

2018-2019

GRADUATE CATALOG





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Administration

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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, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org. Highlands University is fully accredited and in good standing with the HLC; please see the accreditation section in this document for more information. To review or receive a copy of the Highlands University's HLC Affiliation Status Report, please see the NMHU website or contact the Provost'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 Summary Class Schedule on Self Service Banner (My NMHU) (make hyperlink to www.nmhu.edu) 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 in accordance with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Accessibility Services by phone at (505) 454-3188 or 454-3252, via email at disabilities@nmhu.edu, or visit the Felix Martinez Building, Room 111 on the Las Vegas campus. If you need this catalog upon in an alternative format, you may also contact the Coordinator of Accessibility Service at disabilities@nmhu.edu.

Retention and graduation rate information can be obtained from the Office of Institutional Effectiveness and Research at <http://www.nmhu.edu/institutional-research/enrollment-and-retention/>

Graduate Catalog

Fall 2018—Summer 2019

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Box 9000, Las Vegas, New Mexico 87701

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Catalog Changes

Graduate 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 five-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 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 regulations 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.

Graduate Academic Programs and Courses

Academic Programs and Courses

The graduate 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.

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. 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 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.

Academic Majors/Minors/Concentrations/ Certificates

MA= Master of Arts, MS= Master of Science, MBA= Master of Business Administration, MSSD=Master in Software System Design, and MSW= Master of Social Work.

For a complete listing of academic programs by campus location visit: www.nmhu.edu/current-students/graduate/locations

College of Arts & Sciences

www.nmhu.edu/current-students/graduate/arts-and-sciences/

Department of Chemistry (MS)

Chemistry

Department of Computer & Mathematical Sciences

Media Arts and Computer Science (MA/MS)

Concentration:

Computer Science

Department of English (MA)

Creative Writing

Language, Rhetoric & Composition

Literature

Department of Exercise and Sports Sciences (MA)

Human Performance and Sport

Optional Concentrations:

Teacher Education

Sports Administration

Department of History and Political Science (MA)

Public Affairs

Concentrations:

Applied Sociology

History

Political and Governmental Processes

Southwest Studies (MA)

Concentrations:

History/Political Science

Department of Natural Sciences (MS)

Natural Sciences

Concentrations:

Biology
Environmental Science and Management

Geology

Certificate in:

Geographical Information Systems (GIS)

Department of Psychology (MS)

Psychology

Concentrations:

General Psychology

Clinical/Psychology

Department of Sociology, Anthropology, and Criminal Justice

Public Affairs (MA)

Concentrations:

Applied Sociology

Southwest Studies (MA)

Concentrations:

Anthropology

Certificate in:

Cultural Resource Management

Department of Visual and Performing Arts

Post Baccalaureate Certificate in Fine Arts

School of Business, Media and Technology

www.nmhu.edu/MBA

Master in Business Administration (MBA)

Concentrations:

Accounting

Finance

International Business

Human Resources Management

Management

Marketing

Certificates:

Accounting

Finance

Human Resources Management

Marketing

Media Arts and Computer Science (MA/MS)

Concentrations:

Media Arts

Software Systems Design (MSSD)

School of Education

www.nmhu.edu/gradsoe

Department of Counseling & Guidance (MA)

Counseling

Concentrations:

Clinical Mental Health

Clinical Rehabilitation

School Rehabilitation

Rehabilitation Counseling with Specialization in Vocational

Evaluation

Certificates:

Professional Counseling (Licensed Mental Health Counseling)

Rehabilitation Counseling, (CRC, PED K-12)

School Counseling (PED K-12)

Department of Educational Leadership (MA)

Educational Leadership

Certificate:

Educational Leadership

Department of Special Education (MA)

Special Education

Certificates:

Special Education

Department of Teacher Education (MA)

Curriculum and Instruction

Emphasis areas:

Bilingual Education

Reading

English as a Second Language

Teaching English as a Second Language (TESOL)

Or a specific content area (e.g. math, English, history, science, etc.)

Certificates:

Advanced Placement

Bilingual Education

Reading

Secondary Education

Teaching English as a Second Language (TESOL)

Facundo Valdez School of Social Work (MSW)

www.nmhu.edu/current-students/graduate/social-work/

Master of Social Work

Concentrations:

Clinical Practice

Bilingual/Bicultural Clinical Practice (Albuquerque campus only)

Leadership and Administration (Albuquerque campus only)

Dual Degree, MSW/MBA (Albuquerque campus only)

Substance Abuse Focus (Albuquerque campus only)

New Mexico Highlands University

New Mexico Highlands University was first established as New Mexico Normal School in 1893, primarily offering teacher education. Today, Highlands University is a nationally-recognized Hispanic Serving Institution and a regional comprehensive university offering a wide array of graduate and undergraduate programs in arts and sciences, business, education, media arts, technology, and social work. Through distance education, online courses, and on-site instruction, Highlands University has extended some degree-completion undergraduate and graduate programs to centers located in Albuquerque, Farmington, Rio Rancho, and Santa Fe.

Highlands University serves a diverse population of students with an enrollment of approximately 3,500 students who attend the main campus in Las Vegas and throughout the centers across New Mexico. Highlands' programs focus on its multiethnic student body, especially the Hispanic and Native American cultures of New Mexico. The University is committed to excellence in the transmission, discovery, preservation, and application of knowledge itself to maintain a progressive, forward-looking posture responsive to the changing social environment, as to shape the direction the institution will take with respect to anticipated demands and approaching opportunities.

As part of its mission to provide opportunities to 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.

The Graduate Catalog 2018-2019 is a description of New Mexico Highlands University's academic programs and courses of instruction. Although much effort has been made to ensure accuracy, error or omissions may be present. All official correction to this catalog are on file with the Office of the Registrar.

The administration and faculty of New Mexico Highlands University believe that the educational programs of the university are effective and valuable. However, the ultimate results of the programs offered, in terms of such matters as achievement, employment, and professional licensing, are also dependent on factors beyond the control of the university, such as individual student initiative, governmental or institutional regulations, and market conditions. Therefore, New Mexico Highlands University makes no representation or guarantee that following a particular course or curriculum will result in specific achievement, employment admission to other programs, or professional licensing.

Mission

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.

Vision Statement

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

Core Values

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 a 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.

Expectations Of Our Graduates:

1. Mastery of content knowledge and skills
2. Effective communication skills
3. Critical and reflective thinking skills
4. Effective use of technology

Strategic Goals 2020

1. Highlands University will achieve academic excellence, academic integration, and student success.

We commit to establishing and strengthening systems, structures, and programs to enhance students' holistic well-being and success at all levels of study (including life-long learning), through the delivery of High-Impact Practices such as, research and creative opportunities, increased student engagement, and service learning.

2. Highlands University will achieve strategic enrollment management.

We commit to establishing and implementing a strategic enrollment management plan that includes target enrollments, recruitment, and retention strategies for all academic degree programs and all locations.

3. Highlands University will achieve a vibrant campus life.

We commit to enhancing campus life for students, staff, faculty, alumni and community through expanded intellectual and recreational programs and services at the main campus and Centers, with a commitment to safety and inclusion.

4. Highlands University will be a community partner.

We commit to developing, expanding, and enhancing collaborative community partnerships for mutual benefit in the areas of leadership, community and economic development, community service, academic enrichment, entertainment, and recreation.

5. Highlands University will achieve technological advancement and innovation.

We commit to using technology strategically to support quality, efficiency, and innovation in daily operations, student support services, and teaching and learning.

6. Highlands University will achieve enhanced communication and efficiency.

We commit to engaging in proactive communication at all levels to provide efficient and effective services.

More information online at www.nmhu.edu/highlands2020/

Accreditation

New Mexico Highlands University is accredited by the Higher Learning Commission (HLC), an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, encompassing 19 states. Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Their Mission is serving the common good by assuring and advancing the quality of higher learning.

As of July 7, 2018, the HLC noted that Highlands meets all the HLC's criteria for accreditation. The University will host a focused visit no later than June 30, 2020.

About the Higher Learning Commission

The Higher Learning Commission accredits approximately 1,000 colleges and universities that have a home base in one of 19 states that stretch from West Virginia to Arizona. HLC is a private, nonprofit regional accrediting agency.

Faculty, staff, students, parents, and others from the general public with questions regarding HLC's work should contact the Higher Learning Commission by email at info@hlcommission.org or by phone at 312-263-0456.

For Highlands specific questions, please contact us at hlinfo@nmhu.edu or visit our accreditation website at www.nmhu.edu/hlc.

Campus Links

College of Arts and Sciences

www.nmhu.edu/CAS

School of Business

www.nmhu.edu/sbmt

School of Social Work

www.nmhu.edu/socialwork

School of Education

www.nmhu.edu/education

Academic Affairs

www.nmhu.edu/vp

Academic Calendar

www.nmhu.edu/academic-calendar/

Academic Support/Advisement/Testing

www.nmhu.edu/test

Accreditation

www.nmhu.edu/hlc

Admission of Students - Graduate

<http://www.nmhu.edu/graduate-admissions>

Admission of Transfer Students

www.newmexicohighlands.com/transfer

Admission of Students - Undergraduate

www.nmhu.edu/admissions/

Albuquerque Center

www.nmhu.edu/albuquerque

ARMAS – Achieving in Research Math and Science STEM

Student Support Center

www.nmhu.edu/armas

Athletics

nmhucowboys.com

Board of Regents

www.nmhu.edu/regents

Business Office/Cashier/Student Accounts

www.nmhu.edu/campus-services/business-office/

Campus Life and Conferences

www.nmhu.edu/conferences

Campus Police

www.nmhu.edu/campus-police

Career Services Center

www.nmhu.edu/career-services/

College of Arts and Sciences

www.nmhu.edu/arts-and-sciences

Commencement

www.nmhu.edu/commencement

Dean of Students

www.nmhu.edu/dean

Degree Audit – student degree plans

www.nmhu.edu/degree-audit

Desire2Learn/E-courses

www.nmhu.edu/e-courses

Educational Outreach Services/Distance Education

www.nmhu.edu/eos

Financial Assistance

www.nmhu.edu/financial-aid

Faculty-Staff Directory

www.nmhu.edu/directory

Facundo Valdez School of Social Work

www.nmhu.edu/socialwork

Farmington Center

www.nmhu.edu/farmington

First Year Experience-Learning Communities

www.nmhu.edu/FYELC

HU Cares/Student Advocacy and Support

www.nmhu.edu/hu-cares

Highlands Homepage

www.nmhu.edu

Future Students

www.NewMexicoHighlands.com

HiSET Exam

<http://hiset.ets.org/>

Human Resources

www.nmhu.edu/hr

Institutional Effectiveness and Research

www.nmhu.edu/ir

International Students

www.nmhu.edu/international-students

Intramurals

www.nmhu.edu/intramurals/

Language Learning Center

www.nmhu.edu/Language-learning

Library

www.nmhu.edu/library

Native American Student Services

www.nmhu.edu/native

NetTutor 24/7 free online tutoring services

www.nmhu.edu/net

NMHU Alumni

nmhufoundation.org/nmhu-alumni

NMHU Foundation/Donations and Community Engagement

nmhufoundation.org

Office of the Dean of Students

www.nmhu.edu/dean

Outdoor Recreation Center

www.nmhu.edu/recreation

Post Office

www.nmhu.edu/post-office

President's Office

www.nmhu.edu/presidents-office

Purple Pub Computer Lab

www.nmhu.edu/purple-pub

Registration

www.nmhu.edu/registration

Rio Rancho Center

www.nmhu.edu/riorancho

Santa Fe Center

www.nmhu.edu/santafe

Scholarships

www.nmhu.edu/scholarships

School of Business, Media and Technology

www.nmhu.edu/sbmt

School of Education

www.nmhu.edu/education

Self-Service Banner - MyNMHU

www.nmhu.edu/banner

Strategic Enrollment Management

www.nmhu.edu/sem

Student Employment

www.nmhu.edu/career-services/jobs/

Student Government

www.nmhu.edu/asnmhu

Student Handbook

www.nmhu.edu/handbook

Student Housing

www.nmhu.edu/housing

Summary Class Schedule

www.nmhu.edu/class-schedule

Technical Help for Self-service Banner

www.nmhu.edu/technical-help

Transcripts

www.nmhu.edu/transcripts

Tuition and Fees

www.nmhu.edu/tuition

Women's Center

www.nmhu.edu/womens-center

Code of Conduct

The Highlands University Student Handbook, that is published each year, describes student services, the Code of Student Conduct, and related policies and procedures. Administered by the Dean of Student Affairs, the code sets the standards and expected behavior of students. Procedures for hearings, appeals, grievances, and complaints of discrimination/harassment are outlined in the Handbook. The Handbook is provided to new students; it may be downloaded at www.nmhu.edu, or a copy may be obtained from the Office of Dean of Students, Box 9000, Las Vegas, NM 87701.

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

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 prior to 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. Students approved for accommodations are expected to meet the same standards of academic performance as students without disabilities.

Accessibility Services is located in Suite 130, Room 134 of the Felix Martinez Building and may be reached at 505-454-3252 or via email 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 email disabilities@nmhu.edu.

Deadlines

Students are strongly encouraged to document their disability and meet with office staff as early as possibly to ensure that the

appropriate accommodations are in place before classes begin. If a situation arises during the semester, accommodations will be reviewed on a case-by-case basis. Accommodations will be in effect from the date of approval of a completed 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.

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.

Athletics

Highlands University is a member of the Rocky Mountain Athletic Conference, NCAA Division II and fields eleven teams: five men's and six women's. They include baseball, women and men's basketball, women and men's cross-country, football, women's soccer, softball, women's track & field, volleyball, and wrestling. NMHU also sponsors Vato's men's rugby as a club sport.

Graduate Admissions

Warren K. Lail, J.D., Ph.D., Dean of Graduate Studies, Interim Office of Graduate Studies
Douglas Hall, Room 136
505-454-3273

E-mail: graduate@nmhu.edu

The application for admission is available on our website, <http://newmexicohighlands.com/admissions/graduate-students-full-application/>

Academic Calendar

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

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 (as required by academic program);
- The required official transcripts;

Statement of Educational Goals and Objectives

Letters of Recommendation (minimum of two)

- 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 and lack no more than 18 credits of receiving their bachelor's degree may apply for admission and may be admitted as Provisional Status. Students admitted in Provisional Status may not register for graduate courses until they have fulfilled all requirements for their bachelor's degree. Provisional Status admittance permits students to 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.

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 status each semester.

If, upon attainment of the undergraduate degree, other stipulations for regular admission must be satisfied, then 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 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-seeking graduate student. Application for non-degree status may be made at the time of registration. In the application, non-degree-seeking 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 regular, advanced-standing, and provisional status. Students may earn a maximum of 12 credit hours while in non-degree status. Credits earned while in non-degree status may be applied towards master's program of study upon review and approval by the academic dean and admission to graduate program.

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 recom-

mendation, and a 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 online and 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 Office of Graduate Studies 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 or school, the Academic Affairs Committee, and the Vice President for Academic Affairs. Other admissions considerations may include:

The discipline, the appropriate dean, the Academic Affairs Committee, the Vice President for Academic Affairs, or the 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 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.

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. To be considered, students must be completing the last semester of their undergraduate work but do not qualify for advanced-standing status may be granted provisional admission. 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. 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.

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

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:

High School Diploma or U.S. equivalency

Undergraduate students must submit Official transcripts from the institution that you received your secondary education from and or a verifiable Certificate of completion.

Official records of previous educational institution attended:

Official transcripts, certificates, or grade records with all necessary official translations into English must be sent (in a sealed envelope) from all educational institutions attended. The records should also contain official certification of completion.

Undergraduate students seeking a second bachelor degree or seeking to transfer credits from a university or college outside of the United States:

A transcript evaluation by a credential evaluation service that is a current member of the National Association of Credential Evaluation Services (NACES), or a current member of the Association of International Credential Evaluators (AICE). Evaluations must include the educational degree equivalency, grade point average and course-by-course analysis is required.

Command of the English Language

Undergraduate applicants from countries in which English is an official language, but not the language of the majority or the language of instruction will be required to submit TOEFL or IELTS test scores.

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:

Test	Written	Computer	Internet
TOEFL www.toefl.org	500	173	61
TOEFL for Business Applicants	540	207	76
IELTS www.ielts.org			5.5
IELTS for Business Applicants			6

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

- Persons holding citizenship in English-speaking countries.

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

Information regarding testing may be obtained from:

Regular Postal Service

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.ets.org/toefl/

Courier or Delivery Service

TOEFL Services (25Q-310)
Distribution and Receiving Center
225 Phillips Boulevard
Ewing, NJ 08618-1426, USA

IELTS Services

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.

Academic Policies and Procedures

Records

The Office of the Registrar is responsible for the maintenance of the educational records at New Mexico Highlands University. This includes, but is not limited to, student transcripts, academic folders and faculty grade reports. The following information refers to some of the policies and procedures for educational records. Note: Proper photo identification (driver's license, NMHU Student ID card, passport or other state or federally issued identification) is required for all in-person transactions at any office within the University. Student's calling in to any office within the University, for assistance will be required to provide their Student Id number and possibly other identifiable information such as date of birth, mailing address, email address, and perhaps other information (social security numbers is not an option).

Privacy Rights

The following information has been designated as directory information and is subject to release to the public under the Buckley Amendment (PL 98-380), "The Family Educational Rights and Privacy Act of 1974:" student's name, address, telephone number, date and place of birth, student ID number, honors and awards and dates of attendance.

Other information regarding disclosure of student data is posted at the Registrar's Office in compliance with the Act. Requests for withholding directory information must be filed in writing with the Office of the Registrar.

Student Email

All NMHU students are assigned a Highlands email account. This account must be used for "Official" University communication between students, faculty, and staff members. Students may also use this account to communicate with family and friends. Please note that the password must be changed from the default password to something different. Before you can log into Desire2Learn, the password needs to be six characters long or longer and have a capital letter as well as a number. The default password is your birthday in the form of MM/DD/YYYY (EXAMPLE: Sep181969). You cannot reuse the default password. Your username and password provide access computer labs and other University services, such as Desire2Learn, Libraries, and Self-Service Banner. Look for student email access instructions on our NMHU home page at www.nmhu.edu/information-technology-services/technical-help-for-students/http://its.nmhu.edu/StudentEmail/index.html.

NMHU Student ID (Banner ID)

Highlands University does not use your Social Security Number to identify your account. You are assigned a Banner ID when you are admitted to the university, and will use the assigned ID number for all official University business. You can find your Banner ID in the top right corner of the screen when you log in to My NMHU Self Service Banner (@00999999).

Social Security Numbers in Student Records

As required by law, social security numbers are collected from prospective and current students who are either applying for admission to the university or plan to seek employment on campus. 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.

In addition, the university is mandated by federal tax regulations to provide tuition and fee payment information to the student and the Internal Revenue Service so that applicable educational tax credits may be computed. The social security number will be necessary to submit this tax reporting.

Purging of Student Files

All academic files for students who attend NMHU are kept for five years following the student's final enrollment. Only archival documentation will be retained. The files of students who do not enroll for one year after being admitted are destroyed.

Degree Audit

Degree Audit is a Web-based tool for students to monitor their academic progress toward degree completion. Degree Audit allows students and their advisers to plan future academic

coursework. To access Degree Audit is www.nmhu.edu log-in to MY NMHU (Self-Service Banner). After you have logged into the secure area, click on Student, then Student Records, then the Degree Audit link.

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 <http://www.nmhu.edu/current-students/academic-calendar/>.

The NMHU registration process includes (1) Academic advising with a faculty or staff academic advisor, (2) registering for classes online or in person in the Office of the Registrar, or at the Center(s); and, (3) paying the tuition and fee bill in full or making payment arrangements through the Business Office two weeks prior to the start of the full semester. Online registration is available through self-service banner on our website at www.nmhu.edu. For additional information or assistance regarding registering for classes, call 505-454-3438. For specific semester registration, drop and withdrawal dates, refer to the appropriate schedule of classes available online at www.nmhu.edu/current-students/academic-calendar.

Approved Schedules

Each student's selection of courses is subject to approval by the assigned academic adviser. 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 Provost. 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 must 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 https://banweb.nmhu.edu/prod/wwkschd.p_disp_dyn_sched.

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.

Add, Drop, and Withdrawal Policies

The policy and deadlines for adding, dropping and withdrawing from courses comply with state and federal policies, and are designed to help students understand their financial and academic obligations to a course or courses. Additionally, courses may be cancelled if under-enrolled and faculty's planning for instruction may be affected by the number of enrolled students. Students who add or drop late may have a disruptive impact on faculty and other students in the course. Add, drop, and withdrawal deadlines, therefore, help the university provide appropriate resources to faculty and courses. Students who add courses after they have begun are responsible for making up all missed work in consultation with their instructors. The registration process, to include adding and dropping classes, can be completed using the University's automated process.

Adding, Dropping, and Withdrawing from Courses (for Full Term courses)

The first six days of the semester constitutes the late registration period. The six days begin on the first day of semester to include weekends. The total number of credits allowed is subject to limits stated elsewhere in this section. Students may drop courses through the first nine days of the semester. The nine days begin on the first day of the semester to include weekends. Tuition charges will be adjusted when adding and dropping courses. Dropped courses will not appear on the student's transcript. After the drop period, students may withdraw from courses.

Withdrawals from individual courses are allowed through the Friday of the 10th week of the semester. Payment is required for tuition and fees as described elsewhere in this catalog for all withdrawn courses. 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 for any courses in which they are enrolled after the end of the late registration period, even though they subsequently withdrew from them. (The late registration period is defined above.)

Any courses added to student's original schedule throughout the semester might result in overload tuition charges.

For a complete list of dates please click on the Important Information link at the following website: https://banweb.nmhu.edu/prod/wwkschd.p_disp_dyn_sched

Adding, Dropping, and Withdrawing Courses (for 8-week sessions)

The first three days of the eight-week session constitutes the late registration period. The three days begin on the first day of the course to include weekends. Students may drop courses through the first four days of the course. The four days begin on the first day of the course to include weekends. Tuition charges will be adjusted when adding and dropping courses. A dropped course will not appear on the student's transcript. After the drop period, students may withdraw from individual courses. Students withdrawing from courses after the drop period are required to pay tuition and fees as described elsewhere in this catalog. The course(s) will remain on the student's transcript, recorded with a grade of "W". For the last day to request a complete session withdraw from an 8-week session, refer to the online schedule of courses. Summer courses shorter than 8 weeks will be defined as "Short Term" courses.

Adding, Dropping, and Withdrawing (from Short-Term Courses)

Short Term Courses are defined as courses that meet less than the regular full semester (16 weeks during Fall, Spring, and less than 8-weeks during Summer session). Short Term Courses may include intercession courses that meet in-between regular semesters, courses that meet during the regular semester but for fewer than 16 weeks, courses that meet during the summer semester but fewer than 8 weeks, and courses meeting over the weekends. The last day to add a short-term course is the first day of the course. The last day to drop is the first day of the course. For courses meeting more than one week, the last day to withdraw from a short-term course is the last business day of the course session, but at least seven days (to include weekends) before the last day of that term. For courses meeting less than one week, the last day to withdraw from a short-term course is the second day the course is scheduled to meet.

Adding, Dropping, and Withdrawing for Independent Study or Directed Study Courses

Students who wish to add an independent study or directed study course must do so following the policy for full-term courses as described above. All other term policies (add, drop, withdraw, tuition payment and fees) apply.

Complete School Withdrawals

Complete school withdrawals are allowed through the Friday before the scheduled finals week for that part of term. Payment is required for tuition and fees as described elsewhere in this catalog for all withdrawn courses. The course(s) will remain on the student's transcript, recorded with a grade of "W".

Retroactive Add, Drop or Withdrawing

Students may petition for retroactive add, drop or withdrawal from classes if they can substantiate hardship with the above scheduling policies. Petitions may be obtained through online documents (<http://its.nmhu.edu/www/onlinedocs/index>). The student routes retroactive add, drop, or withdrawal petitions through the instructor(s) of record and the department chair/program coordinator for approval or disapproval. The program coordinator/chair then routes the form for recommendation to the comptroller or designee in the business office, who then forwards to the Director of Financial Aid or designee, and who then forwards to the academic dean of the student's major.

For complicated or disputed petitions, the dean may forward the petitions to the Graduate Appeals Subcommittee of Academic Affairs for review and recommendation. Based on the information gathered, the dean makes the final determination to grant or deny the petition. The dean then notifies the student, the registrar, the financial aid office, and the business office of the decision.

There is a one year statute of limitations on retroactive add, drop, or withdraw petitions; in extreme circumstances, retroactive add/drop/withdraw petitions may still be forwarded directly to the graduate dean for consideration after the one-year statute has expired.

Recommended timeline for action is as follows: a) 11 working days for set of recommendations from the instructor, program coordinator/chair, and representatives of the financial aid and business offices. b) 6 working days for a decision by the dean after receipt from chair or subcommittee. c) 11 working days for a decision by the subcommittee.

Adding and Dropping Classes (for Independent Study, Research, or Directed Study classes)

Independent study, independent research, and directed study forms can be found at <http://its.nmhu.edu/www/onlinedocs/index.html>. Adding or dropping independent studies, research, or directed studies requires approval from the relevant faculty members(s), chair, and dean of the student's major. If approval is granted, the student is still responsible for course registration.

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, email (registrar@nmhu.edu), or fax (505-454-3552) 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 <http://www.nmhu.edu/current-students/academic-calendar/> as well as published in the Important Information document with the Summary Class Schedule on MyNMHU.

Please refer to the Tuition, Fees and Financial Policies section of this catalog for a schedule of deadlines for full or partial refunds of tuition and fees.

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 dates and deadlines, please refer to the Tuition, Fees and Financial Policies section of this catalog.

Credit Hours Defined

All classes must conform to the Federal Credit Hour Definition below. By policy, assignment of credit hours is overseen and approved by the Academic Affairs Committee, the department chair, the dean, and the provost, via the Academic Affairs Committee and the Office of Academic Affairs.

Federal Credit Hour Definition:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (I.) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (II) At least an equivalent amount of work as required in Paragraph I of this definition for other activities as established by an institution, including laboratory work, online/distance/hybrid courses, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Regular lecture courses must meet 750 minutes per credit hour and must include time for breaks. Labs require twice as much time (see the University Catalog course description for definition of specific

labs). Courses that have unrestricted time, such as thesis, field project, etc., will be listed as TBA (to be announced).

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

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.

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.

Distance Education

The distance learning modalities (online course types) offered at NMHU fall under one of the six following categories.

The face-to-face delivery modality is the traditional instructional method in which students and faculty meet at the same physical lo-

cation at the same time. The face-to-face modality is not a distance learning modality, but is integral to some of the distance learning modalities. Therefore, there are seven course types at NMHU: face-to-face, enhanced, interactive video conferencing, hybrid, blended, synchronous, and asynchronous.

a. Enhanced

Enhanced delivery is a traditional, face-to-face class that meets at regularly scheduled times in a physical classroom. Then, faculty use an online learning management system (LMS) to communicate with students and provide access to course content and resources. For example, Enhanced Delivery uses the LMS as a supplement to a face-to-face class, which is the primary mode of learning.

b. Interactive Video Conferencing (IVC)

Faculty and students are based at a University facility, and instruction is delivered synchronously by video conferencing to classrooms at remote sites. (Formerly known as Interactive Television, or ITV.) For example, face-to-face instruction occurs in a campus classroom while being broadcast live, in real time, to classrooms at sites.

c. Hybrid

Hybrid courses use multiple synchronous delivery modalities (face-to-face, web conferencing, teleconferencing, and/or IVC). For example, a course will have a fixed lecture time to facilitate discussion of class topics or to present assigned projects online. Although the class will be taught at a physical location, some students will be participating at remote locations live, in real-time, through the use of various instructional technologies.

d. Blended

Blended courses combine synchronous and asynchronous (non-simultaneous) delivery modalities. A portion of the face-to-face and/or IVC instruction (contact-time) is replaced by web-based learning activities. The asynchronous portion of class dialogue does not occur live, in real-time, but happens through web-based learning activities (course emails, discussion forums, blogs, etc.). For example, a Blended class may meet face-to-face every other week, but require asynchronous web-based instruction for the alternating weeks.

e. Synchronous

Synchronous delivery is online learning in which instruction and learning occur at the same time, but not necessarily in the same physical location. Students and instructors meet in regularly scheduled weekly sessions. For example, faculty will present content live, and allow the students to discuss the content and raise questions within a virtual classroom. Students and faculty communicate live, in real-time.

f. Asynchronous

Asynchronous delivery is online learning in which all content is delivered online with no requirement for synchronous (simultaneous) activities. Delivery of asynchronous teaching and learning enables faculty and students to address course content without being online at the same time. For example, students participate in web-based learning activities; asynchronous class dialogue does not occur live, in real-time, but happens through web-based learning activities (course emails, discussion forums, blogs, etc.).

Grades and Grading Policies

This section states policies regarding grades given at Highlands University, computation of grade averages, and academic warnings.

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 academic dean if the student is unable to resolve the issue with the faculty member. Office of Associate Vice President for Academic Affairs.

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)

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)

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

Marks

The following marks are reported for graduate 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 re-registers for the course until the course requirements are completed.

NP – No Progress. Used for thesis, field project, senior readings, some practicum courses, and as a 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 doc-

umenting the work requiring completion and other conditions. An incomplete not completed within one calendar year automatically becomes an F for both undergraduate and graduate students. (The instructor has the option of setting a terminal date of less than one year.) Students should not re-register for a course in which they have an "I"; if they do so, the "I" will become an F at the time when a grade is awarded in the registered course. Students are responsible for tuition for any repeated course.

CR – Credit. Used only for transfer credits.

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). 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).

Satisfactory Academic Progress

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

Cumulative Credit Hours Graded	Required (GPA)
1-9 graduate credits graded	2.75 cumulative GPA
9 or more graduate credits graded	3.0 cumulative 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.

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 including:

- a. **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.
- b. **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.
- c. **Collusion:** Cooperation between students in order to cheat or plagiarize.
- d. **Facilitation:** One student knowingly helps or attempts to help another student to violate any provision of this policy.
- e. **Fabrication:** A student submits contrived, altered or false information in any academic work product, exercise or examination.
- f. **Multiple Submissions:** A student submits, without prior permission from the instructor, identical work submitted to fulfill another academic requirement.
- g. **Falsification of Records:** A student alters a transcript or academic record, without authorization, or misrepresents information on a resume, 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 documenta-

tion 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. <https://its.nmhu.edu/IntranetUploads/003424-StudentAcad-821201542952.pdf>

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.

Professors 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. The attendance policy should be available on the course syllabus or in writing from the professor.

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, Independent Research, and Directed Study

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 academic dean in which the course is offered and the Dean of Graduate Studies, and submitted to the Office of the Registrar at the time of registration. The 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 in the Graduate Student Handbook www.nmhu.edu/current-students/graduate/graduatehandbook and within the individual academic 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 academic and graduate deans 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 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 593 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 directly to the academic department of the course being requested to test out. The request must be approved, and the form must be submitted to the Office of the Registrar before the special examination can be administered.

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

Section A: A student is eligible to apply for special examination to test out of a class offered at the university if he or she 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, such as 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.

Section B: A student eligible under the above requirement must also meet all of the following conditions:

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

Has 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.

Limits the total number of requests for special examination to 6 credits. (Exceptions to this limit must be approved by dean of graduate studies.)

Obtains approval of the course instructor, the dean of the college/school in which the course is offered, and the dean of graduate studies.

Pay a fee of \$40 per credit hour for each special examination. Payment 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, email address, telephone listing, field of study, pho-

tograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities, and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended. Written requests from student to have directory information withheld must be forwarded to the Office of the Registrar by the last day of registration per semester 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 more information, please contact the Office of the Registrar at 505-454-3455 or Registrar@nmhu.edu.

Change of Name or Address

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. Change of address forms are available in the Office of the Registrar. For more information, contact the Office of the Registrar at 505-454-3455 or Registrar@nmhu.edu.

Transcripts

New Mexico Highlands University has appointed Credentials Inc. as our agent for printing and mailing academic transcript documents via the credentials eRoboMail service. Order Official Transcripts Online by logging into self-service banner using your user name and password. To request transcripts if attendance was prior to 1990, please click on the following link and follow the instructions: <http://www.nmhu.edu/office-of-the-registrar/transcripts/>. Students may check the online order of transcripts by clicking on the following link: <https://www.credentials-inc.com/cgi-bin/rech-kgci.pgm?TPORDER902690>

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 financial obligations to the university have been paid or until satisfactory payment arrangements have been made. These obligations include, but are not limited to, outstanding default student loans, institutional tuition and fees, and/or other charges. All financial arrangements are conducted in the Business Office, not the Office of the Registrar.

Graduate Transfer of Credit

A graduate student may transfer up to six (6) credits for other accredited institutions with approval from the department/college/school. In certain exceptional situations, with the approval of the program chair, school or college dean, and the graduate dean, the number of transfer hours may exceed six credits. A graduate transfer of credit form must be submitted with appropriate signatures. Courses to be considered for transferability must follow the following guidelines:

- Must have been completed with a grade of B or better,
- must not exceed the five-year limitation,

- may not have been used for another degree,
- must have been acceptable for a graduate degree at the institution where it was completed, and
- must have been taken in residence.

Please review the graduate handbook for other required documentation and requirements.

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 Joint Services Transcript (JST) account at <https://jst.doded.mil/smart/registration.do>

Right to Petition for Hardship

Students are entitled to petition for relief of an unfair academic hardship brought about by any university policy or regulation. Academic petitions can be found under online documents from the Highlands University webpage, <http://its.nmhu.edu/www/onlinedocs/index.html> (MUST MAKE HYPERLINK). There are specialized forms for retroactive adds, retroactive drops, retroactive withdrawals, grade appeals, and academic hardship petitions. Please consult the Registrar's Office for more information. There is a two-year statute of limitations on academic petitions. In exceptional circumstances, academic petitions filed after a two-year period shall be submitted directly to the Graduate Office for consideration. All academic hardship petitions are obtained through online documents (<http://its.nmhu.edu/www/onlinedocs/index.html>) and must be typed. Petition procedures are as follows:

1. Students must submit academic petitions to their advisor and the program coordinator/department chair along with any supporting documentation for consideration. The student must include a copy of their degree audit.
2. The student is responsible for obtaining the signature indicating approval or disapproval from the academic advisor in their major. The advisor or student then routes the form through the program coordinator/department chair and the academic dean, who indicate their approvals or disapprovals, and then forward to the Graduate Office. If the hardship petition involves financial issues, input from the comptroller or designee in the business office and the Director of Financial Aid or designee will be obtained.
3. After the Graduate Office receives the petition, the graduate dean may send complicated or disputed petitions to the Academic Affairs Graduate Appeals Subcommittee. The subcommittee will further review and provide a recommendation to the graduate dean before the final university decision is made.
4. At the discretion of the Academic Affairs Graduate Appeals Subcommittee, the subcommittee may hold a hearing before making a recommendation to the Academic Affairs Office. The subcommittee will establish any rules regarding fair procedure for the hearing, and let the student know at least one week in advance of the hearing through university email.
5. After the hearing, members of the subcommittee shall vote to support or not support the petition. Their recommendation,

along with the individual members' votes, will be sent to the graduate dean.

6. The graduate dean makes the final decision to approve or deny the petition. The graduate dean then notifies the student, the registrar, the dean, and the chair of the AAC subcommittee (if applicable) of the decision. If financial changes result from an approval, the financial aid and business office are also notified.
7. The suggested timeline for action under normal circumstances after receipt by each office is:
 - a) Eleven (11) working days for the complete set of recommendations from the advisor, chair/program coordinator, and dean.
 - b) Six (6) working days for a final decision by the graduate dean after a petition is received either from the program coordinator/chair or the subcommittee.
 - c) Eleven (11) working days for the recommendation by the subcommittee or sixteen (16) working days if a hearing is required.

Academic Information for Graduate Degrees

Graduate Degree Requirements

Academic Advising

Graduate students are assigned to a faculty adviser within their area of study. The faculty adviser will help the student complete a program of study (POS) to satisfy the specific course requirements within their area. The courses listed must satisfy the course requirements prescribed in the catalog of record. The academic adviser will provide guidance in completing the POS. To be official and binding, the POS must receive final approval from the Dean of Graduate Studies. Only students admitted in regular graduate status are eligible to submit a POS. The POS must be filed at the end of the second semester in regular status. The approved POS will be submitted to the Office of the Registrar. For more information refer to the Graduate Handbook:

www.nmhu.edu/current-students/graduate/graduatehandbook

Academic Dismissal

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

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

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

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

Approved Program of Study

The faculty adviser will help the student complete a program of study (POS) to satisfy the specific course requirements within their area. The courses listed must satisfy the course requirements prescribed in the catalog of record. To be official and binding, the POS must receive final approval from the Dean of Graduate Studies. Only students admitted in regular graduate status are eligible to submit a POS. The POS must be filed at the end of the second semester in regular status. The approved POS will be submitted to the Office of the Registrar. 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 and graduate dean, and must include the following:

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

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

- A student may transfer up to six semester credits from another accredited institution, provided that the hours were earned at the institution with B or higher grades, they were not used for another degree, were completed within the specified time limitations, and were earned in courses acceptable for a graduate degree at the institution where they were earned.
- Acceptability of transfer credits will be determined by the appropriate discipline, the concerned dean, and the Provost. The request for transfer of credit must be submitted on a special application provided for this purpose (in addition to listing the hours on the program of study). These transfer credits will not be used in computing grade point averages to determine probation or eligibility for assistantships and graduation.
- The final eight semester credits (not including independent study or research) will be in courses offered in residence by 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 approval will be sent to the student along with a list of courses and requirements to be completed before the degree can be awarded. These requirements may be altered with the formal approval of the student, the adviser, the concerned dean, and the Provost.

Time Limitations

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

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

Any additional extension of time will require a testing-out examination on all outdated work as stated in the Testing Out of Classes by Special Examination section of this catalog or retaking the outdated classes.

If a student, whose coursework exceeds six years, remains continuously enrolled for one hour of thesis, field project, or designated exit document class, will not be required to pay the test-out fee to establish currency.

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

If all coursework, except for thesis, field project, etc., is older than six years old, the program may develop a comprehensive examination instead of a per-course exam to test the student. The fee for this examination will not exceed \$1,200.

Graduate Oral Examination

The master's degree will be awarded at the first commencement following the satisfactory completion of an approved program of study and an oral comprehensive examination.

The graduate program coordinator/department chair, the college/school dean, dean of graduate studies, and the Office of the Registrar must grant clearance to take the oral examination. Examinations conducted without these approvals are null and void, and arrangements to retake the test(s) must be made.

To be acceptable, a comprehensive 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. The committee must be chaired by a member of the graduate faculty, and a third member may be a person with expertise in the student's field but does not need to be a member of the faculty. A fourth (optional) member may also be a voting member. The comprehensive exam should consist of the following: 1) test the candidate's ability to integrate and represent 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 completed request for Oral Examination Form is due in the Office of the Registrar two weeks prior to the scheduled date.

The committee members must be listed as specified in the Exit Document Intent Form. The committee must consist of at least three members, two of whom must represent the field of the student's program or concentration area.

All coursework must be completed or be in the process of completion during the semester when the oral examination is given.

For students who have not completed the required coursework, the oral exam may not take place before midterm or when school is not in session unless formal approval is given.

All exams must be conducted on campus unless special approval has been obtained.

Changes to committee must receive approval by the dean of graduate studies before the exam may be conducted. If a member of the committee is not present at the oral examination, as required, the oral examination may not proceed. However, if the absence is because of unavoidable circumstances, another faculty member from the student's discipline may substitute for the absent committee member. It is the student's responsibility to get a commitment from faculty members who will serve on the graduate advisory committee. It is the faculty member's responsibility to be present at the oral examination as agreed upon.

Please view the graduate handbook for further information.

Thesis, Field Project, and Professional Paper

The thesis, field project, or professional paper is to be presented in proper form to the appropriate office before the end of the semester in which the degree is to be awarded. A \$13 fee is charged for the library binding. (See the Thesis Information Sheet available at the library or at the Office of Graduate Studies.)

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

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

The thesis, field project, or professional paper is to be a report of an independent and original investigation done under the supervision of a member of the graduate faculty with the advice and cooperation of the committee members and other graduate faculty. It is expected that editorial advice will be given to the student by the graduate faculty supervisor and committee member and that the student will rewrite the paper until it is worthy of being a part of the permanent library collection.

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

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

A professional paper must conform to the manuscript style and format dictated by the appropriate discipline. The content of the paper will be evaluated by the chair and other members of the stu-

dent's oral examination committee. The student will have met the professional paper option upon completion of the internal review process. Binding acceptance of the papers may occur after approval by the dean and the Provost.

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.

General Graduation Policies

Graduation

Students must apply for and submit their application for graduation through the Office of the Registrar a semester prior to the anticipated graduation date (example, if planning on graduating in Spring, apply in Fall). A one-time, nonrefundable graduation fee is charged for each degree. Graduation is subject to completion of all program requirements and submission of all required documentation. Students are reminded of the importance of working with their academic adviser to ensure all program and graduation requirements have been met prior to submitting a final degree check. For more information, contact the Office of the Registrar at 505-454-3438 or registrar@nmhu.edu.

Graduate Policies and Degree Requirements

Graduate programs are administered by the Office of Graduate Studies under the direction of the graduate dean. Graduate students will find program requirements for each graduate under the appropriate college/school listings in this catalog. Considerations from those sections and from the university's general academic regulations, together with these regulations and requirements, should be followed carefully. Graduate courses are offered in some disciplines that do not offer a degree, but may be used for certifications requirements or simply to increase knowledge in a particular subject. It is the responsibility of each student to know and to meet the various deadlines and requirements.

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.

Commencement

Highlands University holds commencement ceremonies each May. Students completing their program at the Las Vegas campus will participate with the commencement at main campus. Student completing their program at the Albuquerque or Rio Rancho Centers will participate with the commencement through the Rio Rancho Center. Students completing their program at the Farmington Center will participate in a joint commencement with San Juan Community College. Students completing their program at the Santa Fe Center have the choice of participating in either the Las Vegas campus or Rio Rancho Center commencement. Social Work students taking classes in Roswell may take part in the Rio Rancho/ABQ commencement or in a joint commencement with Eastern New Mexico University-Roswell. 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. To be included in the Commencement program, students need to have completed their final degree check and applied for graduation during the fall semester prior to their final semester.

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, and all necessary documents have been submitted to the Office of the Registrar. Diplomas are mailed to the address listed on the degree application as degrees are awarded.

Graduate Degree Programs

Graduate degrees offered at the university are the Master of Arts, Master of Science, Master of Social Work, and Master of Business Administration.

Performance of Graduate Students, Probation/Suspension

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

Any student whose grade point average in graduate work falls below 3.0 in any semester will be placed on academic 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.

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, 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 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 <https://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 <https://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 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 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.nmbu.edu/www/online/docs/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. A student who continues coursework at Highlands University is personally responsible 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.

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.

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.

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.

Highlands University will not:

- 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)

www.bia.gov/

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

www.nmhu.edu/office-of-the-registrar/

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.

American Indian Residency

All enrolled out-of-state members of an American Indian nation, tribe and/or pueblo shall be eligible for in-state tuition rates. Please submit a copy of your Certificate of Indian Blood (CIB) to Admissions via email at admissions@nmhu.edu. For specific questions, please contact the Admissions Office at 505-454-3394.

Nonresident Tuition Waiver for Colorado Students

www.nmhu.edu/office-of-the-registrar/

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

www.nmhu.edu/office-of-the-registrar/

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

www.nmhu.edu/office-of-the-registrar/

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

www.dvr.state.nm.us/

Through the New Mexico Division of Vocational Rehabilitation, the state and federal governments offer tuition assistance to stu-

dents 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.

Tuition, Fees and Financial Policies

University students must pay tuition and other fees or make satisfactory financial arrangements with the Business Office on or before the payment deadline. Payment deadlines are established by the Business Office and published with the schedule of classes. Students who do not meet the payment deadlines can be dis-enrolled from classes. A re-registration fee may apply if the student re-enrolls at the University during the same semester.

Students who qualify for deferred payment must provide approval to the Student Accounts Receivable Manager before the start of the semester. Students using tuition waivers or whose tuition is paid by a third party outside agency must submit waivers or authorizations to the Student Accounts Receivable Staff before the start of the semester. Students who register late must provide this information as soon as possible and no later than the closing period of registration.

All costs are provided for one academic year. The university reserves the right to change any of the charges without notice. Please click on the following link for further information www.nmhu.edu/tuition.

Payments, Accounts, and Disbursements

Students who enroll in classes at HU must make a financial commitment to pay the tuition and fees associated with enrollment. 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 deadlines. Tuition and other fees can be paid in person at the Cashier's Office, by mail, or through TouchNet; the University's student online payment system. Please click on the following link to be directed to the NMHU TouchNet site:

<http://www.nmhu.edu/campus-services/business-office/payment-plans/>

Payments accepted in person include cash, checks, money orders, and cashier's checks. Payments accepted by mail include checks, money orders, and cashier's checks. Payments accepted online through TouchNet include debit and credit cards, checking and savings accounts, and wire transfers. Payments on accounts will be processed immediately when a payment is made at the Cashier's Office. The student account is credited, and the payment amount is deducted from the balance at the time the transaction takes place. The same applies for payments made online through TouchNet. If a payment arrives by mail it is posted to the student account as quickly as possible unless the check requires research for proper receipting. If the student is not in the system, the Cashier continues to check on a regular basis to assure the payment is posted as soon as the student registration takes place. Further information may be viewed under the Important Information section of the Summary of Schedule located at: <http://www.nmhu.edu/office-of-the-registrar/tuition-and-fees/>

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 two weeks prior to the start of the semester will have their registration cancelled, and will be disenrolled from all classes. Students with a cancelled registration will have a HOLD placed on their account. If a student wishes to be enrolled

at Highlands University after they have been disenrolled, the student 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: <http://www.nmhu.edu/office-of-the-registrar/tuition-and-fees/> for deadlines.

Payment Plan/Procedure

Highlands University Business Office offers students the following payment options:

Students must pay their account in full or make adequate financial arrangements if the student does not have financial aid or a third party authorization.

Full-term semester courses:

- Two-payment plan option
- Three-payment plan option
- Four-payment plan option

Eight-week courses:

Two-payment plan option

A \$25 non-refundable billing fee will be assessed to the student's account if the balance is not paid in full two weeks prior to the start of the semester.

For more information on payment options, contact the Student Helpdesk at 505-454-3444 or 505-454-3138, sar@nmhu.edu or write to:

Business Office
New Mexico Highlands University
Rodgers Administration Building
Box 9000
Las Vegas, NM 87701

Summary of Regulations for New Mexico Residency for Tuition Purposes

The Office of the Registrar does not determine the laws and rulings for determining Residency, these are state laws that the Office of the Registrar simply administers. An individual must establish legal residency in New Mexico before he or she is entitled to pay in-state tuition rates.

A student's initial residency status is determined at the time of admission, any changes to this status must be initiated by the student through the Office of the Registrar. A continuing student, classified as a non-resident, who has satisfied the requirements to establish residency must submit a Petition for In-State Residency Tuition Classification along with the required supporting documentation to the Office of the Registrar. Petitions must be filed on or before the census date of the effective semester.

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 requirements.

Permanent residents must present their valid 10-year I-551 form and establish 12 consecutive months of being a New Mexico resi-

dent 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 on or before census date of the effective semester. The Office of the Registrar 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.

A brochure explaining all requirements for establishing New Mexico residency and residency petitions is available from 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 2018-2019 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. All rates are subject to change. Tuition and rate information may be viewed under the Important Information section of the Summary of Schedule located at: www.nmhu.edu/office-of-the-registrar/tuition-and-fees/

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.

Housing Services

Housing Rates for the 2018-2019 academic year may be viewed at: <http://www.nmbu.edu/highlands-university-housing/student-housing-rates/>

Meal Plans

Meal plans are required for students in residence halls. Information regarding the rates of the 2018-2019 meals can be viewed at www.nmbu.edu/highlands-university-housing/student-housing-rates/

All students residing in residence halls are required to purchase one of the above meal plans. Plan descriptions are available here. Meals are not available over the break periods.

Housing over semester breaks is limited and there is an additional charge.

Residence Hall Association fee of \$40 is assessed each semester.

College of Arts and Sciences

Dr. Warren K. Lail, Interim Dean

Douglas Hall, Room 136

wklail@nmbu.edu

505-454-3080 FAX: 505-454-3389

Mission of the College of Arts and Sciences

The College of Arts and Sciences at New Mexico Highlands University is home to graduate programs in 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 offers courses in the core curriculum as part of the university's mission to provide a well-rounded education for its students.

Arts and Sciences graduate programs showcase excellence in teaching, research, and public service. Embracing the vision of our strategic plan, we strive to be the flagship comprehensive university in New Mexico, serving students from all walks of life.

Graduate programs in the College of Arts and Sciences not only help students acquire knowledge, verbal and cognitive skills, but also to embrace the values and attitudes that form the basis of a liberal education. Our graduate programs also instill within students the ability and desire to think and work independently and creatively, to appreciate learning for its own sake, and to recognize the lifelong benefits of a commitment to truth and excellence.

The purpose of research in the college is to amend and extend the bases of knowledge and creative activities, to renew and enrich our teaching resources, to exemplify in our own work superlative scholarly habits that will provide a model to which our students may 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 our scholastic endeavors, we will remember that the purpose of our activities is to benefit the members of the regional, state and world communities. Furthermore, recognizing that its involvement extends beyond the confines of the university, our commitment is to confront the urgent problems presented by geographical, political, racial, and gender boundaries. The College works with an eye to the resolution of problems in today's complex and changing world.

Departments

- Biology
- Chemistry
- Computer & Mathematical Sciences
- English
- Exercise and Sport Sciences
- History and Political Science
- Natural Resources Management
- Psychology
- Sociology, Anthropology, and Criminal Justice
- 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@nmbu.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.

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 strive 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 classroom and student use. Graduate students in biology are taught the practical use of common scientific instrumentation they will encounter in their careers.

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 adviser 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.

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 (1-7)

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 515 Biotechnology (4)

BIOL 523 Molecular & Cell Biology (4)

BIOL 524 Molecular & Cell Biology Laboratory (1)

BIOL 525 Marine Biology (4)

BIOL 527 Immunology (3)

BIOL 532 Vertebrate Physiology (4)

BIOL 535 Selected Topics in Life Science (1-4)

BIOL 555 Wildlife Diseases (3)

BIOL 563 Nutrition (3)

BIOL 570. Comparative Animal Behavior (4)

BIOL 572. Human Evolutionary Behavior (3)

BIOL 574. Tropical Ecology (3)

BIOL 575. Field Tropical Ecology (1-4 VC)
BIOL 576 Evolution (3)
BIOL 577. Macroevolution (3)
BIOL 580 Parasitology (4)
BIOL 581 Develop Biology (4)
BIOL 585 Endocrinology (4)
BIOL 587 Histology (4)
BIOL 588 Soil Ecology (4)
BIOL 589. Molecular Evolution and Ecology (4)
BIOL 598. Applied Biological Research (1-4 VC)
BIOL 593 Field Botany (2)
BIOL 594 Field Zoology (2)
CHEM 581 Biochemistry 1 (3)
CHEM 582 Biochemistry 2 (3)

M.S. Thesis Defense

Open seminar and oral defense

M.S. Non-thesis Exam and Presentation

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

Degree Total: 34 - 40

Thesis: 34 credit hours

Non-thesis: 40 credit hours

Biology (BIOL), Courses in

BIOL 505. Bacterial Physiology (4); 3,1 Var

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.

BIOL 515. Biotechnology (4); 2,4 Var

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.

BIOL 523. Molecular & Cell Biology (4); Sp

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.

BIOL 524. Molecular & Cell Biology Laboratory (1); Sp

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.

BIOL 525. Marine Biology (4); 3,2 Fa, 3 yr cycle

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.

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

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.

BIOL 532. Vertebrate Physiology (4) 3, 2 Var

Fundamental life processes in the vertebrates are covered in this course.

BIOL 535 – 635. Selected Topics in Life Science (1 – 4 VC); Var

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

BIOL 540. Conservation Biology (3); Alt, Sp, Odd

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.

BIOL 555. Wildlife Diseases (3); Var

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

BIOL 557. Advanced Wildlife Management (3); Sp, 3 yr cycle

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.

BIOL 559. Fundamental Principles of Laboratory Safety (1); Fa

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.

BIOL 563. Nutrition (3); Var

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.

BIOL 570. Comparative Animal Behavior (4); 3/2 Fa, 3 yr cycle

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.

BIOL 572. Human Evolutionary Behavior (3); Sp, 3 yr cycle

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.

BIOL 574. Tropical Ecology (3); Sp, 3 yr cycle

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 tropics in a comparative approach drawing from the students' experiences in temperate systems.

BIOL 575. Field Tropical Ecology (1-4 VC); Su, 3 yr cycle

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.

BIOL 576. Evolution (3); 3 Alt, Fa, Even

Evolution is studied in terms of molecular, Mendelian, and population genetics.

BIOL 577. Macroevolution (3); Fa, 3 yr cycle

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, phytogeography, biogeography, contemporary evolution and humans, and related topics.

BIOL 580. Parasitology (4); 2, 4 Fa, 3 yr cycle

An introduction to the taxonomy and life cycles of vertebrate parasites and pathogenic effects upon their animal hosts: protozoan,

trematode, scyathed, nematode, and acanthocephalan parasites of domestic animals and man. Prerequisites: BIOL 532 or equivalent or permission of instructor.

BIOL 581. Developmental Biology (4); 3, 2 Fa, 3 yr cycle

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.

BIOL 585. Endocrinology (4); 3, 2 Alt, Sp, Even

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.

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

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.

BIOL 589. Molecular Evolution and Ecology (4); 3/2, Sp, 3 yr cycle

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, phytogeography, 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.

BIOL 593. Field Botany (2); 1, 2 Var

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.

BIOL 594. Field Zoology (2); 1, 2 Alt, Fa, Odd

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.

BIOL 598. Applied Biological Research (1-4 VC); Fa, Sp

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.

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

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

BIOL 610. Environmental Physiology (3); Sp

An advanced physiology course that integrates functional adaptations of organisms to aquatic and terrestrial environments. Physiological responses of organisms to environmental extremes and contamination will be discussed.

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

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.

BIOL 630. Advanced Microbiology (3); 3, 0 Var

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.

BIOL 640. Advanced Molecular and Cell Biology (3); 3 Sp

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.

BIOL 650. Graduate Seminar in Life Science (1); Fa, Sp

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

BIOL 689. Advanced Ecology (3); Fa

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.

BIOL 690. Independent Study (1 – 4 VC); Fa, Sp, Su

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

BIOL 692. Independent Research (1 – 4 VC); Fa, Sp, Su

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

BIOL 699. Thesis (1 – 7 VC); Fa, Sp, Su

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

Interdepartmental courses (InDp)

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

In this seminar course we will discuss contemporary issues in research ethics and integrity. We will examine relevant case material,

and use this to outline the value conflicts inherent in research. We will spend a lot of time discussing grey areas of the field, where it is unclear whether or how the research should progress. Finally, we will try to develop a clear understanding how the federal guideline apply to the decisions made by Institutional Review Boards.

Department of Chemistry

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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: high-field nuclear magnetic resonance spectrometer (nmr), X-ray diffraction equipment, gas and liquid chromatographs, mass spectrometer, IR/UV-visible spectrophotometer, and optically stimulated luminescence (OSL). 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. (analytical, environmental, nanotechnology)
David Sammeth, Ph.D. (physical chemistry, spectroscopy)
Jan Shepherd, Ph.D. (organic, biochemistry)
Christopher Stead, Ph.D. (biochemistry)
Tatiana Timofeeva, Ph.D. (physical, crystallography)

Degree requirements:

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

Chemistry (CHEM), Courses in

CHEM 519. Chemistry Laboratory 7 (3); 0, 6 Alt, Sp

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.

CHEM 535 – 635. Selected Topic in Chemistry (3); Var

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

CHEM 541. Reaction Mechanisms (3); Var

This course covers theoretical organic chemistry including molecular orbital theory, photochemistry, orbital symmetry, and reaction mechanisms. Prerequisites: CHEM 317, CHEM 342, and CHEM 372.

CHEM 542. Synthetic Chemistry (3); Var

This course is an advanced treatment of synthetic organic and inorganic chemistry and reaction mechanisms. Prerequisites: CHEM 317, 342, and 372.

CHEM 550-650. Seminar in Chemistry (1 – 3 VC); Fa, Sp

Seminar course in a topic or topics in chemistry. Prerequisites: CHEM 317, CHEM 342, and CHEM 372.

CHEM 555. Chemistry Research Seminar (1); Fa, Sp

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.

CHEM 559. Fundamental Principles of Laboratory Safety (1); Fa

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.

CHEM 561. Inorganic Chemistry 1 (3); Alt, Fa

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.

CHEM 562. Inorganic Chemistry 2 (3); Alt, Sp

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.

CHEM 573. Chemical Kinetics (3); Var

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

CHEM 581. Biochemistry 1 (3); Fa

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 342.

CHEM 582. Biochemistry 2 (3); Sp

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

CHEM 621. Advanced Analytical Chemistry (3); Var

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

CHEM 671. Chemical Thermodynamics (3); Alt, Fa

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

CHEM 672. Quantum Chemistry (3); Alt, Sp

This course is an in-depth study of spectroscopy and quantum mechanics.

CHEM 690. Independent Study in Chemistry (1-4 VC); Fa, Sp, Su

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

CHEM 691. Chemistry Colloquium (1); Fa, Sp

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

CHEM 692. Independent Research in Chemistry (1-4 VC); Fa, Sp, Su

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

CHEM 699. Thesis (1 – 8 VC); Fa, Sp, Su

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

Department of Computer and Mathematical Sciences

Dr. Gil R. Gallegos, Department Chair
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About

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, chemistry, 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, big data, analytics, cybersecurity, machine learning, high performance computing, user interfaces, computer networking models, and multimedia-based technologies, is constantly offering new and challenging topics in the field of computer science. 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 me-

dia 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(Ubuntu). The department has a 16-node high performance cluster and a dozen high performance nVidia Tegra boards for high performance computing utilizing embedded systems and hybrid GPU/CPU distributed and parallel programming schemes. Software includes symbolic and numerical products, compilers, integrated development environments, web and multimedia development tools, MATLAB®, R, Python, C/C++, databases, and packages for special fields such as machine learning. 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. Additional, the department has a drone and 3D vision hardware and software for high performance testing of real-time 3D vision applications for research in the computer science field.

Faculty

Gil Gallegos, Ph.D. (Computer science)

John S. Jeffries, 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.

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

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

CS 620 Multimedia Project Development (3)

CS 697 Field Project (6)

OR

CS 699 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

Computer Science (CS), Courses in

CS 511. Computer Programming for Educators (3); Fa, Sp

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.

CS 512. Scripting Languages (3); 2, 2 Fa, Sp

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.

CS 514. The C++ Programming Language (3); 2, 3 Fa, Sp

This course is an in-depth study of the C++ programming language. The significant features of the language will be discussed with special emphasis on those that relate to object-oriented programming.

CS 515. JAVA Programming (3); 2, 2 Fa

This course is an introduction to object-oriented programming language. Numerous programs will be written to exercise the material covered. Prerequisite: Permission of instructor.

CS 516. Advanced Computer Programming with Data Structures (3); 2, 3 Sp

This course explores the principles of software engineering, including debugging and testing, string processing, internal searching and sorting, simple data structures, recursion, and object-oriented programming. In addition, students explore how to best teach the material. Prerequisite: CS 514 with a C or better or permission of instructor.

CS 518. Multimedia Programming (3); 2, 2 Fa, Sp

This course is an introduction to programming multimedia applications. Numerous programs will be written to exercise the material covered. Prerequisite: Programming experience and permission of instructor.

CS 521. Advanced Data Structures and Algorithm Development (3); Fa, Sp

This course is an investigation of computer data structures with an emphasis on the design and development of efficient algorithms for solving a wide variety of common computing problems. The course also covers the analysis and measurement of the performance of algorithms. Prerequisite: Grades of at least C in CS 345, CS 350, and MATH 317.

CS 525. Computer Hardware Installation and Maintenance (1); 0, 2 Fa, Sp

This course is a practical investigation of the processes involved in the installation and debugging of complex computer hardware systems including disk controllers, sounds and graphic boards, communication hardware, and various peripherals. Students will work on their own and in teams to build computer systems.

CS 526. Computer Software Installation and Maintenance (1); 0, 2 Fa, Sp

This course is a practical investigation of the processes involved in the installation of complex computer software, including operating systems, communication packages, and Windows®-based programs. Students will work on their own and in teams to both prepare computers for installation and actually install a wide range of computer software. Prerequisite: CS 525 or permission of instructor.

CS 527. UNIX and Systems Administration (1); 0, 2 Fa, Sp

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.

CS 528. C and UNIX (3); 3, 0 Fa, Sp

This course explores C programming language and system programming on UNIX and LINUX™ operating systems. Prerequisite: CS 527 or permission of instructor.

CS 531. Database Management (3); 3, 0 Fa, Sp

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.

CS 532. Advanced Database Management (3); Fa, Sp

This course is an investigation into advanced topics in information management and retrieval. The focus of the course may change from year to year. Some example topics that may be taught include multimedia databases, building digital libraries, relational or object oriented implementation, building database-driven websites, text and image information retrieval, and data mining. Students will be expected to read and report on research literature related to the course topic. Prerequisite: Permission of instructor.

CS 535. Selected Topics in Computer Science (1 - 4 VC); Fa, Sp

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

CS 536. Human-Computer Interaction (3); 3, 0 Fa, Sp

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.

CS 542. Computer Systems Architecture (3); 3, 0 Fa, Sp

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.

CS 543. Operating Systems (3); Fa, Sp

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.

CS 551. Software Engineering (3); Fa, Sp

This course is a study of the concepts and techniques of software engineering. Emphasis will be object-oriented design principles, the integration of systems analysis methodologies into software engineering, and topics such as formal specifications and proof of program correctness. Prerequisite: CS 350.

CS 555. Computer Graphics (3); Fa, Sp

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.

CS 556. Internet Services (3); 2, 2 Fa, Sp

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.

CS 557. Computer Networks (3); Fa, Sp

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.

CS 558. Network Management (3); Fa, Sp

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.

CS 59. Network Security (3); Fa, Sp

This course addresses security issues for TCP/IP-based and NT networks, access control and communications security. Prerequisite: CS 557, MIS 520, or permission of instructor.

CS 561. Programming Languages (3); Fa, Sp

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.

CS 562. Compiler Design (3); Fa, Sp

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.

CS 563. Web Programming (3); 2, 2 Fa, Sp

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

CS 564. Network Programming (3); Fa, Sp

This course extends the students' knowledge and practice in analysis, design, and programming of computer networks. Prerequisites: CS 245 and CS 528.

CS 571. Artificial Intelligence (3); Fa, Sp

This course is a general introduction to the theories and problems involved in the development of computer-based intelligence systems with specific emphasis on knowledge representation and search. The focus will be on artificial intelligence research that provides information for the understanding of human intelligence and on application research in areas such as expert systems, natural language systems, and intelligent computer-aided instruction.

CS 572. Cognitive Science (3); Fa, Sp

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.

CS 573. Artificial Neural Networks (3); Fa, Sp

This course examines basic neurobiology, neural networks, single neuron models, single-layer perceptrons, multi-layer perceptrons, radial basis function networks; committee machines; Kohonen networks, and applications of neural networks. Prerequisites: CS 245 and MATH 273

CS 574. Machine Learning Algorithms (3); Fa, Sp

This course studies different machine learning techniques/paradigms, including decision trees, neural networks, genetic algorithms, Bayesian learning, rule learning, and reinforcement learning. The applications of these techniques to problems in data analysis, knowledge discovery and data mining are discussed. Prerequisites: CS 245, MATH 320, MATH 345 (Stat) recommended.

CS 575. Image Processing (3); Fa, Sp

The course provides mathematical foundations and practical techniques for digital manipulation of images such as preprocessing, segmentation, Fourier domain processing, and compression. Prerequisites: CS 245 and MATH 320.

CS 576. Animation and Visualization (3); Fa, Sp

Computer-based graphical representations, or visualizations, or scientific processes and phenomena have become commonplace in scientific communities. For example, geologists like to visualize plate tectonics; meteorologists like to visualize weather systems; and computer scientists like to visualize algorithms. After briefly surveying the use of visualization in scientific communities, this course pursues an in-depth investigation of its theoretical underpinnings, from the three diverse perspectives: the cognitive perspective, the social perspective, and the cultural perspective. Prerequisites: CS 245, MATH 320.

CS 577. Parallel and Distributed Programming (3); Fa, Sp

This course introduces algorithms and techniques for programming highly parallel computers. Topics covered include trends in parallel and distributed computing; shared address space and message passing architectures; design issues for parallel algorithms; converting sequential algorithms into equivalent parallel algorithms; synchronization and data sharing; improving performance of parallel algorithms; interconnection network topologies, routing, and flow control; and latency limits on speedup of algorithms by parallel implementations. Design, coding, performance analysis, debugging and other aspects of parallel algorithm development will be covered. Prerequisites: CS 245 and CS 421.

CS 590. Independent Study (1 - 4 VC); Fa, Sp

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

CS 592. Independent Research (1 - 4 VC); Fa, Sp

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

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

This course is an interdisciplinary investigation of the terminology, roots, assumptions and principles that underlie the merging disciplines of computer science, mass communications, and design studies. Cross-listed as: MART 600.

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

This course is an interdisciplinary synthesis of the principles that underlie the merging disciplines of computer science, mass communications, and design studies. Cross-listed as: MART 610.

CS 620. Multimedia Project Development (3); Fa

This course is a study of the processes, techniques, and tools used in the development of sophisticated multimedia-based projects. The course focuses on both the theoretical and practical aspects of multimedia design and programming. A key component of the course is the completion of a project that combines the various tools and techniques discussed in the course. The course will also involve student presentations on the research related to their thesis or project. Prerequisites: CS or MART 600 or 610.

CS 635. Selected Topics in Computer Science (3); Fa, Sp
Course in a topic or topics in computer science. May be repeated with change of content. Prerequisite: CS 535 in the same topic area.

CS 650. Seminar: Project Development (1); Fa, Sp
This course is a seminar that focuses on the process of writing a thesis or project with specific emphasis on literature search. Students will propose a topic and develop an annotated bibliography using as many different search modalities as possible. Cross-listed as: MART 650.

CS 651. Seminar: Literature Review and Methodology (1); Fa, Sp
This course is a seminar that focuses on the process of developing a formal thesis/project proposal as well as writing the first and second chapters of a thesis or project. Prerequisite: CS 650. Cross-listed as: MART 651.

CS 652. Seminar: Interdisciplinary Reports (1); Fa, Sp
This course is the presentations by students of their process on their thesis or project. The focus will be on interdisciplinary presentations that allow students from one discipline to understand a subject from another discipline and on the development of collaborative efforts. Prerequisite: CS 651. Cross-listed as: MART 652.

CS 697. Field Project (1 –6 VC); Fa, Sp
Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

CS 699. Thesis (1 –6 VC); Fa, Sp
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

Mathematics (MATH), Courses in

MATH 501. Discrete Chaos and Fractals (3); Fa, Sp
This course is an introduction to fractal geometry and discrete dynamics in one dimension. Topics include stability of one-dimensional maps, periodic points, bifurcations, period three orbit, Sharkovskiy's theorem, Schwarzian derivative, chaos in one, metric spaces, transitivity, conjugacy, fractals, fractal dimension, Julia and Mandelbrot sets. Prerequisite: MATH 317 and MATH 275 with a minimum grade of C or permission of instructor.

MATH 502. Discrete Dynamical Systems and Chaos (3); Fa, Sp
This course is a continuation of MATH 401 in higher dimensions. Topics include discrete linear dynamical systems, orbits, stability, spectral decomposition theorem, affine systems, nonlinear dynamical systems, bounded invariance, global stability of fixed points, sinks, repellers and saddles, bifurcation, attractors, Li-Yorke chaos, hyperbolic Anosov toral automorphism, and more on fractal dimension. Prerequisite: MATH 320 and MATH 501 with a minimum grade of C.

MATH 504. Intro to Numerical Analysis (3); Fa, Sp
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.

MATH 506. College Geometry (4); 3, 2 Fa, Sp
This course is a rigorous treatment of the elements of Euclidean geometry and hyperbolic geometry. Prerequisite: MATH 317 with a grade of C or better, or permission of instructor.

MATH 507. Mathematical Models (3); Fa, Sp
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.

MATH 510. Optimization Techniques (3); Fa, Sp
This course is a study of unconstrained and constrained optimization computational algorithms. Prerequisite: MATH 320 and MATH 343 with a C or better.

MATH 515. Intro to Cryptography (3); Fa, Sp
This is an introductory course on the mathematics of cryptography. Topics include column transposition, monoalphabetic and polyalphabetic ciphers, the one-time pad, the Hill cipher, and cipher machines. Prerequisite: MATH 317 with a grade of C or better.

MATH 517. Mathematical Statistics II (3); Fa, Sp
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.

MATH 519. Modern Methods of Cryptography (3); Fa, Sp
This course is a study of modern methods of cryptography and their applications. Topics include the Data Encryption Standard, the RSA public-key cryptosystem, digital signatures, and quantum cryptography. Prerequisite: MATH 515 with a grade of C or better.

MATH 525. Introduction to Real Analysis (3); Fa, Sp
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.

MATH 526. Intro to Complex Variable (3); Fa, Sp
This course is an introduction to the properties of analytic functions. Topics include mappings, limits, continuity, differentiation, Cauchy-Riemann equations, harmonic functions and branch points, definite integrals and the Cauchy-Goursat theorem, Cauchy integral formula, maximum modulus theorem, Liouville's theorem, fundamental theorem of algebra, Taylor and Laurent series, residues and poles, analytic continuation and Poisson integral. Prerequisite: MATH 525 with a minimum grade of C.

MATH 532. Abstract Algebra (3); Fa, Sp
Topics from groups, rings, and field theory. Prerequisite: MATH 313 and MATH 331.

MATH 535. Selected Topic in Mathematics (1 –4 VC); Fa, Sp
Course in a topic or topics in mathematics. May be repeated with change of content.

MATH 544. Matrix Theory with Applications (3); Fa, Sp

This course is a study of advanced topics in linear algebra and the theory of matrices with emphasis on computer-based applications. Topics include eigenvalues, eigenvectors, similarity, characteristic and minimal polynomials, diagonalizable matrices, and symmetric matrices, Jordan canonical form, vector and matrix norms, spectral radius, stable matrices, functions of matrices, nonnegative matrices and Perron-Frobenius theory, differential equations, stability, location of eigenvalues, Rayleigh quotient and Gersgorin's theorem, matrix polynomials, solvents and analytic matrix functions. Prerequisite: MATH 317, MATH 320 and MATH 325 with a minimum grade of C.

MATH 550. Seminar in Mathematics (1 –4 VC); Fa, Sp

Seminar course in a topic or topics in mathematics.

MATH 560. Applied Multivariate Statistics I (3); Fa, Sp

This course is an introductory matrix analysis for statistics, multivariate distributions, multiple regression, multiple analysis of variance and covariance, principal component analysis, and canonical correlations. Prerequisite: MATH 320. A continuation of MATH 560, including discriminant analysis, factor analysis, categorical techniques, distance concepts, and cluster analysis. Prerequisite: MATH 560.

MATH 590. Independent Study (1 –4 VC); Fa, Sp

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

MATH 592. Independent Research (1 –4 VC); Fa, Sp

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

Department of English

Dr. Brandon Kempner, Department Chair

Douglas Hall, Room DH 148

505-454-3286 FAX: 505-454-3389

E-mail: bkempner@nmbu.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

The 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 The New Mexico Review, a literary 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.

Eddie Tafoya, Ph.D.

Benjamin Villarreal, Ph.D.

Donna Woodford-Gormley, Ph.D.

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)

Students choose one of the following:

- ENGL 699 Thesis (6)
- OR
- ENGL 696 Publishable Papers (3)

AND

Electives (3)*

**Approved electives selected in consultation with adviser*

Required course for teaching assistants:

- ENGL 515 Methods of Tutoring & Teaching Writing (3)*

Electives: 9 – 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. *Students approved for ENGL 515 Methods of Tutoring & Teaching Writing take nine credit hours of electives instead of 12 credit hours.

Core & Electives Total: 27 credit hours

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 & Electives Total: 27 credit hours
Program Total: 36 credit hours

Concentration in Language, 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 & Electives Total: 27 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 & Electives Total: 27 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.

English (ENGL), Courses in

ENGL 500. Creative Writing: Experimental Fiction (3); Alt, Sp, Odd

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.

ENGL 501. Creative Writing: Advanced Poetry (3); Alt, Fa, Even

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.

ENGL 502. Literary Theory (3); Sp

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.

ENGL 505. Gender and the Politics of Literacy (3); Var

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.

ENGL 510. Creative Nonfiction (3); Alt, Sp, Odd

This course is a writing workshop that provides the background, theories, and methods for students to produce original creative nonfiction 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.

ENGL 511. Major American Writers (3); Sp

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.

ENGL 512. Major British Writers (3); Sp

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.

ENGL 514. Literary Realism (3); Var

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

ENGL 515. Methods of Tutoring and Teaching Writing (3); Fa

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.

ENGL 521. Chaucer (3); Var

Intensive study of *The Canterbury Tales* and selected minor works.

ENGL 522. Shakespeare (3); Fa

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.

ENGL 523. Milton (3); Var

Intensive study of *Paradise Lost* and selected minor works.

ENGL 534 - 634. Practicum (1 – 4 VC); Fa, Sp

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

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

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

ENGL 541. History of the English Language (3); Sp

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.

ENGL 542. Contemporary English Linguistics (3); Var

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.

ENGL 543. Sociolinguistics (3); Alt, Sp, Odd

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.

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

Seminar course in a topic or topics in English.

ENGL 565. Non-Fiction Prose (3); Alt, Sp, Even

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.

ENGL 582. Literature of the Southwest (3); Var

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.

ENGL 585. Stylistics (3); Var

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.

ENGL 590 – 690. Independent Study (1 – 4 VC); Var

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

ENGL 591. Arthurian Literature (3); Var

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

ENGL 592. Independent Research (1 – 4 VC); Var

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

ENGL 601. Research Methods in English (3); Fa

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

ENGL 602. Theories in Writing (3); Var

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.

ENGL 603. Contemporary Literary Theories (3); Var

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.

ENGL 610. Major American Poets (3); Var

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.

ENGL 636. Varieties of Romanticism (3); Var

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 post-modern vitality.

ENGL 641. The History of Popular Literature (3); Var

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.

ENGL 651. Images and Words: Semiotics (3); Var

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.

ENGL 661. Literacy and Orality (3); Var

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.

ENGL 671. Creative Writing Workshop (3); Alt, Sp, Even

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.

ENGL 696. Publishable Papers (1 – 3 VC); Fa, Sp

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.

ENGL 699. Thesis (1 – 6 VC); Fa, Sp

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.

Philosophy (PHIL), Courses in**PHIL 500. Major Philosophers (3); Var**

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.

ENGL 505. Major Philosophical Movements (3); Var

This course is a study of a major philosophical movement or philosophy. Examples of possible offerings are analytic philosophy, phenomenology, process philosophy, logical positivism, ethics,

epistemology, and the philosophy of negation. May be repeated with change of content.

ENGL 525. Reasoning Skills for the Schools (3); Var

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.

ENGL 530. Scientific Reasoning (3); Var

This course is an examination of the general structure of scientific reasoning, including the logic of discovery, explanation, theory building, and decision making.

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

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

ENGL 540. Philosophy of Art and Aesthetics (3); Var

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.

ENGL 550. Seminar in Philosophy (1 – 4 VC); Var

Seminar course in topic or topics in philosophy.

ENGL 572. Cognitive Science (3); Var

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.

ENGL 584. Philosophy of History (3); Var

This course is a chronological survey of the development of the concept of history and its philosophical foundations. Cross-listed as: HIST 584.

ENGL 590. Independent Study (1 – 4 VC); Var

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

Department of Exercise and Sport Sciences

Dr. Jay Lee, Department Chair
Wilson Physical Education Complex, Room 233
505-454-2195 FAX: 505-454-3001
E-mail: jaylee@nmbu.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 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 Science)
Joe Schmalfeldt, Ph.D. (Physical Education)

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.

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

Health (HLTH), Courses in

HLTH 515. Health, Culture & Diversity (3); Fa

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.

HLTH 521. Epidemiology (3); Sp

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.

HLTH 535. Selected Topic in Health (3); Var

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

HLTH 569. Public Health and Wellness (3); Sp

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.

HLTH 574. Stress Management (3); Sp

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.

HLTH 589. Fitness/Wellness Program Leadership (3); Sp

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.

HLTH 590. Independent Study (1 – 4 VC); Fa, Sp, Su

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

Human Performance and Sport (HPS), Courses in

HPS 505. Body Composition (3); 2, 2 Fa

Theory and practice of body composition assessment and right management programs will be presented. Laboratories will include skinfolds, bio-impedance, and hydrostatic weighing techniques.

HPS 508. Principles, Ethics, and Problems of Athletic Coaching (3); Fa

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.

HPS 509. Economics and Finance of Sport (3); 3, 0 Su

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.

HPS 512. Public Relations in Sport (3); 3, 0 Su

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.

HPS 515. Women in Sport (3); Sp

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.

HPS 516. Aquatic Management (3); Fa

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.

HPS 521. Designs for Fitness (3); 3, 0 Sp

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.

HPS 528. Nutrition and Supplements for Sports (3); Sp

Various sports supplements used as ergogenic aids will be discussed, as to their use, safety, and validity.

HPS 530. ACSM Health Fitness Instructor Review (3); Fa

This course will help prepare students for the certification in Health/Fitness Instructor by the American College of Sports Medicine.

HPS 532. NSCA Strength Coach Review (3); Sp

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.

HPS 534 – 634. Practicum in Human Performance and Sport (1 – 4 VC); Fa, Sp, Su

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.

HPS 535 – 635. Selected Topics in Human Performance and Sport (1 – 4 VC); Var

Course in topic or topics in human performance and sport. May be repeated with change of content.

HPS 536. Pediatric Exercise Physiology (3); Su

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.

HPS 538. Physical Activity and Aging (3); Su

The Biological aspects of aging and their relationship to physical fitness and assessment are discussed.

HPS 540. Experiential Activities (3); Var

Developing a repertoire of activities to promote self-esteem, improve communication skills, promote group cohesion and trust among individuals, and to expand problem-solving skills.

HPS 550. Seminar in Human Performance and Sport (1 – 4 VC); Var

Seminar investigations in physical education and/or the related areas of health education, recreation, and athletics.

HPS 561. Sport Marketing and Promotion (3); 3, 0 Fa

Course will cover elements and salient issues in management of sport marketing and promotion including segmentation and targeting, marketing mix, research, and analysis.

HPS 565. Planning Areas and Facilities (3); Fa

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.

HPS 568. Physical Education for Special Populations (3); Sp

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.

HPS 572. Biomechanics of Sport (3); Sp

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.

HPS 576. Stress Testing (3); 2, 2 Fa

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.

HPS 578. Psychology of Coaching (3); Sp

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.

HPS 590 – 690. Independent Study (1 – 4 VC); Fa

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

HPS 598 – 698. Internship (1 – 9 VC); As needed

External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor.

HPS 604. Curriculum Design (3); Su

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.

HPS 612. Sport in Society (3); Su

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.

HPS 613. Physical Education, Athletics, and the Law (3); Sp

A study of the areas of negligence, supervision, and administrative issues related to school settings.

HPS 620. Research Methods in Human Performance, Leisure, and Sport (3); Fa

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.

HPS 641. Issues in Human Performance, Leisure, and Sport (3); Sp

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.

HPS 650. Seminar in Human Performance and Sport (1); As needed

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.

HPS 651. The Administration of Athletics (3); Fa

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.

HPS 660. History and Philosophy of Physical Education and Sport (3); Fa

A seminar approach to the historical and contemporary foundations, philosophies, future of physical education, and sport.

HPS 670. Assessment and Evaluation in Human Performance, Leisure, and Sport (3); Sp

An interpretation of practical statistical data utilized in the assessment and evaluation of athletic and physical education performance.

HPS 682. Physiological Basis of Sport Performance and Conditioning Programs (3); As needed

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.

HPS 692. Independent Research (1 – 4 VC); Var

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

HPS 697. Field Project (1 – 6 VC); Fa, Sp, Su

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

HPS 698. Internship in Human Performance and Sport (1 - 9); Var

External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor.

699. Thesis (1 – 6 VC); Fa, Sp, Su

Individual research and writing in preparation of a graduate thesis. Prerequisites: HPS 620, HPS 670 and permission of instructor.

Department of History and Political Science

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Faculty

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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 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 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 & Governmental process. Each student receives training in appropriate research methodologies, and completes a thesis or a professional paper, or comprehensive exam.

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 539 Classical Sociological 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 Seminar: Modern 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 696 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 & 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

- POLS 520 Research Methods in Political Science (3)
- HIST 620 Research Methods in History (3)

Concentration Total: 12-15 credit hours

Thesis Option: POLS 520 Research Methods in Political Science and 3-6 credit hours in Thesis.

Professional Paper: One professional paper, POLS 520 Research Methods in Political Science, 3 additional hours of coursework from the concentration area, and POLS 696 Professional Paper.

Comprehensive Examination Option: A comprehensive written and oral examination, POLS 520 Research Methods in Political Science, 3 additional hours of coursework from the concentration area, and POLS 695 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 archaeology and Indians of the Southwest, and 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-History Concentration 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 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: Modern 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.*

History (HIST), Courses in

HIST 501. The Chicano Experience (3); Var

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

HIST 503. Chicano Leadership (3); Var

This course studies the significant leaders among the Hispanic population in the Southwest during the Mexican territorial and early statehood periods.

HIST 506. North American Frontiers (3); Var

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

HIST 511. Women in the United States (3); Var

This course is a survey of the role of women in the history of the United States, including methodological and conceptual developments.

HIST 512. The Civil War and Reconstruction (3); Var

The Old South, secession, civil conflict, Radical Reconstruction are covered in this course.

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

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

HIST 514. The American Presidency (3) Var

The history, institution, and powers of the chief executive of the United States are examined in this course.

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

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

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

Seminar course in a topic or topics in history.

HIST 552. Seminar: New Mexico History (3); Var

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

HIST 553. History of the Southwest (3); Var

This course is an analysis of historic and contemporary issues confronting peoples of the Southwest.

HIST 554. Seminar: History Through Film (3); Var

Movies are a tremendously powerful means of conveying ideas, including those having to do with the past. This seminar examines the relationship between film and history in a particular historical context.

HIST 590 – 690. Independent Study (1 – 4 VC); Var

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

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

This is an analysis of the development of the western regions of the United States.

HIST 615. Seminar: Contemporary Historical Thought (3); Var

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

HIST 618. Seminar: The Southwest (3); Var

This course covers analysis and writing in Chicano, Anglo, and Indian history.

HIST 619. Seminar: New Mexico Since Statehood (3); Var

This course consists of research and writing on topics in New Mexico since 1912.

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

This course covers historical methods, including sources, criticism, tools, organization, form, and problems. Cross-listed as POLS 620.

HIST 640. Seminar: Modern Mexico (3); Var

This course consists of research and writing on Mexican topics.

HIST 692. Independent Research (1 – 4 VC); Var

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

HIST 696. Professional Paper (3); Var

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 adviser. 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.

HIST 699. Thesis (1 – 8 VC); Var

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

Political Science (POLS), Courses in

POLS 502. Interests Groups (3); Var

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

POLS 510. The American Constitution (3); Var

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

POLS 515. Government and Business (3); Var

This is a case study of United States government regulations of economic activity, with emphasis on the administrative process.

POLS 517. The Legislative Process (3); Var

This course explores the process of national and state law-making in the United States, legislation drafting and legislative procedure.

POLS 518. Administrative Law and Procedure (3); Var

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

POLS 519. Public Administration (3); Var

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

POLS 520. Research Methods in Political Science (3); Sp

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.

POLS 533. Chinese Communist Government (3); Var

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.

POLS 534. Practicum (1 – 4 VC); Var

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

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

A course in a topic or topics in political science. May be repeated with change of content.

POLS 546 Government and Politics of Latin America (3); Var

This course is an analysis of political systems, contemporary mass movements, and inter-American relations.

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

A seminar course in a topic or topics in political science.

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

A seminar course in the structure, organization, function, and operation of New Mexico state and local government.

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

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.

POLS 558. Political Theory and Philosophy (3); Var

This course explores leading political ideas of the Western world.

POLS 560. The American and Russian Systems (3); Var

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

POLS 562. International Monetary Systems (3); Var

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

POLS 563. Political Economy (3); Var

This course is a comparative study and analysis of the political economies of the major countries of the world, stressing the interdependence of the study of economics and politics.

POLS 611. Seminar: Southwest Politics (3); Var

This course is an analysis and original research on southwest politics, with emphasis on New Mexico, and ethnic politics.

POLS 614. Seminar: Public Policies (3) Var

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.

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

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

POLS 654. Seminar: The State (3); Var

The essence, origin, justification, and functions of the nation state.

POLS 690. Independent Study (1 – 4 VC); Var

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

POLS 692. Independent Research (1 – 4 VC); Var

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

POLS 695. Comprehensive Examination (3); Var

This course prepares graduate students for the Comprehensive Examination in the Master of Arts Concentration in Political and Governmental Processes. Prerequisite: Permission of instructor.

POLS 696. Professional Paper (3); Var

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 phenomena. Prerequisite: Permission of Instructor.

POLS 699. Thesis (1 – 8 VC); Var

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

Department of Languages and Culture

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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. (Native American Hispano Studies)

Norma Valenzuela Ph.D. (Spanish)

Edgar Vargas Blanco, Ph.D. (Spanish)

Spanish

The department does not offer a standalone graduate degree. The department offers graduate-level courses in Spanish that support graduate degrees in other disciplines such as Public Affairs, Southwest Studies, and Curriculum and Instruction.

Courses in Spanish (SPAN)**SPAN 501. Spanish Literature: Aspects of the Short Story (3); Var**

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

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

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

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

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.

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

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.

SPAN 505. Film in the Hispanic World (3); Fa, 3 yr cycle

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

SPAN 506. Hispanic Women Authors (3); Sp, 3 yr cycle

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.

SPAN 520. Chicano Short Story of the Southwest (3); Var
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.

SPAN 525. Spanish for the Profession (3); Sp
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.

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

SPAN 530. Introduction to Spanish Linguistics (3); Sp, 3 yr cycle
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.

SPAN 531. Civilization and Culture of Spain (3); Sp, 3 yr cycle
This course provides students with a synthetic and highly accessible overview of Spanish history, literature, and culture. Prerequisite: SPAN 325 or permission of instructor.

SPAN 532. Civilization and Culture of Latin America (3); Sp, 3 yr cycle
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.

SPAN 533. Civilization and Culture of New Mexico and the Southwest (3); Alt, Fa, Even
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.

SPAN 534. Practicum in Spanish (3); Var
Course is an experiential study directed by an instructor. Prerequisite: Permission of instructor.

SPAN 535–635. Selected Topics in Spanish (1–4 VC); Var
Course in a topic or topics in Spanish. May be repeated with a change in content.

SPAN 536. Studies in Hispanic Literature (3); 3, 0 Var
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.

SPAN 541. Spanish for the Bilingual Classroom (3); Alt, Sp, Even
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.

SPAN 545. Teaching of Spanish: Theory and Methodology (3); Sp, 3 yr cycle
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.

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

SPAN 550. Seminar in Spanish (3); Sp, 3 yr cycle
Topic to be selected by instructor.

SPAN 552. Nobel Prize Laureates in Hispanic Literature (3); Var
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.

SPAN 558. Colonial Literature of the Americas (3); 3, 1 Var
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.

SPAN 560. Hispanic Literature of the Southwest (3); Fa, 3 yr cycle
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.

SPAN 562. Southwest Folklore (3); Var
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.

SPAN 564. Hispanic Women of New Mexico (3); Var
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.

SPAN 567. History of the Spanish Language (3); 3, 0 Sp, 3 yr cycle

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 southwestern Spanish. This course will be taught in Spanish.

SPAN 570. Chicano Literature of the Southwest (3); Alt, Sp, Odd

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.

SPAN 575. Latina Writers in Translation (3); 3,0 Var

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.

SPAN 590–690. Independent Study (1–4 VC); Var

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

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

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.

SPAN 650. Seminar (1–4 VC); Var

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

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

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.

SPAN 692. Independent Research (1–4 VC); Var

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

SPAN 699. Thesis (1–6 VC); Var

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

Department of Natural Resources Management

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About

The Department of Natural Resources Management (NRM) Department offers an MS Natural Science degree with concentrations in Environmental Science & Management and Geology. The concentrations share a core set of foundational courses after which students develop individualized programs of study (course work plus independent research) that incorporate each student's distinctive background, educational goals, and career objectives. 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 MS Natural Science degree provides a unique opportunity for students to broaden their educational experience to include courses from fields they are less likely to encounter at traditional graduate programs as they prepare for employment in industry, government, or education or entry into doctoral programs.

The NRM Department also offers a Geographic Information Systems (GIS) graduate certificate. GIS is a computer-based database management system for capture, storage, retrieval, analysis and display of spatial data. The GIS certificate program provides students with a basic proficiency with cutting edge GIS technology that can immediately be applied in the workplace, a highly marketable skill-base when seeking employment, and/or skills for pursuing an advanced degree in GIS. Students who complete the GIS certificate program are 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.

Faculty

James Biggs, Ph.D. (Forestry)

Blanca Cespedes, Ph.D. (Forestry)

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

Jennifer Lindline, Ph.D. (Geology)

Edward A. Martinez, Ph.D. (Forestry)

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

Kyle Rose, Ph.D. (Forestry)

Joshua L. Sloan, Ph.D. (Forestry)

Joseph P. Zebrowski (Geographic Information Science)

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)*

FOR 625 Advanced Quantitative Methods in Natural Resource Management (3)

FOR/BIOL 650 Graduate Seminar in Life Science (1/1/1/1)**

**Repeated for credit with different subject matter for a total of 4 credits.*

***Repeated 4 times for a total of 4 credits.*

Thesis or Independent Study/Independent Research Credits

Thesis Option:

FOR 699 Thesis (VC 1-7)*

**Students register for thesis until complete which may exceed the one credit-hour minimum. No more than 7 thesis credits can be counted towards the student's program of study.*

Students choosing the thesis option are required to form a thesis advisory committee and submit a program of study and thesis proposal within the first semester of study. Students are further required to complete a written thesis, following the guidelines established in the Graduate Handbook, and present the thesis orally to the thesis committee.

Non-Thesis Option:

FOR 690: Independent Study (3)

OR

FOR 692: Independent Research (3)

Students choosing the non-thesis option are required to form an independent study/independent research advisory committee and submit a program of study and independent study/independent research proposal within the first semester of study. Students are required to submit a written document and present an oral presentation of the independent study/independent research to the advisory committee. Students are also required to pass a comprehensive exam with a grade of 75% or greater. The exam is to be compiled by the student's committee chair with questions submitted by faculty who taught courses within the student's program of study. The advisory committee chair will administer the exam and the exam will be graded by the faculty who contributed the questions.

Elective Credit Requirements:

Students are required to take a minimum of 12 (thesis) and 22 (non-thesis option) elective courses. With the advice and consent of an adviser, students choose 500- and 600-level courses offered in forestry, geology, biology, chemistry, mathematics, or other appropriate disciplines to develop their program of study.

Degree Total:

Thesis: ≥ 34 credit hours

Non-Thesis: ≥ 40 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)*

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 4 credits.*

***Repeated 4 times for a total of 4 credits.*

Elective Courses: ≥12 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 34 semester hours.

Thesis: 1 credit hour minimum

GEOL 699 Thesis (VC1-7)*

**Students register for thesis until complete which may exceed the one credit-hour minimum. No more than 7 thesis credits can be counted towards the student's program of study.*

Degree Total: ≥34 credit hours

Graduate Certificate in Geographic Information Science

Undergraduate Prerequisite:

GEOL 101 Survey of Earth Science (4)

FOR 105 Humans and Ecosystems (4)

POLS 151 American National Government (3)

ANTH 102 Introduction to Sociocultural Anthropology (3)

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

Forestry (FOR), Courses in

FOR 500. Surface Hydrology (3); Alt, Sp, Even

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.

FOR 502. Silviculture (3); Sp

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.

FOR 505. Wildland Fire Management (3); Var

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.

FOR 508. Limnology (4); 3, 2; Alt, Fa, Even

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.

FOR 510. Forest Management (3); Fa

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.

FOR 511. Mensuration and Biometrics (4); Fa

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.

FOR 512. Surveying and Geographic Information Systems (4); 3, 2 Fa, Sp

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.

FOR 513. Ecological & Environmental Monitoring (3); Var

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

FOR 515. Dendrology (3); 2, 2 Fa

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.

FOR 516. Soil Science (4); Fa

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

FOR 517. Watershed Management (4); 3, 2 Alt, Fa, Even

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.

FOR 520. Wildlife Habitat Management (3); Sp

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

FOR 522. Forest Pathology (3); Var

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.

FOR 525. Field Safety Practices (1); Fa

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.

FOR 528. Forest Entomology (3); Var

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.

FOR 531. Terrestrial Ecology (4); Var

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.

FOR 535-635. Selected Topic in Natural Resources Management (1-4 VC); Var

Course in topic(s) in natural resources management. May be repeated with change of content.

FOR 540. Integrated Natural Resources Management (3); Var

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.

FOR 553. Toxicology in Life Science (4); 3, 2 Var

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.

FOR 561. Atmospheric Science (3); Var

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.

FOR 589. Applied Ecology and Environmental Restoration (3); Alt, Fa, Even

This course explores ecological principles applied to solving environmental problems including pest and biological resource man-

agement, conservation biology, environmental planning, impact assessment, remediation, reclamation and ecological restoration.

FOR 602. Environmental Assessment (NEPA) (2); Var

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.

FOR 620 Advanced Topics in Natural Resource Management (2); Var

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.

FOR 625 Advanced Quantitative Methods in Natural Resource Management (3); Fa

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.

FOR 630 Vegetation Analysis and Management (3); Var

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.

FOR 640 Recreational Resource Management (2); Var

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.

FOR 690. Independent Study (1-4 VC); Fa, Sp, Su

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

FOR 692. Independent Research (1-4 VC); Fa, Sp, Su

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

FOR 699. Thesis (1-7 VC); Fa, Sp, Su

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

Geology (GEOL), Courses in

GEOL 512. Geologic Resources, Laws, and Environmental Policies (3); Alt, Sp, Even

This course is designed to raise students' awareness about rock and

mineral resource occurrences and the policies in place to protect public and private lands 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 as well as 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.

GEOL 515. Remote Sensing and Analysis (4); 3, 2 Fa

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

GEOL 518. Advanced Geographic Information Systems (4); 3, 2 Sp

A geographic information system (GIS) is a scheme of hardware, software, and procedures designed to support the capture, management, manipulation, analysis, modeling and display of spatially referenced data for solving complex planning and management problems. GIS applications are both spatial information (maps) and databases to perform analytical studies. The course will build upon knowledge and experience in GIS gained in the introductory course to provide students with an understanding of cartographic and geodetic concepts impacting GIS analysis, field data-collection techniques with global positioning systems and handheld computer mapping software, effective map design, and modeling topographic and statistical surfaces. Prerequisites: For 412, MATH 140 with at least a C or better, or permission of instructor.

GEOL 521. Environmental Ground Water Hydrology (4); Alt, Sp, Even

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.

GEOL 522. Genesis and Environmental Impact of the Earth's Resources (3); Var

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

GEOL 524. Environmental Geophysics (4); Alt, Fa, Even

How do we know about structures in the subsurface without digging or drilling? Is water present? How deep is bedrock? Where are those buried drums of hazardous waste? Is there anything buried

here of prehistoric value? There is only one way to find these things out: geophysics. Lectures and class discussions will develop the basic principles of each method (gravity, magnetic, paleo-magnetic, 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.

GEOL 525. Geomorphology (4); 3, 2 Alt, Sp, Odd

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.

GEOL 532. Environmental Geochemistry (4); 3, 2 Alt, Sp, Even

Environmental Geochemistry is a study of the chemistry of the Earth, including mineral mobility, cosmo-chemistry, chemical weathering, diagenesis, igneous and metamorphic chemistry, stable isotopes, pollution, and the thermodynamics and kinetics associated with these systems.

GEOL 535. Selected Topic in Geology (1 – 4 VC); Var

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

GEOL 590. GIS Capstone Seminar (2); Fa, Sp

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.

GEOL 592. Independent Research (1 – 4 VC); Fa, Sp, Su

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

GEOL 600. Environmental Mineralogy (3); Var

This course explores an emerging topic that combines the studies of mineralogy and environmental science. Topics 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.

GEOL 620. Clay Mineralogy (4); 3, 2 Var

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 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.

GEOL 650. Seminar (1); Var

Seminar course in a topic or topics in Geology. May be repeated with change of topic.

GEOL 690. Independent Study (1-4 VC); Fa, Sp, Su

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

GEOL 699. Thesis (1-7 VC); Fa, Sp, Su

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

Department of Psychology

Dr. Linda LaGrange, Chair

Lora Magnum Shields Building, Room 258

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Mission of the Department of Psychology

The mission of the Department of Psychology is to provide psychological and sociocultural service and expertise for the region, as well as the greater global community, and to contribute to meeting the educational needs in psychology, the career needs in psychological services and research, and the training for careers in education engineering, physical and biological sciences, medicine, and other science field.

Faculty

Lara Heflin, Ph.D.

Linda LaGrange, Ph.D.

David Pan, Ph.D.

Gerald Russell, Ph.D.

Sarah Tracy, Ph.D.

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.

Psychology

Master of Science in Psychology (MS)

Required core: 30 credit hours

PSY 601 Data Analysis & Statistics (3)

PSY 602 Behavioral Research Methods (3)

PSY 605 Memory & Cognition (3)

PSY 608 Introduction to Neuropsychology (3)

PSY 612 Psychopharmacology (3)

PSY 621 Advanced Social Psychology (3)

PSY 640 Advanced Developmental Psychology (3)

PSY 651 Profession Ethics & Issues (3)

PSY 671 Advanced Psychopathology (3)

Choose one of the following options:

PSY 699 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 Psychology/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. Students may opt out of thesis and instead take Psy 696 Publishable Papers/Capstone.

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)

PSY 696 Publishable Papers/Capstone (3)

OR

Psy 699 Thesis (3)

**Students who are Clinical/Counseling that are on the Non-Thesis track must register for PSY696 – Publishable Papers/Capstone INSTEAD of PSY699 – Thesis. Students register for capstone or thesis until complete, which may exceed the 3 credit hour requirement.*

Degree Total: 66 credit hours

Psychology (PSY), Courses in

PSY 502. Psychology of Sports Performance (3); Var

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.

PSY 505. Positive Psychology (3); Var

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.

PSY 508. Drugs and Behavior (3); Sp

This course will focus on psychoactive drugs, or drugs that influence how people think, feel, or behave. Because this is fundamentally a biological psychology course, it will focus primarily on the physiological action of drugs, including how they influence brain functioning and, consequently, behavior. It will examine the addictive potential of drugs, the neurological and psychological mechanisms by which drugs become addictive, and treatments for drug abuse.

PSY 509. Domestic and Sexual Violence (3); Var

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.

PSY 510. Physiological Psychology (3); Fa

An overview of the neuroanatomical and neurophysiological processes underlying behavior. Topics include brain-behavior relationships, neurological disorders, brain organization, sensory systems, language systems, memory systems, sleep, and sexual functioning. Corequisite: PSY 511.

PSY 511. Techniques in Physiological Psychology (1); Fa

Laboratory work designed to enrich understanding of physiological psychology. Exercises include sheep brain dissection and the use of physiological psychology instruments. Corequisite: PSY 510.

PSY 516. Motivation and Emotion (3); Var

A review of the major phenomena and theories that relate to motivation and emotion. Prerequisite: PSY 203, PSY 204, or permission of instructor.

PSY 519. Introduction to Behavior Therapy (3); Var

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.

PSY 522. Human Sexuality (3); Fa, Even

Review of contemporary, socio-psychological issues relating to hu-

man sexuality. Topics include sexual anatomy, sexually-transmitted diseases, sexual dysfunctions, sexual attitudes and mores.

PSY 525. Introduction to Group Psychotherapy (3); Su

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

PSY 530. Gender Roles (3); Var

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.

PSY 533. History of Psychology (3); Var

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.

PSY 535 – 635. Selected Topic in Psychology (1 – 4 VC); Var

Course in a topic or topics in psychology: may be repeated with a change of content.

PSY 545. Behavior Disorders in Children (3); Var

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.

PSY 547. Health Psychology (3); Var

This course provides students with an introduction to the field of health psychology. A range of topics within health psychology are explored, including: the biopsychosocial model, relationships between psychological and physical health, stress and coping, psychological effects of and coping with chronic and life-threatening illnesses, psychology's role in encouraging health-related behaviors or behavior change, and health psychology interventions.

PSY 550 – 650. Seminar in Psychology (1 – 4 VC); Var

Seminar course in a topic or topics in psychology. May be repeated with a change in content.

PSY 566. Psychology of Eyewitness Testimony (3); Fa

This course is designed to provide students with an in-depth examination of the way human memory process impacts a person's ability to accurately recall the details of various scenarios such as phone conversations, visual identification of individuals involved in a crime, chronological order of events, and more. In addition to internal memory processes, students will be exposed to the many external influences on memory accuracy, which includes pressure from attorneys, threats from acquaintances, implanted memories, etc. Finally, the impact of age, mental disabilities, and emotional disturbances upon the ability to offer accurate eyewitness testimony will be a third focus of this course. This course is particularly salient to psychology and criminal justice majors.

PSY 572. Cognitive Science (3); Var

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.

PSY 575. Abnormal Psychology and Literature (3); Var

Characters from many literary works analyzed in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor.

PSY 577. Culture and Mental Illness (3); Var

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.

PSY 580. Community Psychology (3); Var

An introduction to community psychology with emphasis on theories and research regarding prevention and consultation. Prerequisite: PSY 101 or permission of instructor.

PSY 590 – 690. Independent Study (1 – 4 VC); Var

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.

PSY 601. Data Analysis and Statistics (3); 2, 2 Fa

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.

PSY 602. Behavioral Research Methods (3); 2, 2 Sp

A comprehensive examination of the language and logic of psychological research. Research designs and strategies for the laboratory, existing social organizations, and field setting are covered. Prerequisite: PSY 601 or permission of instructor.

PSY 605. Memory and Cognition (3); Sp, Even

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.

PSY 608. Introduction to Neuropsychology (3); Fa

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.

PSY 612. Psychopharmacology (3); Sp

The course consists of the study of drug action at physiological and behavioral levels. Psychological and medical applications and limitations of drugs used in the treatment of mental illness will be covered. Prerequisite: Permission of instructor.

PSY 621. Advanced Social Psychology (3); Fa

Comprehensive review of major theories and related research in social psychology. Emphasis given to attributional and social exchange approaches.

PSY 627. Career Development (3); Su

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.

PSY 634. Practicum (1 – 12 VC); Fa, Sp, Su

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.

PSY 640. Advanced Developmental Psychology (3); Sp

An in-depth coverage of developmental theories and research across the life span.

PSY 651. Professional Ethics and Issues (3); Fa

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.

PSY 671. Advanced Psychopathology (3); Fa

An examination of adult psychopathology with emphasis on current research, theories, and interventions presented within the context of DSM application. A unique aspect is exposure to the shifting of paradigms from disease-centered psychiatry to the culture-based, client-centered paradigm of mental illness. Prerequisite: Graduate status in psychology or permission of instructor. Cross-listed as SW 671.

PSY 672. Introduction to Counseling and Therapy (3); Sp

To provide the student with a relatively in-depth introduction to basic clinical skills and a few evidence-based psychotherapeutic modalities currently in use by practitioners. Students will learn the theories and applied skills for these evidence-based modalities, and skills will be practiced extensively in class. Students will also learn and practice clinical note writing. Prerequisite: Graduate status in psychology or permission of instructor.

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

Theories of intelligence, administration, scoring, and interpretation of widely used individual intelligence tests. Emphasis is given to the WISC-III and WAIS-III. Prerequisite: Permission of instructor.

PSY 675. Personality Assessment (3); 1, 2 Sp

In this course, students will learn the assessment process and basic psychometrics. This course will give students exposure to and

experience with the administration, scoring, and interpretation of a number of commonly used personality/psychopathology assessment instruments. Students will practice integrating data from multiple tests with information from a clinical interview, and writing an integrated assessment report. Prerequisites: PSY 671 and PSY 571 or PSY 674 or permission of instructor.

PSY 677. Multicultural Psychotherapy (3); Sp

Examination and application of the American Psychological Association's Multicultural Guidelines in therapy and counseling. Emphasis on clinical strategies for building cultural competence in working with racial/ethnic minority populations and other culturally diverse populations. Prerequisite: Graduate status in psychology or permission of instructor.

PSY 679. Behavior Therapy & Assessment (3); 1, 2 Fa

Experimental and theoretical basis of behavior therapy and assessment, and issues related to their application. The course seeks to familiarize the student with current procedures and their origins in experimental psychology, to indicate strengths and limitations of these techniques and to suggest specific problem areas requiring research exploration. Prerequisite: Graduate status in psychology or permission of instructor.

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

Course provides the student with a systematic clinical diagnostic procedure used to determine the extent of any possible behavioral deficits following diagnosed or suspected brain injury. Such assessments would be helpful for patients having, or suspected of having, various brain disorders that result in problems with memory, intellectual and cognitive functioning, daily activities, or behavior and emotions. Such conditions include head injury, stroke, epilepsy, brain tumor, toxic or other encephalopathies, dementia, developmental and learning disabilities, and other neurological disorders. Neuropsychological assessment would be used to determine the differential contribution of neurologic and psychiatric factors in a patient's presenting problems, and in the specification of the patient's psychological and behavioral strengths and weaknesses related to neurological dysfunction. Prerequisites: Psych 510 and psych 674, or equivalent courses, or permission of instructor.

PSY 691. Colloquium: Teaching of Psychology (1); Fa, Sp

Teaching approaches and issues applicable in specified courses in psychology; designed for graduate teaching assistants in psychology. Prerequisite: Permission of instructor.

PSY 692. Independent Research (1 – 4 VC); Fa, Sp

Independent research, including data collection, analysis, and interpretation, arranged with an instructor. Prerequisite: Permission of instructor.

PSY 696. Publishable Papers/Capstone (1 – 6 VC); Fa, Sp, Su

This is a capstone course that enables the non-thesis M.S. students in the clinical psychology/counseling program to complete their capstone portfolio. Prerequisite: Permission of instructor.

PSY 699. Thesis (1 – 6 VC); Fa, Sp, Su

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.

Department of Sociology, Anthropology, & Criminal Justice

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About

The department offers graduate programs in Public Affairs-Applied Sociology and in Southwest Studies-Anthropology. Anthropology also offers a post baccalaureate certificate in Cultural Resource Management (CRM).

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 meeting the educational and research needs in sociology, anthropology, criminal justice and the related fields; contribute to meeting the career needs in social services and social sciences, tribal, state, and federal career requirements, as well as contribute to training for careers in education, law, public service, and other social science fields; contribute to meeting the need for secondary school teacher certification in sociology and/or anthropology; and to provide sociocultural service and expertise for the region, as well as the greater global community.

Faculty

Rebecca Álvarez, Ph.D. (Sociology)
Erika Derkas, Ph.D. (Sociology)
Gloria Gadsden, Ph.D. (Sociology)
Mario Gonzales, Ph.D. (Anthropology)
Warren Lail, Ph.D., J.D. (Anthropology)
Orit Tamir, Ph.D. (Anthropology)
Thomas Ward, Ph.D. (Sociology)

Resources and Facilities

Northern New Mexico provides an outstanding context for social and cultural studies at NMHU. Students engage in field archaeological digs, ethnographic and sociological research, and in practicum experiences. Each student has the opportunity to conduct research in our 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 the Sociology and Anthropology Club and/or membership in regional or national professional associations provide opportunities for student participation and program enrichment beyond the classroom.

Southwest Studies-Anthropology (MA)

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 and history.

Students complete a common core of courses in Southwestern prehistory, history, and contemporary cultures of the American Southwest. Prior to admission to the program, students select anthropology or history as an area of concentration. Students interested in

anthropology will choose one of two emphases – MA in Southwest Studies – Anthropology Concentration (thesis option), MA in Southwest Studies – Anthropology Concentration (professional paper option).

The Master of Arts program's two emphases 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.

New Mexico Highlands University 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.

Public Affairs-Applied Sociology (MA)

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. Prior to admission to the program, students 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.

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

SOC 639 Contemporary Sociological Theories (3)

Core Total: 12 – 15 credit hours

Applied Sociology Concentration

Required courses: 10-16 (Depending on Thesis/Non-Thesis Option)

All Applied Sociology Concentration students must take both SOC 638 and SOC 639

SOC 530 Applied Social Research and Data Analysis (4)

SOC 638 Advanced Classical Social Theories (3)

SOC 639 Contemporary Sociological Theories (3)

SOC 630 Research Methods in Sociology & Anthropology (3)

Choose one of the following, in consultation with your adviser:

SOC 699 Thesis (6)*

**Non-Thesis Option for Study: Completion of Two (2) "Professional Papers" and 6 Additional Sociology Elective Credits.*

Concentration Total: 10-16

Electives 6-15 credit hours (Depending on Thesis/Non-Thesis Option)

Select in Consultation with Graduate Academic Advisor

Concentration Total: 21-24 Credits

Program Total: 36 credit hours

Master of Arts in Southwest Studies (MA)

Thesis Option

Required core: Choose 12 credits from the following list:

ANTH 513 Archaeology 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)

General Core Total: 12 credit hours

Concentration in Anthropology

Electives: 12-15 credit hours selected in consultation with graduate adviser. Elective may not be duplicated from core or other required course.

Required courses: 10 credit hours

ANTH 652 Seminar: Thesis Writing (1)

ANTH 696 Ethnographic Research Methods (3)

ANTH 699 Thesis (6)*

Thesis Option Total: 34-37 credit hours

Non-Thesis Option

Required core: Choose 12 credits from the following list:

ANTH 513 Archaeology 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)

Concentration in Anthropology

Electives: 15 credit hours selected in consultation with graduate adviser. Elective may not be duplicated from core or other required courses.

Required courses: 8 credit hours

ANTH 696 Ethnographic Research Methods (3)

ANTH 514 Field Methods in Archaeology (2-4)

ANTH 6xx Professional Paper (3)

Non-Thesis Option Total: 35-37 credit hours

Postbaccalaureate Certificate in Cultural Resource Management (CRM)

Required courses: 20-24 credit hours

ANTH 510 Method 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 People and Plants in Prehistory (3)

ANTH 512 Lithic Tech & Analysis (3)

ANTH 542 Forensic Anthropology and Osteology(4)

GEOL512 Surveying & Geographic Information Systems (3)

Program Total: 26 - 30 credit hours minimum

Anthropology, Courses in (ANTH)

ANTH 518. Beliefs and Practices Among Southwest Native Americans (3); Var

This course provides an overview of Southwest Native Americans beliefs and practice. It will focus on the sacred ecology, mythology, world view, ritual and dance complex of a number of diverse tribes within the American Southwest. Southwest Native American and practices will be placed within the larger historical and contemporary social, political, and cultural contexts.

ANTH 510. Method and Theory in Archaeology (3); Var

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.

ANTH 511. People and Plants in Prehistory (3); Var

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.

ANTH 512. Lithic Technology and Analysis (3); Var

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, 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 of purposes for which they were chosen. Accordingly, the course is broken into four general areas: geology, technology, analysis, and interpretation.

ANTH 513. Archaeology of the Southwest (3); 2, 2 Var

Study of prehistoric cultures (before 1500) of the American Southwest. Prerequisite: One course in introductory sociology or anthropology.

ANTH 514. Field Methods in Archaeology (2 – 6 VC); Su

Instruction in Archaeology field and laboratory techniques and methods. Prerequisite: ANTH 510 or permission of instructor.

ANTH 515. Development and Socio-Cultural Change (3); Var

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.

ANTH 520. Anthropology Goes to the Movies (3); Var

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 talking and writing about the subject.

ANTH 522. Magic, Witchcraft and Healing (3); Var

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.

ANTH 528. Comparative Systems of Social Control (3); Fa

This course is a sociological and anthropological analysis of social control and law in a variety of social and cultural contexts.

ANTH 529. Gender, Culture, and Society (3); Var

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.

ANTH 535. Selected Topics in Anthropology (1 – 4 VC); Var

Course in a topic or topics in anthropology: may be repeated with a change of content.

ANTH 542. Forensic Anthropology and Osteology (4); 3, 2 Var

Presentation and application of biological anthropology techniques in the identification of humans from skeletal remains.

ANTH 554. Women and Globalization (3); Var

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.

ANTH 556. U.S.-Mexico Immigration: Border Issues (3); Var

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.

ANTH 561. Communication and Culture (3); Fa

Anthropological linguistics, focusing on investigations of the relationships between language and culture.

ANTH 574. Contemporary Indian Issues (3); Var

An examination of emerging social and cultural issues in American Indian society today.

ANTH 576. Indians of the American Southwest (3); Var

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.

ANTH 577. The Hispanic Southwest (3); Var

The ethno-historical and socio-anthropological examination of Spanish-speaking people in the Southwest from their establishment to contemporary times.

ANTH 580. Issues in Applied Anthropology (3); Var

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.

ANTH 581. Cultural Resource Management (3); Var

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.

ANTH 650. Seminar in Anthropology (1 – 4 VC); Var

Seminar course in a topic or topics in anthropology: may be repeated with change in content.

ANTH 651. Seminar: Concepts of Human Culture (3); Var

This course will help acquaint students with the world of human cultures and to arrive at a 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 theoret-

ical perspectives; examples from ethnographic studies; application to public issues and policies, are means through which theory will be brought to bear on praxis.

ANTH 652. Seminar: Thesis Writing (1); Var

Instruct and facilitate students in empirical, historical, and theoretical research and in design, preparation, and completion of a thesis in anthropology.

ANTH 690. Independent Study (1 – 4 VC); Var

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

ANTH 692. Independent Research (1 – 4 VC); Var

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

ANTH 696. Ethnographic Research Methods (3); Var

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 perspectives and the influence of selected data collection methodologies.

ANTH 699. Thesis (1 – 6 VC); Var

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

ANTH 694. Professional Paper (1 - 3 VC); Var

The professional Paper provides a unique opportunity for each student to bring together all of the course-work for the MA in Southwest studies – Anthropology Concentration into a practical application of socio-cultural phenomenon.

Sociology (SOC), Courses in

SOC 512. Social Stratification (3); Sp

Differentiation, status, social mobility, class, and caste in selected societies.

SOC 515. Development and Socio-Cultural Change (3); Var

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.

SOC 522. Religion and Culture (3);Var

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.

SOC 527. Criminology (3); Sp

An overview of definitions and types of crime, and social theories of crime causation; special issues related to crime, crime control and crime prevention.

SOC 528. Comparative Systems of Social Control (3); Var

This course is a sociological and anthropological analysis of social control and law in a variety of social and cultural contexts.

SOC 529. Gender, Culture, and Society (3); Var

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.

SOC 530. Applied Social Research and Data Analysis (4); 3, 2 Sp

Instruction in application of techniques used in the analysis of quantitative and qualitative social science research data.

SOC 531. Political Sociology (3); Var

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.

SOC 535 – 635. Selected Topics in Sociology (1 – 4 VC); Var

Course in topic or topics in sociology: may be repeated with a change of content.

SOC 539. Introduction to Contemporary Sociological Theories (3); Sp

Introduction to and analysis of contemporary sociological theories.

SOC 550 – 650. Seminar in Sociology (1 – 4 VC); Var

Seminar course in a topic or topics in sociology: may be repeated with change in content.

SOC 554. Women and Globalization (3); Var

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.

SOC 560. Approaches to Dispute Resolution (3); Var

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.

SOC 590–690. Independent Study (1 – 4 VC); Var

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

SOC 593. Race and Ethnic Relations (3); Sp

The basic processes operating in the present day interrelations of ethnic groups.

SOC 630. Research Methods in Sociology and Anthropology (3); Var

Research techniques in the study of social and cultural aspects of human existence, critical study, and application of methods.

SOC 638. Advanced Classical Sociological Theories (3); Fa

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.

SOC 639. Contemporary Sociological Theories (3); Sp

Detailed study of recent social theories with critical analysis and comparison.

SOC 692. Independent Research (1 – 4 VC); Var

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

SOC 698. Field Experience (1 – 6 VC); Var

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.

SOC 699. Thesis (1 – 6 VC); Var

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

Department of Visual and Performing Arts

Prof. David Lobdell, Department Chair

Burris Hall Room 109 D

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E-mail: dlobdell@nmhu.edu

About

The Department of Visual and Performing Arts includes instructional programs in art, music, and theater. In addition to the postbaccalaureate 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 disciplines 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.

Art (ART), Courses in

ART 521. Painting 5 (3); 2, 4 Fa, Sp

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

ART 522. Painting 6 (3); 2, 4 Fa, Sp

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.

ART 531. Ceramics 5 (3); 2, 4 Fa, Sp

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

ART 534. Practicum (1-4 VC); Fa, Sp, Su

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

ART 535. Selected Topics in Art (1 – 4 VC); Var

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

ART 541. Sculpture 5 (3); 2, 4 Fa, Sp

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

ART 542. Sculpture 6 (3); 2, 4 Fa, Sp

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

ART 550. Seminar in Art (1–4 VC); Var

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

ART 561. Jewelry and Metalsmithing 5 (3); 2, 4 Fa, Sp

A continuation of ART 361. Prerequisite: ART 361 or permission of instructor.

ART 562. Jewelry and Metalsmithing 6 (3); 2, 4 Fa, Sp

A continuation of ART 561. Prerequisite: ART 361 or permission of instructor.

ART 571. Printmaking 5 (3); 2, 4 Fa, Sp, Su

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.

ART 572. Printmaking 6 (3); 2, 4 Fa, Sp, Su

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.

ART 585. Art Foundry 5 (3); 2, 4 Su

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

ART 586. Art Foundry 6 (3); 2, 4 Su

Continuation of ART 585. Course may be repeated for credit. Prerequisite: ART 385 or permission of instructor.

ART 590. Independent Study: Art Studio (1–4 VC); Fa, Sp

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.

ART 593. Directed Study in Art Studio (1–4 VC); Fa, Sp

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.

ART 596. Exhibit Design (3); Sp

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

Art History (AH), Courses in**AH 540. Modern Art (3); Sp**

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.

AH 550. Seminar in Art History (1 – 4 VC); Sp

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

AH 580. Art History: The Americas (3); Fa

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

School of Business, Media and Technology

Professor Mary Romero, Interim Dean

Sininger Hall, Room 235

PHONE: 505-454-3580 FAX: 505-454-3354

E-mail: mvromero@nmhu.edu

Faculty

Ali Arshad, Ph.D. (Economics & Finance) Rio Rancho

Chien-Chun Chen, Ph.D. (Marketing)

Emmanuel Nkwenti-Zamcho, DBA (International Business & Management) Rio Rancho

Luis Ortiz, Ph.D. (Management & International Business)

Rod Sanchez, Ph.D. (Management) Rio Rancho

Mary Romero, MBA, retired CPA (Accounting)

Charles Swim, DBA (Management) Rio Rancho

William Taylor, Ph.D. (Economics)

Kent Tucker, DBA (Finance)

Mission

The School of Business, Media and Technology promotes best professional practices, preparing students for successful careers and future academic endeavors. Our active learning environment supports critical and creating thinking, cultivating ethical problem solvers.

Vision Statement

The School of Business, Media and Technology will be the premier school in the southwest, preparing students to become successful and respected professionals. We strive to extend frontiers of knowledge to solve complex problems.

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 with concentrations in accounting, finance, human resource management, international business, management and marketing.

The MBA is accredited by the Higher Learning Commission (HLC) as an online degree. 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

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.

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 and online elsewhere. Business faculty advisers are located at the New Mexico Highlands University center in Rio Rancho.

Requirements for admission to the MBA Program:

1. Students must have at least a 3.0 GPA in undergraduate coursework to be admitted to the MBA program. However, students with a GPA between 2.8 - 2.99 may be provisionally admitted if space is available. Students provisionally admitted with low GPA must earn a minimum 3.0 GPA in their first 12 credit hours to remain in the program.
2. Students with an undergraduate degree in a field other than business are required to complete a proficiency course, BUS 500, to establish an appropriate background for graduate work in business administration. Students must take BUS 500 in their first semester of coursework.
3. 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 is a 36 credit hour program for students with a background in business. Students lacking undergraduate coursework in business must take a proficiency course, BUS 500 Principles of Business Administration, in their first semester. A minimum of at least 30 credit hours must be taken 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 last semester of MBA coursework all students must take MGMT 689 Business Strategy. MGMT 689 is the MBA capstone course and focuses on strategic business and case analysis of business problems. Upon successful completion of any deficiencies and all coursework, the student will be nominated to candidacy for the MBA degree.

Required courses: 27 credit hours

MBA students lacking or with limited undergraduate coursework in business must take BUS 500 Principles of Business Administration (3). The course hours are in addition to the required business core courses of 27 credit hours.

Required Core:

- MGMT 601 Quantitative Methods (3)
- MGMT 604 Business Research Methods (3)
- ACCT 605 Financial Accounting (3)
- ECON 608 Managerial Economics (3)
- FIN 607 Managerial Finance (3)
- BLAW 639 Law and Ethics in Bus (3)
- MKTG 684 Marketing Management (3)
- MGMT 621 Business and Society (3)
- MGMT 689 Business Strategy (3) (taken in last semester)
(ACCT 605 is not required for students in the accounting concentration)

Core Total: 27 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 two courses; the courses may be assigned or waived depending on the student's prior coursework: ACCT 387 Intermediate Accounting 1 (3) and ACCT 388 Intermediate Accounting 2 (3).

Required Courses for Concentration in Accounting

Required Courses: 12 credit hours

- ACCT 687 Advanced Accounting (3)
- ACCT 685 Financial Statement Analysis (3)

Choose 2 courses from the following list:

- ACCT 510 Accounting Technology (3)

ACCT 592 Auditing (3)

ACCT 589 Governmental Accounting (3)

Concentration Total: 12 credit hours

Core: 24 credit hours

Program Total: 36 graduate-level credit hours

Concentration in Finance

Required Courses: 9 credit hours

FIN 505 Financial Markets & Institutions (3)

FIN 609 Investments (3)

ACCT 685 Financial Statement Analysis (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Concentration in International Business

Required Courses: 9 credit hours

FIN 575 International Finance (3)

INTB 640 International Business (3)

MKTG 574 International Marketing (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Concentration in Human Resources Management

Required Courses: 9 credit hours

MGMT 664 Organizational Theory (3)

MGMT 665 Personnel Practices and the Law (3)

MGMT 687 Human Resources Management (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Concentration in MSW/MBA Human Resources Management

Required Courses: 9 credit hours

MGMT 664 Organizational Theory (3) OR

SW 664 Organizational Theory (3)

MGMT 665 Personnel Practices and the Law (3)

MGMT 687 Human Resources Management (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Concentration in Management

Required Courses: 9 credit hours

MGMT 664 Organizational Theory (3)

MIS 580 Project Management (3)

MKTG 651 Managerial Approach to Internet Marketing Strategies (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Concentration in Marketing

Required Courses: 9 credit hours

MKTG 515 Consumer Behavior (3)

MKTG 651 Managerial Approach to Internet Marketing Strategies (3)

MKTG 573 Advertising (3)

Concentration Total: 9 credit hours

Core: 27 credit hours

Program Total: 36 credit hours

Certificate in Accounting (Graduate)

Proficiency Courses:

Students must have a demonstrated proficiency in the following 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)

Certificate Courses: 18 credit hours

Choose six courses from the following list

ACCT 605 Financial Accounting (3)

ACCT 687 Advanced Accounting (3)

ACCT 510 Accounting Technology (3)

ACCT 592 Auditing (3)

ACCT 589 Governmental Accounting (3)

ACCT 685 Financial Statement Analysis (3)

BLAW 639 Law & Ethics in Business (3)

Certificate: 18 graduate-level credit hours

Certificate in Finance (Graduate)

Choose six courses from the following:

FIN 505 Financial Markets & Institutions (3)

FIN 607 Managerial Finance (3)

FIN 609 Investments (3)

FIN 575 International Finance (3)

ACCT 605 Financial Accounting (3)

ACCT 685 Financial Statement Analysis (3)

ECON 608 Managerial Economics (3)

Certificate: 18 credit hours

Certificate in Human Resources Management (Graduate)

Required Courses: 12 credit hours

MGMT 621 Business and Society (3)

MGMT 664 Organizational Theory (3)

MGMT687 Human Resources Management (3)

MGMT 665 Personnel Practices and the Law (3)

Elective Courses: 6 credit hours

Choose two graduate-level business courses in consultation with an adviser.

Certificate: 18 credit hours

Certificate in Marketing

Required Courses: 12 credit hours

MKTG 573 Advertising (3)

MKTG 515 Consumer Behavior (3)

MKTG 651 Internet Marketing Strategies (3)

MKTG 684 Marketing Management (3)

Elective Courses: 6 credit hours

Choose two graduate-level business courses in consultation with an adviser.

Certificate: 18 credit hours

Accounting, Courses in (ACCT)

ACCT 510. Accounting Technology (3); Fa

A study of computerized financial accounting technology using integrated accounting systems.

ACCT 589. Governmental Accounting (3); Sp

Principles and procedures in governmental and institutional units and fiduciaries. Prerequisite: ACCT 287 or permission of instructor.

ACCT 592. Auditing (3); Sp

This course covers techniques of auditing procedures, with a focus on analyzing and successfully completing auditing cases. Prerequisite: ACCT 387, 388, 392 or equivalent.

ACCT 605. Financial Accounting (3); Fa, Sp, Su

The organization and analysis of financial accounting information.

ACCT 685. Financial Statement Analysis (3); Sp

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.

ACCT 687. Advanced Accounting Topics (3); Sp

Advanced topics in accounting with emphasis on consolidated financial statements and partnerships.

General Business (BUS), Courses in

BUS 500. Principles of Business Administration (3); Fa, Sp, Su

This is a proficiency course for new MBA students who have a bachelor's degree in a field other than business. Students must take BUS 500 in their first semester. The course covers the Common Professional Components (CPC) of an undergraduate bachelor of business degree and includes the fundamentals of accounting, business ethics, business integration, strategies managements, finance, business leadership, global dimensions of business, legal environment of business, macroeconomics, microeconomics, marketing, quantitative research techniques and statistics.

Business Law (BLAW), Courses in

BLAW 639. Law and Ethics in Business (3); Fa, Sp, Su

A study of legal and ethical concepts that influence and guide business activity in the United States.

Economics (ECON), Courses in

ECON 608. Managerial Economics (3); Fa, Sp, Su

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.

ECON 609. Public Economics (3); Var

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.

Finance (FIN), Courses in

FIN 505. Financial Markets and Institutions (3); Fa

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.

FIN 575. International Financial Management (3); Sp

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.

FIN 607. Managerial Financial (3); Fa, Sp

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.

FIN 609. Investments (3); Sp

Provides an understanding of investment history, practices and the various types of securities traded in financial markets. It focuses on investment strategies, portfolio construction and management International Business (INTB), Courses in

INTB 580. Doing Business in the Spanish-Speaking World (3); Var

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.

INTB 640. International Business (3); Fa

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.

Management (MGMT), Courses in

MGMT 531. Entrepreneurial Forum (3); Fa, Sp

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.

MGMT 553. Organizational Leadership (3); Fa, Sp

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.

MGMT 601. Quantitative Methods (3); Fa, Sp, Su

This course introduces graduate students to quantitative and qualitative analytical techniques used in contemporary business research.

MGMT 604. Business Research Methods (3); Fa, Sp, Su

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.

MGMT 621. Business and Society (3); Fa, Sp, Su

This course is an introduction to ethical decision making in business. Students examine moral principles and standards that are available to guide behavior in the world of business. Students use normative and descriptive ethical decision making frameworks to analyze ethical issues that business managers confront.

MGMT 664. Organizational Theory (3); Fa, Sp

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.

MGMT 665. Personnel Practices and the Law (3); Sp

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.

MGMT 687. Human Resources Management (3); Fa, Sp

The study of human resources management issues, including management theory, and labor law from the manager's perspective.

MGMT 689. Business Strategy (3); Fa, Sp, Su

This course exposes students to the theory and practice of strategic management as practiced by business firms and other organizations. The course requires students to analyze business case studies. Must be taken in the last semester for the program.

Management Information Systems (MIS), Courses in

MIS 580. Project Management (3); Fa, Sp

This course will cover project management methodologies and techniques used by industry leaders. Furthermore, students will participate in class discussions about 'real-world' work related situations that involve innovation, problem solving, and effective project management. MIS 580 will feature a series of case studies that will present students with various business scenarios related to course content.

Marketing (MKTG), Courses in

MKTG 515. Consumer Behavior (3); Sp

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.

MKTG 546. Social Media (3), Sp

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.

MKTG 573. Advertising (3); Fa, Sp

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.

MKTG 574. International Marketing (3); Sp

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.

MKTG 589. Strategic Brand Marketing (3); Fa

This course will offer an overview of brands, branding, brand strategy, brand portfolios and brand management. Students will examine how to create and maintain strong brands and brand portfolios.

MKTG 651. Managerial Approach to Internet Marketing Strategies (3); Fa, Sp

This course focuses on a managerial approach to internet marketing strategies. Students will be introduced to the most current managerial tactics and trends in the field of internet marketing. Students will gain an appreciation for consumer behavior in a digital world, communication via traditional and emerging media, business analytics, strategic planning, problem solving and decision making.

MKTG 684. Marketing Management (3); Fa, Sp, Su

The approaches and problems of marketing decision making, considered from the standpoint of the marketing manager.

Media Arts & Technology

Prof. Miriam Langer, Department Chair
Trolley Building, Room 136
PHONE: 505-454-3588
Email: melanger@nmhu.edu

Faculty

Mariah Fox Hausman, MFA (Media Arts)
Miriam Langer, MFA (Media arts)
Angela Meron, MFA (Media Arts)
Stuart Gelzer, MFA (Media Arts)
Lucia Duncan, MFA (Media Arts)
Jonathan Lee, MA (Software Systems Design)
Rianne Trujillo, MA (Software Systems Design)

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

Master of Software Systems Design (MS)

Applying to the MA or MS in Media Arts Degree

Although the Media Arts & Computer Science and the SSD program adheres to the NMHU admission guidelines, the program conducts its own selections and admissions process for all graduate applications. Applications are generally for full-time enrollment only, part-time study is discouraged. Applications are reviewed annually and students are encouraged to apply by April 15 for priority consideration. Students who are interested in applying for assistantships in particular are encouraged to apply early, since assistantships are granted based in part upon admission to the program.

Requirements for admission to the MA or MS Program:

Students should submit the following:

- An application form (available from the Graduate Student Office)
- A personal statement
- Copies of all transcripts
- Three letters of reference from individuals familiar with the students' academic abilities, work experience, and personal characteristics
- A link to your online portfolio (containing 20 examples for 2d work or 5 minutes of video), which demonstrates proficiency in: photography, videography, and digital imaging (tools in the Adobe creative suite) for MACS. Links to three projects in your area of interest (code, games, or hardware projects); examples should be of your own work, if projects were group created, please include a write up detailing your role in the project for the MSSD program.

Full and Provisional Acceptance: To gain admission to the program, students should have at least a 3.0 overall GPA (based on a 4.0 scale). Students who do not meet these requirements but who demonstrate other strengths may be admitted to the program on a provisional status while they make up deficiencies. Students with a low GPA must maintain a 3.0 or higher GPA for the first year and then the provisional acceptance is waived. Students with a deficit in a certain area (photography, videography, and/or digital imaging) must take the course(s) in question at NMHU and must pass with

an A in order to be admitted into the program and allowed to take graduate 500 and 600 level courses.

Successful applicants should demonstrate the ability to perform well in a challenging academic program, the interest and ability to perform creative research, and the personal communication skills necessary for the field of Media Arts or Software Systems Design. The successful applicant will possess goals and a career orientation that are congruent with the Media Art program's philosophy and emphasis.

Supplies

A personal laptop is strongly recommended for each graduate student in the department. The department provides industry standard software, but unfettered access through a personal computer is recommended.

Scholarship

To qualify for the degree you must earn a grade of B or better in every course. Grades of C or lower will not qualify for the MA or MS degree.

Media Arts & Computer Science - MACS

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 professionals 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 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

Requirements for MACS and MSSD

Degree Timeline

Year 1

Note: all provisional requirements must have been met prior to enrolling in graduate level courses

Fall: MACS MART 600 MSSD SSD 600

Elective SSD 541

Elective Elective

By the end of the semester:

Complete Program of Study and identify your committee chair and members. Deliver oral presentation to the entire Media Arts faculty.

Spring: MART 610 MSSD SSD 545

Elective Elective

Elective Elective

By the end of the first academic year:

Deliver a qualifying Oral Exam to the faculty. successful competition or the oral exam enables you to continue into the second year of the program. Note: a failing grade will terminate your continuation in the program.

Please address the following in your visual/oral presentation:

1. What is the scope of the field project/thesis?
2. List references for others who have done projects that inspire or inform the work you are proposing.
3. What do you hope to learn from the project that's new to you and the field in general?
4. What materials (hardware/software) do you need to achieve the project?
5. What do you hope to learn from the project that's new to you and the field in general?
6. Who is the best faculty team (you need two people in Media Arts and one person outside of the department) to help you achieve your goals?
7. What is your timeline for completion?

Year 2

Fall: MACS MART 620 MSSD SSD 534

Elective Elective

Elective Elective

Spring: Elective SSD 634

Field Project/Thesis Field Project/Thesis

By the end of the second academic year:

Submit final draft of field project paper or thesis to committee for review at least two weeks before the oral defense.

Defend field project or thesis to committee in a public presentation.

Submit graduation clearance paperwork

Master's Degree in Software-Driven Systems Design (MSSD)

Upon completing the program, Software Systems Design graduate students will have developed proficiency in a variety of programming languages and hardware solutions used by professionals in the fields of software development, web development, mobile development, game development, physical computing, and microcontrollers. Students synthesize their knowledge in a final field project or thesis.

Required Core: 23 credit hours

SSD 600 Principles of Software Designs (3)

SSD 541 Applied Algorithms & Architecture (3)

MART 610 Synthesis of Media Arts & CS (3)

SSD 534 Practicum (4)

SSD 634 Practicum (4)

Choose one:

SSD 697 Field Project (6) OR

SSD 699 Thesis (6)

Elective courses: 15 credit hours

Choose 5 courses from the following:

SSD 515 Game Development (3)

SSD 520 Mobile Applications (3)

SSD 525 Advanced Mobile Applications (3)

SSD 530 Advanced Web Applications (3)

SSD 531 Web Applications (3)

SSD 545 Ambient Computing (3)

SSD 552 JavaScript (3)

SSD 565 Patterns & Pattern Languages (3)

SSD 570 Interfaces (3)

MART 556 Physical Computing (3)

CS 573 Artificial Neural Networks (3)

CS 574 Machine Learning Algorithms (3)

CS 536 Human-Computer Interaction (3)

Core: 23 credit hours

Electives: 15 credit hours

Program Total: 38 credit hours

Media Arts (MART), Courses in

MART 505. Digital Painting (3); Fa

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.

MART 511. Graphics and Meaning (3); Fa

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.

MART 513. Non-Linear Digital Video Editing (3); Sp

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

MART 515. Design Projects for the Community (3); Var

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.

MART 517. Publication Design (3); Sp

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.

MART 518. Principles of Multimedia (3); Fa

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

MART 522. HD Cinema Workshop (3); Sp

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.

MART 526. Multimedia Project Management (3); Alt, Sp, Odd

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.

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

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

MART 528. Principles of Game Design (3); Var

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.

MART 534. Practicum (3); Var

A course designed to let graduate students develop leadership on multimedia projects. Prerequisite: Permission of Instructor.

MART 535. Selected Topics in Media Arts (1 – 4 VC); Var

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

MART 536. Experimental Video Production (3); Var

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.

MART 538. Advanced Multimedia Project Management (3); Alt, Sp, Odd

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

MART 541. Application Training in Media Arts (1); Var

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.

MART 546. Screenwriting (3); Fa

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.

MART 547. Digital Photography 3: Studio Lighting (3); Sp

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.

MART 549. Digital Photography 4: Photographic Installation (3); Var

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.

MART 556. Physical Computing (3); 2, 2 Sp

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.

MART 557. Surround and Installation Workshop (3); Var

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

MART 559. Advanced Interactive Multimedia (3); Fa

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.

MART 560. Alternative Photographic Techniques (3); Var

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.

MART 561. Advanced Design Practice (3); Fa

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.

MART 562. Video Effects (3); Var

The study of digital video, post-production techniques, such as chroma key production, image morphing, and video composing.

MART 563. Video Animation (3); 2, 2 Var

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

MART 564. Advanced Digital Cinema (3); Var

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.

566. Audio for Video (3); Var

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.

MART 567. Character Animation (3); Var

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.

MART 568. Advanced LightWave Modeling (3); 3, 0 Var

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

MART 569. Advanced Video Animation (3); Var

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.

MART 570. Advanced Design Practice 2 (3); Var

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. Fa

MART 572. Distributed Network Production (3); Var

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.

MART 573. Typography II (3); Var

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

MART 575. Advanced Screenwriting Workshop (3); Fa

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.

MART 577. Typography (3); Fa

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.

MART 590. Independent Study (1 – 4 VC); Var

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

MART 594. Cultural Technology Mentorship (1 - 4); Var

A course designed to help students develop leadership skills and complete the necessary training for an AmeriCorps placement. Prerequisite: Permission of Instructor

MART 595. Exhibition Design (3); Alt, Sp, Odd

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

MART 596. Advanced Exhibition Design (3); Alt, Sp, Odd

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

MART 598. Professional Internship (1 – 6 VC); Var

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.

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

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.

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

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

MART 620. Multimedia Project Development (3); Fa

A study of the processes, techniques, and tools used in the development of sophisticated multimedia-based projects. The course focuses on both the theoretical and practical aspects of multimedia design and programming. A key component 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.

MART 697. Field Project (1 – 6 VC); Var

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

MART 699. Thesis (1 – 6 VC); Var

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

Software-driven Systems Design (SSD), Courses in**SSD 515. Game Development (3); Sp**

This course teaches the basic concepts of game development for casual games. Topics include: character movement, physics, collision detection, attacking, and scoring.

SSD 520. Mobile Applications (3); Sp

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.

SSD 525. Advanced Mobile Applications (3); Fa

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.

SSD 530. Advanced Web Applications (3); Alt, Fa, Odd

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.

SSD 531. Web Applications (3); Sp

This course will combine web technologies such as HTML5, CSS3, PHP, Javascript, and ore to create web-based applications for modern platforms.

SSD 534. Practicum (4); Fa

Production level work with specific responsibilities to student's previous coursework. Prerequisite: Permission if Instructor.

SSD 535-635. Selected Topics in Software-driven Systems Design (1-4 VC); Var

Selected topics in software-driven systems design. May be repeated with change of topic.

SSD 541. Applied Algorithms and Architecture (3); Fa

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.

SSD 545. Ambient Computing (3); Sp

This course is an exploration of the world of the "invisible" computer. The student will use embedded computers & sensors to learn & then create a robust device that interacts with a specific environment. The course will examine a variety of schemes & approaches to developing computer programs for processors that have no keyboard or screen. We will examine the state of ambient computing technologies & adaptive algorithms. This course compliments the Physical Computing curriculum, but looks at processors that are move complex than the Arduino system. Prerequisite: SSD 541

SSD 552. Javascript (3); Fa

The purpose of this course is to teach Javascript basics and popular industry standard frameworks.

SSD 565. Patterns and Pattern Languages (3); Sp

Exploration of design patterns across several programming languages. Prerequisite: SSD 600.

SSD 570. Interfaces (3); Alt, Sp, Even

Exploration of alternative human computer interfaces. Prerequisite: SSD 600.

SSD 600. Principles of Software Design (3); Fa

Fundamental concepts in software design.

SSD 634. Practicum II (3); Sp

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.

SSD 690. Independent Study (1-4 VC); Var

Independent study in systems-driven software design. Prerequisite: Permission of instructor.

SSD 697. Field Project (1 – 6 VC); Var

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

SSD 699. Thesis (1 – 6 VC); Fa, Sp

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

School of Education

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Victoria D. de Sanchez Teacher Education Center, Room 114B
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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

Patricia Cruz, Ed.D. (Educational Leadership)
Kevin Ensor, Ph.D. (School Counseling)
Geri Glover, Ph.D. (School & Clinical Counseling)
Anna Koch, Ph.D. (Rehabilitation & Clinical Counseling)
Douglas Main, Ph.D. (Rehabilitation & Clinical Counseling)
Michael Morad-McCoy, ABD (Clinical Counseling)
Seonsook Park, Ph.D. (Curriculum & Instruction/ Reading, TESOL)
Lori Rudolph, Ph.D. (Clinical Counseling)
P.J. Sedillo, Ph.D. (Special Education, Gifted Education)
Pedro Vallejo Ed.D. (Educational Leadership)
Eva (Efstathia) Yerende, Ph.D. (Curriculum & Instruction/ Bilingual, TESOL)
Emily Williams, Ph.D. (Special Education)
Ann Wolf, Ed.D. (Curriculum & Instruction/ Reading)

Resources

The Teacher Education Center (TEC) building serves as a home for the Northeast Regional Education Cooperative, Advanced Placement-New Mexico, the Counselor Training Center, ME-SA-Northern New Mexico, and the Center for the Education & Study of Diverse Populations.

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.

In addition, 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, institutions of higher education and counseling agencies. 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 Programs in Education and Counseling

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 coursework in educational content and 12 credits in a selected emphasis field, as well as 12 credits in appropriate research methodologies. Educational 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 clinical mental health counseling and clinical rehabilitation counseling concentrations require a 60 semester-hour curriculum. All four concentrations require successful completion of coursework, internship experience, an exit exam, and a case presentation or professional paper. 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 educational 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.

The master of arts in counseling and guidance offers a variety of concentrations in school counseling, rehabilitation counseling, clinical mental health counseling and clinical rehabilitation coun-

seling. The different concentrations 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, TESOL, Bilingual Education, and Gifted 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.

Education

Master of Arts in Counseling (MA)

Counseling

The core of the counseling program is the same for all four concentrations. Then, each concentration has a set of courses that prepare you to work within different settings. We have only one fully online concentration which is a 48-credit concentration in Rehabilitation Counseling. For our other three concentrations, although a number of courses are available online for our Las Vegas Campus, and Farmington and Santa Fe Centers, there are several courses that are taught via online video technology, and three-four courses which must be taken in-person. Students in the Rio Rancho/Albuquerque area take most of their courses in person. Also, please be aware that only a handful of our online courses are taught completely asynchronously. Most of our online courses do have a scheduled online meeting time.

The Clinical Mental Health Counseling concentration prepares and qualifies graduates to apply to be Licensed Mental Health Counselors (LMHC) with the New Mexico Counseling and Therapy Practice Board, and the applicant is then granted permission to sit for the National Counselor Exam (NCE). The LMHC is the initial license for clinical mental health counselors in New Mexico and is the first step toward becoming a Licensed Professional Clinical Counselor (LPCC) who can work independently. Clinical mental health counselors work in a variety of settings including agencies, school health clinics, private practice, behavioral health institutions, drug and alcohol rehabilitation centers, and community clinics. They work with people individually, in groups, and as families on issues which can range from minor adjustment problems to chronic mental illness.

Clinical Rehabilitation Counselors work in settings as identified below under the 48-credit Rehabilitation Counseling concentration, but also have the additional training needed for licensure as mental health counselors with the general population and qualify to apply to be Licensed Mental Health Counselors (LMHC) with the New Mexico Counseling and Therapy Practice Board.

The School Counseling concentration qualifies and prepares counselors to apply for licensure by the New Mexico Public Education Department. School counselors work in PreK-12 settings following a model such as the one promoted by the American School Counselor Association. School counselors do classroom guidance (preventative education); group and individual counseling; program management; and, student planning.

Our 48-credit Rehabilitation Counseling concentration is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and graduates are qualified

to apply for their Certified Rehabilitation Counselor (CRC) credential. Rehabilitation Counseling also meets requirements for licensed rehabilitation counselors in the schools set by the State of New Mexico Public Education Department. Rehabilitation counselors work in vocational rehabilitation settings with people with a variety of disabilities including chronic mental illness, physical disabilities, traumatic brain injury, developmental delays, and drug and alcohol dependence. Rehabilitation counselors work in schools (typically high schools) as transition counselors assisting students with special needs in transitioning into and out of high school. In addition,

Applications for the Counseling Program are reviewed twice each year just after the application deadlines; Spring semester, October 31st, Summer & Fall semesters, April 15th.

In addition to the concentrations described above, the Counseling Department has three certificate programs that lead to licensure in their respective fields. Programs are open to students with a Master's Degree in Counseling, or a Related Counseling Field as determined by the counseling faculty. Coursework qualifies a person to apply for licensure. Licensure is conferred by respective state agencies. The Professional Counseling Certificate coursework qualifies a person to apply with the New Mexico Counseling and Therapy Practice Board for the LMHC. The Rehabilitation Counseling Certificate coursework qualifies a person to apply for National Rehabilitation Certification (CRC) under Category R if the applicant meets the requirement of thirty-six months of acceptable work experience, including twenty-four months supervised by a CRC. The School Counseling Certificate coursework qualifies a person to apply to the New Mexico Public Education Department for school counselor licensure. A specialization in vocational evaluation is also available to students in the rehabilitation counseling concentration. Students must complete COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning and COUN 648 Advanced Vocational Evaluation with an internship in vocational evaluation.

For graduation, students must complete all coursework with a minimum of a 3.0 overall GPA, successful completion of internships, a written comprehensive exam, and a comprehensive case presentation or professional paper. The written exam is the Counselor Preparation Comprehensive Exam (CPCE), which covers the eight core-curriculum content areas. Rehabilitation counseling students can choose to take the Certified Rehabilitation Counselor (CRC) Exam that covers ten curriculum areas rather than the CPCE.

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 student to determine the need for and nature of remediation.) The purpose of these assessments is to determine students' suitability and potential for development as counselors. 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 student of this concern. According to the ACA and the American School Counselor Association (ASCA), 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 dis-enroll from the program altogether.
- If remediation is required, the student has the option to appeal such decisions. The steps of the appeal process are:
 - The student writes an appeal within one week of receiving the remediation plan stating the reasons why the student believes the remediation to be unjust or inappropriate. The statement is addressed to the student's 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.

Program Summary Credit Hours Totals:

Program Totals:

Clinical Mental Health Counseling = 60 credit hours

Clinical Rehabilitation Counseling = 60 credit hours

Rehabilitation Counseling = 48 credit hours

School Counseling = 60 credit hours

Rehabilitation Counseling with Vocational Evaluation Specialization = 54 credit hours

Master of Arts in Counseling (MA)

The program is structured around two components: core curriculum, which includes research and methodology, and concentration specific coursework.

Required core: 39 6 credit hours

- COUN 600 Theories and Practice of Counseling
- COUN 601 Professional Counseling and Ethical Practice (3)
- COUN 603 Career Development (3)
- COUN 605 Essential Interviewing and Process in Counseling (3)
- COUN 607 Group Counseling Theory and Practice (3)
- COUN 608 Assessment and Testing (3)
- COUN 609 Human Growth and Development (3)
- COUN 611 Social Justice and Cultural Diversity (3)
- COUN 628 Research and Program Evaluation (3)
- COUN 631 Addiction Counseling Theory and Practice (3)
- COUN 634 Practicum (3)
- COUN 698 Internship in Counseling (6)*

* 600 hours over two semesters. Three credits each semester. This can be done in one semester with approval of adviser in special circumstances. In cases where a student is unable to complete the hours requirement by the end of the second semester of internship, the student must continue to enroll for at least one credit hour of COUN 698 until requirements are met.

Core Total: 39 credit hours

Students choose one of the following concentrations:

Concentration in Clinical Mental Health Counseling

Required courses:

- COUN 610 Diagnosis and Treatment Planning (3)
- COUN 615 Family and Couples Counseling (3)
- COUN 619 Issues in Clinical Mental Health Counseling (3)
- COUN 629 Trauma and Crisis Intervention (3)

Electives: 9 credit hours

Choose three courses in consultation with an adviser.

Concentration Total: 21 credit hours

Core Total: 39 credit hours

Program Total: 60 credit hours

Concentration in Clinical Rehabilitation Counseling

Required Courses:

- COUN 610 Diagnosis and Treatment Planning (3)
- COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation (3)
- COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning (3)
- COUN 649 Psychiatric Rehabilitation and Co-Occurring Disorders (3)
- COUN 673 Medical Aspects of Disability (3)
- COUN 674 Psychosocial and Cultural Aspects of Disability (3)

Electives: 3 credit hours

Choose one course in consultation with an adviser.

Concentration Total: 21 credit hours

Core Total: 39 credit hours

Program Total: 60 credit hours

Concentration in Rehabilitation Counseling

Students may choose a specialization in vocational evaluation in addition to this emphasis (see below).

Required courses: 9 credit hours

COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation (3)

COUN 673 Medical Aspects of Disability (3)

COUN 674 Psychosocial and Cultural Aspects of Disability (3)

Concentration Total: 9 credit hours

Core Total: 39 credit hours

Program Total: 48 credit hours

Concentration in School Counseling

Required courses: 15 credit hours

COUN 602 Counseling Children & Adolescents (3)

COUN 615 Family and Couples Counseling (3)

COUN 620 School Counseling P-12

COUN 633 College and Career Planning P-12

COUN 636 Restorative Justice and Conflict Resolution

Electives: 6 credit hours

Choose one course in consultation with an adviser.

Concentration Total: 21 credit hours

Core Total: 39 credit hours

Program Total: 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 Vocational Evaluation, Assistive Technology, and Transition Planning (3)

COUN 648 Advanced Vocational Evaluation (3)

Additional Requirement:

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 concentration.*

Specialization total: 6 credit hours

Rehabilitation Concentration: 48 credit hours

Program total: 54 credit hours

Certificates

The following certificate programs are open to students with a Master's Degree in Counseling, or a Related Field as determined by the counseling faculty. Coursework qualifies a person to apply for licensure. Licensure is conferred by the respective state agency.

Professional Counseling Certificate (LMHC)

The Certificate Program in Professional Counseling qualifies a person to apply Licensure through the New Mexico's Counseling and Therapy Practice Board as an Licensed Mental Health Counselor (LMHC), and the applicant is then granted permission to

sit for the National Counselor Exam (NCE). An LMHC enables the person to practice mental health counseling under supervision while working toward licensed professional clinical counselor (LPCC) Status.

Required courses:

COUN 609 Human Growth and Development (3)

COUN 610 Diagnosis and Treatment Planning (3)

COUN 615 Family and Couples Counseling (3)

COUN 619 Issues in Clinical Mental Health Counseling (3)

COUN 629 Trauma and Crisis Intervention (3)

COUN 698 Internship in Counseling (Clinical Setting) (3)

Certificate Total: 18 credit hours

Rehabilitation Counseling Certificate (CRC, PED K-12)

The Certificate Program in Rehabilitation Counseling qualifies a person to apply for National Rehabilitation Certification (CRC) under Category R if the applicant meets the requirement of thirty-six months of acceptable work experience including twenty-four months supervised by a CRC.

A second option is available for residents 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 students who have an IEP (Individualized Education Plan), and with students in transition in the schools.

Required courses:

COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation (3)

COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning (3)

COUN 649 Psychiatric Rehabilitation and Co-Occurring Disorders (3)

COUN 673 Medical Aspects of Disability (3)

COUN 674 Psychosocial and Cultural Aspects of Disability (3)

COUN 698 Internship in Counseling (Rehabilitation Setting) (3)

Certificate Total: 18 credit hours

School Counseling (PED K-12)

The Certificate Program in School Counseling qualifies a person to sit for the School Counseling exam through the PED. Upon passing this exam, the person can apply for a school counselor license and be eligible to work in public and private schools as a school counselor.

Required courses:

COUN 602 Counseling Children and Adolescents (3)

COUN 615 Family and Couples Counseling (3)

COUN 620 School Counseling P-12

COUN 698 Internship in Counseling (School Setting) (3)

Certificate Total: 12 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)

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, gifted education, TESOL, 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.

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.*

Program Total: 36 credit hours

Additional stipulations for admission to the Master of Arts in 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.

AP-New Mexico was developed at NMHU in 1993 to encourage and support teachers and schools in New Mexico to expand Advanced 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

- GNE 630 Advanced Placement Institute (3)
- GNE 640 Curriculum Design & Management for Advanced Placement (3)
- GNE 650 Foundations of the Advanced Placement Program, Leadership Approaches, & Vertical Teaming (3)
- GNE 652 Advanced Placement (3)

Certificate total credit hours required: 12 Credit hours

Bilingual Education Certificate

Post baccalaureate students seeking a certificate leading to a bilingual education endorsement must complete a minimum of 12 credits 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 Preuba de Español papr la Certificacion Bilingue 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 Unite at NMPED regarding these language matters.

Required courses: 12 credit hours

- GNE 512 Theories and Principles of Bilingual Education (3)
- GNE 537 Instructional Methods for the Bilingual Classroom (3) (SPAN 300 prerequisite)
- RDED 516 Reading in the Bilingual Classroom/La Esenanza de lectura en el Salon Bilingue
- OR
- RDED 545 Literatura infantil y juvenil (3)
- RDED 527 Reading in the Content Area (3)

Certificate total credit hours required: 12 credit hours

Reading Certificate

Post baccalaureate students seeking a certificate leading to reading endorsement must complete a minimum of 12 credits 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 guideline 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 545 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

Secondary Education Certificate

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.

Required Courses: 28 credit hours

- GNEB 251 Field-Based 1 Teacher Preparation Experience (1)
- GNEB 351 Field-Based 2 Teacher Preparation Experience (2)
- GNEB 302 Educational Psychology (3)
- RDED 527 Reading in the Content Area (3)
- GNEB 510 The Art and Science of Teaching (3)
- GNEB 544 Computer Application in Education (3)
- GNEB 451 Field-Based 3 Teacher Prep Experience (6)
- GNEB 555 Classroom Management

Certificate total credit hours required: 28 credit hours

TESOL Certificate

Post baccalaureate students seeking a certificate leading to an endorsement in Teaching English to speakers of Other Languages (TESOL) must complete a minimum of 12 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)
- GNEB 520 Sheltered English (3)
- RDED 527 Reading in the Content Area (3)
- RDED 520 Literacy for English Language Learners (3)

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: 18 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)

Option One (6 credit hours):

- EDLD 698 Internship 1 (3) (Required for all K-12 licensure candidates)
- EDLD 698 Internship 2 (3) (Required for all K-12 licensure candidates)

Option Two Electives (6 credit hours):

- 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)
- GNEB 663 Principles of Curriculum Construction (3)
- EDLD 690 Independent Study (1-4)

Research Methodology: 6 credit hours

- GNEB 605 Statistics for Educators (3)
- GNEB 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.*

Program total 36: 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 NNMPED 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)

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)

Research Methodology: 6 credit hours:

- GNEED 605 Statistics for Educators (3)
- GNEED 610 Educational Research Interpretation (3)

Emphasis Area (choose option 1 or 2): 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 Psycho-cultural/Psychosocial Aspects of Disability (3)

Option 2 (licensure)

Students seeking special education licensure as part of the MA program are expected to complete the following 12 credit sequence:

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

Concentration in Gifted and Talented Education

Required courses (replaces option 1 or 2, above): 12 credit hours

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)

Concentration Total: 12 credit hours

Program Total: 36 credit hours

Special Education Certificate Leading to Licensure

Please contact the School of Education for the licensure requirements from the State Department of Education.

Required Courses: 33-36 credit hours

- GNED 201 Introduction to Teaching (3)
- SPED 214 Introduction to Special Education (3)
- GNED 251 Field-Based 1(1)
- GNED 351 Field-Based 2 (2)
- GNED 444/544 Technology in Education (3)
- GNED 451 Field Based II Teacher Preparation Experience-Secondary (6)
- OR
- SPED 434/534 Practicum in Special Education (3)
- RDED 411/511 Teaching and Diagnosis of Reading (3)
- SPED 401/501 Diagnosis of Exceptional Child (3)
- SPED 410/510 Curriculum & Methods for Students with Mild & Moderate Exceptionalities (3)
- SPED 420/520 Curriculum & Method for Student Severe/Except (3)
- SPED 430/530 Reading Instruction in Special Education (3)
- SPED 455/555 Classroom Management (3)

Certificate total credit hours required: 33-36 credit hours

Counseling and Guidance (COUN), Courses in

COUN 535 – 635. Selected Topic in Counseling and Guidance (1 – 4 VC); Var

Course in topic or topics in counseling and guidance. May be repeated with change of content.

COUN 600. Theories and Practice of Counseling (3); Fa, Sp

This course provides an overview of the history, such as legislation, government policy and philosophy of the counseling profession and its specialty areas. The roles, setting, delivery modalities and functions of all professional counselors, certification and responsibilities, public policy, standards and their relationships with human service and integrated behavioral health care systems are addressed. Legal and ethical aspects of professional counseling including ethical decision-making models will be addressed. Additional topics include benefits of membership in professional counseling organizations; current labor market trends in relation to credentialing bodies; the impact of technology on the profession; advocacy; strategies for personal and professional self-evaluation; implications for practice; and, the importance of self-care strategies for the counselor.

COUN 601. Professional Counseling Orientation and Ethical Practice (3); Fa, Sp

This course covers ethical standards and an overview of the history of counseling, such as legislation, government policy and philosophy of the counseling profession and its specialty areas. The professional roles, setting, delivery modalities and functions of counselors including those in specialty areas are discussed. The role of certification and licensure and related responsibilities, public policy, standards and their relationships with human service and integrated behavioral health care systems are addressed. Additional topics addressed include benefits of membership in professional

counseling organizations, current labor market trends in relation to credentialing bodies, the impact of technology on the profession, strategies for personal and professional self-evaluation and implications for practice and the importance of self-care strategies for the counselor.

COUN 603. Career Development (3); Fa, Sp

This course reviews theories and models of career development, counseling and decision-making. Students will learn approaches for conceptualizing the relationships among and between work, mental wellbeing, relationships, and other life roles and factors. They will develop processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems. Students will develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development; career development program planning, organization; advocating for diverse clients' career and educational development and employment opportunities in a global economy; and facilitating client skill development for career, educational, and life-work planning and management.

COUN 605. Essential Interviewing and Process in Counseling. (3); Fa, Sp

This course serves as the student's first formal exposure to essential interviewing, counseling and case conceptualization skills to aid students in developing a personal model 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 interviewing, and counselor characteristics. Prerequisites: COUN 600 and COUN 601.

COUN 607. Group Counseling Theory and Practice (3); Fa, Sp

This course introduces students to theory and principles of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors and therapeutic factors of group work will be discussed. Students will have the opportunity to apply these principles through role-playing, participating as group members in an experiential component of this course as well as designing, planning, leading, and co-leading group sessions for diverse client populations. Prerequisites: COUN 600 and COUN 601.

COUN 608. Assessment and Testing (3); Fa, SP

This course includes the history and effective methods of conducting ethical and culturally sensitive assessments and testing in the field of counseling for individuals and groups relevant to career, educational, personal, and social development. It will include assessments of suicidal risk, harm to self and others, trauma and abuse, and mandatory reporting. Students will explore statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Norm-referenced and criterion-referenced standardized data information gathering methods will be explored. A variety of assessment measures such as environmental assessments, behavioral observation checklist, personality, and psychological testing will be discussed to assist in diagnosis developmental, behavioral, and mental disorders.

609. Human Growth and Development (3); Fa, Sp

This course is designed to provide students with an overview of the theories of learning, normal and abnormal personality develop-

ment, and individual and family development from conception to late adulthood. The focus is on the biological, neurological, and physiological factors that affect human development and behavior, including the theories and etiology of addiction and co-occurring disorders. Systemic and environmental factors that affect human development, functioning, and behavior will also be addressed as well as the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. In addition, classifications of pharmacological drugs will be discussed with an emphasis on appropriate medical referral and consultation with mental health providers. The course provides a general framework for understanding differing abilities and strategies for differentiated interventions. Emphasis will be placed on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

COUN 610. Assessment and Treatment Planning (3); Sp, Su

This course explores the way counselors frame and diagnosis difficult and problematic human behavior and characteristics. It begins with an exploration of the historical, philosophical, and scientific foundations of the field's primary diagnostic framework, the DSM. It discusses the strengths and limitations of that framework and the reasons it is important for counselors to understand and master that framework. The course then explores the ways counselors use the DSM framework to provide diagnoses of clients and prepare treatment plans based on those diagnoses. The discussion of treatment plans also provides an overview of how various psychopharmacological treatments are used to treat various DSM diagnoses and the strengths and limitations of such treatments. Learning tools include reading, discussion, simulated client presentations and explorations of how those presentations might be diagnosed using the DSM framework.

COUN 611. Social Justice and Cultural Diversity (3); Fa, Sp

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence, social justice and advocacy with emphases on pluralistic characteristics within and among diverse groups nationally and internationally and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism.

COUN 612. Mental Health Ethics, Law and Practice (3); Fa, Su

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.

COUN 614. Existential Counseling (3); Su

This course is designed to give the student an in-depth understanding of the principles and techniques of existential counseling. Existential counseling is defined as both a theoretical orientation and a practical approach to working with individuals and their problems with everyday living. Attention is given to the application

of existential principles to culturally diverse populations. It is also seen how existential counseling responds to current needs for more brief forms of counseling. The overall approach includes the development of understanding through personal reflection.

COUN 615. Family and Couples Counseling (3); Fa, Su

This course will provide an introduction to the basic concepts and principles of family and couple therapy. The emphasis is on understanding family and other systems theories, the structure and function of marriage/domestic partnerships, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage/domestic partnership and family systemic models. Issues include evaluation of families, diagnosis in a family context, interviewing strategies, redefining problems in a family systems context, and treatment principles. Prerequisites: COUN 600 and COUN 601.

COUN 616. An Overview of Art Therapy and the Creative Process (3); Var

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.

COUN 617. Art/Play Therapy/Sandtray Counseling (3); Var

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.

COUN 619. Issues in Clinical Mental Health Counseling (3); Sp, Su

This course is a study of the foundations, contextual dimensions and practice of clinical mental health counseling. It will cover the history and development of clinical mental health counseling, and theories and models specific to CMHC. Contextual dimensions in CMHC including roles and settings, etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders will be examined. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare and the mental health counseling services networks will be reviewed. Students will examine legislation and government policy relevant to clinical mental health counseling. They will learn about record keeping, third party reimbursement, and other practice and management issues in clinical mental health

counseling. In addition, students will explore strategies related to interfacing with legal systems and behavioral health care professionals while advocating for persons with mental health issues.

COUN 620. School Counseling P-12 (3); Sp, Su

This course provides knowledge and skills necessary for school counselors to implement a developmentally appropriate, comprehensive school counseling program. Students learn school counselor roles as counselors, educators, leaders, advocates, members of multidisciplinary teams, and systems change agents in P-12 schools. They will explore models of school counseling programs with a special emphasis on developing a RAMP (Recognized ASCA Model Program). They will explore core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. Students will learn interventions to promote academic development, techniques of personal/social counseling in school settings, and to discuss assessments specific to P-12 education. Other topics include school-based collaboration and consultation.

COUN 621. Grief, Loss and Expressive Arts Therapy (3); Var

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 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.

COUN 622. Play Therapy (3); Var

This course focuses on training to be a therapeutic agent in the lives of children through the utilization of play therapy. Alt Su, even

COUN 623. Foundations of Addiction: Alcohol Abuse (3); Sp

Foundation of Addictions – Alcohol Abuse is one of four courses focusing on Substance Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). The Foundation of Addictions – Alcohol Abuse covers: a) overview of alcohol abuse addictions, b) etiology models of alcohol abuse addictions, c) different populations effected by alcohol abuse addictions, and d) implications of alcohol abuse addictions.

COUN 624. Foundations of Addiction: Drug Abuse (3); Su

Foundation of Addictions – Drug Abuse is one of four courses focusing on Drug Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). The Foundation of Addictions – Drug Abuse covers: a) overview of drug abuse addictions, b) etiology models of drug abuse addictions, c) different populations effected by drug abuse addictions, and d) implications of drug abuse addictions.

COUN 626. Treating Individuals with Alcohol Abuse (3); Su

Treating Individuals with Alcohol Abuse Addictions is one of four courses focusing on Substance Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). Treating Individuals with Alcohol Abuse Addictions covers: a) overview of alcohol abuse treatments, b) DSM and ICD diagnoses of alcohol abuse verses alcohol dependence, c) responding to the needs of different populations of alcohol abusers, and d) implications for addictions counselors in regards to their treatment of individuals with alcohol abuse addictions.

COUN 627. Treating Individuals with Drug Abuse (3); Fa

Treating Individuals with Drug Abuse Addictions is one of four courses focusing on Drug Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). Treating Individuals with Drug Abuse Addictions covers: a) overview of drug abuse treatments, b) DSM and ICD diagnoses of drug abuse verses drug dependence, c) responding to the needs of different populations of drug abusers, and d) implications for addictions counselors in regards to their treatment of individuals with drug abuse addictions.

COUN 629. Trauma and Crisis Intervention (3); Fa, Su

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.

COUN 631. Addiction Counseling Theory and Practice (3); Fa, Sp, Su

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.

COUN 632. Counseling Children and Adolescents (3); Sp, Su

This course provides knowledge and skills necessary to provide developmentally appropriate therapeutic interventions for children, adolescents and their families. Topics include characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; common medications that affect learning, behavior, and mood in children and adolescents; and, signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. Interventions to promote academic development and techniques of personal/social counseling along with ethical and legal considerations regarding minors and families will be examined throughout the course. Prerequisites: COUN 600 and COUN 601.

COUN 633. College and Career Planning P-12 (3); Fa, Su

This course is intended to prepare students to design and implement a data-driven comprehensive college and career counseling program for students in the P-12 academic setting. To prepare students to become effective school counselors who will assume a primary role in helping their students become college and career ready, specialized information about college and career search resources, college admission and selection practices, and the financial aid process will be presented. Additionally, the role of the school counselor in facilitating school and postsecondary transitions, methods to improve promotion and graduation rates, and strategies to promote equity in student achievement and college access will be emphasized throughout the course.

COUN 634. Practicum in Counseling (3); Fa, Sp, Su

This course provides students their first supervised field experience. Students must complete 100 clock hours of supervised counseling practice of which 40 hours must be direct service to clients. Students must also receive 1 hour a week of individual or triadic supervision with their site supervisors and 1.5 hours a week of group supervision. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 600, COUN 601, COUN 605.

COUN 635. Selected Topic in Counseling and Guidance (1 – 4 VC); Var

Course in topic or topics in counseling and guidance. May be repeated with change of content.

COUN 636. Restorative Justice and Conflict Resolution (3); Fa, Su

Conflict resolution skills can prove helpful where a lack of academic, social, and/or behavioral skills may lead to significant consequences for students in conflict, such as social isolation or academic decline. Conversely, students who exhibit competency in conflict resolution skills may be better able to adhere to the various academic and social demands as well as the peer norms. This course looks at school-based prevention models focused on conflict resolution, peer mediation, and other options for decreasing or resolving the incidence of peer conflicts. A particular emphasis is placed on examining the origins of interpersonal conflict and the most methods of communication used in effectively dealing with differences and managing conflict in the future.

COUN 640. Foundations, Case Management, and Job Placement in Rehabilitation (3); Sp, Su

Foundations, case management, and job placement in rehabilitation acquaints the student with the legislative, historical, and philosophical roots of rehabilitation counseling in America. This course will present an introduction to the case management process and procedures used in counseling and human service settings. In addition, this course aims to enhance the ability of rehabilitation counseling students to develop and implement successful job placement strategies for people with disabilities. Topics covered include federal and local mandates for rehabilitation of individuals with disability, organizational structures to assist individuals with disability, screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, job development, client education, referral, record keeping and consultation, as well as ethics and confidentiality. Current legislation and practice emphasizes participation, capabilities, adapting environments and building community for people with disabilities.

COUN 642. Case Management and Job Placement in Rehabilitation (3); Fa

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 an overview of the job placement and case management functions of rehabilitation counseling, and to enhance the ability of rehabilitation counseling students to develop and implement successful job placement strategies for people with disabilities. 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.

COUN 646. Vocational Evaluation, Assistive Technology, and Transition Planning (3); Fa, Su

In this course students will learn about vocational evaluation, assistive technology and transition planning. Students will learn how vocational evaluation is utilized in identifying and appraising an individual's level of functioning in relation to vocational preparation and employment decision making and serves as an educational process in which an individual gains greater self and work knowledge through participation in work activities designed to evaluate vocational skills, interests, and abilities. Through this process individuals learn about the functional impact of their disability in relation to their career options. Vocational assessment is essential to school to career transition planning. Students will learn how transition plans built upon accurate, current, and relevant information are most likely to result in positive outcomes. Assistive technology will be addressed from high to low tech in addition to the impact of relevant legislation and regulations.

COUN 648. Advanced Vocational Evaluation (3); Var

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.

COUN 649. Psychiatric Rehabilitation and Co-Occurring Disorders (3); Sp, Su

In this course students will learn about psychiatric rehabilitation concepts and principles, techniques, history, treatment settings and modalities; emphasizing issues central to mental health consumers such as empowerment, the consumer movement, family intervention, cross-cultural issues, recovery and reintegration within the community and the prevalence and impact of co-occurring disorders. Students will be introduced to the philosophical and empirical bases of psychiatric rehabilitation, including an overview of programming models, service-system issues, current research in psychological co-occurring disorders, and their treatment.

COUN 652. Death, Dying and Bereavement in Counseling (3); Var

Every counselor will inevitably be faced with clients who bring issues of death, dying or bereavement (DDB). These issues are likely

to raise powerful emotions because they are issues that every counselor must eventually face in their own lives. This class combines experiential and didactic learning to help students understand how DDB issues may affect their clients, and how their own emotions about death and dying might affect their response to their clients. Prerequisites: COUN 600, COUN 601.

COUN 654. Sexuality in Counseling (3); Var

This course explores issues of human sexuality that counselors can expect their clients to bring in the counseling relationship and how counselors' personal sexual attitudes and beliefs can affect the counseling relationship. These issues include, but are not limited to, sexual physiology, dominant culture sexual attitude, non-dominant culture sexual practice, gender and sexual identity, sexual abuse, sexuality across the lifespan, sexual issues in couples counseling, difficulties of sexual desire and functioning, sexual transference and countertransference. Prerequisites: COUN 600, COUN 601 or permission of instructor.

COUN 673/SPED 673. Medical Aspects of Disability (3); Sp, Su

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.

COUN 674/SPED 674. Psychocultural/Psychosocial Aspects of Disability (3); Sp, Su

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

COUN 690. Independent Study (1–4 VC); Var

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

COUN 692. Independent Research (1–4 VC); Var

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

COUN 696. Professional Paper (1); Var

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 a mandatory course unless the student needs to continue to be enrolled in the university but has no courses remaining to be taken.

COUN 697. Field Project (1–6 VC); Var

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

COUN 698. Internship in Counseling (1-6 VC); Fa, Sp, Su

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. The internship is the final and most comprehensive professional experience in 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. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 600, COUN 601, COUN 605, COUN 607, COUN 634.

COUN 699. Thesis (1–6 VC); Var

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

Early Childhood Multicultural Education (ECME), Courses in

ECME 515. Principles of Early Childhood Multicultural Education (3); Fa

An in-depth study of the historical, theoretical, and philosophical development of early childhood education and its implications on current issues and problems.

ECME 524. Curriculum in Early Childhood Multicultural Education Programs (3); Sp

An in-depth study of various early childhood education curricula and the development and design of a curriculum guide.

ECME 528. Organizational Designs of Early Childhood Multicultural Education Programs (2); Fa

Planning early childhood education programs for teachers, supervisors, administrators, and social workers.

ECME 529. Teaching the Perceptual Skills (2); Sp

The rationale, the techniques, and the sequence of teaching auditory, oral, visual, and psycho-motor skills prior to reading, writing, and arithmetic.

ECME 534. Practicum in Early Childhood Multicultural Education (1–4 VC); Var

Campus work placement with specific responsibilities over a sustained period of time. Prerequisite: Permission of instructor.

ECME 535. Selected Topic in Early Childhood Multicultural Education (1–4 VC); Var

Course in topic or topics in early childhood education. May be repeated with change of content.

ECME 582. Early Childhood/Special Education (3); Su

Developing an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: SPED 582.

ECME 590-690. Independent Study (1–4 VC); Var

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

ECME 592-692. Independent Research (1–4 VC); Var

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

Education, General and Secondary (GNED), Courses in

GNED 510. The Art and Science of Teaching in Secondary Schools (3); 3, 2 Fa

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.

GNED 512. Theories and Principles of Bilingual Education (3); Sp

Fundamental theories and principles of bilingual education, preparing the prospective teacher to address the issues and concerns intelligently in the classroom.

GNED 517. English as a Second Language (3); Fa, Sp

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.

GNED 520. Sheltered English for Content Area Instruction (3); Fa

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.

GNED 522. Licensure Test Prep Language Arts & Writing (1); Fa, Sp

This course is designed to help students preparing to take the New Mexico Teacher Licensure test focusing on the Essential Academic Skills Assessment of reading and writing.

GNED 524. Licensure Test Prep Teacher Competency (1); Fa, Sp

This course is designed to help students preparing to take the New Mexico Teacher Licensure test focusing on the Professional Knowledge.

GNED 526. Licensure Test Prep Math (1); Fa, Sp

This course focuses on the Essential Academic Skills Assessment and the Assessment of Math to help students preparing to take the teacher licensure test. This course is designed to be a review of the Pre-Algebra and Algebra I content covered on the Math section of the New Mexico Teacher Licensure test.

GNED 535–635. Selected Topic in General Education (1–4 VC); Var

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

GNED 536. Parent and Community Involvement (3); Fa

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.

GNED 537. Instructional Methodologies for Use in Spanish/English Bilingual Classrooms (3); Fa

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.

GNED 544. Technology in Education (3); Fa, Sp

Provides teachers a working knowledge of the microcomputer and its specific applications in education. A special fee is charged.

GNED 545. Knowledge of the Profession (3); Fa, Sp

Legal, ethical, career, and organizational issues related to education. Students will be given experiences to assist them in communicating effectively with different individuals involved in the educational process. Prerequisite: Complete all required coursework (major and minor) and admission to student teaching. Corequisite: Appropriate major Field-Based III experience.

GNED 555. Classroom Management (3); Fa, Sp

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.

GNED 561. Assessment and Evaluation of Students (3); Fa, Sp

Problems in the construction and use of teacher made and standardized tests. The course also emphasizes the gathering and interpreting of data, reporting or test information, and development of a district-wide testing program.

GNED 590-690. Independent Study (1-4 VC); Var

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

GNED 605. Statistics for Educators (3); Fa, Sp, Su

Basic statistics essential to the collection, summarization, and interpretation of statistical data that the educator frequently encounters.

GNED 610. Educational Research Interpretation (3); Fa, Sp, Su

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.

GNED 611. Action Research in Education (3); Sp

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

GNED 615. Instructional Strategy and Mentoring (3); Fa

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.

GNED 630. Advanced Placement Institute (3); Su

A summer institute and two day follow up designed to prepare teachers to teach Advanced Placement and Pre AP courses.

GNED 640. Curriculum Design & Management for Advanced Placement (3); Su

This course will provide an in-depth discussion of academic content and methods for delivering instruction in Advanced Placement classrooms.

GNED 641. Advanced Educational Psychology (3); Sp

Application of recent learning research to instructional, curricular, and administrative problems.

GNED 645. Socio-Cultural Factors Affecting Education (3); Sp

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.

GNED 652. Topics in Advanced Placement (3); Su

This course is designed to deal with topics related to Advanced Placement. Students become familiar with the College Boards' mission, course description, standards and skills in AP English Literature and Language, and the Vertical Teams approach.

GNED 663. Principles of Curriculum Construction (3); Var

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.

GNED 697. Field Project (1–6 VC); Var

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

GNED 699. Thesis (1–6 VC); Var

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

Educational Leadership (EDLD), Courses in

EDLD 535 – 635. Selected Topic in Educational Leadership (1 – 4 VC); Var

Courses in educational leadership. May be repeated with change of content.

EDLD 600. Instructional Leadership & Organizational Change (3); Fa, Sp

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.

EDLD 611. Action Research in Education (3); Sp, Su

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

EDLD 615. School Finance and Resource Allocation (3); Fa, Sp, Su

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.

EDLD 620. Legal Issues for School Leaders (3); Fa, Sp, Su

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.

EDLD 625. Educational Leadership and the Principals (3); Sp, Fa

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. This course focuses on the role of the principal as administrator in the public school environment. It is designed to develop a broad understanding of the complex and ever changing elements and responsibilities of leadership in today's schools. Course content will cover strategies that will help the student in the development of a shared vision, the process of organizational change, creating professional learning communities, and generating a school culture of learning for all students. The needs of diverse school populations will be a focus of our study.

EDLD 630. School Community Relations (3); Fa, Sp, Su

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.

EDLD 635. Selected Topics in Educational Leadership (3); Sp, Fa

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

EDLD 640. Instructional, Leadership, Supervision, and Evaluation (3); Fa, Sp

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.

EDLD 660. Data-Informed Instructional Leadership (3); Su, Fa

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 in integrated throughout the course. Data-informed decision-making processes and communication of results, progress and involvement strategies to engage all stakeholders in the school involvement strategies to engage all stakeholders in the school improvement process are also addressed. This course is core requirement for the MA 1 or NM Licensure in Education Leadership.

EDLD 680. Reflective Leadership (3); Sp, Su

In this capstone course, students will apply and combine knowledge, skills, and experiences obtained throughout the Educational Leadership sequence to define and develop their practice as responsive, reflective leaders in New Mexico schools. Each of three critical components—reading, reflection, and discussion—will be utilized to engage the student in identifying and clarifying her or his leader persona. Additional readings will be used to explicate application of standards and accountability measures toward leadership practice. Through the amalgam of analysis, interpretation, application, and synthesis of knowledge stemming from readings, class activities, and in particular autobiographic journaling, students will develop leadership portraits. These multimedia constructs will offer deep and precise reflections of students' perception of their leader-selves.

EDLD 690. Independent Study in Educational Leadership (1–4 VC); Fa, Sp, Su

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

EDLD 697. Field Project (1–6 VC); Fa, Sp, Su

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: GNED 610 and permission of instructor.

EDLD 698. Internship in Educational Leadership (1–6 VC); Fa, Sp, Su

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.

EDLD 699. Thesis (1–6 VC); Fa, Sp, Su

Individual research and writing in preparation of a graduate thesis. Prerequisite: GNED 610 and permission of instructor.

Elementary Education (ELEM), Courses in**ELEM 535-635. Selected Topic in Elementary Education (1 – 4 VC); Var**

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

ELEM 542. Teaching Elementary School Science and Social Studies (3); Fa

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.

ELEM 590-690. Independent Study in Elementary Education (1–4 VC); Var

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

ELEM 619. Mathematics in the Elementary School (3); Fa

A detailed consideration of problems of elementary mathematics—what to teach, the grade placement of content, and the methods and materials of teaching.

ELEM 621. Evaluation of Classroom Performance in Elementary School Mathematics (2); Fa

The use of teacher-made and standardized instruments to assess performance in elementary mathematics, diagnose areas of difficulty, and prescribe remediation.

ELEM 622. Theory and Practice of Teaching Elementary School Mathematics (3); Sp

Current classroom practices in elementary mathematics related to the various theories of learning. Emphasis will be placed on current developments.

ELEM 624. Advanced Techniques of Teaching Social Studies in the Elementary School (3); Sp

Exploration of the modern social studies curriculum with emphasis on research and curriculum development.

ELEM 625. Science Education in the Elementary Grades (3); Fa

History of science education and methodology in the elementary school, with emphasis on current trends.

ELEM 692. Independent Research in Elementary Education (1 – 4 VC); Var

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

Reading (RDED), Courses in

RDED 511. Teaching and Diagnosis of Reading (3); 2, 2 Fa, Sp

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.

RDED 515. Early Literacy (3); Fa, Sp

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.

RDED 516. Teaching Reading and the Language Arts in the Bilingual Classroom (3); Sp

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.

RDED 518. Language Arts (3); Sp, Su

This course focuses on methods for teaching language arts in the elementary/secondary school classroom. Students will be introduced to best practices in the teaching of language arts and the research and theory behind these practices. A developmental and cultural perspective will be emphasized throughout the course, documenting qualitative and quantitative changes students experience as they progress in the language arts.

RDED 520. Literacy for English Language Learners (3); Fa, Su

This course examines theories of literacy acquisition and development with the breadth of issues in the teaching of English Learners.

RDED 526. Reading and Literature for Children and Young Adults (3); Fa

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.

RDED 527. Reading in the Content Area (3); Fa, Sp

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

RDED 530. Reading Instruction in Special Education (3); Fa

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.

RDED 535 - 635. Selected Topic in Reading (1 - 4 VC); Var

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

RDED 540. Integrated Technology in Language Arts Curriculum (3); Sp

This course teaches students to integrate technology into the P-12 Language Arts curriculum. Such integration will include the use of various websites, software application programs, synchronous and asynchronous course learning management system tools, SmartBoard technologies, and digital camera and recording equipment. As part of this course, students will be required to prepare computer-generated graphic organizers, databases, presentations, podcasts, wikis, blogs, and electronic portfolios while incorporating the appropriate benchmarks, standards, and performance criteria from the New Mexico Public Education Department.

RDED 542. Literacy & Technology (3); Su

This course is designed to help students demonstrate understanding and apply knowledge of contemporary and historical issues in literacy, technology, and education and reflect on how those issues influence professional practice. Survey of techniques for the development of reading skills needed at the secondary level as students employ reading as a tool for learning.

RDED 545. Literatura Infantil y Juvenil Para el Salón Bilingüe (3); Sp

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.

RDED 590 - 690. Independent Study (1 - 4 VC); Var

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

RDED 616. Psycholinguistics and Reading (3); Sp

The study of reading as a socio-psycholinguistic process.

RDED 618. Diagnosis and Remedial Reading 1 (3); Fa

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.

RDED 621. Diagnosis and Remedial Reading 2 (3); Sp

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.

RDED 623. Evaluating Reading Materials & Designing Reading Programs (3); Fa

Survey of reading resources and development and use of standards in selecting and evaluating appropriate materials for instructional programs in reading.

RDED 650. Seminar in Reading (3); Var

Seminar course in special topics in literacy.

RDED 692. Independent Research (1 – 4 VC); Var

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

Special Education (SPED), Courses in

SPED 501. Diagnosis of the Exceptional Child (3); Fa, Sp

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.

SPED 510. Curriculum & Methods for Student with Mild and Moderate Exceptionalities (3); Fa

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.

SPED 512. Foundations of Gifted Education (3); Fa, Sp

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.

SPED 514. Instructional Strategies for Gifted Education (3); Sp

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.

SPED 516. Instructional Planning and Curriculum for Gifted Education (3); Fa

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.

SPED 518. Twice Exceptional and Special Populations of Gifted Learners (3); Su

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.

SPED 520. Curriculum & Methods for Students with Severe Exceptionalities (3); Sp

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.

SPED 522. Learning Environments and Social Interactions for Gifted Education (3); Var

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.

SPED 524. Working with Families of Children with Exceptionalities and Giftedness (3); Var

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.

SPED 526. Professional Ethical Practice for Students with Exceptionalities and Giftedness (3); Var

This course emphasizes the use of foundational knowledge of the field and professional ethical principles as well as national Pre-K-Grade 12 gifted education programming standards. The course instructs gifted educators how to practice to engage in lifelong learning, and to advance the profession. Educators of the gifted practice multiple roles and complex situations across wide age and developmental ranges. Instructional practice requires ongoing attention to professional and ethical considerations, and engagement in professional activities that promote growth in individuals who are gifted and talented supported by evidence-based practices.

SPED 528. Assessment Issues for Gifted Education (3); Var

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.

SPED 530. Reading Instruction in Special Education (3); Fa

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.

SPED 534. Practicum in Special Education (1–4 VC); Fa, Sp
Supervised work in a special education program setting.

SPED 535 – 635. Selected Topic in Special Education (1–4 VC); Fa, Sp

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

SPED 550-650. Seminar in Special Education (3); Sp

A seminar course in topic or topics in special education.

SPED 555. Classroom Management in Special Education (3); Fa, Sp

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.

SPED 582. Early Childhood/Special Education (3); Su

This course develops an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: ECME 582.

SPED 590–690. Independent Study (1–4 VC); Fa, Sp

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

SPED 611. Action Research in Education (3); Var

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.

SPED 612. The Special Education Program (3); Fa

A study of special education with emphasis on exceptionality and types of program intervention.

SPED 634. Practicum in Special Education (1 – 8 VC); Var

Supervised work in a special education program setting, with program options made available to the course participants. Prerequisite: Permission of instructor.

SPED 672. Counseling Parents of Exceptional Children (3); Var

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

SPED 673. Medical Aspects of Disability (3); Sp

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.

SPED 674. Psychocultural/Psychosocial Aspects of Disability (3); Sp

This course provides an overview of psychosocial and psychocul-

tural aspects of disability emphasizing emotional issues influencing the adjustment process of persons with disabilities.

SPED 675. Organization and Administration of Special Education (3); Fa

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.

SPED 692. Independent Research (1–4 VC); Fa, Sp

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

SPED 697. Field Project (1–6 VC); Fa, Sp

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

SPED 699. Thesis (1–6 VC); Fa, Sp

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

Facundo Valdez School of Social Work

Cristina Durán, LISW, Ph.D., Dean
Lora Shields Science Building
PHONE: 505.260-6183 or 505.454-3563 FAX: 505-454-3290
E-mail: duranc@nmhu.edu
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 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

Facundo Valdez School of Social Work at Las Vegas (Main Campus)

Box 9000
Las Vegas, NM 87701
PHONE: 505-454-3563 FAX: 505-454-3290

Administration – School of Social Work at Las Vegas

Cristina Durán, Ph.D., LISW, Dean
Lawrence Montano, Graduate Admissions Coordinator

Faculty – School of Social Work at Las Vegas

Jeannette Baca, MSW
Benjamin Bencomo, MSW
Robert Deacon, Ph.D.
Jane Gorman, MSW, Ph.D.
Elisabeth Massaro, MSW, Ed.D.
Rebecca Moore, MSW, Ph.D.
Dolores Ortega, MSW, Ed.D.
Debra Rodda, MSW

Facundo Valdez School of Social Work at Albuquerque

5401 Indian School Rd. NE, Suite 100
Albuquerque, NM 87110
PHONE: 505-260-6181 FAX: 505.896.6122

Administration – Facundo Valdez School of Social Work at Albuquerque

Cristina Durán, LISW, Ph.D., Dean
Joanne Martinez, Office Coordinator

Faculty – Facundo Valdez School of Social Work at Albuquerque

Michelle Baca, MSW

Kevin Barnas, MSW, MPA
Judith Barnstone, MSW, Ph.D.
Kip Coggins, MSW, Ph.D.
Mark Dyke, Ph.D.
Amy Messex, MSW
Maria Munguia Wellman, MSW, Ph.D.
Samuel Terrazas, MSW, Ph.D.
Hamilton Williams, MSW, Ph.D.

Facundo Valdez School of Social Work Rio Rancho Center

See: School of Social Work at Albuquerque

Administration – NMHU at Santa Fe Higher Education Center

Jeannette Baca, MSW, Adviser

See also: NMHU SSW at Las Vegas

Administration - NMHU at Farmington

Rey Martinez, LMSW, Ph.D., Program Coordinator
Tori Miller, Field Secretary

NMHU at Eastern New Mexico University – Roswell

P.O. Box 6000
Roswell, NM 88202-6000
PHONE: 505-624-7458 FAX: 505-624-7454

Faculty – NMHU at ENMU – Roswell

Cassandra Carrillo, LCSW, Program Coordinator
Matt Thompson, LMSW, Field Coordinator

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 Focus is also offered as a complement to 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 continuity of content across all sites.

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 SSW at Rio Rancho, Rio Rancho, NM
- NMHU SSW at Santa Fe, Santa Fe, 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 SSW at Higher Education Center, Santa Fe, 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 SSW at Santa Fe, Santa Fe, 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 day or evening and extend completion of the degree 3 to 5 years.

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, sexual orientation, 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 complete 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.*

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 and rated by an admissions committee made up of faculty members. 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 May 30. If a student's application is complete and has met the January 15 deadline, earlier notification may be made.

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

Applicants not admitted may reapply for admission. Submission of a new application is required.

Deferred Admissions

Students admitted to the School of Social Work can defer start date for a calendar year, without having to re-apply. Notification to the dean requesting deferral of a year must be submitted in writing. Deferred admissions cannot be granted for more than a year.

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 3.5 GPA is expected 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 Montañó, Admissions Coordinator
Box 9000
Las Vegas, NM 87701
PHONE: 505-454-3310 FAX 505-454-3290
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 500 Children's Services course. The average stipend amount awarded to students is \$12,000 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.

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. All aspects of the School of Social Work's academic/behavioral policy applies to all students enrolled in social work classes across all sites. The School's policy concerning grade appeals is included in each course syllabi as part of the School of Social Work's policies.

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.

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. 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)

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 in order to serve monolingual Spanish speaking clients. 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. This concentration offers clinical skills and knowledge applicable to a wide variety of populations, with a special focus on serving Spanish speaking persons. Spoken Spanish is a focus; reading and writing is done in English. Certain classes are taught in Spanish-only. Conversational Spanish is required for this program.

This concentration is only offered at the Albuquerque program location. All second-year concentration classes are offered in the evening.

Substance Abuse Focus (Albuquerque campus)

The School offers students an opportunity to specialize in substance abuse assessment and treatment through the completion of the Substance Abuse Focus within the clinical concentration. This program is only offered at the Albuquerque location. The program focuses on preparing social work practitioners utilizing evidence-based substance abuse treatment modalities.

The program is designed to address the shortage of licensed and credentialed substance abuse social workers in New Mexico.

Concentration in Leadership and Administration (Albuquerque campus)

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 (Albuquerque campus)

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 additional 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 business course pre-requisites before commencing with MBA core classes.

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 for Concentrations

Second Year: Areas of Concentration

Concentration in Clinical Practice

Required courses: 24 credits

SW 601 DSM for Clinicians (3)

SW 633 Advanced Clinical Research (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)

Electives: 8 credit hours

Students are required to take 8 credit units of electives, which afford them the opportunity to enhance their area of clinical knowledge and skills. At least 4 credits of electives must be at 600-level. The remaining 4 credits can be at the 500 or 600-level.

Second-Year Concentration Total: 32 credit hours
First Year Core Total: 31 credit hours
Program Total (Two Year Program): 63 credit hours

Substance Abuse Focus (Graduate: Albuquerque campus only)

Students must be admitted to and complete the requirements for the Masters of Social Work clinical concentration.

Required courses: 15 credit hours

- SW 528 Intro to Substance Abuse (2)
- SW 601 DSM for Clinicians (3)
- SW 620 Substance Use & Abuse (3)
- SW 632 Field Practicum 3 (3)
- SW 633 Adv. Clinical Research (3)
- SW 634 Field Practicum 4 (3)
- SW 635 Motivational Interviewing (1)
- SW 644 Group Work (3)
- SW 652 Clinical Supervision
- SW 659 Co-occurring Substance & Mental Disorders (3)
- SW 665 Adv. Multicultural Practice I (3)
- SW 666 Adv. Multicultural Practice II (3)

Focus Total: 15 credit hours

Concentration in Bilingual/Bicultural Clinical Practice

Required Courses: 32 credit hours

- SW 631 Advanced Qualitative Research (3)
- SW 602 DSM (Bilingual Practice) (3)*
- SW 512 Immigrant Rights (2)
- SW 632 Bilingual/Bicultural Practicum 3 (3)*
- SW 667 Advanced Bilingual Practice 1 (3)*
- SW 644 Group Work (3)
- SW 652 Clinical Supervision (3)
- SW 654 The Latino Family (2)
- SW 668 Advanced Bilingual Practice 2 (3)*
- SW 634 Bilingual/Bicultural Practicum 4 (3)*

Electives: 4 credit hours

Students are required to take four credit hours of electives, which afford them the opportunity to enhance their area of clinical knowledge and skills. Two (2) of these credits must be at 600-level.

**Conversational Spanish is required.*

Second Year Concentration Total: 32 credit hours
First Year Core Total: 31 credit hours
Program Total (Two Year Program): 63 credit hours

Concentration in Leadership & Administration

Required Courses: 32 credit hours

- SW 625 Non-Profit Management (3)
- SW 609 Political Economy (3)

- SW 630 Advanced Agency Research (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. At least 4 credits of electives must be at 600-level. The remaining 4 credits can be at the 500 or 600-level.

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:

- SSW 625 Non-Profit Management (3)
- SW 609 Political Economy (3)
- SW 630 Advanced Agency Research (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

Total SW courses: 32 credit hours

MBA Courses

Contact School of Business, Media Arts and Technology; Designated courses in the MSW Leadership and Administration Concentration (with * above, SW 533 Law and Ethics and 3 credits of electives) count toward the MBA degree; additional credits must be taken within the SOB to complete requirements for the MBA.

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.

SW 500. Children's Services (2); Var

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.

SW 512. Immigrant Rights (2); Var

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.

SW 514. The Social Determinants of Health and Wellbeing (2); Var

The purpose of this course is to explore the social, societal, governmental, and environmental influences on health and wellbeing. We

will investigate macro-level causes of individual and social problems so as to inform treatment and prevention programs and social policy. Specifically, the course will explore not only the health risk and protective factors in the physical and social environment that directly impact health, but also the ways in which they shape health behaviors, and the ways in which they can be addressed by community and governmental intervention.

SW 516. Social Work Practice with Military Families (2); Var

This course surveys the theoretical and practical methods or providing support to military families during the three phases or the deployment cycle. Factors supporting resilience in children and adults in military families will be identified, and diversity in military families explored.

SW 529. Family Violence (2); Var

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 ethno-cultural context, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest.

SW 530. Evaluative Research (3); Sp

The foundation research course introduces students to concepts of research for application in various human service contexts. The course covers elements of the research process, research design, statistical analysis, and the ethical issues in conducting research. Both qualitative and quantitative methods are presented, and issues relevant to research focusing on culturally diverse populations. Prerequisite: Evidence of having completed a statistics course within the past five years. SW 330 Research Methods meets this prerequisite requirement.

SW 532. Field Practicum 1 (3); Var Fa, Sp, Su

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 551.

SW 533. Law and Ethics in Social Work Practice (3); Fa, Sp

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.

SW 534. Field Practicum 2 (3); Var Fa, Sp, Su

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. Prerequisites: SW 532, SW 533, SW 541, SW 656, and SW 585.

SW 535–635. Selected Topic in Social Work (1-3); Var

One or more elective courses may be offered relating to advanced topics in social work practice.

SW 540–640. Social Work in Health Care Settings (2); Var

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.

SW 541. Social Policy and Services (3); Fa

This foundational policy course outlines the history of social welfare policy and the manner in which social services have been provided before and after the European conquest of New Mexico and the Southwest. It surveys contemporary social problems, and evaluates social legislation, policies, programs and political and social manifestations of racism, sexism and oppression. It also analyzes the impact of these on the diverse, historically vulnerable populations of the Southwest. It introduces students to advanced policy analysis and advocacy strategies that promote social justice.

SW 546. Understanding Difference: A Context for Social Work Practice (3); Sp, Su

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.

SW 547–647. Resource Acquisition and Grant Writing in Human Services (2); Var

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.

SW 551. Field Seminar (1); Var

This seminar is required during the first semester. It provides students with an opportunity to integrate practice theory with field practicum experience. Instructors will assist students with their understanding and application of social work knowledge to specific programs, issues, and concerns that arise in the provision of social work services. Corequisites: SW 532 and SW 565.

SW 565. Social Work Practice 1 (3); Fa

This course presents the foundation skills necessary for the provision of generalist social work services to individuals. The course develops the direct practice knowledge and skills necessary for ethical and competent engagement, problem identification, assessment, intervention design, implementation, and termination with diverse, vulnerable, and at risk clients. Emphasis is placed on generalist social work practice with Hispanic, American Indian and other oppressed groups of New Mexico and the Southwest. Corequisites: SW 532 and SW 551.

SW 566. Social Work Practice 2 (3); Sp

This course focuses on a critical and comparative analysis of frameworks, theories and models of social work practice. The course examines the four forces in psychology as the building blocks of an integrative, multicultural, ecosystems approach to social work practice. Implications of each practice approach for work at the micro, mezzo, and macro level are examined. Emphasis is placed on the evaluation of the practice approaches for work with diverse populations, with emphasis on the Native American, Hispanic and other oppressed populations of New Mexico and the Southwest. Prerequisite: SW 565. Corequisite: SW 534.

SW 568. Social Work Practice Skills (2); Var

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.

SW 585. Human Behavior and the Social Environment 1 (3); Fa

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest.

SW 586. Human Behavior and the Social Environment 2 (3); Sp

This two-semester course sequence critically examines traditional and alternative theoretical perspectives of human life course development and the environmental contexts within which development occurs. The sequence explores the interactions among individuals and between individuals and families, groups, organizations, and communities. Particular emphasis is placed on the influence of culture, race and ethnicity on human development and on the effects that oppression and social and economic injustice have on human behavior, with special consideration given to the diverse populations of New Mexico and the Southwest. This is the second course of a two semester sequence described above. Prerequisite: SW 585.

SW 590–690. Independent Study (1 – 4 VC); Var

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

SW 601. DSM for Clinicians (3); Fa, Sp

This course will provide an overview of the DSM-IV TR classification. The cultural, gender, systemic, social and biological contexts for the expression, classification and assessment of conditions will be explored, including the biases and limits of the DSM categorical

approach to understanding human nature. The class will utilize lectures, discussions and in-class exercises to emphasize how best to honor the particular strengths of individuals and cultures as they relate to the processes and procedures of diagnostic categorization.

SW 602 DSM (Bilingual) (3); Fa

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.

SW 604. Mindfulness and Social Work (2); Var

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.

SW 605. Public Budgeting (3); Var

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.

SW 606. Brief Time-Effective Psychotherapies (2); Var

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.

SW 608. Diagnosis and Treatment of Post-Traumatic Stress Disorder (2); Var

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.

SW 609. Political Economy (3); Sp

This course reviews the government's effect on the economy, specifically reviewing the impact of the political process on government behavior; how government influences the behavior of private and public economics and the extent of government intervention in the allocation and distribution of economic resources.

SW 610. Crisis Intervention (2); Var

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.

SW 613. Psychopharmacology for Social Workers (2); Var

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. 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.

SW 618. Jungian Approach to Play Therapy (2); Var

This class will present play therapy from a Jungian perspective. Play is the language of children, through which they 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.

SW 620. Substance Use and Abuse (3); Fa

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.

SW 623. Couples Therapy (2); Var

This course is designed to investigate clinically proven, evidence based approaches to couples therapy, enabling the student 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.

SW 625. Non-Profit Management (3); Sp

Nonprofits continue to be a source of significant community structure, support and identity. They are shaping public policy, delivering services, mobilizing for collective impact, contributing to our economies, and in general facilitating community participation and influence that creates effective societies. This course

will explore the nonprofit industry as it exists today and discuss the role of leadership as it pertains to maintaining the legal, ethical and financial integrity of the non-profit organization. The basics of running non-profit agencies and organizations will be addressed.

SW 630. Advanced Research (3); Fa

This course teaches advanced research skills necessary for program evaluation. Topics covered include qualitative and quantitative research methods, research design, analysis of research reports, the use of statistical packages for data analysis for practice and program evaluation.

SW 631. Advanced Qualitative Research (3); Fa

In this course students will learn about selected qualitative research methods with a focus on acquiring skills in the method of life story interviewing. Students will also develop skills in analyzing interdisciplinary texts that employ qualitative research methods. These texts and readings will introduce students to the socio-historical-political context of New Mexico and the Southwest, as well as the diversity of its Latino/Mexicano populations. These broader perspectives, along with the lived experience of native Hispanic New Mexicans and Mexican nationals and other Latinos reflected in personal narratives, forms the context for social work as it is practiced in New Mexico and U.S.-Mexico border region.

SW 632. Field Practicum 3 (3); Var

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. Prerequisites: SW 530, SW 534, SW 546, SW 566, and SW 586.

SW 634. Field Practicum 4 (3); Var

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. Prerequisites: SW 632.

SW 640. Social Work in Healthcare Settings (3); Var

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.

SW 642. Advanced Social Policy (3); Sp

This course examines the social policy planning, advocacy, and implementation process, as well as the professional social worker's policy role. The use of frameworks for policy analysis at the agency, community, political, and legislative levels is discussed. Strategies and techniques for skillful social change interventions in the policy arena are taught. The influences of such factors as oppression, racism, ageism, and homophobia on policy planning at the administrative and agency levels (and in both urban and rural areas) is also examined. Emphasis is placed on the impact of social policy and planning on Hispanics, Native Americans, and other diverse populations of New Mexico and the Southwest.

SW 644. Group Work (3); Sp, Su

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.

SW 645. Grief and Loss (2); Var

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.

SW 647. Resource Acquisition and Grant Writing (2); Var

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.

SW 648. Addictions & Substance Abuse (2); Var

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.

SW 651. Leadership & Supervision (3); Fa

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.

SW 652. Clinical Supervision (3); Sp

This course is intended to focus specifically on the role and function of the social work supervisor in human service agencies. Social workers in supervisory position are increasingly accountable for the clinical practices of their subordinates. Ultimately, the supervisor is responsible for the quality of services delivered to clients/consumers in the community. This course will examine the historical background, theoretical concepts, and practical applications of supervisory methods in clinical supervision. The course will prepare students with the knowledge and skill to be competent supervisors of other social work practitioners as well as other human services staff.

SW 654. The Latino Family (La Familia Latina) (2); Sp

This family therapy course focuses on advanced clinical 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.

SW 659. Co-Occurring substance Abuse and Mental Disorders (3); Sp

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: All MSW 500 level foundation coursework and SW 601.

SW 664. Organizational Theory (3); Fa

This course provides an analysis of formal organizations and informal relationships among individuals and small groups. This course stresses the study of business organizations as a system of authority and status, control and communication, decision-making centers and leadership positions. Current research and case studies are used for analysis. Corequisites: SW 632 and SW 634.

SW 665. Advanced Multicultural Practice 1 (3); Fa

This is the first of two practice courses offered during the concentration year. This class offers students preparation in skills necessary for clinical social work practice with individuals, including interviewing, assessment, diagnosis, and treatment planning. The western, scientific approach to diagnosis and treatment using the DSM IV is examined as well as alternative approaches used by diverse clients. Emphasis is placed on practice with Hispanic, American Indian and other oppressed populations of New Mexico and the Southwest. Corequisite: SW 632.

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

This course prepares students with the knowledge and skills necessary for clinical practice with children, adolescents and families. Interviewing, assessment, diagnosis treatment planning with families and children are addressed. A social justice perspective on advanced practice with Hispanics, Native Americans and other oppressed populations is emphasized. Prerequisites: SW 665 and SW 632. Corequisite: SW 634.

SW 667. Advanced Bilingual Practice 1 (3); Fa

This is a two-semester practice course in which students are introduced to Spanish speaking cultures of 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. Corequisite: SW 631 and SW 632.

SW 668. Advanced Bilingual Practice 2 (3); Sp

This is the second in a sequence of courses in advanced practice, with a particular focus on Spanish speaking clients. 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 Spanish-speaking communities of New Mexico and the Southwest. Corequisite: SW 662 and SW 634.

SW 689. Social Work Practice and Services in School Settings (2); Var

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.

SW 691. Child Welfare Practice and Services (2); Var

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.

SW 692. Independent Research (1 – 4 VC); Var

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

Graduate Faculty

Rebecca Alvarez. Ph. D., M. A., B. S., University of California, Riverside, CA. Assistant Professor of Criminal Justice Studies/Sociology.

Heath Anderson. M.B.A., New Mexico Highlands University; B.S., University of Georgia. Visiting Professor of Business.

Nariman Arfai. Ph. D, M. S., University of New Mexico; B. A. University of California, Los Angeles. Visiting Assistant Professor of Psychology.

Ali Arshad. Ph.D., University of Connecticut; M.A., Atlanta University; B.A., University of Karachi. Associate Professor of Business.

Jeannette Baca. M.S.W., B.S.W., New Mexico Highlands University. Instructor of Social Work.

Michelle Baca. M.S.W., New Mexico Highlands University; B.A., University of New Mexico. Instructor of Social Work.

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Judith Barnstone. Ph.D., University of Maryland; M.S.W., University of Washington; B.A., Cornell University. Assistant Professor of Social Work.

Pamela Begay. Ph.D., Smith College-School of Social Work; M.S.W., Washington University in St. Louis; B.U.S., University of New Mexico; A.A., San Juan College, Farmington. Visiting Professor of Social Work. Benjamin Bencomo. MSW, New Mexico Highlands University. Visiting Professor of Social Work.

James Biggs. Ph.D., M.S., B.S., New Mexico State University. Visiting Assistant Professor of Forestry.

Helen Blythe. Ph.D. Stanford University; M.A., B.A., Auckland University. Associate Professor of English. Peter Buchanan. Ph.D., University of Toronto; M.A., University of Toronto; B.A., University of Kansas. Assistant Professor of English.

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