training to be a therapeutic agent in the lives of children through the utilization of play therapy.

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.

629. Trauma and Crisis Intervention (3)

This course explores the nature and experience of trauma and related crises and natural disasters. Multiple theories are explored regarding the effects of traumatic impact on the individual psyche. Theoretical constructs are analyzed, from a bioecological perspective, for their potential application in the area of trauma, crisis, and disaster; various examples of interventions and therapeutic techniques are examined for their usefulness in working with survivors of trauma.

630. Current Trends and Topics in Addictions (3)

Current Trends and Topics in Addictions focuses on a variety of topics such as treatment, prevention, substance abuse, community outreach, evaluation, assessment, ethics, policies, and other current topics that relate to addictions. Students will be exposed to treatment facilities within the community.

631. Addictions Counseling (3)

This course focuses on an overview of substance addictions and process addictions: a) history, b) etiology models of addictions, c) types of addictions, d) different populations and settings effected by addictions, e) treatment, f) evaluation, g) ethics, and h) policies related to addiction. Additional emphasis is placed on the unique needs and characteristics of person with disabilities as they interact with addiction and dependency.

634. Practicum in Counseling (3)

Face to face experience in counseling and guidance in a supervised, recorded, and evaluated counseling setting. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor, COUN 601, 605, 606, and one other counseling course approved by adviser.

638. Assistive Technology Assessment

This course teaches students to use and adapt a variety of assistive technology devices and software to optimize the functional and vocational capacities of individuals with disabilities. Applications of rehabilitation and assistive technology are overviewed for a wide range of integrated settings, including vocational evaluation.

640. Foundations of Rehabilitation Counseling (3)

Foundations of Rehabilitation Counseling focuses on the history and philosophy of rehabilitation and rehabilitation counseling, including federal legislation concerning vocational rehabilitation and independent living mandates. The course also focuses on attitudinal, physical and systems barriers to social integration, including the current range of services provided for persons with disabilities, and on informed consumer review, choice, and personal responsibility in the rehabilitation process. The course explores rehabilitation process provided in various setting, noting career alternatives for rehabilitation counselors.

642. Case Management and Job Placement in Rehabilitation (3)

The goal of Vocational Rehabilitation is most often to assist people with disabilities in job placement, i.e., preparing for employment, and obtaining and maintaining appropriate employment. This course is designed to provide the Rehabilitation Counseling student in overview of the job placement and case management functions of rehabilitation counseling, and to enhance the ability to rehabilitation counseling students to develop and implement successful job placement strategies for person with disability. Case Management is the process through which the rehabilitation counselor helps a single client enter and move through the vocational rehabilitation process, concluding with appropriate employment. The course addresses case management practiced in industry, public, and private settings, and provides knowledge of the managed care system. Practical experiences using a case development model will be provided.

644. Transition Planning Assessment (3)

This course will serve as an introduction to the practices and principles of planning for the transition of students with disabilities from the secondary school setting to the world of work, independent living, and/or post-secondary education. Emphasis is placed upon vocational evaluation and assessment strategies for working with students from different exceptionalities.

646. Foundations of Vocational Evaluation (3)

The focus of this course is on the introduction to client and work site evaluation, behavioral observation, individualized vocational evaluation planning, ethics, use of support service options and report development. General principles in vocational evaluation techniques (interest, achievement, aptitudes, values, temperaments and skills) as they apply to person with disabilities will be reviewed. Hands-on experience with evaluation tools is a required component of the class.

648. Advanced Vocational Evaluation (3)

The focus of this course is on advanced techniques in vocational evaluation including the use and development of work samples, portfolio development, functional vocational evaluation in transition, and the evaluation/use of assistive technology. Course work will cover current state and federal regulations affecting vocational evaluation and work adjustment practice.

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 psychocultural and psychosocial aspects of disability emphasizing emotional issues influencing the adjustment process of persons with disabilities.

690. Independent Study (1–4 VC)

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

692. Independent Research (1–4 VC)

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

696. Professional Paper (1)

This course is designed to be a one semester hour course for those students who are finished with all their coursework but still need to do their Professional Paper. This will allow the students to be enrolled in the university as they complete their Professional Paper. A course like this is mandated by the university so that students can be enrolled when all other coursework has been completed. This is not the mandatory course unless the student needs to continue to be enrolled in the university but has no courses remaining to be taken.

697. Field Project (1–6 VC)

Individual field research and writing in 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 insure that the students individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. 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.

Early Childhood Multicultural Education (ECME), Courses in

515. Principles of Early Childhood Multicultural Education (3)

An in-depth study of the historical, theoretical, and philosophical development of early childhood education and its implications on current issues and problems.

524. Curriculum in Early Childhood Multicultural Education Programs (3)

An in-depth study of various early childhood education curricula and the development and design of a curriculum guide.

528. Organizational Designs of Early Childhood Multicultural Education Programs (2)

Planning early childhood education programs for teachers, supervisors, administrators, and social workers.

529. Teaching the Perceptual Skills (2)

The rationale, the techniques, and the sequence of teaching auditory, oral, visual, and psycho-motor skills prior to reading, writing, and arithmetic.

534. Practicum in Early Childhood Multicultural Education (1–4 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

535. Selected Topic in Early Childhood Multicultural Education (1–4 VC)

Course in topic or topics in early childhood education. May be repeated with change of content.

582. Early Childhood/Special Education (3)

Developing an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: SPED 582.

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

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

592-692. Independent Research (1-4 VC)

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

Economics (ECON), Courses in

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 the following employee recruitment, hiring, salary and benefits, turnover, evaluations, training, and empowering workers.

535-635. Selected Topics in Economics

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

601. Energy Policy, Regulation and the Environment (3)

This course provides a rigorous analysis of the connections between energy and environmental policy and politics, including the connections with climate change. The first part of the course provides a basic grounding in the physical, environmental, technological, economic, and political aspects of energy systems. The political and regulatory choices embodied in different approaches to energy policy are outlined and a framework provided for understanding the evolving politics of energy policy. The second part of the course explores these topics in greater detail through contemporary case studies.

608. Managerial Economics (3)

The course emphasizes the application of micro-economic theory to business management and strategy. Key course concepts include marginal analysis, prices and the allocation of resources, cost analysis, market structures, and information.

609. Public Economics (3)

Public economics is the study of government's effect on the economy. The primary focus of this course is on the provision and financing of 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.

620. Energy Economics (3)

This course provides managers and supervisors in the power and petroleum fields skills in the analysis of intermediate-level economics, which will enable them to make better policy decisions relating to energy. The course covers basic economics modeling in the energy industry and includes institutional, technological, and historical economic information on oil, coal, gas, and electricity. Prerequisite: ECON 608 or equivalent..

Education, General and Secondary (GNED), Courses in

510. The Art and Science of Teaching in Secondary Schools (4); 3,2

Designed to provide an overview of curriculum and organization in the secondary school and to offer actual teaching experience in a "micro-teaching" situation, applying basic teaching strategies and techniques for the purpose of developing teacher competency. A special fee is charged.

512. Theories and Principles of Bilingual Education (3)

Fundamental theories and principles of bilingual education, preparing the prospective teacher to address the issues and concerns intelligently in the classroom.

520. Sheltered English for Content Area Instruction (3)

This course provides pre-service and in-service teachers a set of linguistic, instructional, assessment and classroom-management practices that allows English language learners (ELLs) from the advanced-beginner level on to develop content-area knowledge, operational skills and increased language proficiency.

535-635. Selected Topic in General Education (1-4 VC)

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

536. Parent and Community Involvement (3)

Development in prospective teachers and experienced educators of necessary attitudes and strategies related to involving parents and other community members in the educational process. Students will review the research which demonstrates the positive results from involving parents as partners in the child's learning process.

537. Instructional Methodologies for Use in Spanish/English Bilingual Classrooms (3)

Demonstrate knowledge of and use theories, approaches, methods and techniques for teaching literacy, bi-literacy and other academic skills in English and the native language. Spanish is the language of instruction and student participation/presentations. Prerequisite: SPAN 201 or SPAN 202.

544. Computer Applications in Education (3)

Provides teachers a working knowledge of the microcomputer and its specific applications in education. A special fee is charged.

545. Knowledge of the Profession (3)

Legal, ethical, career, and organizational issues related to education. Students will be given experiences to assist them in communicating effectively with different individuals involved in the educational process. Prerequisite: Complete all required coursework (major and minor) and admission to student teaching. Co-requisite: Appropriate major Field-Based III experience.

555. Classroom Management (3)

Introduces the student to a variety of techniques for managing behavior in the classroom. Major areas and specific techniques within each will be presented and practiced both in the class and in the student's own teaching situation. Prerequisite: Admission to student teaching and permission of instructor.

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

Individual, directed study arranged with an instructor. Prerequisite:

Permission of instructor.

605. Statistics for Educators (3)

Basic statistics essential to the collection, summarization, and interpretation of statistical data that the educator frequently encounters.

610. Educational Research Interpretation (3)

Prepares the potential research consumer to analyze and evaluate research critically, to understand fundamental research principles and techniques, and to design research stratagems for problem areas in education. Prerequisite: GNED 605.

611. Action Research in Education (3)

Action Research is a graduate level class addressing both educational research and school improvement. The aims of Action Research include: a) development of the school leaders knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and b) preparing school leaders for informed analysis and evaluation of research. Prerequisite: GNED 610

615. Instructional Strategy and Mentoring (3)

Investigation and development of lessons based on a variety of teaching strategies that are appropriate for different grade levels and subject areas. Peer mentoring skills will be developed through coaching activities while practicing various teaching strategies.

630. Advanced Placement Institute (3)

A summer institute and two day follow up designed to prepare teachers to teach Advanced Placement and Pre AP courses.

640. Curriculum Design & Management for Advanced Placement (3)

This course will provide an in-depth discussion of academic content and methods for delivering instruction in Advanced Placement classrooms.

641. Advanced Educational Psychology (3)

Application of recent learning research to instructional, curricular, and administrative problems.

645. Socio-Cultural Factors Affecting Education (3)

Studies of the social and cultural factors influencing educational practice with emphasis on Hispanic and Native American cultures of the Southwest and identification of local factors of a social/cultural nature that influence educational practice.

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.

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.

Educational Leadership (EDLD), Courses in

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. Instructional Leadership & Organizational Change (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. 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 will have two foci: (1) all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and (2) development of the framework for their portfolio.

611. Action Research in Education (3)

Action Research is a graduate level class addressing both educational research and school improvement. The aims of Action Research include a) development of the school leader's knowledge and skills in applied research techniques and developing action research for implementation in classrooms and schools, and b) preparing school leaders for informed analysis and evaluation of research. Prerequisite: GNED 610

615. School Finance and Resource Allocation (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. Legal Issues for School Leaders (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 leadership, communication, improving instruction for student learning, and group development.

630. School Community Relations (3)

The course focuses on the relationships that are needed to build strong school and community partnerships. Students will be able to combine theory and practice (praxis) in improving their knowledge and skills related to connecting the schools with a larger community.

634. Practicum in Educational Leadership (1–4 VC)

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

635. Selected Topic in Educational Leadership (3)

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

640. 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 3-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: (1) all aspects of thesis development, including statement of purpose, related literature, conceptual frameworks, and organizational frameworks considerations for the thesis/field project/portfolio; and (2) midpoint review of portfolio.

660. Data-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 improvement process are also addressed. This course is core requirement for

the MA 1 or NM Licensure in Education Leadership.

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 in Educational Leadership (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)

This internship is a required two semester sequence (I & II, each 3-credit hours) for Education Leadership candidates in the Ma (for K-12 educators), or in the licensure-only option (for K-12 candidates currently holding a master's degree). This lecture/lab course meets during each internship semester 5 times for 3 hours in a lecture format; additionally, each candidate completes 6 contact-hours of weekly supervised internship (lab) at his/her work location under the direction of a University supervisor and a qualified administrative mentor. Prerequisite for EDLD 698 is completion of a minimum of 12 credit-hours of required course work for the MA, or 6 credit-hours toward the licensure-only option. Prerequisite: completion of a minimum of 12 credit hours of required course work for the MA, or 6 credit hours toward the licensure only option.

699. Thesis (1–6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisite: GNED 610 and permission of instructor.

Elementary Education (ELEM), Courses in

517. English as a Second Language (3)

A study of English as a second language, conveying methods and procedures of teaching English to children and adults for whom English is not the native tongue. Students will be introduced to second language acquisition theories and basic elements of the sound system. It is highly recommended that RDED 411 be taken prior to or concurrently with this class.

535-635. Selected Topic in Elementary Education (1 – 4 VC)

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

542. Teaching Elementary School Science and Social Studies (3)

Development of teaching strategies appropriate to recent innovations in science and social science teaching for multicultural classrooms. Laboratories will be offered in both English and Spanish, when possible, to provide opportunities for Spanish/English bilingual majors and other interested students to develop skills for teaching science and social science in Spanish.

590-690. Independent Study in Elementary Education (1–4 VC)

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

619. Mathematics in the Elementary School (3)

A detailed consideration of problems of elementary mathematics—what to teach, the grade placement of content, and the methods and materials of teaching.

621. Evaluation of Classroom Performance in Elementary School Mathematics (2)

The use of teacher-made and standardized instruments to assess performance in elementary mathematics, diagnose areas of difficulty, and prescribe remediation.

622. Theory and Practice of Teaching Elementary School Mathematics (3)

Current classroom practices in elementary mathematics related to the various theories of learning. Emphasis will be placed on current developments.

624. Advanced Techniques of Teaching Social Studies in the Elementary School (3)

Exploration of the modern social studies curriculum with emphasis on research and curriculum development.

625. Science Education in the Elementary Grades (3)

History of science education and methodology in the elementary school, with emphasis on current trends.

692. Independent Research in Elementary Education (1 – 4 VC)

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

English (ENGL), Courses in**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)

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

502. Literary Theory (3)

Intensive study of theories of literature from Plato to the present, with an emphasis on contemporary literary theory. Application of these theories to various works, ancient and modern.

505. Gender and the Politics of Literacy (3)

Exploration of the historical connections between literacy and reason/emotion, focusing on how each has been historically gendered. It begins with a history of style and how metaphors of gender have been used to describe writing. It includes a study of how cultural beliefs about literacy shape our conceptions of “individuality,” “citizenships,” “aesthetics,” “rationality,” and “originality,” and how those categories apply differently to men and women.

510. Creative Nonfiction (3)

This course is a writing workshop that provides the background, theories, and methods for students to produce original creative non-fiction writing. The course emphasizes forms and practices of various sub-genres of creative nonfiction including the personal essay, the memoir, literary reportage, and the nonfiction novel.

511. Major American Writers (3)

In-depth study of a major author or authors, school, genre, and 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)

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

514. Literary Realism (3)

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

515. Methods of Tutoring and Teaching Writing (3)

This course will prepare students to tutor and teach readers and writers at the 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)

Intensive study of *The Canterbury Tales* and selected minor works.

522. Shakespeare (3)

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

523. Milton (3)

Intensive study of *Paradise Lost* and selected minor works.

534 - 634. Practicum (1 – 4 VC)

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

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

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

541. History of the English Language (3)

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

542. Contemporary English Linguistics (3)

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

543. Sociolinguistics (3)

A study of dialects, bilingualism, 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. Non-Fiction Prose (3)

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)

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

585. Stylistics (3)

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

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

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

591. Arthurian Literature (3)

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

592. Independent Research (1 – 4 VC)

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

601. Research Methods in English (3)

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

602. Theories in Writing (3)

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

603. Contemporary Literary Theories (3)

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

610. Major American Poets (3)

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

636. Varieties of Romanticism (3)

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

641. The History of Popular Literature (3)

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

651. Images and Words: Semiotics (3)

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

661. Literacy and Orality (3)

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

671. Creative Writing Workshop (3)

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

696. Publishable Papers (1 – 3 VC)

Individual research, writing, and rewriting in preparation of the graduate portfolio. Cannot be taken for elective credit. Only 3 credit hours count towards the degree, but students will register for extra credit hour ENGL 696 in the semester in which they graduate. Prerequisite: Permission of the instructor.

699. Thesis (1 – 6 VC)

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.

Finance (FIN), Courses in

505. Financial Markets and Institutions (3)

This course focuses on the use of financial markets by the private and public sectors and the facilitating role played by intermediary agents. The course relies on the basic tools of micro- and macroeconomics theory in the study of private and public financial behavior and the problems posed for public policy.

509. Investments (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 apprais-

ers, 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 and 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 instructor.

512. Estate Planning (3)

Estate planning focuses on the efficient conversion and transfer of wealth. The course explores the legal, tax, and financial aspects of estate planning and covers such topics as trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and taxes.

513. Financial Planning Capstone (3)

This course requires students to use various financial management tools to analyze and evaluate various personal finance situations and to develop and communicate financial plans to the client. Prerequisite: Permission of instructor.

525. Oil and Gas Finance (3)

This course is an introduction to oil and gas finance. Students study the current energy outlook, supply and demand issues, industry structure and terminology, financial statement analysis, capital budgeting and risk analysis, corporate strategy, decision making, value creation, and risk management in the energy industry. Students will also analyze case problems, addressing various course topics, and learn to apply finance theories to the real-world practice. Prerequisites: ACCT 287 and 288 and FIN 341.

535. Selected Topics in Finance

Course in topic(s) in finance. May be repeated with change of content.

552. Mutual Fund Investing (3); 4,0

This course introduces the student to mutual funds in the context of today's financial environment. Students will generate a portfolio of mutual funds to meet their needs.

560. Portfolio Analysis (3); 4,0

This course introduces the student to the financial analysis of common stock in the context of today's financial environment. Student will generate a portfolio of stocks to meet their needs.

575. International Financial Management (3)

An overview of the workings of trade and finance in an international setting. Particular attention is given to handling problems associated with exchange rate movements, sources of funds for overseas operations and investments, and criteria to judge foreign investment opportunities.

607. Financial Management (3)

A study of the tools and techniques used in financial management. Analysis of financial needs, acquisition of financial resources, and allocation of funds are covered in readings, case problems, and class discussions.

690. Independent Study (1 – 4 VC)

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

Forestry (FOR), Courses in

500. Surface Hydrology

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.

502. Silviculture (3)

Silviculture is the set of practices to grow and manage trees. The course focuses on the factors affecting tree growth, tree stand dynamics and health, and the impact of management on ecosystem values. The ecological practices to sustainably produce forest products are emphasized.

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 and 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

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)

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 environ-

mental 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)

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)

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)

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)

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)

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. Selected 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)

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 Advanced Topics in Natural Resource Management (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 Natural Resource Management (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.

Geology (GEOL), Courses in

512. Geologic Resources, Laws, and Environmental Policies (3)

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

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. Stu-

dents 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

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)

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)

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)

How do we know about structures in the subsurface without digging of 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 (4); 3/1

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 (4); 3/1

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: 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. GIS 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 diffractometer for qualitative and quantitative clay analysis.

650. Seminar (1)

Seminar course in a topic or topics in Geology. May be repeated with change of topic.

690. Independent Study (1-4 VC)

Independent study 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.

Health (HLTH), Courses in

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

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. Prerequisite: HLTH 410 Examination and Diagnosis of Upper Extremity Injuries

515. Health, Culture & Diversity (3)

This course examines what is meant by culture, the ways in which culture intersects with health issues, how public health efforts can benefit by understanding and working with cultural processes, and an overview of conceptual tools and research methods that are useful in identifying relationships between culture and health.

521. Epidemiology (3)

Epidemiology, the study of "all around," is the science behind public health statistics. Epidemiological concepts and skills involving interpretation and use of health related data in populations or groups are studied. The course enables the understanding of causes and transmission of disease, tracking community health problems, and identifying trends related to public health problems. Critical 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; a) the nature of stress; b) the mind and soul; c) coping strategies; d) relaxation techniques. Comprehensive focus is on strategies designed to help one cope with the stressors of life.

589. Fitness/Wellness Program Leadership (3)

Practical field experience and supportive lecture in the fitness and wellness program management aspects of health promotion. Leadership skills include administration, health education, nutrition strategy, and applied exercise science/technology. Students assist in the operation of the New Mexico Highlands University Wellness (HU-Wellness)

Program. Students may want to choose another work site to gain valuable field experience upon approval from the professor.

590. Independent Study (1 – 4 VC)

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

History (HIST), Courses in

501. The Chicano Experience (3)

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

503. Chicano Leadership (3)

This course studies the significant leaders among the Hispanic population in the Southwest during the Mexican territorial and early statehood periods.

506. North American Frontiers (3)

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

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)

The Old South, secession, civil conflict, Radical Reconstruction are covered in this course.

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

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

514. The American Presidency (3)

The history, institution, and powers of the chief executive of the United States are examined in this course.

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 peoples of the Southwest.

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

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

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

This 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 reviews 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 covers analysis and writing in Chicano, Anglo, and Indian history. May be taken twice for credit.

619. Seminar: New Mexico Since Statehood (3)

This course consists of 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 covers historical methods, including sources, criticism, tools, organization, form, and problems. Cross-listed as POLS 620.

640. Modern Mexico (3)

This course consists of 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.

696. Professional Paper (3)

The Professional Paper provides an opportunity for students to apply graduate level research and writing skills to a historical topic chosen in consultation with their advisor. Students who have chosen the Professional Paper option will generally enroll in History 696 during the last semester of graduate study during which time they will complete their paper and schedule an oral defense with their selected committee members.

699. Thesis (1 – 8 VC)

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

Human Performance and Sport (HPS), Courses in

505. Body Composition (3); 2,2

Theory and practice of body composition assessment and right management programs will be presented. Laboratories will include skinfolds, bio-impedance, and hydrostatic weighing techniques.

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

Seminar approach to non-technical, “off-field” aspects of athletic coaching, including education implications, equipment, financing, liability, and coach-athlete rapport. Prerequisite: Human performance major/minor, coaching minor, athletic training minor, or permission of instructor.

509. Economics and Finance of Sport (3); 3,0

This course will explore the principles of financial management and economics of the sport industry. Budgeting practices, fundraising methods, economic impact analyses, methods of financing, and computer applications in financial management will be analyzed in the context of sport.

512. Public Relations in Sport (3); 3,0

This course will provide both theoretical and practical applications of public relations with regard to the sport industry. Specific managerial functions relating to effective communication with various publics will be analyzed, including employee relations, community relations, media relations, customer relations, and image enhancement.

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 related aquatic facilities. Students will take the Certified Pool Operator certification examination the end of the course. A score of 75% or above 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.

528. Nutrition and Supplements for Sports (3)

Various sports supplements used as ergogenic aids will be discussed, as to their use, safety, and validity.

530. ACSM Health Fitness Instructor Review (3)

This course will help prepare students for the certification in Health/Fitness Instructor by the American College of Sports Medicine.

532. NSCA Strength Coach Review (3)

A course designed to help students prepare for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) exam. The course will focus on NSCA terminology and training philosophy, helping to integrate the student's knowledge of personal training, exercise physiology, and kinesiology.

534 – 634. Practicum in Human Performance and Sport (1 – 4 VC)

Field experience work placement with specific responsibility over a sustained period of time. Includes on-campus seminars with supervisor. Credit hours for each experience are approved separately by program area. May be repeated for a maximum of four credit hours. Practicum areas may be offered in aquatics, adapted physical education, athletic coaching, athletic training, health education, and physical education. Prerequisite: Pre-approval by petition and permission of instructor.

535 – 635. Selected Topics in Human Performance and Sport (1 – 4 VC)

Course in topic or topics in human performance and sport. May be repeated with change of content.

536. Pediatric Exercise Physiology (3)

The physiological aspects of exercise in children will be discussed. Differences between the physiology of adults and children will be compared to enhance the understanding of this special population.

538. Physical Activity and Aging (3)

The Biological aspects of aging and their relationship to physical fitness and assessment are discussed.

540. Experiential Activities (3)

Developing a repertoire of activities to promote self-esteem, im-

prove communication skills, promote group cohesion and trust among individuals, and to expand problem-solving skills.

550. Seminar in Human Performance and Sport (1 – 4 VC)

Seminar investigations in physical education and/or the related areas of health education, recreation, and athletics.

561. Sport Marketing and Promotion (3); 3,0

Course will cover elements and salient issues in management of sport marketing and promotion including segmentation and targeting, marketing mix, research, and analysis.

565. Planning Areas and Facilities (3)

Planning, financing, and managing physical education and athletic grounds and facilities, health and fitness centers, private and commercial facilities, and campsites—course is designed for professional personnel.

568. Physical Education for Special Populations (3)

Investigations of the historical aspects and current issues of providing adapted/special physical education programs for special populations. The course covers implications of federal legislation, practice in preparing Individual Education Programs (IEPs), and program assessment, planning, and evaluation.

572. Biomechanics of Sport (3)

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

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 EKG's and monitor blood pressure during testing. Prerequisites: HPS 370 and HPS 376. Special lab fee.

578. Psychology of Coaching (3)

This course is a practical survey of sport psychology that is grounded in science. Attitudes, feelings, and behaviors that affect athletic performance and coaching effectiveness are dealt with from the standpoint of description, explanation, and prediction. Students develop the ability to interpret research results. Major topical areas include review of psychological needs of athletes and coaches, and development of mental skills and control with applied techniques.

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

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

598 – 698. Internship (1 – 9 VC)

External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor.

604. Curriculum Design (3)

A critical evaluation of curricula patterns in exercise and sport sciences (past and present). Topics include: National and State Standards for your ESS area of interest, development of a sports handbook or curriculum guide for your ESS area of interest, and development of an advocacy plan for your ESS area on interest.

612. Sport in Society (3)

An investigation of the influence sports have had in American society, including Little League, interscholastic, intercollegiate, and professional sports. The course will include a critical analysis of such trends as violence in sports.

613. Physical Education, Athletics, and the Law (3)

A study of the areas of negligence, supervision, and administrative issues related to school settings.

620. Research Methods in Human Performance, Leisure, and Sport (3)

Topics include descriptive methods, experimental design, and historical research; 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)

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

650. Seminar in Human Performance and Sport (1)

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

651. The Administration of Athletics (3)

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

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

A seminar approach to the historical and contemporary foundations, philosophies, future of physical education, and sport.

670. Assessment and Evaluation in Human Performance, Leisure, and Sport (3)

An interpretation of practical statistical data utilized in the assessment and evaluation of athletic and physical education performance.

682. Physiological Basis of Sport Performance and Conditioning Programs (3)

Review of current scientific literature on the functioning of body systems during training and competition, with specific emphasis on the development of strength, power, flexibility, cardiovascular endurance, agility, and speed. Factors affecting performance such as nutrition, altitude, and thermal stress will also be covered.

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.

698. Internship in Human Performance and Sport

External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission

of instructor.

699. Thesis (1 – 6 VC)

Individual research and writing in preparation of a graduate thesis. Prerequisites: HPS 620, HPS 670 and permission of instructor.

International Business (INTB), Courses in

530. International Negotiations (3)

This course studies the fundamentals of international negotiations and the effects of cultural differences in negotiation processes.

535. Selected Topic in International Business

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

580. Doing Business in the Spanish-Speaking World (3)

The goal of this course is to expose students to how business is conducted in different 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 action 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)

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 will most likely be 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 firsthand knowledge and experience. If available, a teaching or research assistantship will be negotiated with the foreign institution.

690. Independent Study in International Business (1-4 VC)

Independent study in international

Library (LIB), Courses in

500. Advanced Library Research (1)

This course facilitates the use of academic library resources and services for the purpose of discipline-specific research. The course enables students to effectively search for and evaluate print and electronic resources for a targeted topic. The course advances scholarship and mastery of content areas as students work with subject-specific resources and explore issues in scholarly communication. Students learn the components of a literature review and annotated bibliography as well as proper bibliographic citation in a specified citation style.

Management (MGMT), Courses in

510. Oil and Gas Value Chain Management (3)

This course provides an introduction to upstream and midstream value chain management issues in the oil and gas industry. After a broad overview of the distribution of petroleum resources and the organizations that constitute the industry, it considers management issues in the extraction process and the technologies used to process, store, and transport and refine oil and gas. The class concludes with a survey of environmental and geopolitical risks and opportunities, and an assessment of the industry's future.

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 Resources Management (3)

The goal of this course is to sensitize students to the complex issues that exist in the international business environment. The topics of human resources 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 resources management, ethics, social responsibility, leadership, production/operation management, business policy/strategy, and the management process are explored.

560. Training and Development of Human Resources (3)

This course covers the training cycle and the development of human resources: needs assessment, training approaches and techniques, and evaluation of training effectiveness.

566. Performance Evaluation and Compensation (3)

This class focuses on the concepts and theories applicable to the

design, development, implementation, and maintenance of a pay system that treats all employees fairly and recognizes differences in work-related knowledge and skills. The components of total compensation, including base pay, incentives, benefits, and work life issues will be discussed. Special attention will be given to measuring and rewarding performance and contribution at the individual, group, and organizational levels. Cases and problems associated with implementing compensation systems will be analyzed and discussed.

590–690. Independent Study (1 – 4 VC)

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

601. Quantitative Methods (3)

This course introduces graduate students to quantitative and qualitative analytical techniques used in contemporary business research.

604. Business Research Methods (3)

This course applies quantitative and qualitative techniques used in business and economics research. Students conceptualize, plan, and implement a formal research project using standard research methodology. Students analyze and discuss results in a formal technical report.

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 compares the success potential and operations of internationally focused companies to those that are solely focused on the domestic market.

650. Seminar in Management (1 – 3 VC)

Seminar course in a topic or topics in management.

653. Organizational Leadership (3)

This course is designed to address the fundamental aspects of leading and motivating people. It includes understanding and working with people individually, as well as in groups. Students study high performance organizations and challenges of leading change in organizations and identify their own leadership traits.

664. Organizational Theory (3)

Analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organization as a system of authority and status, control and communication, decision-making centers, and leadership positions. Use is made of cases and research studies.

665. Personnel Practices and the Law (3)

This course addresses the increasing role of the law in personnel functions by familiarizing students with the Equal Employment Opportunity (EEO) and personnel law. Such topics as the Family Medical Leave Act and the Americans with Disabilities Act will be discussed as they relate to personnel practices.

687. Human Resources Management (3)

The study of human resources management issues, including management theory, and labor law from the manager's perspective.

689. Business Strategy (3); 4,0

A case approach to concepts of corporate strategy and organizational planning. Must be taken in the last semester of the program. Each student must complete an individual case analysis and present it to 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)

Field experience in selected management environments for the graduate candidate. Prerequisite: Approval by the internship adviser.

Management Information Systems (MIS), Courses in

520. Networking in the Business Environment (3)

An introduction into the use and role of LANs in the business environment. The course discusses the function of file servers in the LAN's environment and provides hands-on experience. Cross-listed as: CS 557.

545. Electronic Commerce (3); 4,0

This course provides an introduction to electronic commerce for business students. This course will focus on the impact of electronic commerce on business, its current state of development, successful electronic business strategies and the future of electronic commerce. Prerequisite: Computer literacy and the ability to use the internet.

547. Advanced Business Analytics (3)

This course is designed to develop student understanding of business modeling using spreadsheet software and other analytical tools. The course focuses on data analysis, solving business problems, and drawing conclusions based on data from the firm.

551. Internet Marketing Strategies (3); 4,0

The course focuses on the place of internet marketing in an internet marketing strategy, consumer behavior on the internet, current internet marketing practices, and the future of internet marketing. Prerequisite: Computer literacy and the ability to use the internet.

585. System and Software Architecture (3)

A capstone course. Students will extend their understanding of the design of comprehensive systems that integrate business requirements, work flow, organization structure, and information processing. Students will also demonstrate, with a practical application design, their understanding of MIS principles of all courses in the major.

586. Web Site Authoring and Management (3)

This course covers the basics of web-page design, including interactive and dynamic pages. Use of basic technology such as HTML, XML, and CGI programming, as well as page creation tools is covered. Site management and maintenance using dedicated web tools is stressed.

690. Independent Study (1 – 4 VC)

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

Marketing (MKTG), Courses in

501. An Overview of Principles of Marketing (3)

This course discusses marketing as a discipline that encompasses a very broad area and as an essential segment of business activity, which is further broken down into many diverse areas and has one overriding purpose, to help the organization meet the customer's needs.

511. Marketing Research (3)

Gathering, recording, and analyzing data about problems relating to the marketing of goods and services.

515. Consumer Behavior (3)

A seminar studying how individuals make buying decisions. It focuses on the psychological, sociological, behavioral, and cultural aspects of the buying decision and on how firms can use this information to sell more effectively in the marketplace. The course will emphasize current research in the field of consumer behavior.

530. International Negotiations (3)

The main goal of the course is to study the fundamentals of international negotiations and the effect of cultural differences in the communication processes. Students will also review also the importance of cross-cultural communication for international negotiation processes and for the development of human resources multinational companies.

535. Selected Topics in Marketing (1 – 4 VC)

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

540. Marketing Channels and Marketing Logistics (3)

Principles, methods, and problems relating to wholesaling, retailing, and physical distribution.

546. Social Media (3)

Social media represents one of the most significant changes in consumer media behavior in history, resulting in fundamental shifts in the way marketers communicate and interact with consumers. This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

551. Internet Marketing Strategies (3)

The course focuses on the place of Internet marketing in an integrated marketing strategy, consumer behavior on the Internet, current Internet marketing practices, and the future of Internet marketing. Prerequisites: Computer literacy and ability to use the Internet.

573. Advertising (3)

This course examines the role of advertising and promotion in a firm's integrated marketing communications strategy. Traditional advertising functions and strategies are analyzed along with new forms of advertising and promotion driven by changing technology.

574. International Marketing (3)

Objectives, problems, and challenges facing those who engage in marketing operations in foreign countries. Foreign marketing organizations, cultural dynamics, trade channels, the legal environment, and political considerations are examined.

684. Marketing Management (3)

The approaches and problems of marketing decision making, considered from the standpoint of the marketing manager.

690. Independent Study (1 – 4 VC)

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

Mathematics (MATH), Courses in

501. Discrete Chaos and Fractals (3)

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 orbit, Sharkovsky's theorem, Schwarzian derivative, chaos in one, metric spaces, transitivity, conjugacy, fractals, fractal dimension, Julia and Mandelbrot sets. Prerequisite: Math 317 and Math 275 with a minimum grade of C or permission of instructor.

502. Discrete Dynamical Systems and Chaos (3)

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)

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

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)

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 ma-

chines. 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)

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)

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)

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)

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)

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 dis-

criminant 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.

Media Arts (MART), Courses in

505. Digital Painting (3)

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

511. Graphics and Meaning (3)

This course introduces a pictorial media design process of conveying messages through concept development and visual narrative problem solving. Students will explore symbolic graphic forms by reinterpreting meaning through icons, stencils, and primitive shapes within certain social and cultural parameters. Prerequisite: MART 573.

513. Non-Linear Digital Video Editing (3)

The 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 non-commercial cause, students will explore the many facets of an issue, identify key points to impact public appeal, develop a media promotional strategy, and employ visual communication skills to promote social change.

517. Publication Design (3)

The study of digital design, layout, typography, illustration, photo manipulation, and work processing applications in the preparation of printed materials. Prerequisites: MART 233 and 573.

518. Principles of Multimedia (3)

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

522. HD Cinema Workshop (3)

An advanced production course focusing on documentary and narrative video production as well as high-definition cinema production tools. Prerequisites: MART 221 or Permission of instructor.

526. Multimedia Project Management (3)

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

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

An introduction to producing websites, planning a website and using HTML, JavaScript, and dynamic HTML in the Dreamweaver

authoring environment.

528. Principles of Game Design (3)

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

534. Practicum (3)

A course designed to let graduate students develop leadership on multimedia projects. Prerequisite: Permission of Instructor.

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

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 high-definition video. Students will learn the basics of project proposal writing as well as how to secure funding and seek distribution for experimental projects. Prerequisites: MART 221 and 322.

538. Advanced Multimedia Project Management (3)

Through readings, class discussions, field trips and guest presentations, you will gain a mastery of exhibition content, the principles of exhibition design, the design of physical spaces, static and interactive exhibit elements and how to combine design, construction and multimedia skills. Prerequisite: MART 350 or 518

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: Permission of instructor.

546. Screenwriting (3)

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

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 assumption that you will create a sound, professional portfolio of work that is presentation ready 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 will introduce students to new ways of thinking about photography as an interactive rather than an indexical tool. Students will research on 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.

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 which react to physical interactions. Students build a series of working prototypes.

557. Surround and Installation Workshop (3)

The course prepares students to create multi-media, interactive audio installations. Works for gallery and public art installation are given special emphasis in this course. Prerequisite: MART 366, 326, or 318

559. Advanced Interactive Multimedia (3)

A course designed for students interested in advanced multimedia and web development. This course is designed to relate directly to current professional standards in multimedia, interaction and web production.

560. Alternative Photographic Techniques (3)

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

561. Advanced Design Practice (3)

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

562. Video Effects

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

563. Video Animation (3); 2,2

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

564. Advanced Digital Cinema (3)

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

565. Advanced Media Projects (3)

This course is for advanced students who need to develop professional quality projects for their portfolios. Students will have their current work evaluated, then focus on one project to highlight their strongest skills. Students will look at existing professional work in video effects, 3D animation, web development, interactive media, and video/audio production. Students will have one-on-one and group critique, resulting in presentation of a final high-quality media project.

566. Audio for Video (3)

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

given special emphasis.

567. Character Animation (3)

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

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

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

569. Advanced Video Animation (3)

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

570. Advanced Design Practice 2 (3)

This class is an advanced design class, placing 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 using print, web, and interactive materials. Students will learn how to most effectively position a unique brand in the market. Prerequisite: Permission of Instructor.

572. Distributed Network Production (3)

An advanced course in development and production for distributed networks, such as the internet, social networks, and other methods of networked communication and delivery. Prerequisite: MART 527.

573. Typography (3)

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

575. Advanced Screenwriting Workshop (3)

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

577. Typography (3)

This course explores the area of kinetic typography, an industry standard media form commonly seen in broadcast television media and film. A basic understanding of typography should have already been explored, as students will use their knowledge of vector-based software as a springboard for effects software. Animation on track paths, light, and camera angles come into play. Conceptual studies of environment-specific design will also be assessed and studied. Prerequisite: MART 573.

590. Independent Study (1 – 4 VC)

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

594. Cultural Technology Mentorship (1 - 4)

A course designed to help students develop leadership skills and complete the necessary training for an AmeriCorps placement. Prerequisite: Permission of Instructor

595. Exhibition Design (3)

In this class students will be introduced to exhibition design principles. Projects include participation in designing a physical space with static and interactive elements and in combining design, construction, and multimedia skills to produce a final exhibit for public display. Prerequisite: MART 515 or 573

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: MART 495 or Permission of instructor

598. Professional Internship (1 – 6 VC)

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

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

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

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

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

620. Multimedia Project Development (3)

A study of the processes, techniques, and tools used in the development of sophisticated multimedia-based projects. The 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 – 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.

Philosophy (PHIL), Courses in

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, epis-

temology, 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.

Political Science (POLS), Courses in

502. Interests Groups (3)

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

510. The American Constitution (3)

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

515. Government and Business (3)

This is a case study of United States 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, par-

ticularly 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.

520. Research Methods in Political Science (3)

This course acquaints students with a wide variety of research methods used to analyze political phenomena, emphasizing quantitative approaches through the introduction of statistical computing using statistical packages such as SPSS.

533. Chinese Communist Government (3)

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

534. Practicum (1 – 4 VC)

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

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

A 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)

A seminar course in a topic or topics in political science.

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

A seminar course in the structure, organization, function, and operation of New Mexico state and local government.

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

A theoretical and critical analysis of the meaning and relevancy of the IR politics and its collision with international law and human rights in the age of globalization. Prerequisite: POLS 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)

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 interdepen-

dence 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)

Past and present governmental attempts in the United States to deal with vital problems in such areas as education, health, poverty, and civil strife are covered in this course. 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)

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.

695. Comprehensive Examination (3)

This course prepares graduate students for the Comprehensive Examination in the Master of Arts Concentration in Political and Governmental Processes. Prerequisite: Permission of instructor.

696. Professional Paper (3)

The Professional Paper provides a unique opportunity for each student to bring together all of the course-work for the MPA degree into a practical application of political phenomenon. Prerequisite: Permission of Instructor.

699. Thesis (1 – 8 VC)

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

Psychology (PSY), Courses in

502. Psychology of Sports Performance (3)

Psychological and social-psychological factors affecting sports performance. Specific attention will be given to the relationship between sports performance and motivation, personality, aggression, and attitudes. The social processes of social facilitation, observational learning, social reinforcement, and competition will also be viewed in relation to their effect upon the individual's sports performance.

505. Positive Psychology (3)

This course will provide 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)

Psychological and pharmacological study of alcoholism, drug abuse, and drug use, including tranquilizers and non-prescription drugs, throughout society.

509. Domestic and Sexual Violence (3)

This course will focus on physical, sexual, and emotional abuse that occurs within families. A particular emphasis will be a focus on the psychological consequences of exposure to physical and sexual trauma and neglect. Victim and offender characteristics will be discussed in the context of family dynamics. Typical and potential criminal justice system responses will be explored.

510. Physiological Psychology (3)

An overview of the neuroanatomical and neurophysiological processes underlying behavior. Topics include neurological disorders, brain organization, sensory systems, and applied human neuropsychology. Corequisite: PSY 511.

511. Techniques in Physiological Psychology (1)

Laboratory work designed to develop skills needed to collect data in physiological psychology. Exercises include brain dissection techniques and the use of the following instruments: centrifuge, balance, spectrophotometer, and high performance liquid chromatography (HPLC). Corequisite: PSY 510.

516. Motivation and Emotion (3)

A review of the major phenomena and theories that relate to motivation and emotion. Prerequisite: PSY 203, PSY 204, or permission of instructor.

519. Introduction to Behavior Therapy (3)

Introduction to and survey of behavior therapy procedures and their application to child and adult populations in a variety of settings including homes, schools, prisons, and hospitals.

522. Human Sexuality (3)

Review of contemporary, socio-psychological issues relating to human sexuality. Topics include sexual anatomy, sexually-transmitted diseases, sexual dysfunctions, sexual attitudes and mores.

525. Introduction to Group Psychotherapy (3)

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

530. Gender Roles (3)

An examination of gender roles and role theory in understanding the behavior of women and men. Topics include development, stereotyping, sex differences in personality, abilities, achievement, and status. Attention is given to implications of changing female and male roles in society.

533. History of Psychology (3)

Review of the major figures associated with the development of psychology as a science from Plato's time to the present, with special emphasis on the nineteenth and twentieth centuries. Prerequisite: PSY 203, PSY 204, or permission of instructor.

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

Course in a topic or topics in psychology: may be repeated with a change of content.

545. Behavior Disorders in Children (3)

Etiology and treatment of behavioral problems in children in a variety of settings, including home and school environments. An eclectic coverage of the major theories, approaches, and research is provided. Prerequisite: PSY 240, PSY 340, or permission of instructor.

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

Seminar course in a topic or topics in psychology. May be repeated with a change in content.

572. Cognitive Science (3)

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

575. Abnormal Psychology and Literature (3)

Characters from many literary works analyzed in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor.

577. Culture and Mental Illness (3)

An examination of current descriptions and explanations of mental disorders in a sample of countries from all major regions of the world. Historical, technical, ethical, and pragmatic aspects of international research in the realm of psychology/psychiatry are also addressed. Prerequisite: PSY 101, PSY 324, or permission of instructor.

580. Community Psychology (3)

An introduction to community psychology with emphasis on theories and research regarding prevention and consultation. Prerequisite: PSY 101 or permission of instructor.

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

Individual, directed readings and library research arranged with an instructor on a topic of mutual interest to the student and instructor. Prerequisite: Permission of instructor.

601. Data Analysis and Statistics (3); 2, 2

A comprehensive introduction to the design, analysis, 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

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: PSY 601 or permission of instructor.

605. Memory and Cognition (3)

An examination of human information processing. Topics include the study of encoding, storage, and retrieval processes in memory. In addition, seminars will be conducted on selected special topics relevant

to current issues in cognition, such as false memories, the nature of consciousness, and the issue of “real” versus “artificial” intelligence.

608. Introduction to Neuropsychology (3)

This course will cover a broad range of issues in the field of neuropsychology. The structural and cellular organization of the central nervous system will be reviewed followed by a discussion of the theoretical framework for brain behavior relationships. Common neurological disorders including epilepsy, degenerative diseases, traumatic brain injury, and vascular insults will be examined in detail. The test batteries and techniques typically used in neuropsychological assessment will be reviewed.

612. Psychopharmacology (3)

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.

621. Advanced Social Psychology (3)

Comprehensive review of major theories and related research in social psychology. Emphasis given to attributional and social exchange approaches.

627. Career Development (3)

An examination of theories and frameworks for career development including the major techniques and instruments used in career assessment. Attention will be given to the psychological and social factors affecting career choice, planning and development. Prerequisite: Graduate standing in psychology or allied major, permission of instructor.

634. Practicum (1 – 12 VC)

A field placement in a local institution or agency providing extensive exposure to the use of professional techniques under staff supervision. This course may be repeated up to a limit of 12 hours of credit. Prerequisite: Permission of instructor.

640. Advanced Developmental Psychology (3)

An in-depth coverage of developmental theories and research across the life span.

651. Professional Ethics and Issues (3)

Examination of ethical theory as it relates to the practice of psychology. Review of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct. Presentation of additional information relevant to the professional psychologists. Course may be repeated once for credit.

671. Advanced Psychopathology (3)

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. Introduction to Counseling and Therapy (3)

To provide the student with a relatively in-depth introduction to a number of the major psychotherapeutic approaches currently in use by practitioners. Each of the approximately 10 psychotherapies

will be addressed in terms of its history, theory, and process of psychotherapy and its applications. Readings of case examples will also accompany each approach to also provide the student with an experiential dimension, so as to enable fuller integration of course material. This will be accomplished in the context of in-class “exercises,” during which students will employ the techniques theories of adaptive and mal-adaptive behavior, including the clinical applications of these models and theories.

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

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

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)

Examination and application of the American Psychological Association’s Multicultural Guidelines and the American Counseling Association’s Multicultural Competencies in therapy and counseling. Emphasis on clinical strategies for building cultural competence in working with racial/ethnic minority populations and other culturally diverse populations.

679. Behavior Therapy & Assessment (3); 1,2

Experimental and theoretical basis of behavior therapy and assessment, and issues related to their application. The course seeks to familiarize the student with current procedures and their origins in experimental psychology, to indicate strengths and limitations of these techniques and to suggest specific problem areas requiring research exploration.

681. Neuropsychological Assessment (3); 1,2

Course provides the student with a systematic clinical diagnostic procedure used to determine the extent of any possible behavioral deficits following diagnosed or suspected brain injury. Such assessments would be helpful for patients having, or suspected of having, various brain disorders that result in problems with memory, intellectual and cognitive functioning, daily activities, or behavior and emotions. Such conditions include head injury, stroke, epilepsy, brain tumor, toxic or other encephalopathies, dementia, developmental and learning disabilities, and other neurological disorders. Neuropsychological assessment would be used to determine the differential contribution of neurologic and psychiatric factors in a patient’s presenting problems, and in the specification of the patient’s psychological and behavioral strengths and weaknesses related to neurological dysfunction. Prerequisites: Psych 510 and psych 674, or equivalent courses, or permission of instructor.

691. Colloquium: Teaching of Psychology (1)

Teaching approaches and issues applicable in specified courses in psychology; designed for graduate teaching assistants in psychology. Prerequisite: Permission of instructor.

692. Independent Research (1 – 4 VC)

Independent research, including data collection, analysis, and interpretation, arranged with an instructor. Prerequisite: Permission of instructor.

699. Thesis (1 – 6 VC)

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

Reading (RDED), Courses in

511. Teaching and Diagnosis of Reading (3); 2,2

An overview of teaching reading in the primary and intermediate grades and of diagnostic tools and corrective instructional techniques in the classroom. Emphasis is placed on developing competencies in the teaching of reading and in adopting reading instruction based on a knowledge of reading process, methods, and materials. Two hours of lab are required. Prerequisite: Field Base I & II.

516. Teaching Reading and the Language Arts in the Bilingual Classroom (3)

Methods and materials in the Spanish-English bilingual classroom, with emphasis upon the development of reading and language arts skills in bilingual children. The class is taught primarily in Spanish. Pre/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 young 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 literacy skills while reading relevant literature.

527. Reading in the Content Area (3)

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

530. Reading Instruction in Special Education (3)

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.

545. Literatura Infantil y Juvenil Para el Salón Bilingüe (3)

This course focuses on the teaching of reading in the Spanish-English bilingual classroom using authentic literature from throughout the Spanish-speaking world with emphasis upon the development of reading and language arts skills in bilingual children. Since most material is in Spanish, an intermediate level of Spanish or instructor permission is required.

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

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

616. Psycholinguistics and Reading (3)

The study of reading as a socio-psycholinguistic process.

618. Diagnosis and Remedial Reading 1 (3)

Advanced study of informal tests, assessment tools, the diagnostic process, and the implementation of corrective procedures for reading deficiencies through a case study for either an elementary or secondary student in a clinical or classroom setting.

621. Diagnosis and Remedial Reading 2 (3)

A continuation of RDED 618. Introduction to formal and standardized tests, with emphasis on administering, interpreting, and evaluating the results obtained therefrom, drawing conclusions, and making relevant recommendations for correcting the reading deficiencies analyzed.

692. Independent Research (1 – 4 VC)

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

Social Work (SW), Courses in

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.

512. Immigrant Rights (2)

This course will examine major historical trends in migration to the United States; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental organizations. Issues such as immigration enforcement; labor rights; and access to healthcare and public benefits will also be addressed.

529. Family Violence (2)

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)

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)

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. Corequisites: SW 565 and SW 551.

533. Law and Ethics in Social Work Practice (3)

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)

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)

The course provides an overview of social work within the health care delivery system. Topics covered include the psychosocial dimensions of chronic illness, the treatment role of the social worker, and the funding of contemporary health care. Special emphasis is placed on health care delivery in the rural and urban settings of New Mexico and the Southwest, particularly with Hispanic and Native American populations.

541. Social Policy and Services (3)

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. Understanding Difference: A Context for Social Work Practice (3)

This course examines the socio-cultural-political-historical context in which social work is practiced, with an emphasis on New Mexico and the Southwest. The course provides a framework for understanding issues of diversity, oppression and social justice within the context of race/ethnicity, class, gender, sexual orientation and disability. An interdisciplinary approach allows students to become familiar with the legacies of conquest and colonization in New Mexico and the Southwest, as well as understand how the dynamics of power and changing demographics impact and are impacted by people residing in the region.

547–647. Resource Acquisition and Grant Writing in Human Services (2)

The course teaches systematic resource acquisition skills for human services. Special emphasis is placed upon resource acquisition within New Mexico and the Southwest, especially on behalf of Hispanic and Native American populations.

551. Field Seminar (1)

This seminar is required during the first semester. It provides stu-

dents 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)

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)

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)

This course is intended to provide student 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 on 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)

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

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 cul-

ture, 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)

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

601. DSM for Clinicians (3)

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)

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 contribution 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 the literature that describes some of the cultural issues of each disorder.

604. Mindfulness and Social Work (2)

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)

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. Prerequisites: SW 632 & SW 634.

606. Brief Time-Effective Psychotherapies (2)

This course will provide a foundation for brief, time-effective clinical social work practice with individuals, couples, families, and

groups. Emphasis will be placed on results-oriented, strength-based pragmatic clinical techniques and interventions that integrate various approaches including dynamic, behavioral, cognitive, strategic and solution-focused as examples.

608. Diagnosis and Treatment of Post-Traumatic Stress Disorder (2)

This course surveys diagnosis of and social work practice interventions for the treatment of Post-Traumatic Stress Disorder related to war, rape, terrorism, natural disaster, crime, violence, cult survivors and historic oppression of vulnerable populations. Psychotherapeutic, behavioral, chemo-therapeutic, inpatient and self-help approaches to individuals, families and groups will be presented, with special emphasis on interventions appropriate to the Hispanic and Native American population of New Mexico and the Southwest.

609. Political Economy (3)

This course reviews the government's effect on the economy, specifically reviewing the impact of the political process on government behavior; how government influences the behavior of private and public economics and the extent of government intervention in the allocation and distribution of economic resources.

610. Crisis Intervention (2)

This course will provide models for understanding the process of crisis formations as well as models for enhancing functioning by changing the perception of the precipitating event and facilitating the acquisition of new coping skills. Practical strategies and guidelines will be presented for a basic model of crisis intervention with an emphasis on developing and maintaining rapport, identifying the meanings, perceptions and subjective distress related to the precipitating event and exploring, encouraging and presenting alternative coping behaviors.

613. Psychopharmacology for Social Workers (2)

This course will provide an overview of psychologically active (psychotropic) drugs commonly used in clinical practice and diagnostic conditions for which they are targeted. The focus will be on information relevant to mental health professionals whose clients are taking or may be prescribed psychotropic medication. Guidelines for referring clients for medication evaluations, communicating with prescribing physicians, and evaluating client response to psychotropic medications will be provided. Larger-system issues regarding the use and misuse of drugs prescribed for mental health disorders will be reviewed, including changes in the doctor-patient relationship, insurance reimbursement and the influence of the pharmaceutical industry. The class will utilize lectures and discussions to emphasize multimodal mental health treatment that integrates psychological, systemic, social, biological and medical models of mental health.

615. Bilingual/Bicultural Immersion 1 (Immersion Bilingue 1) (4)

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. (Please see the prerequisite stated below.) The course emphasizes the practical oral use of Spanish through a variety of interactive role play situations pertinent to the field of Social Work. In addition, students will be given the opportunity to expand their views of bilingual/bicultural supervision in a

diverse workplace. Language skills will be grammatically based, but embedded within functional/notional social work situations. Cultural nuances and regional New Mexican Spanish vocabulary will be included as integral parts of the class.

616 Bilingual/Bicultural Immersion 2 (Inmersion Bilingue 2) (3)

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.

618. Jungian Approach to Play Therapy (2)

This class will present play therapy from a Jungian perspective. Play is the language of children. Through play children can express their feelings, describe conflicts and develop strategies for meeting developmental challenges. Lectures will be given on active imagination, ceremony, Jungian theory and concepts, developmental obstacles such as shame and loss, art therapy, sand tray therapy, and work with victims of abuse/neglect. Students will be asked to engage in a series of self-knowledge activities, since one of the basic beliefs of Jungian psychology is that the practitioner's self-knowledge is key to working with others. Prerequisite: Completion of 500-level courses.

620. Substance Use and Abuse (3)

This course focuses on substance use disorders from a holistic, bio/psycho/social theoretical perspective. All aspects of substance use and abuse will be explored within the multicultural spectrum, with a special focus on how substance abuse impacts the brain.

623. Couples Therapy (2)

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)

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)

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)

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)

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)

This first substance abuse seminar provides students with an initial opportunity to discuss and review substance abuse practice and theory with field experience (practicum). 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)

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). 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.

640. Social Work in Healthcare Settings (3)

The course provides an overview of social work within the health care delivery system. Topics covered include the psychosocial dimensions of chronic illness, the treatment role of the social worker, and the funding of contemporary health care. Special emphasis is placed on health care delivery in the rural and urban settings of New Mexico and the Southwest, particularly with Hispanic and Native American populations.

642. Advanced Social Policy (3)

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 exam-

ined. 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)

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)

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 ethno-cultural context. The course also educates students in the design and implementation of grief interventions with individuals and families. Specific emphasis is placed on the design of grief interventions with the diverse populations of New Mexico and the South west, including Hispanic and Native American peoples.

646. Group Work (3) (Bilingual)

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 various theories and practice using the Spanish language.

647. Resource Acquisition and Grant Writing (2)

The course teaches systematic resource acquisition skills for human services. Special emphasis is placed upon resource acquisition within New Mexico and the Southwest, especially on behalf of Hispanic and Native American populations.

648. Addictions & Substance Abuse (2)

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)

This course examines relevant theory pertaining to the purpose, function and role of the social worker as administrator and manager. Management theory, leadership styles, and working within a diverse workforce are presented with special emphasis on working within administrative environments in New Mexico and the Southwest.

652. Clinical Supervision (3)

This course is intended to focus specifically on the role and func-

tion 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 (La Familia Latina) (2)

This group work course focuses on advanced preparation in knowledge and skills (including management, assessment, intervention and evaluation) necessary for social work practice with families that are monolingual in Spanish or bilingual/bicultural (Spanish/English) with a focus on families native to New Mexico and the Southwest as well as immigrant families. Emphasis is placed on the adaptive capabilities of Latino families and on the issues of racism, discrimination, cultural adaptation, migration and sociopolitical issues.

659. Co-Occurring substance Abuse and Mental Disorders (3)

This course provides students with a social work understanding of co-occurring substance abuse and mental health disorders. It focuses on assessment, treatment planning, and interventions at the individual, group, family, and community levels. Prerequisites: Al MSW 500 level foundation coursework and SW 601.

661. Spanish Field Practicum Seminar 1 (1)

This language seminar is the first of two language seminars that provide students in the bilingual/bicultural concentration with the opportunity to describe, in Spanish, the integration of practice theory and field experience. The course will be co-taught to specifically address professional language delivery and application of the social work knowledge that arises in the context of serving Spanish-speaking populations at practicum agencies. Corequisite: SW 632.

662. Spanish Field Practicum Seminar 2 (1)

This language seminar is the second of two language seminars that provide students in the bilingual/bicultural concentration with the opportunity to describe, in Spanish, the integration of practice theory and field experience. The course will be co-taught to specifically address professional language delivery and application of the social work knowledge that arises in the context of serving Spanish-speaking populations at practicum agencies. Corequisite: SW 634.

664. Organizational Theory (3)

This course provides an analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organizations as a system of authority and status, control and communication, decision-making centers and leadership positions. Current research and case studies are used for analysis. Corequisites: SW 632 and SW 634.

665. Advanced Multicultural Practice 1 (3)

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)

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 (Practica Bilingue Avanzada 1) (3)

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 and SW 632.

668. Advanced Bilingual Practice 2 (Practica Bilingue Avanzada 2) (3)

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 and SW 634.

689. Multicultural Social Work Practice and Services in School Settings (2)

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)

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)

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

Sociology (SOC), Courses in

512. Social Stratification (3)

Differentiation, status, social mobility, class, and caste in selected

societies.

515. Development and Socio-Cultural Change (3)

This course concerns the nature and consequences of development and culture change. The focus is on contemporary issues and many ways in which anthropology is used outside its purely academic context: how anthropology is applied to contemporary human issues, how it benefits society, and how it advances theoretical knowledge. Cross-listed as: ANTH 515. Prerequisite: One course in introductory sociology or anthropology.

522. Religion and Culture (3)

The origins, elements, forms, and symbolism of religion including a comparative survey of religious beliefs, myths, practices and symbolism. Course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Cross-listed as: ANTH 522. Prerequisite: One course in introductory sociology or anthropology.

527. Criminology (3)

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 Systems of Social Control (3)

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)

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

Instruction in application of techniques used in the analysis of quantitative and qualitative social science research data.

531. Political Sociology (3)

Sociological theory and research as applied to the study of political behavior, including such topics as the social bases of power (class, occupation, religion, cultural values), decision-making, leadership and communications.

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

Course in topic or topics in sociology: may be repeated with a change of content.

539. Classical Sociological Theories (3)

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)

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.

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)

The basic processes operating in the present day interrelations of ethnic groups.

630. Research Methods in Sociology and Anthropology (3)

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)

This course will explore 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)

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.

Software-driven Systems Design (SSD)

515. Game Development (3)

This course teaches the basic concepts of game development for casual games. Topics include: character movement, physics, collision detection, attacking, and scoring.

520. Mobile Applications (3)

This course will cover building a native application from start to finish for Apple's mobile devices using Objective-C in the Xcode environment. Topics covered include data presentation and handling, and basic user interaction.

525. Advanced Mobile Applications (3)

In this course, students will work on a large scale native application for an Apple iOS device. Advanced features such as accelerometer support and geolocation will be taught. Students will complete the project in phases mirroring professional production.

530. Advanced Web Applications (3)

Students will work on a large scale web application combining various technologies from previous web courses. Advanced features include responsive design for use across all major platforms. Prerequisite: SSD 531.

531. Web Applications (3)

This course will combine web technologies such as HTML5, CSS3, PHP, Javascript, and ore to create web-based applications for modern platforms.

534. Practicum (4)

Graduate practica require the student to demonstrate the ability to work on any aspect of complex projects and contribute to all other scheduled practica activities. Graduate students are expected take lead roles and excel at coaching and coordination roles.

535-635. Selected Topics in Software-driven Systems Design (1-4 VC)

Selected topics in software-driven systems design. May be repeated with change of topic.

541. Applied Algorithms and Architecture (3)

The purpose of this course is to understand and use discrete structures that are integral to software engineering. In particular, this class is meant to introduce logic, endianness, proofs, sets, relations, functions, counting and probability, algorithm analysis with emphasis to programming.

552. Javascript (3)

The purpose of this course is to teach Javascript basics and popular industry standard frameworks.

565. Patterns and Pattern Languages (3)

Exploration of design patterns across several programming languages. Prerequisite: SSD 600.

570. Enterprise Computing/Informatics (3)

Exploration of alternative human computer interfaces. Prerequisite: SSD 600.

600. Principles of Software Design (3)

Fundamental concepts in software design.

634. Practicum II (3)

Production level work with specific responsibilities related to student's previous coursework. Additional supervisory duties based on the student's previous coursework. Prerequisite: Permission of instructor.

645. Ambient Computing (3)

This course is an exploration of the world of the “invisible” computer. The student will use embedded computers and sensors to learn and then create a robust device that interacts with a specific environment. The course will examine a variety of schemes and approaches to developing computer programs for processors that have no keyboard or screen. We will examine the state of ambient computing technologies and adaptive algorithms. This course complements the physical computing curriculum, but looks at processors that are more complex than the Arduino system.

690. Independent Study (1-4 VC)

Independent study in systems-driven software design. Prerequisite: Permission of instructor.

697. Field Project (1 – 6 VC)

Individual research and writing in preparation of a graduate 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 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 nineteenth to the twentieth 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 twentieth 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 twentieth century. It emphasizes different periods within this genre, i.e., the colonial period, the regionalist novel, and the Latin American boom.

505. Film in the Hispanic World (3)

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

506. Hispanic Women Authors (3)

This course is designed to introduce the student to the women authors in Spanish America, covering 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 studies 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 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 socio-linguistics; 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, literature, 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)

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 are covered in this course. Prerequisite: SPAN 325 or permission of instructor.

534. Practicum in Spanish (3)

Course is an 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

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

541. Spanish for the Bilingual Classroom (3)

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

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

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

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

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

550. Seminar in Spanish (3)

Topic to be selected by instructor.

552. Nobel Prize Laureates in Hispanic Literature (3)

The principal purpose of the course is to study the Nobel Prize Laureates from Spain and/or Spanish America to ascertain their literary greatness within the genre each one represents in Europe and the Western Hemisphere. May be repeated for credit.

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

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

560. Hispanic Literature of the Southwest (3)

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

562. Southwest Folklore (3)

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

564. Hispanic Women of New Mexico (3)

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

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

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 United States southwest-

ern Spanish. This course will be taught in Spanish.

570. Chicano Literature of the Southwest (3)

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

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

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

590–690. Independent Study (1–4 VC)

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

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

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

650. Seminar (1–4 VC)

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

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

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

692. Independent Research (1–4 VC)

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

699. Thesis (1–6 VC)

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

Special Education (SPED), Courses in**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.

512. Foundations of Gifted Education (3)

This course has been designed as a one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislations and policy guidelines; and current issues in the field. This course has been designed to include: lecture, small & large group discussion, student presentations, expert presentations, and various types of “observations” of gifted learners and learning environments.

514. Instructional Strategies for Gifted Education (3)

This course has been designed as a one semester introduction to learn instructional strategies, methods, and techniques of teaching the gifted student, which are explored. Opportunities are provided for development of strategies based on principles of curricular differentiation for gifted students. Prerequisite: SPED 512.

516. Instructional Planning and Curriculum for Gifted Education (3)

This course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Prerequisite or corequisite: SPED 512.

518. Twice Exceptional and Special Populations of Gifted Learners (3)

The focus of this course is to introduce participants to gifted students with disabilities, also known as Twice Exceptional or 2X students. The course will describe research-based characteristics, identification and programming options and will assist students, as per the mission statements, to recognize and nurture outstanding potential so that gifted students with disabilities may become all that they are capable of.

520. Curriculum & Methods for Students with Severe Exceptionalities (3)

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.

522. Learning Environments and Social Interactions for Gifted Education (3)

This course has been designed as a one semester introduction to learn and explore about the learning environments and social interactions of teaching gifted students. Opportunities are provided for development of strategies based on principles and best practices for gifted students.

524. Working with Families of Children with Exceptionalities and Giftedness (3)

This course is an examination of the philosophical foundations and collaborative strategies for teachers and other professionals working with families of children with exceptionalities, including special education needs, giftedness in the P-12 experience.

528. Assessment Issues for Gifted Education (3)

This course explores the Examine instruments, techniques, and strategies in the assessment, placement, and evaluation of ELL, Gifted, Exceptional and General learners in P-12 education. This course is designed to provide knowledge and skill regarding assessment procedures, process (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In additions, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including student and families. Prerequisite: field experience.

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.

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