NEW MEXICO HIGHLANDS UNIVERSITY

GRADUATE CATALOG

2026-2027

HIGHLANDS UNIVERSITY®

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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. New Mexico 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 New Mexico 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 the website https://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 Vice President of Student Affairs. For more information, please refer to the New Mexico Highlands University Student Handbook or the NMHU website at www.nmhu.edu/handbook.

All New Mexico 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) 454-3250 or via email at ACCESS@nmhu.edu, or visit the Lora Shields Building, Room 250 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 ACCESS@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 2026—Summer 2027
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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 seven-year period. ***Students are responsible for knowing the rules and regulations concerning graduation requirements and for registering in the courses necessary to meet them***.

This catalog is neither a contract nor an offer to contract between New Mexico Highlands University and any person or party. New Mexico 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 a 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 regulations 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.

New Mexico 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 New Mexico 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 New Mexico 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.

The Graduate Catalog 2026-2027 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 corrections to this catalog are on file with the Office of the Registrar.

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

New Mexico Highlands University

New Mexico Highlands University was first established as New Mexico Normal School in 1893, primarily offering teacher education. Today, New Mexico 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, New Mexico Highlands University has extended some degree-completion undergraduate and graduate programs to centers located in Albuquerque, Farmington, Rio Rancho, and Santa Fe, as well as some programs offered 100% online.

New Mexico Highlands University serves a diverse population of students with an enrollment of approximately 3,000 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. New Mexico 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.

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 comprehensive university transforming lives and communities now and for generations to come.

Core Values

Excellence
Diversity
Accessibility
Responsiveness

Strategic Goals 2025

Goal 1: Teach and mentor students to integrate a broad range of academic skills, a breadth and depth of curricular knowledge, and an interdisciplinary understanding.
1.1 Maintain and build upon a core curriculum to develop a broad liberal arts education and transferable skills.
1.2 Teach students to master competencies in their undergraduate and graduate programs of study with theoretical and applied knowledge in their areas of specialization.
1.3 Provide educational experiences that promote interdisciplinary understanding.
1.4 Recognize and acknowledge efforts of faculty, staff, and students highlighting strong demonstrations of pedagogy, skill development, active learning, advising, mentorship, or content knowledge.

Goal 2: Inspire students to action through environments that foster scholarship and produce graduates equipped to address regional and global issues.
2.1 Link course content, curriculum, and co-curricular activities to understanding and addressing significant local, regional, and global issues (i.e., infuse big issues and big ideas into discussion in all areas of campus life).
2.2 Develop students into confident graduates with effective communication skills, professionalism, and determination that prepares them to make informed decisions in pursuit of lifelong learning and professional success.
2.3 Encourage and support fieldwork, internships, externships, practica, multi-institutional research projects, grant-related engagements, and other related activities that broaden students' horizons outside of the classroom.

Goal 3: Engage with and serve our communities for mutually beneficial exchanges of knowledge, services, and resources.
3.1 Establish and sustain a service learning, civic engagement, co-curricular, social justice, and community network in collaboration for, by, and with faculty, staff, students, and local, regional, and global partners.
3.2 Identify and prioritize strategic opportunities and partnerships for aligning university and community needs and resources for mutual benefit.
3.3 Protect and promote rights to higher education for all students in need.

Goal 4: Advance excellence in diversity, equity and inclusion policies and practices.
4.1 Embrace our mission as a Hispanic-Serving Institution (HSI) and emerging Native American-Serving Nontribal Institution (NASNTI) to increase the diversity of NMHU's faculty, staff, and administrators to better reflect the demographics of New Mexico and our students.
4.2 Develop an active, intentional, and ongoing engagement with intellectual, social, cultural, and geographical diversity that leads to personal growth through community engagement and curricular and co-curricular programming.
4.3 Advance and promote a welcoming and inclusive university environment that recruits broadly, supports equity, and improves diverse student, faculty, and staff retention and success.
4.4 Employ student engagement and success strategies for students from diverse backgrounds to ensure persistence and completion through active and collaborative learning.
4.5 Cultivate, promote, sustain, assess, and improve multiculturalism and diversity initiatives throughout the campus community in curricular and co-curricular activities, student support services, civic engagement, and professional development.

Goal 5: Be a comprehensive educational provider for all students including traditional, non-traditional, online, distance, community, and lifelong learners.
5.1 Develop guiding principles for becoming a more comprehensive educational provider that promotes equitable student outcomes for all students across NMHU.
5.2 Enhance professional development for faculty and staff in effective use of technology to more effectively reach, educate, and support all students across NMHU.
5.3 Develop, adopt, and implement a process to research and address the need for new or modified academic degree, professional certificate, and community interest programs.

More information online at Strategic Planning: HU VISION 2025 - New Mexico Highlands University

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

More information online at www.nmhu.edu/highlands2025/

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 nineteen 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.

About The Higher Learning Commission

The Higher Learning Commission accredits approximately 1,000 colleges and universities that have a home base in one of nineteen 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 New Mexico Highlands University specific questions, please contact us at hlcinfo@nmhu.edu or visit our accreditation website at www.nmhu.edu/hlc.

Program/Professional Accreditation

College of Arts & Sciences

Chemistry Program
- American Chemical Society

Forestry Major, Management and Wildland Fire Concentration
- Society of American Foresters

Nursing Program
- Commission on Collegiate Nursing Education

Psychology Master's Program (Clinical/Counseling Track)
- Masters in Psychology and Counseling Accreditation Council

School of Business, Media, and Technology

Accreditation Council for Business Schools and Programs (ACBSP)

School of Education

Council for Accreditation of Counseling & Related Educational Programs (CACREP)
New Mexico Public Education Department (NMPED)
New Mexico Higher Education Department (NMHED)
National Council for the Accreditation of Educator Preparation (CAEP)

School of Social Work

Council on Social Work Education (CSWE)

Graduate Academic Programs and Courses

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

Academic Programs and Courses

The graduate academic program at New Mexico 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.

ACADEMIC MAJORS/CONCENTRATIONS/CERTIFICATES

Graduate Program Offerings

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

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 Art & Music

Emphasis Areas only:
Music*
Art Education*
**The above emphasis areas can only be combined with the MA in Curriculum & Instruction*

Post Baccalaureate Certificate in Fine Arts

Department of Biology (MS)

Natural Sciences
Concentration:
Biology (thesis and non-thesis option)

Department of Chemistry (MS)

Applied Chemistry

Department of Computer & Mathematical Sciences

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

Media Arts and Computer Science (MA/MS)

Concentration:
Computer Science

Department of English (MA)

Concentrations:
Creative Writing
Linguistics, Literacy, and Composition
Literature

Department of Exercise and Sport Sciences (MA)

Human Performance and Sport

Optional Concentrations:
Teacher Education
Sports Administration

Department of Forestry (MS)

Natural Sciences

Concentrations:
Environmental Science and Management
Forestry

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 Resources Management (MS)

Natural Sciences

Concentrations:
Environmental Science and Management
Geology
Certificate in:
Geographical Information Systems (GIS)

Department of Nursing

Family Nurse Practitioner (MSN)
Doctor of Nursing Practice (DNP)

Department of Psychology (MS)

Psychology

Concentrations:
General Psychology
Clinical Psychology/Counseling

Dual Degree MS-Psychology/MA-Criminology

Department of Sociology, Anthropology, and Criminal Justice
Public Affairs (MA)
Public Affairs
Concentration: Applied Sociology
Criminology (MA)
Dual Degree MA-Criminology/MS-Psychology
Cultural Resource Management (MA)
Southwest Studies (MA)

School of Business, Media, and Technology

https://www.nmhu.edu/catalog/catalog-graduate/catalog-graduate-mba/

Master in Business Administration (MBA)
Concentrations:
Accounting
Digital Marketing
Entrepreneurship
Finance
General Business
Healthcare Administration
Human Resources Management
International Business
Management
Marketing
Supply Chain Management
Dual Degree MSW/MBA

Certificates:
Accounting
Digital Marketing
Finance
Human Resources Management
Marketing
Supply Chain Management

Media Arts and Computer Science (MFA)
Concentrations:
Cultural Technology

Software Systems Design (MSSD)
Software Systems Design

School of Education

https://www.nmhu.edu/landing-school-of-education/
Department of Counseling
Counseling (MA)

Concentrations:
Clinical Mental Health Counseling
Clinical Rehabilitation Counseling
School Counseling

Certificates:
Addictions Counseling
Professional Counseling
Rehabilitation Counseling
School Counseling

Department of Educational Leadership (MA)
Educational Leadership
Concentration:
Mathematics Teacher Leadership
Certificate:
Educational Leadership

Department of Special Education (MA)
Special Education (with License)
Special Education (leading to Licensure)
Special Education with Endorsement in Gifted Education

Department of Curriculum and Instruction (MA)
Emphasis areas:
Bilingual Education
Reading
Teaching English as a Second Language (TESOL)
Early Childhood Multicultural Education
Gifted Education
Alternative Teacher Licensure (ATCP)
Elementary Education
Secondary Education
Special Education
Or a specific content area (e.g., math, English, history, science, etc...)

Certificates:
Advanced Placement
Alternative Teacher Licensure (ATCP) Elementary Education
Alternative Teacher Licensure (ATCP) Secondary Education
Alternative Teacher Licensure (ATCP) Special Education
Bilingual Education
Reading
Secondary Education leading to Licensure
Teaching English as a Second Language (TESOL)

Facundo Valdez School of Social Work (MSW)

https://www.nmhu.edu/landing-facundo-valdez-school-of-social-work/

Master of Social Work

Concentrations:

Clinical Practice

Bilingual/Bicultural Clinical Practice

Leadership and Administration

Dual Degree, MSW/MBA

Graduate Program Listing 2026-2027				
Campus Legend: M=Las Vegas, B=Santa Fe, L=Rio Rancho, W=Farmington, ALB=Albuquerque (Social Work only)				
Program	Major	Concentration	Campus	Online or Distance
MA-Curriculum and Instruction	Curriculum & Instruction	Reading	M, W, B, L	
	Curriculum & Instruction	Technology Teacher Education	M, W, B, L	
	Curriculum & Instruction	Bilingual Education	M, W, B, L	
	Curriculum & Instruction	Anthropology	M, W, B, L	
	Curriculum & Instruction	Mathematics	M, W, B, L	
	Curriculum & Instruction	Art	M, W, B, L	
	Curriculum & Instruction	English	M, W, B, L	
	Curriculum & Instruction	History	M, W, B, L	
	Curriculum & Instruction	Spanish	M, W, B, L	
	Curriculum & Instruction	Early Childhood Multicultural Education	M, W, B, L	
	Curriculum & Instruction	Biology	M, W, B, L	
	Curriculum & Instruction	Music	M, W, B, L	
	Curriculum & Instruction	Sociology	M, W, B, L	
	Curriculum & Instruction	Psychology	M, W, B, L	
	Curriculum & Instruction	Environmental Science	M, W, B, L	
	Curriculum & Instruction	Physics	M, W, B, L	
	Curriculum & Instruction	English as a Second Language	M, W, B, L	
	Curriculum & Instruction	Physical Education	M, W, B, L	
	Curriculum & Instruction	General Science	M, W, B, L	
	Curriculum & Instruction	TESOL	M, W, B, L	
	Curriculum & Instruction	Gifted Education	M, W, B, L	
	Curriculum & Instruction	Alt Licen Prog Elementary	M, W, B, L	
	Curriculum & Instruction	Alt Licen Prog Secondary	M, W, B, L	
	Curriculum & Instruction	Alt Licen Prog Spec Educ	M, W, B, L	
MA - Coun - School	Counseling	School Counseling	M, W, B, L	X

MA - Coun - Clinical Rehab	Counseling	Clinical Rehab Counseling	M, W, B, L	X
MA - Coun - Clinical Mntl Hlth	Counseling	Clinical Mental Health Counseling	M, W, B, L	X
MA-Criminology	Criminology		M	X
MS-Criminology Dual Degree	Criminology	MA Criminology/MS Psychology	M	
MA-Cultural Resource Mgmt	Cultural Resource Management		M	X
MA-Educational Leadership	Educational Leadership		M, W, B, L	
MA-Educational Leadership	Educational Leadership	K- 8 Mathematics Teacher Leadership	M, W, B, L	
MA-English - Literature	English	Literature	M	
MA-English – Linguistics, Literacy, and Composition	English	Linguistics, Literacy, and Composition	M	
MA-English - Creative Wrtng	English	Creative Writing	M	
MA-Human Perf & Sprt-General	Human Performance & Sport		M	
MA-HPS - Teach Educ	Human Performance & Sport	Teacher Education	M	
MA-HPS - School Athlet Admin	Human Performance & Sport	School Athletic Admin	M	
MA-HPS - Bus Sports Admin	Human Performance & Sport	Business Sports Admin	M	
MA-HPS-Sports Admin	Human Performance & Sport	Sports Admin	M	
MA-MACS-Media Arts	Media Arts & Computer Science	Media Arts	M	
MA-MCSI-Computer Science	Computer Science	Computer Science and Innovation	M	X
MA-Public Affairs-History	Public Affairs	History	M	
MA-Public Affairs - Appl Soc	Public Affairs	Applied Sociology	M	
MA-Public Affairs - Pol Gvt Pr	Public Affairs	Political & Govt Processes	M	
MA-Special Education (w/license)	Special Education			X
MA-Special Education (leading to licensure)	Special Education			X
MA-Special Education	Special Education	Gifted and Talented		X
MA-Southwest Studies - Anthro	Southwest Studies	Anthropology	M	

MA-SW Studies - Hist Pol Sci	Southwest Studies	History/Political Science	M	
MA-SW Studies - His Lang Lit	Southwest Studies	Hispanic Language & Literature	M	
MBA-Business Administration	Business Administration	Accounting	M, W, B, L	X
	Business Administration	Digital Marketing	M, W, B, L	X
	Business Administration	Entrepreneurship		X
	Business Administration	Finance	M, W, B, L	X
	Business Administration	General Business		X
	Business Administration	Healthcare Administration	M, W, B, L	X
	Business Administration	Human Resources Management	M, W, B, L	X
	Business Administration	International Business	M, W, B, L	X
	Business Administration	Management	M, W, B, L	X
	Business Administration	Marketing	M, W, B, L	X
	Business Administration	Supply Chain Management		X
	Business Administration	MBA/MSW Human Resources Management	M, W, B, L	X
MFA-Media Arts Cultural Techn	Media Arts Cultural Technology		M	
MS-Applied Chemistry	Chemistry		M	
MS-MACS - Media Arts	Media Arts	Media Arts	M	
MS-MCSI- Computer Science	Computer Science	Computer Science and Innovation	M	X
MS-Natural Sciences	Natural Sciences	Biology	M	
	Natural Sciences	Environmental Sci & Management	M	
	Natural Sciences	Geology	M	
	Natural Sciences	Forestry	M	
MS-Psychology-General Psych	Psychology	General Psychology	M	
MS-Psychology-Clinical Psych	Psychology	Clinical/Counseling Psychology	M	
MS-Psychology Dual Degree	Psychology	MS Psychology/MA Criminology	M	
Master of Software Systems Design	Software Systems Design		M	X
Master of Science Nursing	Family Nurse Practitioner			X
Doctor of Nursing Practice	Doctor of Nursing Practice			X

MSW-Social Work Dual Degree	Social Work	MSW Leadership & Administration/MBA Leadership & Administration	M, W, B, L, ALB	
MSW-SocialWork-Bil/Bicult 2yr	Social Work	Bilingual/Bicultural Practice	M, W, B, L, ALB	
MSW-Social Work-Ldrshp & Admin	Social Work	Leadership & Administration	M, W, B, L, ALB	
MSW-SW-Ldrshp & Admin Adv St	Social Work	Leadership & Administration	M, W, B, L, ALB	
MSW-Social Work - Clin Prac	Social Work	Clinical Social Work Practice	M, W, B, L, ALB	X
MSW-Social Work - CP Adv St	Social Work	Clinical Social Work Practice	M, W, B, L, ALB	X
MSW-SocialWork-Bil/BicultSWPra – Adv. St.	Social Work	Bilingual/Bicultural Practice	M, W, B, L, ALB	
Cert-GIS Geograph Info Sys-GR	Cert - GIS Geographic Info Sys		M	
Cert - Substance Abuse	Substance Abuse Asses & Treat		ALB	
Cert - Fine Arts	Cert - Fine Arts		M	
Cert - Professional Counseling	Cert - Professional Counseling		M, W, B, L	X
Cert- Addictions Counseling	CERT-Addictions Counseling		M, W, B, L	X
Cert - School Counseling	Cert - School Counseling		M, W, B, L	X
Cert-Rehabilitation Counseling	Cert - Rehab Counseling		M, W, B, L	X
Cert - Secondary Education	Cert - Secondary Education		M, W, B, L	
Cert - Reading Education	Cert - Reading Education		M, W, B, L	
Cert - TESOL	Cert - TESOL		M, W, B, L	
Cert - Bilingual Education	Cert - Bilingual Education		M, W, B, L	
Cert - Advanced Program	Cert - Advanced Program		M, W, B, L	
Cert - Educational Leadership	Cert - Educational Leadership		M, W, B, L	
Cert - Accounting	Cert - Accounting		M, W, B, L	X
Cert - Finance	Cert - Finance		M, W, B, L	X
Cert - Human Resources Mgmt	Cert - Human Resources Mgmt		M, W, B, L	X

Cert - Marketing	Cert - Marketing		M, W, B, L	X
Cert-Altern Tchr Cert Prog-Elem	Cert-Alt Tchr Cert Prog Elem			X
Cert-Alt Tchr Cert Prog-Secondary	Cert-Alt Tchr Cert Prog Second			X
Cert-Altern Tchr Cert Prog-Sped	Cert-Alt Tchr Cert Prog Sped			X

About this Catalog

The Graduate Catalog 2026-2027 is a description of New Mexico Highlands University's policies, graduate academic programs, and courses of instruction. Although much effort has been made to ensure accuracy, errors or omissions may be present. All official corrections to this catalog are on file with the Office of the Registrar. The General Information and Policy section of this catalog are continuously updated on Highlands' website, www.nmhu.edu. Course descriptions in this catalog are correct at the time of publication. See the Summary Class Schedule on Self Service Banner (MyNMHU) for updates to courses. The administration and faculty of New Mexico Highlands University believe the educational programs of the University are of high quality and Highlands's graduates have excelled in a variety of careers. However, the ultimate results of the programs offered – in terms of achievement, future employment, and professional licensure – are also dependent on factors beyond the control of the University, such as individual student initiative and responsibility, 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 licensure. 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 for updates to courses.

Code of Conduct

The New Mexico Highlands University Student Handbook, which is published each year, describes student services, the Code of Student Conduct, and related policies and procedures. Administered by the Vice President for 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.

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

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).

Disability Services, also known as ACCESS (Academic Challenges and Cultivating Excellence in Student Success) is where students apply for accommodation services. ACCESS is located in Room 250 of the Lora Shields Bldg. and may be reached at (505) 454-3250 or via email at ACCESS@nmhu.edu.

Application Process
Students wishing to receive academic accommodations must contact the ACCESS office. There are three steps in the application process: 1) Complete an application online, 2) Provide documentation of disability with recommendation of accommodations from a qualified professional identifying the disability, 3) Complete an intake interview with the Coordinator of Disability Services to review documentation and develop an accommodation plan.

Once the three steps are complete and approved the student will receive an Official Accommodation Letter. It is requested that the student complete this process before the drop/add deadline of each semester at NMHU. The intake interview is required each semester in order to develop a new accommodation plan and receive an official letter. Official accommodation letters are only valid for one semester. The application and documentation of disability are not required each semester unless your disability requires ongoing documentation. Returning students may need to re-apply.

For directions on how to apply for ACCESS services, go to https://www.nmhu.edu/campus-services/accessibility-services/. Students may request hard copy forms, or alternate formats of the application forms by emailing ACCESS@nmhu.edu or by calling (505) 454-3250.

Accommodations
Following the eligibility determination process, the student must submit course information to ACCESS@nmhu.edu prior to the drop/add deadline of each semester, to request accommodations. Accommodations are not retroactive and go into effect the date the official accommodation letter is emailed to the faculty members.

Assistance Animals
Assistance Animals also known as Emotional Support Animals (ESA) are permitted in housing facilities at NMHU, provided the established regulations and requirements are met. Any student wishing to exercise his/her right to have one emotional support animal in NMHU Housing must first have the verification and approval from the ACCESS office and the Housing office.

Students must apply for an ESA accommodation with ACCESS. There are four steps in the application process: 1) Complete an application online, 2) Provide documentation of disability and a recommendation from a qualified professional that the ESA provides support in alleviating one or more identified symptoms or effects of the disability, 3) Provide health records for your animal. A current vaccination record, proof of spay/neutering and current documentation (within the past year) that your animal is in good health, 4) Complete an interview with the Coordinator of Disability Services to review documentation and review NMHU ESA policy.

Once the steps are complete and approved the student will receive an Official Accommodation Letter for an ESA and housing will be notified. Bringing and allowing an emotional support animal to stay in University Housing prior to acquiring said verification, may result in loss of privileges related to having an emotional support animal in the future. Emotional Support 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 can be found here: https://www.nmhu.edu/campus-services/accessibility-services/

Deadlines
Students are strongly encouraged to apply for ACCESS services, provide documentation of disability and meet with Coordinator of Disability Services as early as possible to ensure that the appropriate accommodations are in place before classes begin, and no later than the drop/add deadline of the semester. If a situation arises during the semester, accommodations will be reviewed on a case-by-case basis.

In order to coordinate sign language interpreting services, students who are deaf must complete the ACCESS application process at least one month before the beginning of the initial semester and provide course/class schedule information one month prior to the start date of each semester. NMHU is not obligated to provide accommodations to students who fail to document a disability and request interpreting services in a timely manner.

Conduct Notice
New Mexico Highlands University prohibits the use, distribution, manufacture, or possession of controlled substances on university property or as any part of any university activity.
Students with disabilities are held responsible for the same university standards of conduct as students without disabilities. The NMHU "Code of Student Conduct and Disciplinary Procedure" is included in the NMHU Student Handbook and can be obtained through this link: https://www.nmhu.edu/student-handbook/.

Records
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.

Contact
ACCESS is located in Room 250 of the Lora Shields Bldg. and may be reached at (505) 454-3250 or via e-mail at ACCESS@nmhu.edu. Staff, faculty, and other employees who need accessibility help, including EEO related matters, will find assistance through Human Resources located at https://www.nmhu.edu/human-resources/, phone number, 505-454-3308.

Athletics
New Mexico 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 and field, women's volleyball, and men's wrestling. NMHU also sponsors Vato's men's rugby and women's wrestling as club sports.

Academic Calendar
For semester course dates and other important term dates please refer to the university's academic calendar at: https://www.nmhu.edu/academic-calendar/.

Office of Graduate Studies
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Interim Associate Vice President for Academic Affairs
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Angel Benavidez, MSW
Graduate Records and Centers Coordinator
Phone: 505-454-3410
Email: aabenavidez@nmhu.edu

Germaine Alarcon
Administrative Assistant/Notary Public
Phone: 505-454-3373
Email: alarcon_g@nmhu.edu

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

Principles and Ethical Practices for College Recruiting and Admission
New Mexico Highlands is committed to upholding the highest ethical standards while guiding prospective students through the recruitment and admission process. As a member institution of the National Association of College Admissions Counselors, New Mexico Highlands University is committed to serving all prospective students without bias in regard to race, creed, gender, sexual orientation, age, military affiliation, political affiliation, nation of origin, or disability. Diversity and accessibility guide recruitment practices at New Mexico Highlands University, ensuring all prospective students have equal opportunity to the transformative power of high education.

Below are best practices, principles and guidelines all Admission Counselors, University Representatives and Alumni Volunteers should uphold when representing New Mexico Highlands University.

- Ensure NMHU branded attire is worn during the event
- Arrive at event(s) on time
- Remain behind NMHU table at all times
- Do not call prospective students to the table, they must approach you
- Do not speak negatively of another institution
- Ensure audio and visual equipment is confined to the table and not causing a disturbance
- Only display approved University marketing materials and items
- Be knowledgeable regarding current tuition, fees, programming and general facts
- Do not make any guess, promise or statement regarding a prospective student's admissibility

- Do not discuss prospective student's outside financial resources (personal assets, third party scholarship, military benefits, private benefactor, etc.)
- Do not make any guess, promise or statement regarding financial aid eligibility
- Answer all questions to your best knowledge. If unsure, refer question to admissions@nmhu.edu
- Be professional and enthusiastic. You are a prospective student's first impression of NMHU.

Admissions Counselors with the Office of Admissions & Recruitment must also familiarize themselves with NACAC's *Guide to Ethical Practice in College Admission.* For the full NACAC document, please visit www.nacacnet.org.

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:

Certificate-Seeking Students
Students wishing to earn a certificate must apply for, and be admitted in, certificate-seeking status. The NMHU post-baccalaureate and post-masters certificate programs are designed for individuals who already hold a bachelor's or master's degree and wish to earn a certificate of advanced training. Completion of the program helps individuals enhance their professional development in a specific area and/or qualifies them to take required state certification examinations.

Admission to a degree or certificate program 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 from a regionally accredited institution;
- The required background in the area of proposed study (as required by academic program);
- The required official transcripts;
- The required test scores; and,
- All other requirements identified by the discipline.

Provisional Status
Students who lack one or more of the above criteria may be admitted in provisional status. An attachment to the letter of admission will show the conditions to be satisfied before the applicant may be assigned to regular status. It is the student's responsibility to initiate the change from provisional to regular status.

No more than **12 credits** may be earned in provisional status. A registration hold will be placed on a student's record if the provisional requirements are not satisfied by the end of the second semester of enrollment. Students may not submit a graduate program of study while in this status.

As per Federal Code of Regulations – 34 CFR 668.32 – Student Eligibility – students must be enrolled in regular admission status to qualify for FSA (Title IV) programs:

Typical conditions to be satisfied for a change from provisional to regular status include the following:

GPA: When a student's grade point average in undergraduate studies is below 3.0 s/he/ must complete the first 12 graduate credits earning a GPA of 3.0 or better. Certain programs may require that the student earn at least a B in each class of the 12 credits. See the discipline specific graduate handbook for more information or contact the Graduate Coordinator or Department Chair.

Bachelor's Degree: A student in the final semester of undergraduate study at Highlands or at another regionally accredited institution may be admitted in provisional status pending receipt of the bachelor's degree. The official transcript showing conferral of the undergraduate degree must be received by midterm of the first semester of graduate study.

Advanced Credit for Undergraduate Students

New Mexico Highlands University provides an opportunity for highly qualified undergraduate students to use graduate level course work to complete both the undergraduate and graduate degree program. This policy is approved in accordance with the institutions Faculty, Board of Regents and the Higher Learning Commission CRRT.B.10.020.B.1.c an institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. Academic departments will determine the criteria allowing students to qualify for Advanced Credit. Highly qualified undergraduate students can request such substitution at the discretion of the program. Students must complete at least 50% of their program at the appropriate level before applying for Advanced Credit. Submission of the approved Advanced Credit form to the Office of the Registrar will be required on or before the established census date for the term. Additional program requirements can be found with the departments.

Course Deficiencies

If an applicant does not have the appropriate academic background, the graduate program may deny admission or admit the student provisionally. If the program admits the student, it may assign courses to fulfill this requirement. Such courses will be identified in the letter of admission. Some graduate programs identify and require completion of deficiencies before the student can enroll in graduate courses, while others allow students to take them concurrently with other graduate courses. If taken at the graduate level, such courses may become part of the student's graduate Program of Study. Once the student has fulfilled the requirement, their status will be changed from provisional to regular.

Advanced-Standing Status

Students 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.

On attainment of the undergraduate degree, if other stipulations for regular admission are 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 "regular."
In cases where requirements are disputed, the Academic Affairs Committee will render a final decision, upon the recommendation of the Graduate Coordinator or Department Chair and the Dean of Graduate Studies.

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 from a regionally accredited university.

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 from a regionally accredited university 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. Provisional status holds are reviewed by the Office of Graduate Studies after grades are posted each semester. The Office releases the holds when the provisions are met.

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 a regionally 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 from a regionally accredited institution 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 $25 one-time, nonrefundable application fee,
- official transcripts of all previous college work from a regionally accredited institution
- and a required essay: check with individual departments to see what they require

Admission cannot be complete until all of these materials have been received in an acceptable form. Application packets are available at the New Mexico Highlands University Application Center: https://apply.nmhu.edu/apply/.

A new application is required for re-enrollment after a seven-year absence. Students should submit the application at least 30 days prior to the start of the semester. As with regular admissions, the Graduate Coordinator and/or the Department Chair will review and approve or deny the application. The approval of readmission is the prerogative of the graduate program. Admission may be determined also by previous academic performance at NMHU and/or other institutions during the absence.

If a second master's degree or a change in major or concentration outside the college/school is sought, a new application is required, and entrance requirements for that program must be met. No work used toward the first master's degree may count toward the second degree. Students must have earned their first degree at a regionally accredited university.

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.

Graduate Admission Requirements by Program

DEPARTMENT	REQUIREMENTS
Department of Biology Natural Sciences (MS) Concentration: Biology	• Statement of Educational Goals • 2 Letters of Recommendation • Transcript with undergraduate degree conferred from a regionally accredited institution (3.0 GPA or higher) Will consider those who do not meet the GPA requirement. • Have a major or minor in Biology or related field (forestry, environmental sciences, etc.) • Transfer students: GRE but no minimum threshold, waived for NMHU graduates.
Department of Chemistry Chemistry (MS) Concentration: • Applied Chemistry	• Statement of Educational Goals • 2 Letters of Recommendation • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement. • Resume
Department of Computer & Mathematical Sciences Computer Science and Innovation (MA/MS)	• Statement of Educational Goals • 2 Letters of Recommendation • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of English English (MA) Concentrations: • Creative Writing • Linguistic, Literacy, and Composition • Literature	• Statement of Educational Goals • 2 Letters of Recommendation • 10-15 Page Writing Sample (preferably a critical essay written for an upper-level English course, but we would be willing to consider other kinds of samples) • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Exercise and Sport Sciences Human Performance and Sport (MA) Concentrations: • Teacher Education • Sports Administration	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Forestry Natural Sciences (MS) Concentration: • Forestry	• Statement of Education Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of History and Political Science	• Statement of Educational Goals

Public Affairs (MA) Concentrations: • Political and Governmental Processes	• 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of History and Political Science Public Affairs (MA) Concentrations: History	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of History and Political Science Southwest Studies (MA) Concentrations: History and Political Science	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Natural Resources Management Natural Sciences (MS) Concentrations: • Environmental Science and Management	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Natural Resources Management Natural Sciences (MS) Concentration • Geology	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Natural Resources Management Certificate In: Geographical Information Systems (GIS)	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.

Department of Nursing
 	
Family Nurse Practitioner (MSN-FNP)
 	
Accelerated RN to MSN/FNP
	• Current unencumbered RN license from one of the 50 States or Territories
	• Transcripts
	  ○ BSN Transcripts from a nationally accredited nursing program
	  ○ Transcripts from all previously attended colleges
	• GPA 3.0 or higher on a 4.0 scale (Provisional admission considered for those who do not meet the 3.0 GPA requirement)
	• Undergraduate or graduate level statistics course
	• Three (3) Professional References
	• Professional Essay APA Format (2 pages)
	  ○ What skills and knowledge do you want to develop during your graduate education in nursing?
	  ○ Develop an idea for an evidence-based project that is of interest to you (minimum 500 words) and would result in a change in patient outcome or health care delivery.
	• Curriculum Vitae
	  ○ Include professional, leadership/committees, teaching, publications, military and volunteer experiences.
	• Interview with faculty (videoconferencing)
	• Meets admission criteria to New Mexico Highlands University

Doctor of Nursing Practice	• *Meets Prerequisites for RN to BSN Program
	• Transcripts
	  ○ ADN or Diploma Transcripts
	  ○ Transcripts from all previously attended colleges or universities
	• Cumulative minimum GPA of 2.0 on a 4.0 scale as stated in admission criteria for the RN-BSN program.
	• Minimum B grade required in all MSN/FNP Bridge and MSN/FNP courses upon formal acceptance to the accelerated MSN/FNP program (Provisional admission considered for those who do not meet the 3.0 GPA requirement).
	• Application fee if applicable
	• Current unencumbered RN to APRN license in New Mexico or state(s) were leadership and policy practicum will be completed
	• Verification of clinical practice or field immersion experiences from MSN program
	• Statistics (General or Biomedical) Transcripts
	• BSN and MSN Transcripts from a nationally accredited nursing program
	• GPA 3.0 or higher on a 4.0 scale (Provisional admission considered for those who do not meet the 3.0 GPA requirement)
	• Three (3) Professional References
	• Professional Essay APA Format (2 pages)- What skills and knowledge do you want to develop during your DNP education in Nursing.
	• Develop an idea for an evidence-based project that is of interest to you (minimum 500 words) and would result in a change in patient outcome or health care delivery.
	• Curriculum Vitae- include professional, leadership/committees, teaching, publications, military and volunteer experiences.
	• Interview with faculty (videoconferencing)

Department of Psychology Psychology (MS) Concentrations: • General Psychology • Clinical Psychology/Counseling MS Psychology/MA Criminology Dual Degree	• Statement of Educational Goals (500-word statement outlining educational goals and objectives addressing research interests and experiences [if General or Clinical thesis tracks] or addressing career goals, interests, and experiences [if Clinical non-thesis track] • 2 Letters of Recommendation – at least 1 academic reference (e.g., professor, advisor, etc.), the 2nd letter can be an academic or professional reference. Letters of recommendation from friends or family are not appropriate. • 5-page writing sample, preferably a scholarly paper written for an upper division Psychology class • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Sociology, Anthropology, and Criminal Justice Public Affairs (MA) Concentration: • Applied Sociology	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • 5-page writing sample. A social sciences paper written for a class or for publication is highly desired.

	• Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Sociology, Anthropology, and Criminal Justice Southwest Studies (MA) Concentration: • Anthropology	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Resume • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Sociology, Anthropology, and Criminal Justice Criminology MA Criminology/MS Psychology Dual Degree	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • 5-page writing sample. A social sciences paper written for a class or for publication is highly desired. • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Sociology, Anthropology, and Criminal Justice Cultural Resource Management	• Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Resume • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Art & Music	• Statement of Educational Goals • Resume/CV • Portfolio of work— 20 images • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
School of Business, Media, and Technology Master in Business Administration (MBA) Concentrations: • Accounting • Digital Marketing • Entrepreneurship • Finance • Human Resources • International Business • Management • Marketing • Supply Chain Management Certificates: • Accounting • Digital Marketing • Financial • Human Resource Management • Marketing • Supply Chain Management	**Domestic Applicants** • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement. **International Applicants** • Statement of Educational Goals • 2 Letters of Recommendation from Faculty • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement. • TOEFL or IELTS English Score • Transcript evaluation (WES)

School of Business, Media, and Technology Master of Fine Arts (MFA) Concentration: • Cultural Technology	• Personal Objective Statement (600-1,000 words) demonstrating writing capabilities, which addresses the following: purpose in seeking an MFA in Cultural Technology degree at NMHU Media Arts & Technology, research interests, personal and technical strengths; what you bring to our program. • Link to an online portfolio of best/relevant work, including detailed descriptions (2-d work: 10-20 samples, video: not more than approximately 5 min. reel) which demonstrates proficiency, research or exploration in: photography, videography, digital imaging, writing, exhibition, design, code, games, or hardware projects. • 3 letters of recommendation from individuals familiar with the students' abilities, work experience, and personal characteristics • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) • Resume/CV • A phone or video interview with program faculty may be requested before final acceptance.
MBA/MSW Dual Degree Program **(Human Resource Management MBA/Leadership & Administration MSW)** **(offered at all sites)** *Applications are forwarded to the School of Business during the Fall term. Admission to Social Work does not guarantee admission to the School of Business. If an application is denied by the School of Business, the student can continue in the MSW. Applicants are usually notified by the School of Business during the Fall term.	• Personal Narrative (3-4 pages) 1. Describe your personal, professional, and academic experiences as they relate to your interest in the profession of social work. Include any specific work or volunteer experience you have had in helping/advocating for other persons. Explain how these experiences have contributed to your decision to pursue graduate study in the profession of social work. 2. Describe any life, volunteer, work, or school experiences that have contributed to your understanding of and desire to work with vulnerable or marginalized groups, ethnic and cultural minorities, and other diverse populations. 3. Discuss your understanding of the social work profession and address how your experience and character will benefit you in becoming an effective social worker. What skills and knowledge do you want to develop through your social work education? What do you currently see as your strengths and limitations? • Bachelor's Degree from a regionally accredited institution. • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the 3.0 GPA requirement. • 3 Professional References • Resume inclusive of employment and volunteer experience
School of Business, Media, and Technology Master of Software Systems Design (MSSD)	• Statement of Educational Goals demonstrating writing capabilities, which addresses the following: purpose in seeking a MSSD degree emphasis at NMHU Media Arts & Technology, research interests, personal and technical strengths; what you bring to our program • Portfolio of work—at least 2 projects Source code upload Github Link • 3 Letters of Recommendation • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement.
Department of Counseling Counseling (MA): Concentrations • Clinical Mental Health Counseling • Clinical Rehabilitation Counseling • School Counseling • Rehabilitation Counseling with Specialization in Vocational Evaluation	• Statement of Educational Goals (350-500 words) specifically describing what motivates you to apply to this graduate program/certificate? How do you hope this will contribute to your future career and professional goals? Additionally, what do you hope to contribute to the counseling profession? • 2 Dispositions-focused reference checklists: 1) an individual who knows your written and verbal communication skills and 2) a helping professional (i.e., counselor, social worker, psychologist, teacher). Provide email addresses and your references will receive an online link to complete the checklist. • Resume • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher). Will consider those who do not meet the GPA requirement.

Certificates: Applicant must already have a Master's Degree in Counseling. Qualifies a person to apply for the indicated NM credentials. • Addictions Counseling • Professional Counseling (Licensed Mental Health Counselor) • Rehabilitation Counseling (CRC, PED K-12) • School Counseling (PED K-12)	• Same requirements as MA • Addictions Counseling is open to individuals who hold a Clinical Master's degree in Counseling, Social Work, Psychology or related field.
Department of Curriculum and Instruction Curriculum & Instruction (MA): Emphasis Areas: • Bilingual Education • Reading • Teaching English as a second language (TESOL) • Gifted and Talented Education • Alternative Teacher Licensure Program • Early Childhood Multicultural Education • Or a specific content area (e.g. math, English, history, science, etc.) Certificates: • Alternative Teacher Licensure Program • Advanced placement • Bilingual education • Reading • Secondary education • Teaching English as a second language (TESOL)	• Statement of Educational Goals (500-700 words) specifically describing what motivates you to apply to this graduate program/certificate? How do you hope this will contribute to your future career and professional goals? • 2 Professional Dispositions • Provide verification of teaching licensure or equivalent experience (waive for international students). • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher). • Will consider those who do not meet the GPA requirement. • Same requirements as MA
Department of Educational Leadership Educational Leadership (MA): Concentrations • K-8 Mathematics Teacher Leadership Certificate: • Educational Leadership	• Statement of Educational Goals specifically describing what motivates you to apply to this graduate program/certificate? How do you hope this will contribute to your future career and professional goals? • 2 Professional Dispositions • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the GPA requirement. • Same requirements as MA
Department of Special Education Special Education (MA) Concentration: Gifted and Talented Education	• Statement of Educational Goals specifically describing: What motivates you to apply to this graduate program? How do you hope this degree will contribute to your future career and professional goals? • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Students may be conditionally admitted if they do not meet the GPA requirement.
Social Work **Social Work (MSW)** **2 year**	• Personal Narrative (3-4 pages) 1. Describe your personal, professional, and academic experiences as they relate to your interest in the profession of social work. Include any specific work or volunteer experience you have had in helping/advocating for other persons. Explain how these experiences have contributed to your decision to pursue graduate study in the profession of social work.

Concentrations: Clinical Practice Concentration (offered at all sites and Online) Bilingual/Bicultural Clinical (offered at all sites) Leadership and Administration (offered at all sites)	2. Describe any life, volunteer, work, or school experiences that have contributed to your understanding of and desire to work with vulnerable or marginalized groups, ethnic and cultural minorities, and other diverse populations. 3. Discuss your understanding of the social work profession and address how your experience and character will benefit you in becoming an effective social worker. What skills and knowledge do you want to develop through your social work education? What do you currently see as your strengths and limitations? (Online program has additional components to its personal narrative: https://online.nmhu.edu/programs/msw-masters-social-work/admissions/) • Bachelor's Degree from a regionally accredited institution. • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the 3.0 GPA requirement. • 3 Professional References • Resume inclusive of employment and volunteer experience
Social Work (MSW) **Advanced Standing** **(All Sites and Online)**	• Personal Narrative (3-4 pages) 1. Describe your personal, professional, and academic experiences as they relate to your interest in the profession of social work. Include any specific work or volunteer experience you have had in helping/advocating for other persons. Explain how these experiences have contributed to your decision to pursue graduate study in the profession of social work. 2. Describe any life, volunteer, work, or school experiences that have contributed to your understanding of and desire to work with vulnerable or marginalized groups, ethnic and cultural minorities, and other diverse populations. 3. Discuss your understanding of the social work profession and address how your experience and character will benefit you in becoming an effective social worker. What skills and knowledge do you want to develop through your social work education? What do you currently see as your strengths and limitations? • Bachelor's Degree from a regionally accredited institution. Specifically requires a Bachelor of Social Work (BSW) degree from a college or institution that is fully accredited by the Council on Social Work Education (CSWE). • Transcripts from all previously attended regionally accredited institutions (3.5 GPA or higher). GPA of 3.5 applies only to Social Work courses (non-cumulative GPA. Transcripts from NMHU are not required. Will consider those who do not meet the 3.5 GPA requirement. • 3 Professional References • Biol-psychosocial-spiritual Assessment of a case scenario, located in application • Resume inclusive of employment and volunteer experience
MSW/MBA Dual Degree Program **(Leadership & Administration MSW/Human Resource Management MBA)** **(offered at all sites)** *Applications are forwarded to the School of Business during the Fall term. Admission to Social Work does not guarantee admission to the School of Business. If an application is denied by the School of Business, the student can continue in the MSW. Applicants are usually notified by the School of Business during the Fall term.	• Personal Narrative (3-4 pages) 1. Describe your personal, professional, and academic experiences as they relate to your interest in the profession of social work. Include any specific work or volunteer experience you have had in helping/advocating for other persons. Explain how these experiences have contributed to your decision to pursue graduate study in the profession of social work. 2. Describe any life, volunteer, work, or school experiences that have contributed to your understanding of and desire to work with vulnerable or marginalized groups, ethnic and cultural minorities, and other diverse populations. 3. Discuss your understanding of the social work profession and address how your experience and character will benefit you in becoming an effective social worker. What skills and knowledge do you want to develop through your social work education? What do you currently see as your strengths and limitations? • Bachelor's Degree from a regionally accredited institution. • Transcripts from all previously attended regionally accredited institutions (3.0 GPA or higher) Will consider those who do not meet the 3.0 GPA requirement. • 3 Professional References • Resume inclusive of employment and volunteer experience

Grace Period
NMHU offers a one-semester grace period for students who do not register for classes. Service members and reservists called to service are provided with a one-year grace period with evidence of service. Students must notify the program's Graduate Coordinator and/or Department Chair of their departure and return to their studies.

Reactivation of Status
Students who do not register for classes for two or more consecutive semesters must submit the reactivation of Status form fir approval first to the Graduate Coordinator and/or Department Chair of their graduate program, and then to the Office of Graduate Studies. Approval of the reactivation status is the prerogative of the graduate program. The Reactivation of Status form is accessible in the NMHU Online Documents.

Service members and reservists called to service are provided two additional consecutive semesters with evidence of service. Acceptable evidence of service includes a DD-214 or a copy of service orders.

Readmission
A student who has not enrolled in classes for more than seven years is required to re-apply for admission to the graduate program through the Office of Graduate Studies. Students should submit the application at least 30 days prior to the start of the semester. As with regular admission, the graduate coordinator or department chair will review and approve or deny the application. The approval of readmission is the prerogative of the graduate program. Admission may be determined also by previous academic performance at NMHU and/or other institutions during the absence.

Service members and reservists called to service are provided an additional one-year grace period with evidence of service. Acceptable evidence of service includes a DD-214 or a copy of service orders.

Files will be evaluated on a case-by-case basis subject to enrollment capacity. Students who have attended another college or university during their absence from NMHU must submit official transcript(s) to the Office of the Registrar to ensure credit transferability.

In order for NMHU to maintain compliance with our DoD MOU, NMHU will follow guidelines set forth in FSA Volume 2 Chapter 3 pages 2-80 to 2-84 with regard to readmission of service members.

International Student Admission
Detailed procedures for admission of international students are available from the NMHU website at:
https://www.nmhu.edu/international-admissions/

For detailed information, contact the International Education Center,
Electronic means: International_ed@nmhu.edu
Written communication: New Mexico Highlands University
International Education Center
NMHU Box 9000
Las Vegas, NM 87701 USA

Telephone
From outside the United States: 001.505-454-3372
From within the United States: 1-505-454-3372

International students apply through New Mexico Highlands University website at International Admissions - New Mexico Highlands University (nmhu.edu)

Requirements for international students who seek admission to Highlands University:

1. A complete application
2. A $25.00 application fee
3. International Undergraduate applicants (Students seeking a bachelor's degree)
   A. Submit a completed and signed application through New Mexico Highlands University website at https://www.nmhu.edu/international-admissions/.
   B. Upload a copy of a verifiable High School Diploma or Certificate of Completions that is equivalent to a U.S. High School Diploma or other required documents as deemed by the International Education Center.
   In some cases, official transcripts from the institution where secondary education was completed may be required and must be mailed or electronically emailed directly from the issuing school.

   Electronic means: International_ed@nmhu.edu
   Written communication: New Mexico Highlands University
   International Education Center
   NMHU Box 9000
   Las Vegas, NM 87701 USA

   Certificates or transcripts in a foreign language must be officially translated into English.
4. Undergraduate students seeking a second bachelor's degree or seeking to transfer credits from a university or college outside of the United States must submit: A transcript evaluation by a credential evaluation service that is a current member of the National Association of Credential Evaluation Services (NACES) https://myiee.org/create-account.php or a current member of the Association of International Credential Evaluators (AICE). http://aice-eval.org/
5. All transcripts must be submitted to NMHU by the evaluating company
   - *Evaluations must include the educational degree equivalency, grade point average and course-by-course analysis.*
   - *Certificates or transcripts in a foreign language must be officially translated into English.*
   - *All submitted documents to NMHU, whether official or unofficial, become property of NMHU.*
6. Provide evidence of the Command of the English Language
   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 test scores to give evidence of an adequate command of the English language by earning a satisfactory score on any of the following English tests:

	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
GTEC (Global Test of English Communication)			1051
GTECT for Business Applicants			1151
STEP Eiken			Grade 2A or 2150

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:

TOEFL Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151, USA
609.771.7100 or 877.863.3546
www.ets.org/toefl/
(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)

Courier or Delivery Service (UPS, FED-EX, DHL)
TOEFL Services (25Q-310)
Distribution and Receiving Center
225 Phillips Boulevard
Ewing, NJ 08618-1426, USA

IELTS Services
IELTS Home of the IELTS English Language Test https://www.ielts.org/

Step Eiken
www.eiken.or.jp/
www.stepeiken.org/forms/contact-form

GTEC
https://www.benesse.co.jp/gtec/fs/

7. A completed Financial Certificate form and official bank statements for the purpose of issuing U.S. visa documents (I-20 or DS-2019).
    - *International students must be formally admitted to the University before the process to issue student visa documents (I-20 or DS-2019) can begin.*
    - *Receipt of an I-20 or DS-2019 document is required for the purpose of seeking a student visa in F-1 or J-1 student visa classification to study in the United States.*

Deferred Admission
Graduate students admitted to the University may request to defer the start date of their admission to the university **for up to an academic calendar year**. Students must notify the Graduate Program Coordinator or Chair via university email and copy the Office of Admission (Admissions@nmhu.edu) on the email. International students must also notify the International Office (international_ed@nmhu.edu). The Graduate Program Coordinator or Chair approves or disapproves all deferrals. Deferred admission to any graduate program is not guaranteed.

Reactivation of Status
Students who do not register for classes for two or more consecutive semesters must submit the Reactivation of Status form for approval first to the Graduate Coordinator and/or Department Chair of their graduate program, and then to the Office of Graduate Studies. Approval of the reactivation of status is the prerogative of the graduate program. The Reactivation of Status form is accessible on the NMHU Online Documents.

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 Family Educational Rights and Privacy Act of 1974 (FERPA or Buckley Amendment): student's name, NMHU email, field of study, photograph, major field of study, grade level, dates of attendance, participation in officially recognized activities, and sports; weight and height of members of athletics teams; degree, honors, and award received. 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.

MyNMHU Portal
New students receive a welcome email from the university which contains a link and instructions for first-time login to the portal. The portal provides access to software applications such as Brightspace, Office 365, Zoom, Self-Service Banner, Libraries and more.

Student Email
All NMHU students are assigned a New Mexico Highlands University 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. Access student email through MyNMHU Portal https://my.nmhu.edu.

NMHU Student ID (Banner ID)
New Mexico Highlands University does not use your Social Security Number to identify your account. When you do business with NMHU, you will be asked for your New Mexico Highlands University Student ID number (@99999999). You are assigned a Student ID when you are admitted to New Mexico Highlands University. You can find your Student ID in the top right corner of the screen when you log in to My NMHU Portal, click on name at the top right corner, and select profile.

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 students 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, electronic or written format, 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.

Deceased Student Policy
The passing of any New Mexico Highlands University student has a significant impact on the student's family and those in the institution that engaged with the student. The Student Affairs Office will serve as the liaison between the student's family and the university. The Vice President of Student Affairs Office will coordinate communication between all impacted university departments including the faculty upon notification.

All records pertaining to the student will be officially closed with the necessary university departments. All records will remain sealed by the university and maintained in the Office of the Registrar and/or the Vice President of Student Affairs Office, in accordance with the state and university retention policies. Request for records may be honored for executors of the student's estate in certain circumstances deemed necessary by the university and its intended use.

Any person needing to inform the university of a student death may contact the Vice President of Student Affairs Office.

Posthumous Degree Policy
When circumstances merit, upon the death of a student, an academic department may nominate a student for a posthumous award of an Honorary Degree from New Mexico Highlands University.

Criteria:
The nominated student must have completed at least 85% of the credit hours required by the student's academic program or have demonstrated compelling effort(s) to complete their degree as determined by the University.

Procedures:

A. The Vice President for Academic Affairs/Provost may submit a recommendation to the university President to nominate a student for posthumous degree.
B. Upon nomination of a student for posthumous degree the Office of the Registrar will determine the progress the student has made towards completion of the Degree. If the Office of the Registrar can confirm that the student has completed at least 85% of the program requirements, the confirmed eligibility will be sent to the Vice President for Academic Affairs/Provost.

C. If the recommendation for nomination is verified for completion by the Office of the Registrar, the approval is sent to the Vice President for Academic Affairs/Provost, the nomination will be submitted to the university President for final approval.
D. If approved by the university President, the award will be posted to the student record with the Diploma being mailed to the student's next of kin documented with the University.

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 advisors to plan future academic coursework. Access to Degree Audit is www.nmhu.edu by accessing MyNMHU Portal, click on Self-Service Banner application, click on Student, Student Records, Degree Audit. Final assessments of all completed degree requirements are issued by the Office of the Registrar and are not official on the Degree Audit.

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 https://banss.nmhu.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search.

The New Mexico Highlands University 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 MyNMHU Portal 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 calendar available online at https://www.nmhu.edu/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 New Mexico Highlands University and are recorded with an AU on the student's transcript. Students intending to audit a course must fill out the relevant form and submit it to the Registrar's office. The form requires the permission of the instructor. 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 during the official registration/drop period as indicated on the Academic Calendar. Changes from audit to credit, or credit to audit, must be made by filing the relevant form from the Registrar's office, with the instructor's approval, during the official registration/drop period. Any changes after the official registration/drop period will require approval from the academic dean. The exact deadline for changing the credit/audit status of courses is stated in the Academic Calendar for each term.

Changes to the Approved Schedule of Classes
Changes to a student's approved schedule of classes may be made online through self-service Banner at www.nmhu.edu, in the Office of the Registrar, or at the Center(s). See the schedule of classes, important information for additional information. Log in to MyNMHU Portal at https://www.nmhu.edu/ and select Course Lookup by Semester.

> *Instructors do not drop or withdraw students from classes for any reason. 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 and remain responsible for assessed tuition and fees.*

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 exclude weekends. The total number of credits allowed is subject to limits stated elsewhere in this section. Students may drop courses through the first ten days of the semester. The ten days begin on the first day of the semester to exclude weekends (but includes the MLK holiday in spring). 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/wwckschd.p_disp_dyn_sched

Adding, Dropping, and Withdrawing Courses (for 8-week sessions)
The first three days of the eight-week session constitute 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".

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 and Spring terms. Courses will differ in the summer session students shall consult with the Office of the Registrar for specific dates related to the 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. 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 Adding, Dropping 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 at http://its.nmhu.edu/www/onlinedocs/index.html. The student routes the retroactive add, drop, or withdrawal petition through the department; then routes the form for recommendation to the faculty of record, Department Chair, Student Accounts Receivable (SAR), Financial Aid, and once the petition has been signed by all parties, the administrative assistant then forwards to the academic dean of the student's major for final decision.

Based on the information gathered, the dean makes the *final determination* to grant or deny the petition. The dean's office then notifies the student by official letter via the NMHU student email system, and the Registrar. The completed petition packet with approval letter is sent to the Office of the Registrar for processing. A student who is petitioning may check their student record for proof the petition has been processed.

For complicated or disputed petitions, the dean may forward the petitions to the Graduate Appeals Subcommittee of Academic Affairs for review and recommendation.

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 should be no more than 30-45 working days from the date of decision.

Retroactive Adding and Dropping 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 New Mexico Highlands University, the student 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 My NMHU. 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 Federal Credit hour requirements
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).

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 location 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.).

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 sixteen (16) semester hours. For students with full graduate assistantships, the maximum load is 12 hours. Six graduate credit hours constitute three quarter time load for graduate students. Three graduate credit hours constitute half time load for graduate students. For students utilizing GI Bill ® educational benefits, monthly housing allowance is determined by the Department of Veteran Affairs.

A maximum of six hours is recommended for people 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. Students who take more than 12 credit hours or less than six credit hours with a Graduate Assistantship must fill out the Graduate Assistantship Exemption form and submit it to the Office of Graduate Studies. An absolute maximum course load is 20 hours of credit in a semester. A full-time graduate student is advised against employment for more than 20 hours per week, including graduate assistantship service requirements.

Graduate 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 4000-5000 levels, the student may be permitted to take the 5000-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 5000 through 6990 are for graduate students; undergraduate students may be enrolled in the same course under a 4000 number. In this case, the graduate students in 5000-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 6000 or above are only for graduate students.

Only undergraduates with advanced standing and graduate students may enroll in 5000-level courses. The 5000-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 6000-level courses. No exceptions may be made to this rule.

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

Grade Appeal
The appeal for a grade change is a very serious matter with regard to the academic rights of both the professor and the student. All grade appeals must be initiated within one year of the assignment of the original grade. No grade appeal will be considered unless the student has made a bona fide effort to resolve the matter with the professor. The student must submit the completed form to the School/College Dean for review and discussion with the student. The School/College Dean will request that the professor respond to the appeal. If the school dean is unable to resolve the situation, the School/College Dean will submit both forms to the Office of Academic Affairs for resolution by the Academic Affairs Committee. Further policy information is available on the Grade Appeal Form that is accessible through online documents at www.nmhu.edu.

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 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 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-reregisters for the course until the course requirements are completed.

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

I – *Incomplete*. Given at the discretion of the course instructor only when circumstances beyond the student's control prevent completion of course requirements within the established time. The student requests an incomplete in lieu of a final course grade from the instructor, whose approval is required. The instructor reports the "I" and files the Incomplete form with the Office of the Registrar documenting the work requiring completion and other conditions. An incomplete not completed within one calendar year automatically becomes an F for both undergraduate and graduate students. (The instructor has the option of setting a terminal date of less than one year.) Students should not re-reregister for a course in which they have an "I"; if they do so, the "I" will become an F at the time when a grade is awarded in the registered course. Students are responsible for tuition for any repeated course. Any student with an Incomplete ("I") grade on the record will not have the degree awarded until the grade is converted to the appropriate grade (grade earned from completion of the Incomplete or transition to an "F" if not completed as stated above).

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+ = 3.3 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 ÷ 15 = 2.80 grade point average.
GPA requirements are stated in subsequent sections.

Satisfactory Academic Progress
Students who maintain the minimum academic standards shown in the scale above 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 suspension, and to continue to be eligible for financial aid through most financial aid programs. Graduate students must maintain a minimum cumulative GPA of 3.0 per semester to remain eligible.

Academic Probation and Suspension
Students who do not make satisfactory progress will automatically be placed on academic probation. A student on probation needs to obtain a GPA of 3.0 or higher in the following 12 credits they take to clear the probationary status. Other conditions for probation may be established. Any student whose cumulative grade point average falls below 2.4, and/or who is on academic probation for two consecutive semesters, will automatically be suspended for one semester. Students suspended or dismissed from another institution are not eligible to enroll at New Mexico Highland University until they have served the suspension or dismissal period of that institution.

If students decide to appeal the academic suspension, they will need to send a Graduate Academic Reinstatement Petition within 10 days after receiving the notification for the Office of Graduate Studies to be considered. The Graduate Dean may waive or reduce the term of the suspension in consultation with the Graduate Program Coordinator or the Department Chair if the coordinator is unavailable. Other conditions for suspension may be established.

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. Any course taken at another institution and transferred to NMHU will not remove the original course enrollment from the transcript and will not affect the student's GPA. 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 (except in cases where a repeat is transferred), 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 New Mexico 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
New Mexico 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:
>
> ***Plagiarism****:* The process of using the ideas, data, written work or language of another person and claiming it as original or without specific or proper acknowledgement, including, but not limited to, copying another person's paper, article, computer or other work and submitting it for an assignment; or copying someone else's ideas without attribution; or failing to use quotation marks where appropriate; or copying another person's idea or written work and claiming it as original without acknowledgment of the original author or creator.
>
> ***Cheating****:* A student's use of, or attempt to use, unauthorized notes, texts, visual aids, electronic devices, assistance, copies of tests, material or study aids in examinations or other academic work to misrepresent his or her knowledge, skills, or abilities.
>
> ***Collusion****:* Cooperation between students in order to cheat or plagiarize.
>
> ***Facilitation****:* One student knowingly helps or attempts to help another student to violate any provision of this policy.
>
> ***Fabrication****:* A student submits contrived, altered or false information in any academic work product, exercise or examination.
>
> ***Multiple Submissions***: A student submits, without prior permission from the instructor, identical work submitted to fulfill another academic requirement.
>
> ***Falsification of Records****:* A student alters a transcript or academic record, without authorization, or misrepresents information on a 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 New Mexico Highlands University, academically dishonest students are subject to a number of punitive measures by instructors or the university. These punitive measures must be supported by documentation and evidence. Students found to practice academic dishonesty are subject to expulsion from Highlands University. Accusations of academic dishonesty may be appealed through the Office of Academic Affairs. Further guidance on academic dishonesty is available in the student and faculty handbooks.
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 New Mexico 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 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 the students in the class concur in the change. If a student experiences 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 5900, 5920, 6900, and 6920. 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 http://www.nmhu.edu/currentstudents/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 dean and submitted to the Office of the Registrar at the time of registration. The course content and credits awarded may be that of a regularly offered course except 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.
- A course substitution is not feasible.

Directed study courses are offered under the numbers 5930 and 6930. The directed study's title must be identified on the form consistent with the course number and title it will substitute for, such as SPED 5930 DS: Classroom Management in Special Education. The course syllabus must be attached to the directed study proposal form. ***Online enrollment is not allowed for these special permission courses as an approved proposal form is required for enrollment.***

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 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. Any student who sits for the special exam prior to payment and approval of the Office of the Registrar will forfeit their funds and grade will not be posted to the record. **Applicants for special examination must meet the conditions stated in A and B below:**

A. ***A student is eligible to apply for special examination to test out of a class offered at New Mexico Highlands 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.

B. ***A student eligible under A above must also:***
- 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 the 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 regarding 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, NMHU email, field of study, photograph, major field of study, grade level, dates of attendance, participation in officially recognized activities, and sports; weight and height of members of athletic teams; degrees, honors, and awards received. 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, New Mexico 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.

Chosen First Name Policy

New Mexico Highlands University (NMHU) recognizes that some members of the campus community use names other than their legal/birth names to identify themselves. NMHU supports members of the campus community in this choice, and any member may designate a preferred first name regardless of whether they have legally changed their name. In line with NMHU's mission, to support an inclusive educational and work environment, NMHU adopts the following to permit members of the university to use a first name different from their legal name on certain university records. Campus community members may designate a preferred first name so long as the chosen name is not for the purpose of misrepresentation, used as an attempt to avoid legal obligations, and/or uses highly offensive language. If this occurs, NMHU reserves the right to refuse to recognize a campus community member's preferred chosen name and refer to the legal name of record. NMHU recognizes that a chosen name should be used whenever possible in the course of university business and education.

Please note that changing your chosen first name for certain records does not change your legal name with New Mexico Highlands University. Below is a listing of all the areas in which your chosen name will appear (once changed) and areas in which your legal name will still appear.

Chosen First Name Will Appear	Legal First Name Will Appear
Admissions Decision Letter	Financial Aid and Billing Record and Communication
Alumni Office Records	Official and Unofficial Transcripts
Athletic Team Lists	Tax Documents
NMHU user account display name (i.e., email, Brightspace)	Registrar's Office Records (i.e., permanent student file records)
Class Rosters	Some official forms or correspondence from the University such as financial aid awards, residence life contracts, departmental or program notices, etc.
Commencement Programs	
Diploma	
Faculty Advisee Lists	Time Entry System
Library Records	Employment related documents (i.e., new hire forms, benefits forms, paychecks, paystubs, etc.)
Major/Minor Lists	
ID card (Provided you obtain a new one from the Housing)	
Class Schedule List	

Transcripts

New Mexico Highlands University has appointed Parchment Inc. as our agent for printing and mailing academic transcripts. Students can order Official Transcripts online at the MyNMHU Portal using your university credentials.

To request transcripts if attendance was prior to 1990, please click on the following link and follow the instructions: https://www.parchment.com/u/registration/34544/institution.

Students may check the online order of transcripts by clicking on the following link: https://www.parchment.com/u/auth/login?referrer=https%3A%2F%2Fwww.parchment.com%2Fu%2Forder%2Ftrack.

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. The university will comply with § 668.14(b)(33) and § 668.14(b)(34) in relation to transcript holds.

Right to Petition for Hardship
Definition of Hardship
Student hardship – a rare and unforeseeable situation, outside of a student's control, that imposes such difficulty on a student that a reasonable person would agree that it prevents a student from complying with a policy in a timely manner. Examples include (but are not limited to): mental health, medical, or immediate family emergency; acute episode of a prolonged illness; another traumatic event. Documentation must be provided to justify the 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 New Mexico Highlands University webpage, http://its.nmhu.edu/www/onlinedocs/index.html.

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 one-year statute of limitations on academic petitions. In exceptional circumstances, academic petitions filed after a one-year period shall be submitted directly to the - Office of Graduate Studies 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 indicates their approvals or disapprovals, and then forward to the - Office of Graduate Studies. 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 - Office of Graduate Studies 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.

Graduate Transfer of Credit

A graduate student may transfer from another accredited institution up to 25% of their NMHU graduate program courses provided they meet the guidelines for transferring credits and approval is obtained from the graduate program and the Dean of Graduate Studies.

Admission to a NMHU certificate program does not guarantee admission to a related degree program, but if a certificate student is admitted to a degree program, all credits from the certificate may be counted toward the graduate degree, subject to the approval of graduate program faculty in the field of study. The terminal date associated with the degree will be determined using the date of the first certificate class as the initial date of enrollment for the degree. Students should contact the Graduate Coordinator or Department Chair to determine whether credits earned as part of a certificate program satisfy degree requirement of any particular degree.

The Graduate Transfer of Credit Form (https://its.nmhu.edu/IntranetUploads/007863-Graduate_Tra-722202234007.pdf) is available on the NMHU Online Documents page and must be submitted to the Office of Graduate Studies with appropriate signatures.

The transferred course:

- was earned in residence at that institution;
- a minimum grade of "B" is earned;
- was completed within a seven-year period from the expected graduation date;
- was not used for another degree;
- was earned in courses acceptable for a graduate degree at the institution where they were earned; and
- an official transcript has been received by New Mexico Highlands University and resides in the student's file.

Note, however, that:

- A course description from the institution at which the class was completed, or will be taken, must be attached to the Graduate Transfer of Credit form. Some programs may also require a course syllabus. This is needed to determine if the class is a suitable substitution for a course listed in the student's Program of Study.

- If it is not clear that the course is acceptable, an official statement may be required from the institution where the class was completed, verifying that the course was suitable for a graduate program there.
- An official transcript, which verifies the successful completion of the class, as specified above, must be on file in the student's permanent record in the Office of the Registrar.
- The Course Substitution/Addition form must be submitted to the Office of Graduate Studies to show the substitution or addition to the Program of Study.
- The same process must be followed if the student wishes to obtain approval to transfer a course prior to enrolling in it.
- If the courses to be transferred fulfill the last 15 credits of a student's Program of Study, a student must submit a Graduate Academic Hardship Petition. General policy is that the last 15 credits of a student's program of study must be completed in residence at New Mexico Highlands University.

All of the following conditions must be met:

- Student has been a matriculated student at NMHU for at least one semester,
- Has at least at 3.0 grade point average in the field and at least at 2.0 grade point average in all previous university work,
- Limits requests for graduate transfer of credit to a total of 6 credits or up to 25% of the Graduate program,
- The Dean of Graduate Studies must approve any exceptions to this limit,

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

Military Credit

New Mexico Highlands 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. Air Force veterans are required to provide an academic transcript from the Community College of the Air Force.

Academic Information for Graduate Degrees
Graduate Degree Requirements

Academic Advising

Graduate students are assigned to a faculty advisor 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: https://www.nmhu.edu/graduatehandbook/.

Academic Suspension
Academic Suspension is issued to students who do not meet the required GPA after being on academic probation for two consecutive semesters or who drop below a 2.4 cumulative GPA. Suspension will typically be for one semester (from the posting of semester grades). The Office of Graduate Studies will notify students of their academic suspension, and they will be administratively dropped if they are enrolled. During the period of suspension, 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 suspension at Highland University.

Return from Academic Suspension or Appeal
Students returning from academic suspension, or a successful appeal must file a work plan with the Graduate Program Coordinator and the Graduate Dean for how they will raise their GPA to a cumulative GPA 3.0 or higher in their graduate courses. In this plan, they should detail changes to study habits and strategies for engaging more academic support through the program and through other academic support services (e.g., Writing Center, ARMAS, etc.).

Students will be allowed to take up to twelve (12) credit hours in provisional status to give them time to return to good academic standing (i.e., cumulative GPA 3.0 or higher in their graduate courses) after their academic suspension or successful appeal.

If they are making satisfactory academic progress but still have not reached the 3.0 cumulative GPA threshold, they may file an academic hardship petition to request an additional twelve (12) credit hours to meet the standard for satisfactory academic progress.

No Progress on Terminal Projects
Students who receive a no-progress grade (NP) on their terminal projects for two consecutive semesters will be placed on probation upon the recommendation of the graduate program.

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 Office 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 through the Office of Graduate Studies 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, or Office of Graduate Studies designee, and must include the following:

- None of the coursework may have been used for another degree, except for dual master's programs
- A total of at least 32 semester credits of 5000- or 6000-level courses of which at least 15 credits are at the 6000 level.
- Credit will not be given for a 5000-level graduate course if the student previously took the class at the 4000-level to attain the bachelor's degree, unless the course is listed in the catalog as repeatable with a change in content.

- Students can request to retake up to 3 courses already completed at the undergraduate level if:

    a) The retaken course has substantively and demonstrably different coursework requirements and/or
    b) The retaken course has substantively and demonstrably different content

    Requests to retake a course at the graduate level are handled on a case-by-case basis through an application process initiated by the student and administered by the Office of Graduate Studies. Syllabi (or an integrated syllabus) for the two courses must be submitted with the application form. Before the student can enroll in the graduate level course, all requests shall be approved by the faculty member scheduled to teach the graduate level course, the Graduate Coordinator, and the Department Chair. The request shall then be reviewed by the Academic Dean and the Graduate Dean. Signed documents shall then be submitted by the Office of Graduate Studies to the Office of the Registrar. Disputed applications will be reviewed by the AAC Graduate Appeal Subcommittee for a final determination. Denies application cannot be resubmitted.
- 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 25% of 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 assistant ships 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 for a graduate degree must be completed within seven 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 submit a Graduate Academic Hardship Petition 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 seven 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.

Written & Oral Examination
The master's degree will be awarded at the first commencement following the satisfactory completion of (1) an approved program of study and (2)a written comprehensive examination, an oral comprehensive examination or both if required by the program.

Students in conjunction with the academic unit need to schedule the written comprehensive or oral examination with the Office of the Registrar with the date and place of exam. Scheduling must take place at least two weeks before the planned date of defense. The Office of Graduate Studies will prepare the defense package, and the Registrar's Office will complete a degree check and clear the student for graduation.

Examinations conducted without approval are null and void, and arrangements to retake the test(s) must be made. The Graduate Dean in consultation with the graduate program coordinator and/or department chair and the Office of the Registrar may grant exceptions in unusual circumstances.

To be acceptable, the written comprehensive or oral examination must be conducted by a committee of at least three members, two of who 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 written comprehensive or oral 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 thesis, field project, or publishable papers; and/or 3) be of sufficient duration to permit coverage of the field in substantial depth.

- Each student must be registered for at least one (1) credit hour, at the graduate level in the relevant graduate program, in the semester in which they take the written comprehensive or oral examination.
- The written comprehensive or oral examination cannot be scheduled after the end of the semester.
- 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 written comprehensive or the oral examination may not take place before midterm or when school is not in session unless formal approval is given.
- If the student's transcripts show incomplete (I) grades, the written comprehensive or oral examination cannot take place until these are cleared.
- If a student has been granted an extension to continue in the graduate program and must establish currency in a course(s), the Statement of Currency Form must be submitted to the Office of the Registrar before the written comprehensive or oral examination can take place.
- Graduate programs may choose the modality in which they give the written comprehensive or oral examination and whether it is open to the public. The location, date, and time are on the Master's Exit Examination Form.
- Changes to committee, after the request has been received by the Office of the Registrar, must receive approval from the Dean of Graduate Studies before the exam may be conducted. If a member of the committee is not present at the written comprehensive or oral examination, as required, the written comprehensive or 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 written comprehensive or oral examination as agreed upon.
- If a student does not successfully pass the written comprehensive or oral examination the student must work with their academic advisor on the process of retaking the exam.
- Graduate programs that do not require an oral examination must submit a graduate clearance form by the last Friday before the beginning of the next semester.

Please review the Graduate Handbook and respective program handbooks for any further information about written or oral examinations.

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 $25.00 fee is charged for the library binding of each copy. (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.

Once the Graduate Coordinator or Department Chair approves the thesis or professional/publishable paper, they shall send the final approved copy electronically to the Dean of Graduate Studies indicating their approval and the approval of the committee.

The designated librarian will work with the student on final formatting of the thesis electronically. After this is complete, they will assist with binding of the thesis on white, premium bond paper (100% cotton-fiber content and 20-26 lbs. weight) furnished by the student. Two copies of the thesis or professional/publishable paper are required for the library's archives. Any additional bound copies for the department or student may be printed through this process at additional cost to the student. All signature approvals on the signature page shall be collected by the student on premium bond paper for insertion into the final bound thesis or professional/publishable paper. Digital signatures or handwritten signatures are both acceptable, but must be submitted on premium bond paper.

Students should allow at least two weeks for the university to process their thesis or professional/publishable papers for final binding with the library and to complete the Letter of Transmittal as a requirement for graduation.

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 (6990) or Field Project (6970). A completed thesis or field project will receive either an S (satisfactory) or an F (fail). Students who do not complete a thesis or field project during the semester for which they register will be given the grade of PR (progress) or NP (no progress). PR grades will be changed to S upon successful completion of the thesis or field project.

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

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

At the end of the seven-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, non-refundable 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.

Graduation Honors

The traditional undergraduate LATIN "honors" such as *cum laude, magna cum laude,* and *summa cum laude* are ***not*** available for graduate students.

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 certification requirements or simply to increase knowledge in a particular subject. It is the responsibility of each student to know and to meet the various deadlines and requirements.

Graduation Residency Requirement

To be eligible for graduation under any curriculum or with any degree, students must take 30 semester credits with NMHU, in residence. "In residence" means enrolled in courses by any delivery method through New Mexico Highlands University. For further information regarding graduation residency requirements, please review the Graduate Handbook.

Exit Requirement Graduate Clearance Form

All Graduate Programs with a non-thesis option (which includes comprehensive written exams, portfolio capstones, field project options, CPCE/Alternative Tests) must submit a Graduate Clearance Form. Graduate certificate programs are not required to submit graduate clearance forms as certificate programs do not have an exit option.

After a student meets all the exit requirements of the graduate program, the graduate coordinator or department chair submits the Graduate Clearance form for final approval to the Dean of the College/School, and/or to the Dean of Graduate Studies. See the program-specific graduate handbook for more information.

Posting of the degree will follow the submission of the signed Graduate Clearance form by the Office of Graduate Studies to the Office of the Registrar.

The signed Graduate Clearance form must be received in the Office of the Registrar by the last Friday before the beginning of the following semester. (For example, if the student wants the degree posted in the spring semester, the signed clearance form must be in the Office of the Registrar by the last Friday before the beginning of the summer semester). If a student does not meet this deadline for posting the degree, then the degree will be posted the following semester.

Students who have sent their completed thesis or professional/publishable papers Exit Document to the library for cataloging must have a Letter of Transmittal submitted on their behalf. Upon receipt of two original copies of the exit document (see sections H and J for details), the librarian in the Office of Government Documents and Periodicals will submit the Letter of Transmittal to the Office of Graduate Studies for final approval of the degree by the Dean of Graduate Studies. Posting of the degree will follow the submission of the Letter of Transmittal by the Office of Graduate Studies to the Office of the Registrar.

A thesis is bound through the Thomas C. Donnelly Library. The Dean of Graduate Studies grants final approval after receiving the signed Letter of Transmittal from the library from the graduate coordinator or department chair. See Section G for more information. Graduate Students completing a Thesis are not required to submit a Graduate Clearance Form.

Some professional/publishable papers are bound through the Thomas C. Donnelly Library. In such cases, the Dean of Graduate Studies grants final approval after receiving the signed Letter of Transmittal from the library from the Graduate Coordinator or Department Chair. Professional/Publishable papers that are not required to be bound through the library are required to submit a Graduate Clearance Form.

In other cases, the professional/publishable papers are filed in the graduate program, and arrangements must be made with the program administrator. In this instance, the Dean of Graduate Studies grants final approval after receiving the signed Graduate Clearance form from the graduate coordinator or department chair. See also Section G and the program-specific graduate handbook or contact the graduate coordinator or department chair for more information.

- Each student must be registered for at least one credit hour in the semester in which the degree requirements are fulfilled, and the degree is posted.

- If the degree requirements are not satisfied by the deadline for a semester, registration for at least one graduate credit hour will be required for every subsequent semester, including the summer session. Students should contact the Office of Graduate Studies or the Office of the Registrar for the appropriate dates.

Commencement

New Mexico Highlands University holds commencement ceremonies each May. Students completing their program at the Las Vegas campus will participate in the commencement at main campus. Students completing their program at the Albuquerque or Rio Rancho Centers will participate in 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 can participate in either the Las Vegas campus or Rio Rancho Center commencement. To participate in the commencement ceremony, a student must be eligible to complete all degree requirements at the end of the spring semester or within 9 credits for the summer term. To be included in the Commencement program, students must have completed their final degree check and applied for graduation during the fall semester prior to their final semester. For more information, see www.nmhu.edu/commencement.

Posting of the Degree

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

Diplomas will be available 2-4 weeks after the semester ends and once all university obligations have been met.

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 their graduate coursework 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 automatically be placed on academic probation. Other conditions for probation may be established. Any student whose cumulative grade point average falls below a 2.4 or who is on academic probation for two consecutive semesters will automatically be suspended for one semester. Other conditions for suspension may be established.

Students suspended or dismissed from another institution are not eligible to enroll at New Mexico Highlands University until they have served the suspension or dismissal period of that institution. If students decide to appeal the academic suspension, they will need to - submit a Graduate Academic Reinstatement Petition within 10 days after receiving the notification from the Office of Graduate Studies to be considered. The Graduate Dean may waive or reduce the term of suspension in consultation with the Graduate program Coordinator or the Department Chair if the coordinator is unavailable.

Financial Aid and Scholarships

Office of Financial Aid and Scholarships
Felix Martinez Building, Suite 240
Phone: 505-454-3318 or toll free: 800-379-4038
E-mail: financialaid@nmhu.edu

As part of our mission, New Mexico Highlands University is committed to ensuring that no student will be denied the opportunity for a postsecondary education because of limited resources. To meet this goal, the New Mexico Highlands University, Office of Financial Aid and Scholarships offers a broad spectrum of academic merit scholarships, grants, work-study funding and loans to supplement the resources of eligible students who attend NMHU. We provide 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 New Mexico Highlands University and its students. We will respond to student inquiries within a 24-hour period.

Financial aid at New Mexico 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 New Mexico Highlands University (including living expenses) and the expected family contribution (EFC). The aid package cannot exceed financial need or the cost of attendance.

To Apply for Financial Aid:
Complete and submit all sections of the Free Application for Federal Student Aid (FAFSA) online at https://studentaid.gov.

The New Mexico Highlands University school code is 002653. If transferring into New Mexico Highlands University during the current academic year, the applicant will also need to access the FAFSA online at https://studentatid.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. Student financial aid information access is available to students 24 hours a day seven days a week at www.nmhu.edu; click on "MyNMHU Portal" and enter Self-Service Banner to obtain financial aid status. As 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 NMHU, including tuition and fees, room and board, books and supplies, transportation, and personal expenses. See a financial aid adviser for more information. To qualify for financial aid at NMHU, 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 New Mexico Highlands University.
- Be enrolled at least half time (six credit hours) for all aid programs
- 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 New Mexico 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. 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.

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
Graduate Students must maintain a minimum cumulative GPA of 3.0 per semester to remain eligible. They also are allowed a one-time warning semester if they do not meet the requirements.

Pace of Progression (Formerly Completion Rate) for Undergraduate and 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.

All graduate students must complete 67% of the attempted credit hours for their particular program.

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

Maximum Time Frame for Undergraduate and Graduate Students.
Once the maximum hours of 150% of a program have been reached, the result is financial aid ineligibility or suspension. Students who have reached 125 percent of their degree requirement will be placed on a review status. They will receive an email informing them they are within 30 credit hours of reaching MTF. Students who reach 150 percent of their degree requirement will no longer be eligible and be suspended. Students may appeal if they feel they have extenuating circumstances that warrant review.

Notification and Appeal Process
Students who fall below the required 2.0 GPA or the 67% pace of progression, and exceed maximum time frame, will be notified by email at the end of the semester. When notified of financial aid suspension, the student may file a written appeal with the Office of Financial Aid and Scholarships. A link to the Satisfactory Academic Progress Appeal form is provided in the email and is available on our website:

https://its.nmhu.edu/IntranetUploads/006209-SAPAppealR-572019124245.pdf.

An appeal committee will review the appeal documents and a decision will be made to either allow the student to be placed on an academic plan or deny the request. The student may be put on an academic plan for up to five semesters which will allow the student to demonstrate progress and meet the minimum standards. If denied, a student who continues coursework at NMHU 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.

Enrollment Requirements for Financial Aid
Graduate students must be enrolled for a minimum of 6 credits within their program of study each semester to be eligible for financial aid.

The summer course load requirements for financial aid is a minimum of six credits hours.

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

To avoid loss of financial aid, please refer to the section on Tuition, Fees, and Financial Policies in this catalog before dropping or withdrawing from classes or contact the Office of Financial Aid at 505-454-3318 or via email at financialaid@nmhu.edu for additional questions.

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; Graduate PLUS loan; Federal TEACH Grant and/or other Title IV program assistance. For more information, contact the Office of Financial Aid and Scholarships at 505- 454-3318 or 800-379-4038.

New Mexico Highlands University Graduate Scholarship Program
The New Mexico Highlands University scholarship program was established to recognize and reward outstanding achievements by graduate students. A grade point average of at least 3.5 on a 4.0 scale is required. No scholarship application is required; graduate scholarships are awarded based on admission status. To obtain information, contact the Office of Financial Aid and Scholarships or log on to http://www.nmhu.edu/financial-aid/scholarships/.

To be considered for New Mexico Highlands University graduate scholarships, the student must be admitted as regular graduate. Scholarship offer letters will be emailed and sent via postal letter. The student must accept the offer by following the acceptance link on the email and letter.

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; a scholarship appeal form must be submitted to the Office of Financial Aid and Scholarships after receiving the suspension letter or email. New Mexico Highlands University scholarship restriction: If a student inadvertently receives an offer/award of a second tuition scholarship, the student may only accept and receive one. The student must notify the Office of Financial Aid and Scholarships to indicate which scholarship he/she wishes to receive. 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.

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
http://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 or admissions@nmhu.edu.

Nonresident Tuition Waiver for Colorado Students
www.nmhu.edu/office-of-the-Registrar/
A reciprocity agreement between Colorado and New Mexico allows New Mexico 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 Office of the Registrar's 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 Athletic Department. For more information, contact the New Mexico Highlands University Department of Athletics, 505-454-3368.

Online National Council for State Authorization Reciprocity Agreements NC-SARA
http://nc-sara.org
The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.
The State Authorization Reciprocity Agreement (SARA) establishes a state-level reciprocity process that will support the nation in its efforts to increase the educational attainment of its people by making state authorization:

- more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that could span states;
- more effective in dealing with quality and integrity issues that have arisen in some online/ distance education offerings; and
- less costly for states and institutions and, thereby, the students they serve.

Veterans Affairs Educational Benefits

https://www.nmhu.edu/veterans-services/
Several programs are available for veterans pursuing 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.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 GI Bill® (Ch. 33) or

Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, such students may be required to:
- Produce the VA Certificate of Eligibility (COE) by the first day of class
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Student veterans can compare benefits or apply for the GI Bill® at www.gibill.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.
- Students receiving benefits under Chapter 30 or 1606 must verify their enrollment with the VA on the first day of each month by either calling 1-877-823-2378 or online at https://www.gibill.va.gov/wave/index.do.
- Students receiving benefits under Chapter 33 will have their Monthly Housing Allowance/kicker payments withheld if they fail to verify or report that they are no longer enrolled in their courses or training. To streamline the process, VA is providing the option to verify enrollment easily and securely via text message. More information is available at www.gibill.va.gov.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the U.S. government website https://benefits.va.gov/gibill.

Veterans Tuition Assistance
Students utilizing tuition assistance may apply online at:
https://www.armyignited.army.mil/student/public/welcome

Out-of-State Tuition for Veterans
Veterans and their dependents transferring from another state may qualify for in-state tuition rates per NMS 1978, 21-1-4.5, Ch 168, Sec 1 (HB 427). For more information please contact the Office of the Registrar.

Western Regional Graduate Program (WRGP) https://www.wiche.edu/tuition-savings/wrgp/
New Mexico Highlands University participates in the Western Regional Graduate Program (WRGP), which allows students from participating states to attend Highlands at 150 percent of in-state tuition. The application for the WRGP program must be submitted no later than the third Friday of the semester to the Office of the Registrar. The Registrar's Office reviews the applications and submits them to the Financial Aid Office for processing. For a list of participating schools in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana,

Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming see https://www.wiche.edu/tuition-savings/wrgp/.

Study Abroad

The International Education Center advises students about applying for study-abroad programs sponsored by New Mexico Highlands University, the New Mexico Public Universities Consortium, and other cooperating institutions. Participating students must pay tuition and other required or ancillary fees or make appropriate payment arrangements according to study abroad program requirements.

Tuition, Fees, and Financial Policies

Tuition and Fee rates may increase upon approval by the Board of Regents. These figures are provided to help students plan. All rates are subject to change. The following rates are the 2024-2025 tuition and fee rates; tuition and fee information may be viewed under the Tuition and Fee section on the NMHU website at: http://www.nmhu.edu/office-of-the-registrar/tuition-and-fees/

Students who enroll in classes at NMHU must make a financial commitment to pay the tuition and fees associated with enrollment. University students can make satisfactory financial arrangements with the Student Accounts Receivable (SAR) department in the Business Office on or before the payment deadline, see Payment Plans section below. Payment deadlines are established by the SAR department and published with the schedule of classes.

Payments, Accounts, and Disbursements

Account balances must be paid according to the plans listed in the Payment Plans section. Students with financial assistance should verify their award prior to the payment deadlines. Tuition and Fees and other University charges such as Housing and Meal Plans can be paid in person at the Cashier's Office, by mail, or through TouchNet; New Mexico Highlands University's student online payment system. Please click on the following link to be directed to the MyNMHU Portal to access the TouchNet app: New Mexico Highlands University (quicklaunchsso.com)

Payments accepted in person include cash, checks, money orders, debit and credit cards, 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.

Your financial aid disbursements may be sent to your financial institution via direct deposit. If you would like to enroll in this service, please complete and submit the enrollment form. The form and required documents may be submitted as follows:

- In-person, delivered to the Business Office (Mass Communications Building).
- Sent via US Mail to: NMHU Business Office, Box 9000, Las Vegas, NM 87701

E-statements are sent monthly to your NMHU Live student email. Log on to the MyNMHU Portal at www.nmhu.edu, MyNMHU Portal, to view the statements.

Payment Plans
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.
The SAR department offers students the following payment options:

Fall & Spring Semester:
Two-payment plan option
Three-payment plan option
Four-payment plan option
Summer Semester:
Two-payment plan option
Three-payment plan option

A $25 non-refundable billing fee and account hold will be assessed to the student's account if the balance is not paid in full by the last due date of the semester.

For more information on payment options, contact the Student Accounts Receivable Help Team at 505-454-3444 or email sar@nmhu.edu

Third Party and Tuition Waivers
Students who qualify for deferred payment or whose tuition is paid by a third party outside agency, must submit authorizations to the SAR staff before the start of the semester. Please submit authorization to thirdpartybilling@nmhu.edu Students who register late must provide this information as soon as possible and no later than the closing period of registration.

Students utilizing employee tuition waivers or dependent tuition waivers must submit completed waivers to the Human Resource Department **before the semester's census date** per university policy.

A student can only receive one out-of-state/international discount per semester. For example: If you are receiving an out-of-state/international discount for Veterans and you are offered an out-of-state/international athletic tuition discount, you will only be awarded one out-of-state/international discount per semester.

The SAR department will process all third party and tuition waiver payments after the last date to withdrawal with a refund.

Vocational Rehabilitation
Through the New Mexico Division of Vocational Rehabilitation (www.dvr.state.nm.us/), the state and federal governments offer tuition assistance to students with disabilities. Other assistance also may be given to those students with disabilities who are financially unable to provide services themselves. Students wishing to apply for this assistance should contact the New Mexico Vocational Rehabilitation Office, 505-425-9365.

Workforce Investment Act
The state and federal governments help with tuition, books, supplies, transportation, and childcare for those who qualify (https://www.dws.state.nm.us/WIOA-Policy-Plans-Annual-Reports). For more information and application process, contact the New Mexico Department of Labor (NM Workforce Connection), 505-425-6451.

Withdrawal Policies
Students who officially withdraw from New Mexico Highlands 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, funds will be reimbursed to the student within one month following the complete withdrawal from school if a refund is appropriate.

Tuition Refund Schedule for Fall/Spring
First day: 100%
2nd through 10th day: 90%
11th through 20th day: 50%
21st through 30th day: 25%
After 30th day: no refunds

Tuition Refund Schedule for Summer
First day: 100%
2nd through 5th day: 90%
6th through 10th day: 50%
11th through 15th day: 25%
After 15th day: no refunds

Short-Term and 2nd 8 Week Courses-Refund dates may differ from regular term courses, please contact the Business Office for specific information.

For more information on withdrawal policies, payment options or tuition rates, contact the Student Accounts Receivable Help Team at 505-454-3444 or email sar@nmhu.edu.

Student Account and Financial Responsibility
You agree that your student account balance is your responsibility. By registering for courses at NMHU, you are making a commitment to pay the tuition and fees associated with the registration. You further agree that you will pay the tuition, fees and other charges to your account, as described below, all of which are owed for an educational benefit and constitute an educational loan that may not be dischargeable in bankruptcy. See 11 U.S.C. §523 (a) (8).
Student Account – NMHU will process all of your student-related financial transactions through your account. The terms of this agreement apply to all purchases, charges, fees, fines, tuition, advances and loans made or obtained by you, made or obtained by someone else with your permission or on your behalf, or assessed to you in accordance with NMHU policies, by, from, or with respect to NMHU (collectively referred to as "Charges") through your account, including, but not limited to the following:

- Tuition, Mandatory Fees and Incidental Fees
- Student Housing
- Medical/Hospitalization Insurance
- Telecommunication or IT Charges
- Library Fines
- Bookstore Charges
- Return to Title IV (withdrawals)
- Other Incidental Charges

You agree that any charge to your account for services or goods consumed or used by you or from which you received a benefit are authorized by you even if there is not a contract or other documentation for the particular charge at the time that the charge was made.

Promise to Pay – You agree to promptly pay all charges on your student account. All charges on your account shall be paid no later than thirty (30) days after the date of your monthly account statement. If you have entered into a separate agreement with NMHU for installment payments, late fees, service charges, installment option fees and interest shall be charged to your student account as specified in the separate agreement(s) you accepted or signed. If the amount due is not paid on or before the date due, you agree to pay a billing/late fee of $25 for each semester.

You agree that as a student, account information will be communicated through your NMHU student email account and/or other email accounts provided to NMHU for that purpose. You further agree that your payment obligations are binding whether or not you receive or access your electronic account statement, and whether or not your account is being paid by another person or entity. It is your responsibility to keep track of your account balance and pay amounts due prior to delinquency. You agree that it is your responsibility to pay all amounts charged to your account, plus any late fees, service charges, interest and costs of collection.

Account Limit and Collections – You agree not to incur Charges in excess of the amount specifically authorized by NMHU. Your account is not a secured credit account or a line of credit. You agree that NMHU is not obligated to extend any credit to you and that NMHU may at any time right to refuse to allow further Charges to be placed on your account, for any reason, at any time, regardless of the status of your account. You consent to NMHU or its contracted agents, at our option, to report favorable and/or unfavorable credit information regarding your account to credit bureaus and other appropriate organizations. *You agree to reimburse NMHU for all costs and expenses incurred by NMHU in attempting to collect amounts owed to NMHU from you, including reasonable attorneys' fees and costs.*

If your account becomes delinquent, your academic record will be placed on hold and NMHU will restrict access to your grades and/or transcript. Registration for future classes may not be processed and further Charges to your account may not be allowed until the account is paid in full.

If your account becomes delinquent after 180 days, NMHU may send your account to a collection agency or other legal authority for collection. The amounts due under delinquent accounts that have been turned over to a collection agency or other legal authority must be paid directly to that entity, except for NMHU's costs of collection, which are paid to NMHU as follows. If your account is turned over to a collection agency or other legal authority, *you agree to reimburse NMHU for the fees charged to NMHU by the collection agency or other legal authority, which may be based on a percentage (at a maximum of 40%) of the debt and all other costs and expenses, including reasonable attorneys' fees, that NMHU may incur in such collection efforts. In addition, the collection agency or other legal authority may charge you for its costs of collection, including attorneys' fees and, if a judgment is awarded to the collection agency, post-judgment interest in accordance with New Mexico law.*

Any delinquency may be reported to the State of New Mexico, and a hold may be activated that will prevent you from receiving any funds payable to you from any state agency, including without limitation any tax refund due to you pursuant to the New Mexico Tax Refund Intercept Program Act.

The enrollment action constitutes a financial obligation between you and NMHU and all amounts paid to you or on your behalf through your account pursuant to this agreement, and all charges to your account, will be used for educational purposes and constitute an educational loan pursuant to 11 U.S.C §523 (a) (8) and under the New Mexico Tax Refund Intercept Program Act, §7-2C-3 (E) NMSA.

In addition to all other methods available to NMHU, you authorize NMHU, its schools and department, and their respective agents and contractors to contact you regarding your loan, student account or any balance owed to NMHU including repayment of your loan and student account at the current or any future number for your cellular phone or other wireless device, either provided or acquired, in any manner chosen by NMHU, including using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

You understand and agree to the above by confirming my registration for the courses selected and accepting the terms of this agreement.

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 may 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 resident before applying for in-state residency. The person, his or her spouse and dependent children of a person who has moved to New Mexico and has obtained permanent full-time employment (sufficient documentation is required) shall not be required to complete the 12-month duration requirement. A person, his or her spouse, and dependents who move to New Mexico for retirement purposes and who provide appropriate evidence of formal retirement shall not be required to complete the 12-month duration requirement.

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

- A reciprocity agreement between Colorado and New Mexico allows New Mexico Highlands University to grant a waiver of the non-resident portion of tuition charges to a limited number of students from Colorado. Each student requesting such a waiver must complete the proper application and return it to the Office of the Registrar 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.

How do you establish New Mexico residency for tuition purposes?
In general, you must meet the following basic requirements:

- Residency for tuition purposes is determined at the time of admission.[1]
- **U.S. Citizenship or U.S. permanent residency**
    - Conditional permanent resident status qualifies under this section. So long as the conditional permanent resident status is active at time of admission.

- **The 12-Month Consecutive Presence Requirement**
    - You must physically reside in New Mexico for the 12 months immediately preceding the term in which you request resident classification.
    - You cannot begin to establish the 12-month physical presence requirement until your 18th birthday.
- **The Financial Independence Requirement**
    - Only individuals who are financially independent may establish residency, regardless of age.
    - A student cannot be approved for residency who is financially dependent upon parent/guardians who are non-residents of NEW MEXICO.
    - Dependency is determined by the previous tax year.
        - If you are *under* the age of 23 at the time you apply for residency, you must be financially independent, i.e., not claimed on the Federal income tax return for the previous tax year of parent/guardians who are not residents of New Mexico.
- **The Written Declaration of Intent Requirement**
    - A written declaration of intent to relinquish residency in any other state and to establish residency in New Mexico is required with a student's petition for residency.

Immigration Status:
NMHU shall grant any tuition or state-funded financial aid to all persons, regardless of immigration status, who have attended a secondary educational institution in New Mexico for at least one (1) year and who have either graduated from a New Mexico high school or received a high school equivalency (such as a GED) in New Mexico. However, some State-funded financial aid programs with an employment component may require U.S. Citizenship or eligible non-citizen status.[2] Students who are not US citizens, Legal Permanent Residents, or current New Mexico residents and who are in the US on a visa other than an F or J student visa may have other requirements. Please contact the International Education office.

[1] *See* NMSA 1978 Section 21-1-4 et. al.
[2] *See* NMSA 5.7.18.10(K).

Changes in residency classification are never automatic. It is always the student's responsibility to initiate and complete the process.

- Complete the Petition for In-State Tuition Classification; and
- Review the checklist of required supporting documentation (*See* Appendix A below)

    - All supporting documents are kept confidential by NMHU.
    - Attachments should be submitted in PDF file format.
    - Petitions are accepted for the Fall, Spring and Summer term beginning with the early registration period.
- Submit your completed petition and required supporting documentation:
    - Electronically to registrar@nmhu.edu;
    - In person to Office of the Registrar, Felix Martinez Building, Main Campus Room 120.
- Deadline for submission is no later than the third Friday of the term (Fall/Spring), and second Friday (Summer).
- Questions regarding supporting documentation should be sent to registrar@nmhu.edu.

First Term Students and Residency

- First term, newly re-admitted, and students in their first term at NMHU, are not eligible to petition for residency *until the beginning of their second term*.
- The **Office of Admissions & Recruitment** determines initial residency for all new and returning/re-admitted students.
- If you are denied residency, you may amend your petition and provide additional information.
    - Any student who wishes to appeal their residency determination by the Office of Admissions & Recruitment should contact them at admissions@nmhu.edu.
    - If your amended petition is denied, you may appeal to the NMHU Office of the Registrar during the approved period for petition review. Please contact the Office of the Registrar at registrar@nmhu.edu for specific dates.
- The **Registrar's Office** reviews residency petitions for students beginning their second term, or after.

Are you eligible for residency for tuition purposes?

If you live in New Mexico solely to attend school and reside out-of-state during the summer, you are a resident of that state and not eligible for New Mexico residency for tuition purposes.

If you are **financially dependent** (i.e., claimed by parents or guardians on federal income tax return) on out-of-state parent/guardians, you are a resident of the state in which your parent/guardians reside and not eligible for New Mexico residency for tuition purposes.

If you are **financially independent** (i.e., *not* claimed by parents or guardians on federal income tax return) and can provide documentation of having resided in New Mexico for the past 12 consecutive months, you *may* be eligible to petition for residency for in-state tuition purposes. (*See* https://hed.nm.gov/financial-aid/residency-requirements for New Mexico Higher Education pamphlet.)

You are a New Mexico RESIDENT for tuition purposes if:

1. Your legal state of residency is New Mexico, and
2. You live in and have an established address within the State of New Mexico, or
3. You are a minor whose parents are New Mexico residents.

A Note of Caution:

- Any act considered inconsistent with New Mexico residency,
    - such as voter registration in another state,
    - holding and/or maintaining a driver's license in another state,

- or holding and/or maintaining a motor vehicle registration in another state, or paying in-state tuition at a college or university in another state,
- **will result in denial of your request for residency.**

- A student initially granted New Mexico residency for the purposes of in-state tuition, may lose their status if actively establishing legal residence in another state, or
  - NMHU finds that residency was granted on the basis of false or misleading information.

All requirements for NEW MEXICO residency for in-state tuition must be met before the first day of classes for the semester in which you petition.

Housing Services

Housing and Student Conduct
Student Union Building-3rd floor
Phone: 505-454-3544

Housing Rates

Housing Rates for the 2026-2027 academic year may be viewed at: http://www.nmhu.edu/highlands-University-housing/student-housing-rates/

Meal Plans

All students residing in residence halls are required to purchase one of the offered meal plans. Meal plan descriptions are available at www.nmhu.edu/highlands-University-housing/student-housing-rates/. Meals are not available during the break periods. Housing over semester breaks is limited and there is an additional charge. A Residence Hall Association fee is assessed each semester.

College of Arts and Sciences

Dr. Todd Lekan, Dean
Phone: 505-454-3080
Email: tlekan@nmhu.edu

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 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
- Art & Music
- Biology
- Chemistry
- Computer & Mathematical Sciences
- English
- Exercise and Sport Sciences
- Forestry
- History and Political Science
- Language and Culture
- Natural Resources Management
- Nursing
- Psychology
- Sociology, Anthropology, and Criminal Justice

Department of Art and Music

Dr. Edward Harrington, Department Chair
Phone: 505-454-3569
Email: eharrington@nmhu.edu

Mission of the Department of Art & Music
Art and Music students work alongside artists and community members in an integrated curriculum that supports global citizenship within the context of our local, state, and national identities. Faculty lead in the learning process both in and out of the classroom to inform students in historical, technical, and aesthetic applications of material, hands on education. Arts education leads to a wide variety of occupations addressing the professional artist, musician, or theatrical performer.

Faculty
Amanda Barr
Todd Christensen
Don Evans
Gabriel Merrill-Steskal
Rhiannon Scheidt

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 & Music
While there are no graduate degrees offered in art and music, 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 art and music education. In addition, certain art and music 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 to 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 demonstrate 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):
ARTS 5910 Portfolio Development and Professional Practices (2)
ARTS 5900 Independent Study (6)
ARTH 5500 Seminar in Art History* (6)
**Repeated with different content*
ARTH 5800 Indigenous Art of the Americas (3)
ARTS 5950 Exhibit (1)
Art Electives (12 credits):
ARTS 5710 Painting 5 (3)
ARTS 5720 Painting 6 (3)
ARTS 5310 Ceramics 5 (3)
ARTS 5340 Practicum (1-4)

ARTS 5350 Selected Topics (1-4)
ARTS 5410 Sculpture 5 (3)
ARTS 5420 Sculpture 6 (3)
ARTS 5500 Seminar in Art (1-4)
ARTS 5610 Jewelry and Metalsmithing (3)
ARTS 5710 Printmaking 5 (3)
ARTS 5720 Printmaking 6 (3)
ARTS 5850 Art Foundry 5 (3)
ARTS 5900 Independent Study (1-4)
ARTS 5960 Exhibit Design (3)
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 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 can 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 artwork. 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.

Department of Biology

Dr. David Donley, Interim Department Chair
Phone: 505-454-3176
Email: ddonley@nmhu.edu

About

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

Faculty

Lauren Bansbach
Dr. Sarah Corey-Rivas
Dr. Justine Garcia
Dr. Ben Nelson
Dr. Jeff Propster
Dr. Jesus Rivas
Dr. Maureen Romine

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 suggests 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.

5 years (4-1) path for MS
The biology program offers an expedited path for a non-thesis MS in our field. Upper-level students are encouraged to start taking graduate courses that could contribute both towards their undergraduate and graduate degrees. Interested students may take up to 12 graduate classes as part of their undergraduate degree. Thus, after finishing the 4 years of their undergraduate degree they may be just 20 credits away from the 32 needed for a non-thesis MS. So, they can finish their MS within a year. Students taking advantage of this can finish their undergraduate and MS combo in 5 years.

MS in Natural Sciences
Master of Science in Natural Sciences (MS)
Concentration in Biology (thesis option)
Required Core Courses: 19 credit hours
BIOL 5590 Fundamental Principles of Laboratory Safety (1)
BIOL 6000 Research Methods in Life Science (3)
BIOL 6200 Advanced Topic in Biology* (2/2)
**Repeated for credit with different subject matter for a total of four credit hours*
BIOL 6500 Grad Seminar in Life Science* (1/1/1/1)
**Repeated four times for a total of four credit hours*
INDP 6920 Research Ethics and Integrity (1)
Choose at least two of the following:
BIOL 6100 Environmental Physiology (3)
BIOL 6300 Advanced Microbiology (3)
BIOL 6320 Medical Physiology (3)
BIOL 6330 Advanced Pathophysiology (3)
BIOL 6400 Advanced Molecular and Cell Biology (3)
BIOL 6890 Advanced Ecology (3)

Thesis Option:
BIOL 6990 Thesis (1-7)
Elective Courses:
Choose from the following courses in consultation with your adviser. Other 5000- and 6000-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
Electives:

BIOL 5010, Pre-Medical and Pre-Professional Development (1)
BIOL 5050C Bacterial Physiology (3)
BIOL 5090C Introduction to Bioinformatics (4)
BIOL 5120C Ornithology
BIOL 5150C Biotechnology (4)
BIOL 5220 Plant Physiology (4)
BIOL 5230C Molecular & Cell Biology (4)
BIOL 5240 Molecular & Cell Biology Laboratory (1)
BIOL 5250C Marine Biology (4)
BIOL 5270 Immunology (3)
BIOL 5320C Vertebrate Physiology (4)
BIOL 5350 Selected Topics in Life Science (1-4)
BIOL 5550 Wildlife Diseases (3)
BIOL 5630 Nutrition (3)
BIOL 5700C Comparative Animal Behavior (4)
BIOL 5720 Human Evolutionary Behavior (3)
BIOL 5740 Tropical Ecology (3)
BIOL 5750 Field Tropical Ecology (1-4 VC)
BIOL 5760 Evolution (3)
BIOL 5770 Macroevolution (3)
BIOL 5800 Parasitology (4)
BIOL 5810C Develop Biology (4)
BIOL 5850C Endocrinology (4)
BIOL 5870C Histology (4)
BIOL 5880C Soil Ecology (4)
BIOL 5890C Molecular Evolution and Ecology (4)
BIOL 5980 Applied Biological Research (1-4 VC)
BIOL 5930C Field Botany (2)
BIOL 5940C Field Zoology (3)
CHEM 5810 Biochemistry 1 (3)
CHEM 5820 Biochemistry 2 (3)
M.S. Thesis Defense
Open seminar and oral defense
Thesis Degree Total: 34

Concentration in Biology (non-thesis option)
Choose at least 9 credits from the following:
BIOL 6100 Environmental Physiology (3)
BIOL 6300 Advanced Microbiology (3)
BIOL 6320 Medical Physiology (3)
BIOL 6330 Advanced Pathophysiology (3)
BIOL 6400 Advanced Cellular Biology (3)
BIOL 6890 Advanced Ecology (3)
PSYC 6080 Introduction to Neuropsychology (3)

Other required courses:
INDP 6920 Research Ethics (1)

BIOL 6500 Graduate Seminar (1)
BIOL 5590 Lab Safety (1)
BIOL 6200 Advanced Topics (2/2)
Elective Courses, Non-Thesis Option (16)
Elective Courses:
Choose courses in consultation with your adviser in qualifying graduate classes from the graduate catalog: related fields with mentor approval (up to 12 credits from non-biology fields).
Non-Thesis Degree Total: 32
Students in the non-thesis program will complete a comprehensive exit exam and compile a research portfolio in order to fulfill their degree requirements.

Department of Chemistry

Dr. Steven Karpowicz, Interim Department Chair
Phone: 505-454-3167
Email: skarpowicz@nmhu.edu

Mission of the Chemistry Master's Program
The Master of Science in chemistry provides training for those who wish to advance their careers in research, industry, government service or teaching. The Master of Science degree permits the graduate to enter the work force at a level higher than that of a BS graduate. It also prepares students for the rigors of a more advanced professional PhD program of study. Course preparation and advisement are available for students who choose to enter professional schools to study for careers in medicine, veterinary science, dentistry, pharmacy, etc. The Chemistry Program includes the study of inorganic, analytical, physical, organic chemistry, and biochemistry, with applied emphases in medicinal and materials chemistry, reaction mechanisms, and environmental chemistry. This program requires a research project culminating in an original thesis for each student. The chemistry concentration prepares candidates for entry into the chemistry profession or for PhD work.

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
Dr. Joerg Kutzner
Dr. Melecio Perea

Degree requirements:
Master of Science in Applied Chemistry (MS)
Required courses: 28 credit hours
CHEM 5190 Chemistry Lab 7 (3)
CHEM 5410 Reaction Mechanisms (3)
CHEM 6210 Advanced Analytical Chemistry (3)

CHEM 6710 Chemical Thermodynamics (3)
CHEM 6720 Quantum Chemistry (3)
CHEM 6910 Chemistry Colloquium* (1/1)
**Taken for two semesters to equal a total of two credit hours*
CHEM 6990 Thesis* (8)
**A minimum of eight credits is required; students must register for at least one credit hour per term until the thesis is completed, which may exceed the eight-credit hour minimum.*
Choose one of the following:
CHEM 5610 Inorganic Chemistry 1 (3)
CHEM 5810 Biochemistry 1 (3)
Electives: 6 credit hours
Choose at least six credits in graduate courses from biology, chemistry, environmental science, geology, physics, or other appropriate disciplines with approval of a graduate adviser.
Degree Total: 34 credit hours

Department of Computer and Mathematical Sciences

Dr. John Jeffries, Department Chair
Phone: 505-454-3480
Email: jjeffries@nmhu.edu

About
The Department of Computer and Mathematical Sciences offers graduate courses in computer science and mathematics.

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.

Faculty
Peter Adigun
Dr. Gil Gallegos
Jessica Johnsen
Miwako Jeffries
Carlos Martinez
Donald Woodlee

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. Additionally, 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.

Master of Arts or Science in Media Arts and Computer Science (MA or MS)
The discipline of computer science intersects with innovation across a wide range of fields. Advances in branches of computer science-such as artificial intelligence, big data, analytics, cybersecurity, machine learning, high-performance computing, human-computer interaction, and computer networking-directly drive innovation in many areas of study and practice. Innovation in these areas- focused on transforming novel ideas into valuable products, services, and solutions- has a natural interest in the possibilities opened by such cutting-edge technologies.

The Department of Computer Science offers a Master of Arts and Master of Science in Computer Science and Innovation. The program is highly interdisciplinary, and students may enter from either a technical background or from a field where innovation is emphasized, developing advanced skills in both areas. The program bridges the gap between deep technical knowledge and real-world application. To accommodate diverse student needs, it is available both on campus and through distance learning.

Students work closely with an advisor to develop a program of study tailored to their career goals. Areas of specialization may include artificial intelligence, human-computer interaction, applied machine leaning, data mining, computer vision, and technology entrepreneurship.

Applicants must hold a bachelor's degree in an area where innovation is emphasized, or a bachelor's degree in another field combined with professional experience involving innovation. Admission to the Master of Science track additionally requires a strong mathematics background, including calculus and either discrete mathematics or linear algebra.

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

Required core: 15 credit hours
CSCI 6000 Principles of Computer Science & Innovation (3)
CSCI 6100 Synthesis of Computer Science & Innovation (3)
CSCI 6200 Multimedia Project Development (3)
All students must take 6 units of thesis or project work
CSCI 6970 Field Project (6) ***or***
CSCI 6990 Thesis (6)
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 Software System Design. Students may be able to add courses from psychology, education, art, music, or other disciplines, depending on interests. Students working towards a Master of Science degree must choose courses from computer science, mathematics, or a discipline offering a Master of Science degree.
Program Total: 36 credit hours

Department of English

Dr. Donna Woodford-Gormley, Department Chair
Phone: 505-454-3253
Email: dwoodford@nmhu.edu

Mission of the Department of English
The M.A. in English offers advanced instruction in literature; linguistics, literacy, and composition; and creative writing in fiction, poetry, and creative nonfiction. 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 program serves the needs of a wide range of students in their personal and professional goals. Graduates of the program regularly go on to become secondary school teachers or college instructors. They enter doctoral programs and embark on careers in journalism, publishing, or professional writing. In all career paths, the graduate program in English prepares students to think deeply and broadly about the powerful role of language in interpreting and shaping the world.

Faculty
Dr. Peter Buchanan
Dr. Lauren Fath
Dr. Juan Gallegos
Dr. Jess Goldberg
Dr. Oscar Oswald
Dr. Rebecca Schneider
Dr. Benjamin Villarreal

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

The Department of English houses *The New Mexico Review*, a literary journal that publishes poetry, fiction, and essays. Graduate students edit and produce each issue of the journal. The department also sponsors a chapter of the international English honor society, Sigma Tau Delta.

Master of Arts in English (M.A.)
Students should consult with the graduate coordinator for English each term for advisement until they have chosen a thesis adviser from among the graduate faculty in English. During the first meeting, the coordinator and the student will develop a program of study for completing the program.

Required Core:
ENGL 5020 Literary Theory (3)
ENGL 5410 History of the English Language (3)
ENGL 6010 Research Methods in English (3)
Students choose one of the following:
ENGL 6990 Thesis (6) ***or***
ENGL 6960 Publishable Papers (3) ***and***
Electives (3) *
**Approved electives selected in consultation with adviser*
Required course for teaching assistants:
ENGL 5150 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 6710. Electives may also include other faculty-approved courses. *Students approved for ENGL 5150 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 5110 Major American Writers (3)
ENGL 5120 Major British Writers (3)
ENGL 5130 Major World Writers (3)
ENGL 5140 Literary Realism (3)
ENGL 5210 Chaucer (3)
ENGL 5220 Shakespeare (3)
ENGL 5230 Milton (3)
ENGL 5350 Selected Topics in English (3)
ENGL 5/6500 Seminar in English (1-4)

ENGL 5820 Literature of the Southwest (3)
ENGL 5910 Arthurian Literature (3)
ENGL 6030 Contemporary Literary Theories (3)
ENGL 6100 Major American Poets (3)
ENGL 6360 Varieties of Romanticism (3)
ENGL 6410 History of Popular Literature (3)
Concentration Total: 9 credit hours
Core & Electives Total: 27 credit hours
Program Total: 36 credit hours

Concentration in Linguistics, Literacy, and Composition
Choose three courses from the following:
ENGL 5050 Gender and the Politics of Literacy (3)
ENGL 5150 Methods of Tutoring & Teaching Writing (3)
ENGL 5350 Selected Topics in English (3)
ENGL 5420 Contemporary English Linguistics (3)
ENGL 5430 Sociolinguistics (3)
ENGL 5/6500 Seminar in English (1 – 4)
ENGL 5630 Women in Rhetoric (3)
ENGL 5850 Stylistics (3)
ENGL 6020 Theories of Writing (3)
ENGL 6510 Images & Words: Semiotics (3)
ENGL 6610 Literacy and Orality (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 6710: Creative Writing Workshop. This course may be repeated with a change of content.
Choose three courses from the following:
ENGL 5000 Creative Writing: Experimental Fiction (3)
ENGL 5010 Creating Writing: Advanced Poetry (3)
ENGL 5100 Creative Nonfiction (3)
ENGL 5350 Selected Topics in English (1-4)
ENGL 5/6500 Seminar in English (1-4)
ENGL 5650 Nonfiction Prose
ENGL 5850 Stylistics (3)
ENGL 6710 Creative Writing Workshop (3)
Concentration Total: 9 credit hours
Core & Electives Total: 27 credit hours
Program Total: 36 credit hours

Examinations
All students completing a thesis must pass a written qualifying examination based on a reading list approved by the thesis committee, the graduate coordinator, and the department chair.

Department of Exercise and Sport Sciences

Dr. Katherine Jenkins, Department Chair
Phone: 505-454-3479
Email: kjenkins@nmhu.edu

Mission of the Department of Exercise and Sport Sciences

The mission of the Department of Exercise and Sport Sciences is to improve the quality of life related to the many aspects of human movement. We concentrate on a full spectrum of human potential, from young to old, fit to unfit, recreational to 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

Dr. Javier Arturo Hall-Lopez
Dr. Yongseek Kim
Dr. Jay Lee
Dr. Paulina Ochoa
Dr. Jesse Weaver

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 Sport 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.

Master of Arts in Human Performance and Sport (MA)

Required courses: 6 credit hours
EXSC 6200 Research Methods in HPLS (3)
EXSC 6700 Assessment & Evaluation in HPLS (3)
Electives: 24 (30 if you choose the Comprehensive Exam Option)
Choose at least 24 credits from the following:
HLED 5210 Epidemiology (3)
HLED 5350 Selected Topic in Health (3)
HLED 5690 Public Health & Wellness (3)

HLED 5740 Stress Management (3)
EXSC 5890 Fitness/Wellness Program Leadership (3)
EXSC 5900 Independent Study (1–4)
EXSC5080 Principles, Ethics, & Problems of Athletic Coach (3)
EXSC 5150 Women in Sport (3)
EXSC 5160 Aquatic Management (3)
EXSC 5210 Designs for Fitness (3)
EXSC 5280 Nutrition & Supplements for Sport (3)
EXSC 5300 ACSM Health Fitness Instructor Review (3)
EXSC 5320 NSCA Strength Coach Review (3)
EXSC 5/6340 Practicum in HPS (1-4)
EXSC 5/6350 Selected Topic in HPS (1-4)
EXSC 5360 Pediatric Exercise Physiology (3)
EXSC 5380 Physical Activity & Aging (3)
EXSC 5610 Sport Marketing & Promotion (3)
EXSC 5650 Planning Areas & Facilities (3)
EXSC 5680 P.E. for Special Populations (3)
EXSC 5720C Biomechanics of Sport (3)
EXSC 5760C Stress Testing (3)
EXSC 5780 Psychology of Coaching (3)
EXSC 5/6900 Independent Study (1-4)
EXSC 6040Curriculum Design (3)
EXSC 6120 Sport in Society (3)
EXSC 6130 P.E., Athletics & Law (3)
EXSC 6410 Issues in HPLS (3)
EXSC 6500Seminar (1)
EXSC 6510 Administration of Athletics (3)
EXSC 6600 History & Philosophy of P.E. & Sport (3)
EXSC 6820 Physiological Basis of Sport Performance & Conditioning Programs (3)
EXSC 6920 Independent Research (1-4)
Students must choose one of the following:
EXSC 6970 Field Project (6) *OR*
EXSC 6990 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 Sport Administration Concentration
Required in either concentration:
Research Methodology: 6 credit hours
GNED 6100 Educational Research Interpretation (3) ***or***
HLED 6200 Research Methods HPLS (3) ***or***

MGMT 6040 Business Research Methods (3) ***and***
EXSC 6700 Assessment & Evaluation (3)
Required core: 12 credit hours
EXSC 6120 Sport in Society (3)
EXSC 6130 P.E., Athletics, & Law (3)
EXSC 6410 Issues in HPLS (3)
EXSC 6040 Curriculum Design (3) (Education Students Only) ***or***
EXSC 6510 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).
HLED 5740 Stress Management (3)
EXSC 5080 Principles, Ethics, & Problems of Athletic Coach (3)
EXSC 5150 Women in Sport (3)
EXSC 5160 Aquatic Management (3)
EXSC 5210 Designs for Fitness (3)
EXSC 5280 Nutrition & Supplements for Sport (3)
EXSC 5300 ACSM Health Fitness Instructor Review (3)
EXSC 5320 NSCA Strength Coach Review (3)
EXSC 5/6350 Selected Topic in HPS (1-4)
EXSC 5360 Pediatric Exercise Physiology (3)
EXSC5380 Physical Act & Aging (3)
EXSC 5/6500 Seminar in HPS (1-4)
EXSC 5610 Sport Marketing & Promotion (3)
EXSC 5680 P.E. for Special Pop (3)
EXSC 5720C Biomechanics of Sport (3)
EXSC 5760C Stress Testing (3)
EXSC 5780 Psychology of Coaching (3)
EXSC 5/6900 Independent Study (3)
EXSC 6600 History & Philosophy of P.E. & Sport (3)
EDLD 6730 Public School Administration (3)
EXSC 6820 Physiology Basis of Sport Performance & Conditioning (3)
Concentration Total: 12-18 credit hours
Students must choose one of the following:
EXSC 6970 Field Project (6) *OR*
EXSC 6990 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 Sport Administration
Select 12 credits from the following (18 credits if you are selecting the comprehensive exam option):

EDLD 6730 Public School Administration (3)
ACCT 6060 Managerial Accounting (3)
BFIN 6070 Financial Management (3)
MGMT 6640 Organizational Behavior (3)
BMIS 5250 Information Systems: Management Issues & Tech (3)
MKTG 5110 Marketing Res (3)
EXSC 5080 Principles, Ethics, & Problems of Athletic Coach (3)
EXSC 5150 Women in Sport (3)
EXSC 5160 Aquatic Management (3)
EXSC 5/6340 HPS Practicum (1-4)
EXSC 5/6350 Selected Topics in HPS (1-4)
EXSC 5/6500 Seminar in HPS (1-4)
EXSC 5090 Economics & Finance in Sport (3)
EXSC 5120 Public Relations in Sport (3)
EXSC 5610 Sport Marketing & Promotion (3)
EXSC 5650 Planning Areas & Facilities (3)
EXSC 5720C Biomechanics of Sport (3)
EXSC 5780 Psychology of Coaching (3)
EXSC 5/6900 Independent Study (1-4)
EXSC 6040 Curriculum Design (3)
EXSC 6600 History & Philosophy of Sport & P.E. (3)
EXSC 5/6980 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:
EXSC 6970 Field Project (6) *OR*
EXSC 6990 Thesis* (6)
**Students register for at least one credit hour of Thesis until completed; thesis credits hours may exceed the required minimum of six.*

or

Comprehensive Exam Option: Students must complete six more credits of approved electives. In addition, the students must pass a comprehensive examination over the graduate program. This examination may not be taken until after midterms in the last semester of coursework.
Program Total: 36 credit hours

Department of Forestry

Dr. Michael Remke, Department Chair
Phone: 505-454-3320
Email: mremke@nmhu.edu

About

The Department of Forestry offers an MS Natural Science degree with a concentration in Environmental Science & Management and a concentration in Forestry. The concentration in Environmental Science & Management program is designed around a core set of foundational courses after which students develop individualized programs of study (coursework 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.

Mission of the Department of Forestry
The mission of the Department of Forestry is to engage in teaching, research, and service in forestry and related disciplines. The Department promotes the understanding and sustainable management of ecosystems for the benefit of human and non-human communities while seeking to improve equity and diversity within the forestry profession.

Faculty
Blanca Céspedes, Ph.D. (Fire Ecologist and Prescribed Fires)
Chrissy Mott, Ph.D. (Forest entomology, watershed restoration)
Grace Parikh, Ph.D. (Wildlife biology, wildlife habitat management)
Michael Remke, Ph.D. (Fungal ecology, Collaborative Forest Management)
David Woodbury, Ph.D. (Forest Ecology, Silviculture)

Additional Faculty:
Alan Barton, Ph.D.: Natural Resource Law & Policy
Nathan Tomzcyk, Ph.D.: Aquatic Ecology and Statistics
Josh Sloan, Ph.D.: Silviculture and Forest Management

Master of Science in Natural Sciences
Concentration in Environmental Science and Management
Required Core Courses: 15 credit hours
FORS 5250 Field Safety Practices (1)
BIOL 6000 Research Methods in Life Science (3)
FORS 6200 Advanced Topics in Natural Resource Management (2/2) *
FORS 6250 Advanced Quantitative Methods in Natural Resource Management (3)
FORS/BIOL 6500 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:
FORS 6990 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:

FORS 6900: Independent Study (3) *OR*
FORS 6920: 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 credits. With the advice and consent of an adviser, students choose 5000- and 6000-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 Sciences with a concentration in Forestry
The Master of Science in Natural Sciences with a concentration in Forestry (M.S. in Natural Sciences - Forestry) program will prepare students for careers in forest resource management-related disciplines, which require expertise in forestry research and practice, as well as preparing students for entrance into Ph.D. programs in these fields. This program is designed around a small core of foundational courses after which students develop individualized programs of study that reflect each student's research interests, educational goals, and career objectives. Students either gain experience in the design, execution, and reporting of scientific research by completing a master's thesis, or an understanding of the practices and skills necessary to manage forest resources as a forestry professional through the non-thesis degree track.

Master of Science in Natural Sciences
Concentration in Forestry
Required Core Courses: 9 credit hours
FORS 5250 Field Safety Practices (1) ***or***
BIOL 5590 Fundamental Principles of Laboratory Safety (1)
FORS 5890 Applied Ecology and Environmental Restoration (3)
FORS 6140 Concepts and Principles in Forest Ecology and Management (3)
FORS/BIOL/GEOL 6500 Graduate Seminar in Natural Sciences (1/1) *
**Repeated twice for a total of two credits.*

Additional Required Core Courses- Thesis Option (≥ 7 credit hours)
BIOL 6000 Research Methods in Life Science (3)
FORS 6250 Advanced Quantitative Methods in Natural Resource Management (3)
FORS 6990 Thesis (VC 1-7) *
**Students register for thesis credits each semester until completion, which may exceed the one credit-hour minimum. No more than 7 thesis credits can be counted toward the student's program of study*.

Additional Required Core Courses- Non-Thesis Option (≥1 credit hour)

FORS 6900 Independent Study (1-5) *
**Students register for independent study credits each semester until completion, which may exceed the one credit-hour minimum. No more the 5 thesis credits can be counted toward the student's program of study.*

Elective Courses

Thesis Option

In addition to the required core courses and thesis credits listed above, students shall work with their advisor and other advisory committee members to select elective courses for inclusion in the student's program of study. These electives shall be selected with the advice and consent of the student's advisor with the intention of selecting coursework that will be support the student's research needs and the development of breath and depth of knowledge in the student's chosen field of study. Electives shall be chosen from the 5000- and 6000-lelve courses offered in Forestry, Biology, Geology, Chemistry, Anthropology or other disciplines as appropriate to the student's research and chosen field of study.

Non-thesis Option

Students must complete 3-12 credit hours in each of the following restricted elective areas, for a total off at least 24 credit hours of electives. No more than 12 credit hours from any one restricted elective area may be included in a program of study to satisfy this requirement. A current list of which courses may be used to satisfy restricted elective requirements in each area may be obtained from the Department of Forestry's Graduate Program Coordinator. In instances where the student wishes to include a course on their program of study which does not yet appear on the Department's list of acceptable restricted electives for each area, the student and their committee shall inquire with the Department of Forestry's Graduate Program Coordinator who shall confirm the restricted elective area(s) satisfied by the course after consultation with the Department Chair.

Area A: Ecology and Biology

- FORS 5080C Limnology (4)
- FORS 5150C Dendrology (3)
- FORS 5160C Soil Science (4)
- FORS 5220C Forest Pathology (3)
- FORS 5280C Forest Entomology (3)
- FORS 5310C Terrestrial Ecology (4)
- FORS 5350C Selected Topic in Natural Resources Management (1-4)
- FORS 5530 Toxicology in Life Science (3)
- FORS 5610 Atmospheric Science (3)
- FORS 6200C Advanced Topics in Natural Resources Management (2)
- FORS 6350 Selected Topic in Natural Resources Management (1-4) *
- FORS 6900 Independent Study (1-4) *
- BIOL 6000 Research Methods in Life Science (3)

Area B: Measurement of Forest Resources

- FORS 5110C Mensuration and Biometrics (4)
- FORS 5120C Surveying and Geographic Information Systems (4)
- FORS 5130 Ecological and Environmental Monitoring (3)
- FORS 5350C Selected Topic in Natural Resources Management (1-4) *
- FORS 6200C Advanced Topics in Natural Resources Management (2)
- FORS 6250 Advanced Quantitative Methods in Natural Resources Management (3)

- FORS 6350 Selected Topic in Natural Resources Management (1-4) *
- FORS 6900 Independent Study (1-4) *
- BIOL 6000 Research Methods in Life Science (3)

Area C: Forest Resource Policy, Economics, and Administration
- FORS 5350C Selected Topic in Natural Resources Management (1-4) *
- FORS 5400 Integrated Natural Resources Management (3)
- FORS 6020 Environmental Assessment (NEPA) (2)
- FORS 6200C Advanced Topics in Natural Resources Management (2)
- FORS 6400 Recreational Resource Management (2)
- FORS 6350 Selected Topic in Natural Resources Management (1-4) *
- FORS 6900 Independent Study (1-4) *

Area D: Silviculture and Forest Management
- FORS 5000 Surface Hydrology (3)
- FORS 5020 Silviculture (3)
- FORS 5050 Wildland Fire Management (3)
- FORS 5100 Forest Management (3)
- FORS 5170 Watershed Management (3)
- FORS 5200 Wildlife Habitat Management (3)
- FORS 5350C Selected Topic in Natural Resources Management (1-4) *
- FORS 5890 Applied Ecology and Environmental Restoration (3)
- FORS 6200C Advanced Topics in Natural Resources Management (2)
- FORS 6350 Selected Topic in Natural Resources Management (1-4) *
- FORS 6900 Independent Study (1-4) *

Exit Requirements

Thesis Option

Students are required to form a thesis advisory committee and submit a program of study and thesis proposal within the first semester of study. A total of at least 34 credits are needed with at least 15 credits of 6000-level courses.

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. Upon successful completion of any deficiencies and all POS coursework, and submission of the graduation clearance paperwork, the student will be nominated to candidacy for the M.S. degree.

Non-thesis Option

Students choosing the non-thesis option are required to form an independent study advisory committee and submit a program of study within the first semester. Four to seven elective credits must be taken at the 6000-level to meet the 15 credits the graduate school requires at that level. A sufficient number of elective credits must be included in the student's program of study such that the number of credits from required core courses, thesis credits, and elective credits is equal to or greater than 37 credits.

Students are required to complete an independent study. This independent study should be a project of internship focused on practical land management, either on private property, public land, or in a concert with professional foresters. Students should develop and submit an independent study proposal to their

independent study advisory committee for approval in their first semester of study. In their last semester of study, in cooperation with an advisory committee, students must develop and complete a written professional paper and deliver a public oral presentation of the independent study they performed. 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.

Department of History and Political Science

Dr. Peter Linder, Department Chair
Phone: 505-454-3423
Email: linderpeter@nmhu.edu

Mission of the Department of History and Political Science

History and Political Science forms an academic unit serving the undergraduate and graduate student body with a wide range of courses and possibilities for study. Historical and political understanding and awareness are perceived as one of the chief attributes of a functional and involved citizen of the United States. It is the mission of this 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.

Faculty

George Lyon
Dr. Steven Williams

History

Historians investigate the past 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 New Mexico Highlands University 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 some 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 newest developed social sciences. Political science is, obviously, the study of politics, and political processes and actors, plus governments (e.g., constitutions, institutions). The Political Science faculty encourages students to make connections between the theoretical (or textbook) study of government/politics, and how they affect us both in the past and the present. NMHU enables a special focus on Southwestern and minority political studies.

Students in Political Science may seek careers in government, teaching, and private industry. The study of Political Science serves as excellent preparation for law school and other graduate and professional degree

programs, as well as pre-professional training for governmental positions involving policymaking or administration. Representative employers include government agencies at the national, state or local levels, non-profit organizations, corporations, and research institutions.

Resources and Facilities
The Department of History and Political Science 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.

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 Processes. 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 for 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 6510 Seminar: Concepts of Human Culture (3)
HIST 6150 Contemporary Historical Thought (3)
POLS 5630 Political Economy (3)
POLS 6540 Seminar: The State (3)
SOCI 5390 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 6150 Contemporary Historical Thought (3)
Complete 12 credits from the following:
HIST 5010 The Chicano Experience (3)
HIST 5030 Chicano Leadership (3)
HIST 5060 North American Frontiers (3)
HIST 5110 Women in the US (3)
HIST 5120 Civil War & Reconstruction (3)
HIST 5130 The US since WW II (3)
HIST 5140 The American President (3)
HIST 5350 Selected Topics in History (3)
HIST 5520 New Mexico History (3)
HIST 5530 History of the Southwest (3)
HIST 6050 The Trans-Mississippi-West (3)
HIST 6180 The Southwest (3)
HIST 6190 NM since Statehood (3)
HIST 6400 Seminar: Modern Mexico (3)
Concentration Total: 12 credit hours
Research Requirement: 3 credit hours HIST 6200 Research Methods in History (3) *
Thesis Option: *HIST 6990 Thesis (9) and a thesis.*
Professional Paper Option: *HIST 6960 Professional Paper (3), six (6) additional hours of coursework from the concentration area, and one Professional Paper.*
Comprehensive Examination Option: *HIST 6950 Comprehensive Examination, six (6) additional hours of coursework from the concentration area, and a Comprehensive Examination.*
Program Total: 36 credit hours

Concentration in Political & Governmental Processes
Complete 12 to 15 credits from the following:
POLS 5020 Interest Group Politics (3)
POLS 5100 American Constitution (3)
POLS 5150 Government & Business (3)
POLS 5170 Legislative Process (3)
POLS 5180 Administrative Law & Process (3)
POLS 5190 Public Administration (3)
POLS 5330 Chinese Communist Government (3)
POLS 5460 Government & Politics in Latin America (3)
POLS 5510 Seminar: New Mexico Government & Politics (3)
POLS 5530 IR, Human Rights & International Law (3)
POLS 5580 Political Theory & Philosophy (3)
POLS 5600 The American & Russian Systems (3)
POLS 5620 International Monetary System (3)
POLS 5630 Political Economy (3)
POLS 6110 Seminar: Southwest Politics (3)
POLS 6140 Seminar: Public Policies (3)
Research Requirement: 6 credit hours
POLS 5200 Research Methods in Political Science (3)

HIST 6200 Research Methods in History (3)
Concentration Total: 12-15 credit hours
Thesis Option: POLS 5200 Research Methods in Political Science and 3-6 credit hours in Thesis.
Professional Paper: One professional paper, POLS 5200 Research Methods in Political Science, 3 additional hours of coursework from the concentration area, and POLS 6960 Professional Paper.
Comprehensive Examination Option: A comprehensive written and oral examination, POLS 5200 Research Methods in Political Science, 3 additional hours of coursework from the concentration area, and POLS 6950 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, or History and Political Science, including courses focusing on the American frontier, legislative processes, and New Mexico since statehood. Instruction in appropriate research methodologies prepares each student for the culminating experience of a thesis or two professional papers.

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 5130C Archeology of Southwest (3)
HIST 6180 Seminar: The Southwest (3)
POLS 6110 Seminar: Southwest Politics (3)
ANTH 5760 Indians of the American Southwest (3) ***or***
ANTH 5770 The Hispanic Southwest (3)
Core Total: 12 credit hours

Concentration in History/Political Science
Complete 12 to 15 credits from the following list:
HIST 5010 The Chicano Experience (3)
HIST 5030 Chicano Leadership (3)
HIST 5060 North American Frontiers (3)
HIST 5520 Seminar: New Mexico History (3)
HIST 5530 History of the Southwest (3)
HIST 6050 Seminar: The Trans Mississippi West (3)
HIST 6190 Seminar: New Mexico since Statehood (3)
HIST 6400 Seminar: Modern Mexico (3)

POLS 5170 The Legislative Process (3)
POLS 6140 Seminar: Public Policies (3)
Concentration Total: 12-15 credit hours
Requirement in Research: 3 credit hours
HIST 6200 Research Methods in History & Political Science (3)
Complete six (6) credits in Thesis, in the discipline of the concentration. *
** Six additional hours of coursework and two professional papers may be substituted for the six-hour thesis requirement, subject to approval by the student's adviser and committee, and the chair of the Department of Humanities.*

Department of Languages and Culture

Dr. Norma A. Valenzuela, Department Chair
Phone: 505-454-3013
Email: nvalenzuela@nmhu.edu

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
Dr. Eric Romero
Dr. Andres Sabogal

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.

Department of Natural Resources Management

Dr. Jennifer Lindline, Department Chair
Phone: 505-426-2046
Email: lindlinej@nmhu.edu

About
The Department of Natural Resources Management (NRM) 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
Dr. Marine Foucher
Dr. Michael S. Petronis

Concentration in Environmental Science and Management
Required Core Courses: 15 credit hours
BIOL 6000 Research Methods in Life Science (3)
FORS 5250 Field Safety Practices (1)
GEOL 6220 Advanced Topics in Geology ***or***
FORS 6200 Advanced Topics in Natural Resource Management (2/2) *
FORS 6250 Advanced Quantitative Methods in Natural Resource Management (3)
FORS/GEOL/BIOL 6500 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*
Elective Credits: ≥12 credit hours

Students, with the advice and consent of the advisor, choose from 5000- and 6000-level course 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 6990 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.

Students choosing the non-thesis option are required to from 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: Student are required to take a minimum of 12 (thesis) and 22 (non-thesis) elective credits. With the advice and consent of an advisor, students choose 5000- and 6000-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
FORS 5250 Field Safety Practices (1)
BIOL 6000 Research Methods in Life Science (3)
GEOL 6220 Advanced Topics in Geology *OR*
FORS 6200 Advanced Topics in Natural Resource Management (2/2) *
FORS 6250 Advanced Quantitative Methods in Natural Resource Management (3)
GEOL/BIOL/FORS 6500 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 5000- and 6000-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 6990 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 Systems
Undergraduate Prerequisite:
GEOL 1110 Survey of Earth Science (4)
FORS 1010 Humans and Ecosystems (4)
POLS 1120 American National Government (3)
ANTH 1140 Introduction to Sociocultural Anthropology (3)

Required Courses (15 credit hours):
GEOL 5140C Fundamentals of Geospatial Information Science and Technology (4)
GEOL 5180C Advanced Geographic Information Systems (4)
GEOL 5150C Remote Sensing and Analysis (4)
GEOL 5940 Capstone Seminar (3)
Certificate Total: 16 credit hours

Department of Nursing

Dr. Elizabeth Holguin, Department Chair
Phone: 505-426-2203
Email: echolguin@nmhu.edu

Mission of the Department of Nursing

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

Faculty

Dr. Chris Young
Dr. Tracy Ahern
Kim Gililland
Dr. Tiffany Glass
Dr. Siri Khalsa
Dr. Kelly Young

The goal of the Master of Science in Nursing-Family Nurse Practitioner Program (MSN-FNP) and the Accelerated RN to MSN-FNP programs is to prepare nurses at the master's level to use evidence-based knowledge and skills to provide comprehensive care to diverse individuals and specialty populations across the lifespan.

As expected of practice degree programs, registered nurses enrolled in the MSN-FNP and the accelerated MSN-FNP programs will attain the advanced theoretical knowledge, clinical decision-making skills, and practice skills, to assess, diagnose and treat acute and chronic medical conditions across the lifespan from birth to death. By considering patients' environmental, socioeconomic and psychological welfare students learn the importance of comprehensive culturally sensitive care. The program focuses on monitoring and improving population health through health promotion and disease prevention, providing evidence-based treatment and education to diverse communities, patients and their families and participating on interdisciplinary decision-making teams. Students gain practice experience in diverse settings in order to refine clinical judgement, critical thinking and leadership skills.

MSN-FNP program graduates will achieve the end of program student learning outcomes (EOPSLOs) described below by engaging in health promotion and disease prevention activities, diagnosing and treating acute and chronic health problems across the lifespan and collaborating with other health care disciplines to improve health outcomes at the system, population and individual patient level.

MSN-FNP- Accelerated RN to MSN Program

The accelerated MSN-FNP program provides students with the necessary skills to assess, diagnose and treat acute and chronic diseases foundational to the MSN-FNP program described above while completing the requirements for the BSN. The accelerated MSN-FNP student will be eligible to take 12 credits of bridge courses to meet the BSN requirements and earn the BSN diploma as they work toward MSN-FNP program completion.

The proposed MSN-FNP would consist of 49 credits dedicated to both Master's Core and FNP Specialty Core. An individualized study plan will be developed for students enrolled in the Accelerated RN-to-MSN-FNP program. Registered nurses enrolled in either the Accelerated MSN-FNP or the MSN-FNP program are provided with the opportunity to: expand their knowledge through exploration of various medical and sociocultural models of care, to develop advanced practice skills, and to acquire decision making skills and proficiencies that support independent nursing practice.

Program Outcomes for the MSN-FNP Program - There are two expected program outcomes for the MSN-FNP whether entering the program as an accelerated MSN-FNP student or a traditional BSN graduate. The first set of outcomes are the end of program student learning outcomes (EOPSLO's) which are based the "Essentials" endorsed by the American Association of Colleges of Nursing (AACN). The second set of outcomes are based on credential and
employment accomplishments expected by a nursing accreditation body.

The EOPSLO's for the MSN-FNP:

I. Background for Practice from Sciences and Humanities - Integrate theoretical and evidence-based knowledge from advanced pathophysiology, advanced pharmacology, advanced health assessment, and decision making into health care practices related to health promotion, disease prevention and disease management for patients across the lifespan.
II. Organizational Systems Leadership - Incorporate leadership and communication principles across nurse practitioner roles in order to promote safe, competent, affordable and accessible health care.
III. Quality Improvement and Safety - Analyze individual and population data to improve health outcomes across health care systems.
IV. Translating and Integrating Scholarship into Practice - Synthesize theoretical and research evidence to influence health care management and health outcomes for patients and families.
V. Informatics and Healthcare Technologies - Utilize state of the art health care information systems and technologies to organize, retrieve, communicate and process health data to advance individual and population health.
VI. Health Policy and Advocacy - Advocate for health care policies and health care delivery systems that provide equitable, affordable and accessible health care for diverse patients and families across the lifespan.
VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes -Implement best care practices and provide safe and high-quality health care delivery through interprofessional models of care which enable communication, coordination, and collaboration across disciplines.
VIII. Clinical Prevention and Population Health for Improving Health - Apply knowledge and skills of health promotion and clinical prevention to improve health care quality including education and self-care management programs for individuals and specialty populations.
IX. Master's-Level Nursing Practice - Use clinical judgment and clinical reasoning when implementing culturally sensitive, evidence-based plans of care which incorporate patient preferences, learning styles, and health promotion and prevention strategies for individuals and families across the lifespan.

The MSN-FNP Outcome Assessment:

- National Certification as a Board-Certified Family Nurse Practitioner (FNP-BC),
- State Licensure as an Advanced Practice Registered Nurse (APRN),
- Employment as a practicing FNP or as teaching FNP.

Master of Science in Nursing (MSN)

MSN-FNP Curriculum - The MSN-FNP program focuses on rural and specialty population health. The program meets the NTF criteria as an advanced practice specialty. The 49-credit program is delivered in a two-year (full time) or three-year (part time) sequence and includes all core and FNP specialty courses. Approximately 750 practice hours in direct patient care are required.
Total Credit Hours: 49 Credits (plus 6-9 cognate credits optional in MSN program)
Total Clinical Hours: 750 Precepted Clinical Hours; 45 Simulation hours during Institute

MSN-FNP Pre-requisites
Bachelor of Science in Nursing (BSN) from an accredited university
Applied Biostatistics & Translational Research (or can be offered by NMHU)
Current unencumbered state RN license

MSN-FNP FNP Core Courses
NURS 5110 Advanced Clinical Pathophysiology (3)
NURS 5120 Pharmacotherapeutics (3)
NURS 5130 Advanced Health Assessment & Diagnostic Reasoning (2)
NURS 5140 Advanced Health Assessment & Diagnostic Reasoning Lab (2) (90 clinical hours)
NURS 5210 Models & Theories to Inform Practice (3)
NURS 5320 APRN Role Transition & Leadership (2)
NURS 5420 Special Populations in Rural Settings (3)
NURS 5510 Interdisciplinary Health Care Delivery and Decision Making (2)
NURS 6060 Evidence Based Practice (3)
ALPHA XXXX Cognate Concentration (6 - 9 credits optional in MSN program)

MSN-FNP FNP Specialty Courses
NURS 5220 Primary Care of Adults (3)
NURS 5230 Primary Care of Older Adults (3)
NURS 5310 Skills Practicum (1) (45 simulation hours) (Spring-Summer Residency)
NURS 5330 Primary Care of Women (3)
NURS 5410 Primary Care of Children & Adolescents (3)
NURS 6130 Clinical Practicum I (2) (100 clinical hours)
NURS 6230 Clinical Practicum II (2) (100 clinical hours)
NURS 6340 Clinical Practicum III (4) (200 clinical hours)
NURS 6520 Clinical Practice Residency (5) (250 clinical hours)

MSN Optional Cognate Concentration
The individualized Cognate Concentration is six to nine medical or non-nursing graduate level courses. The Cognate Concentration may include up to ninety practicum hours from NURS 6520 Clinical Practice Residency.

Accelerated MSN-FNP Curriculum - The Accelerated MSN-FNP designed for RNs without a BSN provides a fast-track method to the MSN-FNP degree (described above). Students enrolled in the program complete all the RN-to-BSN requirements but take up to12 credits designated to apply to the MSN-FNP. Since all BSN requirements are met, the BSN degree is conferred. Credit requirements determined on an individual basis account for completion of pre-requisites for the BSN and selection of the MSN-FNP level courses (5000 and 6000 level). Approximately 675 practice hours in direct patient care are obtained.

Accelerated MSN-FNP Pre-requisites
Foundational general education courses
Foundational Courses for the Bachelor of Science Degree
Applied Biostatics & Translational Research (or can be offered by NMHU)
Current unencumbered state RN license

Accelerated MSN-FNP Bridge Courses - Must be 5000 or 6000 level courses
NURS 5130 Advanced Health Assessment & Diagnostic Reasoning (2)
NURS 5140 Advanced Health Assessment & Diagnostic Reasoning Clinical (2) (90 clinical hours)
NURS 5510 Interdisciplinary Team Based Decision Making (2)
Health Care Leadership (3)
NURS 6060 Evidence-Based Practice (3)
Cognate Concentration Elective (6-9 credits)
Total Credit Hours: Variable based on bridge courses and cognate concentration
Total Clinical Hours: 675 Precepted Clinical Hours; 45 Simulation hours during Institute

Accelerated MSN-FNP Core Courses
NURS 5120 Pharmacotherapeutics (3)
NURS 5110 Advanced Pathophysiology (3)
NURS 5130 Advanced Health Assessment & Diagnostic Reasoning (2)
NURS 5140 Advanced Health Assessment & Diagnostic Reasoning Lab (2) (90 clinical hours)
NURS 5310 APRN Role Transition & Leadership (2)
NURS 5210 Models & Theories to Inform Practice (3)
NURS 5420 Special Populations in Rural Settings (3)
NURS 5510 Interdisciplinary Team Based Decision Making (2)
NURS 6060 Evidence Based Practice (3)

Accelerated MSN-FNP FNP Specialty Courses (credits)
NURS 5220 Primary Care of Adults (3)
NURS 5230 Primary Care of Older Adults (3)
NURS 5330 Primary Care of Women (3)
NURS 5410 Primary Care of Children & Adolescents (3)
NURS 5310 Skills Practicum (1) (45 simulation hours) (Spring-Summer Residency)
NURS 6130 Clinical Practicum I (2) (100 clinical hours)
NURS 6230 Clinical Practicum II (2) (100 clinical hours)
NURS 6340 Clinical Practicum III (4) (200 clinical hours)
NURS 6520 Clinical Practice Residency (5) (250 clinical hours)

Accelerated MSN-FNP Cognate Concentration – See above MSN-FNP program in consultation with an advisor.

Doctor of Nursing Practice (DNP)

The goal of the DNP Program is to prepare advanced practice nurses with a practice doctorate that enables them to apply scientific knowledge, leadership theories, and practice expertise to assure quality patient outcomes across diverse patient populations within health care organizations and systems.
The DNP is the terminal practice degree which will prepare graduates for leadership positions in nursing and other professional organizations. The DNP is built on advanced concepts learned in masters' level content

(e.g., advanced practice or education degree master's degree programs). Upon completion of the DNP program graduates may continue in direct patient care roles and lead interdisciplinary teams in a variety of settings focusing on quality and safety issues, health policy and economics, and social determinates of health with the goal to improve or transform health care programs. In addition, the NMHU DNP program will prepare graduates to focus on clinical practice and leadership activities for the improvement of healthcare delivery and treatment outcomes for patients in underserved areas of New Mexico whether they be deemed rural areas or specialty populations.

The DNP Program consists of 33 credits including a practice residency and a cognate concentration. All students must complete an evidence-based project guided by a nursing faculty team. Applying knowledge to improve nursing practice and patient outcomes is the aim of the Practice Project. The program uses science-based knowledge and information. The DNP program contains a cognate based on a student's interests (e.g., behavioral health, cardiology, diabetes, education, dermatology) allowing students to have a focused specialty in either practice or education. A cognate concentration is required in order that students attain specialty content in an area of their interest and meet the needs of vulnerable populations or specified health care areas.

The goals set forth by the NMHU Department of Nursing for the DNP program are based on the following competencies outlined in the AACN Essentials including the Five Spheres of Care, Ten Domains, and Eight Concepts.

- Five Spheres of Care (systems-based practice, information technology, engagement & experience, academic practice partnerships, career long learning
- Ten Domains: Knowledge of nursing practice, person centered care, population health, Scholarship for Nursing discipline, Quality & Safety, Interprofessional Partnerships, Systems based practice, Informatics and healthcare technologies, Professionalism, Personal, Professional and Leadership Development
- Eight Concepts: Clinical judgement, communication, compassionate care, Diversity, Equity & Inclusion, Ethics, Evidenced Based Practice, Health Policy, Social Determinants of Health

The End of Program Student Learning Outcomes (EOPSLOs) are based on the ten Advanced-Level 2 Sub Competencies outlined in the AACN Essentials.

I. Knowledge of Nursing Practice - Integrate (incorporate) theoretical, scientific, and experiential knowledge from nursing, biopsychosocial, organizational science, leadership development, and quality improvement models to improve health care across diverse settings.
II. Population Health - Utilize epidemiological and bio-statistical data, knowledge of cultural practices as well as rural health promotion strategies and social determinants of health to influence, cost, accessibility, and quality of clinical health services locally and nationally.
III. Practice Scholarship & Translational Science-Apply evidence-based practice strategies to inform delivery models, guidelines, and best practices in order to influence clinical health care, and project outcomes or resolve practice problems.
IV. Quality and Safety - Use organizational and leadership principles to guide quality improvement activities
V. Interprofessional Collaboration in Practice/Professionalism-Incorporate communication and decision-making skills to convene, lead or participate in interprofessional groups for the purpose of analyzing

complex practice and organizational issues to improve health system, population or individual health outcomes

VI. Health Systems - Contribute to shaping policies that improve health care and advance the profession of nursing.

VII. Technology and Informational Literacy - Use information systems and emerging technology to promote patient and group health practices, analyze practice patterns and design innovative strategies for health care delivery.

VIII. Person Centered Care - Initiate performance-related outcomes derived from nursing and related sciences that measure the effectiveness of care management, health education as well as the quality and safety of care delivered by advanced practice nurses.

IX. Personal & Professional Leadership Development- Uses personal and professional activities to foster personal and professional well-being; participates in life-long learning to support development of nursing knowledge and leadership skills.

There are two expected Program Outcomes:

- Graduation Rate
- Employment in a DNP role (APRN, Leadership, Academia, others

Curriculum

DNP Program Curriculum

Total Minimum Credits Required for DNP in Nursing: 33 credit hours; minimum 495 practice hours.

Pre-Requisites:

- Statistics (General or Biomedical)
- MSN or enrollment in the Accelerated RN to MSN Program at NMHU
- Current unencumbered RN or APRN license in New Mexico or state(s) were leadership and policy practicums will be completed
- Verification of clinical practice or field immersion experiences from MSN program

Required Core Courses: 33 credit hours

NURS 6110 Epidemiology & Population Health (3)
NURS 6120 Health Informatics (2)
NURS 6140 Social Determinants of Health (3)
NURS 6180 Care Management & Health Policy (3)
NURS 6200 Health Systems Leadership (3)
NURS 6220 Research Synthesis (3)
NURS 6240 Program Development and Quality Improvement (3)
NURS 6260 Health Care Finance & Economics (3)
NURS 6300 DNP Residency (3)
NURS 6810 Practice Project I (1)
NURS 6812 Practice Project II (1)
NURS 6813 Practice Project III (2)
NURS 6814 Project IV (3)

DNP Cognate Concentration – **Cognate Concentration 9 credits

Students are expected to develop an innovative focused program of study. Students choose nine credits in nursing, medical or interdisciplinary graduate level courses in related fields in consultation with their

adviser/mentor from NMHU graduate catalog or approved graduate courses from other Universities. Courses will be chosen in related disciplines. All courses taken in related fields must be approved by the department offering the course and the student's DNP advisor. Enrollment in interdisciplinary courses at NMHU are based on department criteria and availability, for example, for PSYC or SW courses the teaching mode (online), accessibility or prerequisites must be met before a student can be enrolled. Students will be notified that class space goes primarily to students in the departments outside of nursing. Cognate Concentrations may include practicum hours depending upon the cognate selected. A portion of the DNP Practice Residency hours can be used if the cognate requires a clinical immersion experience.

Cognate Examples:

- Cardiology
- Behavioral Health
- Substance Abuse & Addiction
- Native American Health
- Internal Medicine (Diabetes, etc.)
- Dermatology
- Education

Department of Sociology, Anthropology, and Criminal Justice

Dr. Jacob Avery, Department Chair
Phone: 505-454-3542
Email: jacobavery@nmhu.edu

About

The department offers graduate programs in Public Affairs-Applied Sociology and in Southwest Studies-Anthropology.

Mission of the Department of Sociology, Anthropology and Criminal Justice

The Department of Sociology, Anthropology, and Criminal Justice provides interdisciplinary education that prepares both undergraduate and graduate students for careers in social and human services, legal fields, public service, education, and related occupations at the tribal, state, and federal levels. In addition to career preparation, the department fosters intellectual development and instills valuable skills that prepare students for advanced study in the social sciences. Through rigorous academic training and public engagement, we serve the needs of northern New Mexico and the greater global community.

Faculty

Dr. Erika Derkas
Dr. Gloria Gadsden
Dr. Mario Gonzales
Dr. Laura Hansen
Dr. Kimberly Munro

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.

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.

Criminology (MA)
The Criminology Core curriculum emphasizes criminological theory, criminal behavior, and other aspects of crime. The focus of this core is primarily theoretical, incorporating critical aspects of social inequality and social justice. However, there are also opportunities to explore the 3 C's of criminal justice: cops/police, courts/law, and corrections/prisons.

For the Criminology Core curriculum, students must take Criminology and 2 of the courses listed below (9 credit hours):
SOCI 5270 Criminology (3) ***or***
SOCI 6270 Advanced Criminology (3)
Choose 2 of the following
CJUS 5160 Organized Crime (3)
SOCI 5140 Race, Ethnicity and Policing (3)
SOCI 5240 Violence & Society (3)
SOCI 5280 Global Crime (3)
SOCI 5600 Approaches to Dispute Resolution (3)
SOCI 6500 Seminar in Sociology (3-4; criminological emphasis; must be approved by advisor & Grad Coordinator)
Special Topics in the Field of Criminological (only 1 may be selected to satisfy this requirement; must be approved by advisor & Grad Coordinator)

The FOUNDATIONAL COMPONENT OF THE CORE. This part of the core includes four (4) required courses (13 credit hours):
SOCI 5300C Applied Social Research and Data Analysis (4) ***or***
PSYC 6010C Data Analysis and Statistics (4)
SOCI 6300 Research Methods in Sociology (3)
SOCI 6380 Classical Sociological Theory (3)
SOCI 6390 Contemporary Sociological Theory (3)
ELECTIVES. These courses will be offered in hybrid and asynchronous formats. (6-9 credit hours)

Degree Completion – 3 options

1. Thesis Track – SOCI 6990 (4 credits) and the completion of a thesis with a criminological focus (*strongly recommended for students intending to pursue doctoral degree*) ***or***
2. Professional Paper Track – Additional elective courses at the 6000-level (3 credits) and SOCI 6940 Publishable Paper (1 credit) (r*ecommended for students pursuing a terminal master's degree*) ***or***
3. Comprehensive Exam Track- Additional elective courses at the 6000-level (3 credits) and SOCI 6950 Comprehensive Exam (1 Credit) (*recommended for students pursuing a terminal master's degree*)

Total minimum credits required for MA in Criminology: 32

Master of Arts in Criminology (Dual Degree)
The dual degree program combining MS in Psychology and MA in Criminology is designed to provide students with interdisciplinary expertise in human behavior, criminal justice, and forensics. Graduates will be uniquely

qualified for careers in forensic psychology, criminal profiling, victim advocacy, correctional counseling, corrections reintegration, law enforcement consultation, child and family services, and many other fields.

Criminology Core: Pick 1 course (3 credits)
SOCI 5270 Criminology (3) ***or***
SOCI 6270 Advanced Criminology (3)
Pick 2 of the following (6 credits)
CJUS 5160 Organized Crime (3)
PSYC 5260 Forensic Psychology (3)
SOCI 5140 Race, Ethnicity and Policing (3)
SOCI 5240 Violence & Society (3)
SOCI 5280 Global Crime (3)
SOCI 5600 Approaches to Dispute Resolution (3)
SOCI 6500 Seminar in Sociology (3)
SOCI 5/6350 Special Topics (3)
Foundational: (13 credits)
PSYC 6010C Data Analysis and Statistics (4)
SOCI 6300 Research Methods in Sociology (3)
PSYC 6210 Advanced Social Psychology (3)
SOCI 6380 Classical Sociological Theory (3) ***or***
SOCI 6390 Contemporary Sociological Theory (3)
Psychology Electives (3 credits)
PSYC 5080 Drugs and Behavior (3)
PSYC 5220 Human Sexuality (3)
PSYC 5300 Gender Roles (3)
PSYC 5660 Psychology of Eyewitness Testimony (3)
Sociology Electives (3-6 credits)
SOCI/CJUS 5/6000 level courses (with permission)
Degree Completion
SOCI 6990 Thesis (4) ***or***
SOCI 6940 Professional Paper (1) * ***or***
SOCI 6950 Comprehensive Exam (1) *
**Requires (3) more credits of SOCI electives at 6000- level*
Total minimum credits required: 32

Cultural Resource Management (MA)
The main objective of the MA in Cultural Resource Management (CRM) is to prepare students who already work in CRM, or plan to work in CRM, for full professional CRM anthropological work in tribal, states, and federal agencies, as well as in the private sector. Accordingly, students will be trained in the new developments, techniques, and in the technical literature of anthropology and related professional fields of work. Ultimately, the goal of the CRM program will be to prepare students to be employees who possess qualifications that comply with professional requirements and needs of public and private potential employers.

Required Courses: 27-31 credits
ANTH 5100C Method & Theory in Archaeology (3)
ANTH 5130C Archaeology of the Southwest (3)

ANTH 5140 Field Methods in Archaeology (Field School) (2-6) ***or***
ANTH 6980 CRM Internship (2-6)
ANTH 5760 Indians of the American SW (3) ***or***
ANTH 5770 The Hispanic Southwest (3)
ANTH 5810 Cultural Resource Management (3)
ANTH 6960 Ethnographic Research Methods (3)
FORS 5120C Surveying and Geographic Information Systems (4)
GEOL 5120 Geologic Resources, Laws, and Environmental Politics (3)
ANTH 6940 Professional Paper (3)

Electives Selected in Consultation with your Advisor: Minimum 6 Credits
ANTH 5110 People and Plants in Prehistory (3)
ANTH 5120 Lithic Tech & Analysis (3)
ANTH 5420C Forensic Anthropology and Osteology (4)
ANTH 5160 Ceramic Analysis (3)
ANTH 5180 Beliefs and Practices among Native Americans in the Southwest (3)
ANTH 6980- CRM Internship (2-6)
GEOL 6000 Environmental Mineralogy (3)
GEOL 6200C Clay Mineralogy (4)
Total Credits Required: 33-37 credit hours

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 resource 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 History and Political Science, 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 6510 Seminar: Concepts of Human Culture (3)
HIST 6150 Contemporary Historical Thought (3)
POLS 5630 Political Economy (3)
POLS 6540 Seminar: The State (3)
SOCI 6380 Advanced Classical Social Theories (3) ***or***
SOCI 6390 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 6380 and SOC 6390
SOCI 5300C Applied Social Research and Data Analysis (4)
SOCI 6380 Advanced Classical Social Theories (3)
SOCI 6390 Contemporary Sociological Theories (3)
SOCI 6300 Research Methods in Sociology (3)
Choose one of the following, in consultation with your adviser:
SOCI 6990 Thesis (6) *
*Non-Thesis Option for Study: Completion of Two (2) "Professional Papers" SOCI 6940 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 5130C Archaeology of Southwest (3)
HIST 6180 Seminar: The Southwest (3)
POLS 6110 Seminar: Southwest Politics (3)

ANTH 5760 Indians of the American Southwest (3) ***or***
ANTH 5770 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 courses may not be duplicated from core or other required courses.
Required courses: 10 credit hours
ANTH 6520 Seminar: Thesis Writing (1)
ANTH 6960 Ethnographic Research Methods (3)
ANTH 6990 Thesis (6) *
Thesis Option Total: 34-37 credit hours

Non-Thesis Option
Required core: Choose 12 credits from the following list:
ANTH 5130C Archaeology of Southwest (3)
HIST 6180 Seminar: The Southwest (3)
POLS 6110 Seminar: Southwest Politics (3)
ANTH 5760 Indians of the American Southwest (3) ***or***
ANTH 5770 The Hispanic Southwest (3)
Concentration in Anthropology
Electives: 15 credit hours selected in consultation with graduate adviser. Elective courses may not be duplicated from core or other required courses.
Required courses: 8 credit hours
ANTH 6960 Ethnographic Research Methods (3)
ANTH 5140 Field Methods in Archaeology (2-4)
ANTH 6940 Professional Paper (3)
Non-Thesis Option Total: 35-37 credit hours

Department of Psychology

Dr. David Pan, Interim Department Chair
Phone: 505-454-3375
Email: dpan@nmhu.edu

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.

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.

Faculty
Dr. Nariman Arfai
Dr. Thomas Brooks III
Dr. Daniel Chadborn
Dr. Lara Heflin
Dr. Cheslea Stoinski-Lucero
Dr. Sarah K. Tracy

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: 9 credit hours
PSYC 6010C Data Analysis & Statistics (3)
PSYC 6020 Behavioral Research Methods (3)
PSYC 6510 Profession Ethics & Issues (3)
Foundations (9 credits; choose 3)
PSYC 6050 Memory & Cognition (3)
PSYC 6080 Introduction to Neuropsychology (3)
PSYC 6120 Psychopharmacology (3)
PSYC 6210 Advanced Social Psychology (3)

PSYC 6400 Advanced Developmental Psychology (3)
PSYC 6710 Advanced Psychopathology (3)
Electives (15 credits; any PSYC 5/6000)
PSYC 5/6000 Open (3)
Thesis (3 credits)
PSYC 6990 Thesis (3)
Total Credits: 36

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 students 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 PSYC 6960 Publishable Papers/Capstone.
Required courses: 36 credit hours
PSYC 5250 Introduction to Group Psychotherapy (3)
PSYC 6270 Career Development (3)
PSYC 6720 Introduction to Counseling and Therapy (3)
PSYC 6740 Individual Intelligence Testing (3)
PSYC 6750 Personality Assessment (3)
PSYC 6770 Multicultural Psychotherapy (3)
PSYC 6790 Behavior Therapy & Assessment (3)
PSYC 6810 Neuropsychological Assessment (3)
PSYC 6340 Internship (12)
PSYC 6960 Publishable Papers/Capstone (3) ***or***
PSYC 6990 Thesis (3)
**Students who are Clinical/Counseling that are on the non-Thesis track must register for PSYC 6960 – Publishable Papers/Capstone INSTEAD of PSYC 6990 – Thesis. Students register for capstone or thesis until complete, which may exceed the 3-credit hour requirement.*
Degree Total: 66 credit hours

Master of Science in Psychology (Dual Degree)
The dual degree program combining MS in Psychology and MA in Criminology is designed to provide students with interdisciplinary expertise in human behavior, criminal justice, and forensics. Graduates will be uniquely qualified for careers in forensic psychology, criminal profiling, victim advocacy, correctional counseling, corrections reintegration, law enforcement consultation, child and family services, and many other fields.

Core (15 credits)
PSYC 6010C Data Analysis & Statistics (3)
PSYC 6020 Behavioral Research Methods (3)
PSYC 6210 Advanced Social Psychology (3)

PSYC 6510 Profession Ethics & Issues (3)
PSYC 6990 Thesis (3)
Choose 2 of the following (6 credits)
PSYC 6050 Memory & Cognition (3)
PSYC 6080 Introduction to Neuropsychology (3)
PSYC 6120 Psychopharmacology (3)
PSYC 6400 Advanced Developmental Psychology (3)
PSYC 6710 Advanced Psychopathology (3)
Criminology Electives (3-6)
SOCI 5120 Social Stratification (3)
SOCI 5130 Sociology of Murder (3)
SOCI 5290 Gender, Culture, and Society (3)
SOCI 6120 Gender and Crime (3)
Psychology Electives (9-12)
PSYC 5/6000 level courses
Total minimum credits required: 36

School of Business, Media and Technology

Dr. D. Veena Parboteeah, Dean
Phone: 505-454-3341
Email: parbotev@nmhu.edu

School of Business, Media, and Technology oversees:

- Department of Business Administration
- Department of Media Arts and Technology

Mission
The School of Business, Media and Technology promotes the 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.

Faculty
Business Administration
Heath Anderson
Dr. Ali Arshad
Dr. Jimmy Duncan
Dr. Luis Flores Porras
Dr. Jee Hwang
Dr. Joseph Milczewski
Dr. Gerardo Moreira
Dr. Emmanuel Nkwenti-Zamcho
Dr. Stephen Owusu-Ansah

Raymond Romero
Dr. Kent Tucker
Dr. Melanie Zollner

The Department of Business Administration
Rodney Sanchez, Department Chair
Phone: 505-250-5995
Email: rodsanchez@nmhu.edu

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, entrepreneurship, finance, human resource management, international business, management, marketing, and supply chain management.

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 leaning
- 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. The 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 students with 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, BUSA 5000, to establish an appropriate background for graduate work in business administration. Students must take BUSA 5000 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, BUSA 5000 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
New Mexico Highlands University allows students to complete master's degrees in Social Work (MSW) and Business Administration (MBA) with minimal overlap. Interested students should refer to the catalog section for the School of Social Work.

Exit Requirements for Completing the MBA Degree
During the last semester of MBA coursework, all students must take MGMT 6890 Business Strategy. MGMT 6890 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 BUSA 5000 Principles of Business Administration (3). The course hours are in addition to the required business core courses of 27 credit hours.

Required Core:
ACCT 6050 Financial Accounting (3)
BFIN 6070 Financial Management (3)
BLAW 6390 Law and Ethics in Business (3)
ECON 6080 Managerial Economics (3)
MGMT 6010 Quantitative Methods (3)
MGMT 6210 Business and Society (3)
MGMT 6640 Organizational Theory (3)
MGMT 6890 Business Strategy (3) (taken in last semester)
MKTG 6840 Marketing Management (3)
(ACCT 6050 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:

MBA Concentrations:
Concentration in Accounting
Students must have demonstrated proficiency in the following two courses; the courses may be assigned or waived depending on the student's prior coursework: ACCT 3870 Intermediate Accounting 1 (3) and ACCT 3880 Intermediate Accounting 2 (3).

Required Courses: 12 credit hours
ACCT 6060 Managerial Accounting (3)
ACCT 6850 Financial Statement Analysis (3)
Choose 2 courses from the following list:
ACCT 5810 Accounting Systems (3)
ACCT 5890 Governmental Accounting (3)
ACCT 5920 Auditing (3)
Concentration Total: 12 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in Digital Marketing
Required Courses: 9 credit hours
MKTG 6510 Advanced Digital Marketing (3)
MKTG 6280 Analytical Decision Making (3)
Select one of the following:
MKTG 5460 Social Media (3)
MKTG 5730 Advertising (3)
Concentration Total: 9 credit hours
Core 27 credit hours
Program Total 36 credit hours

Concentration in Entrepreneurship
Required Courses: 9 credit hours
MGMT 5310 Entrepreneurial Forum (3)
MGMT 5510 Entrepreneurship (3)
MKTG 6510 Advanced Digital Marketing (3)

Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in Finance
Required Courses: 9 credit hours
ACCT 6850 Financial Statement Analysis (3)
BFIN 5050 Financial Markets and Institutions (3)
BFIN 6090 Investments (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in General Business
Required Courses: 9 credit hours
Students may take no more than one course from any one discipline (ACCT, BFIN, BMIS, ECON, INTB, MGMT, MKTG) at the 5000- or 6000-level in consultation with their advisor. Please note that at least one of the three courses will need to be at the 6000-level.

Concentration in Healthcare Administration
Required Courses: 9 credit hours
HCBA 5100 Healthcare Policy (3)
HCBA 6100 Leadership in Innovation in Healthcare (3)
HCBA 6960 Case Studies in Healthcare Administration (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 6650 Personnel Practices & the Law (3)
MGMT 6870 Human Resources Management (3)
An approved 5000 or 6000 Elective in consultation with Advisor (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in International Business
Required Courses: 9 credit hours
BFIN 5750 International Financial Management (3)
INTB 6400 International Business (3)
MKTG 5740 International Marketing (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in Management
Required Courses: 9 credit hours
BMIS 5800 Project Management (3)
INTB 6400 International Business *OR*
MKTG 6510 Advanced Digital Marketing (3)
An approved 5000 or 6000 Elective in consultation with Advisor (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in Marketing
Required Courses: 9 credit hours
MKTG 6280 Analytical Decision Making (3)
MKTG 6840 Marketing Management (3)
Select 1 course from the following
MKTG 5150 Consumer Behavior (3)
MKTG 5730 Advertising (3)
MKTG 6510 Advanced Digital Marketing (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Concentration in Supply Chain Management
Required Courses: 9 credit hours
SCMT 5060 Supply Chain Management Principles (3)
SCMT 6120 Logistics, Operations, and Strategic Sourcing (3)
SCMT 6100 Supply Chain Management Strategy & Applications (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 6650 Personnel Practices & the Law (3)
MGMT 6870 Human Resources Management (3)
An approved 5000 or 6000 Elective in consultation with Advisor (3)
Concentration Total: 9 credit hours
Core: 27 credit hours
Program Total: 36 credit hours

Certificates in Business:
Certificate in Accounting
Proficiency Courses: Students must have demonstrated proficiency in the following courses; the courses may be assigned or waived depending on the student's prior coursework:
ACCT 3870 Intermediate Accounting 1 (3)
ACCT 3880 Intermediate Accounting 2 (3*)*
Choose six courses from the following list:

ACCT 5810 Accounting Systems (3)
ACCT 5890 Governmental Accounting (3)
ACCT 5920 Auditing (3)
ACCT 6050 Financial Accounting (3)
ACCT 6060 Managerial Accounting (3)
ACCT 6850 Financial Statement Analysis (3)
BLAW 6390 Law & Ethics in Business (3)
Certificate: 18 graduate-level credit hours

Certificate in Digital Marketing
MKTG 5150 Consumer Behavior (3)
MKTG 5460 Social Media (3)
MKTG 5730 Advertising (3)
MKTG 6510 Advanced Digital Marketing (3)
MKTG 6280 Analytical Decision Making (3)
MKTG 6840 Marketing Management (3)
Certificate: 18 graduate-level credit hours

Certificate in Finance
Choose six courses from the following list:
ACCT 6050 Financial Accounting (3)
ACCT 6850 Financial Statement Analysis (3)
ECON 6080 Managerial Economics (3)
BFIN 5050 Financial Markets and Institutions (3)
BFIN 5750 International Financial Management (3)
BFIN 6070 Financial Management (3)
BFIN 6090 Investments (3)
Certificate: 18 credit hours

Certificate in Human Resources Management
Required Courses: 12 credit hours
MGMT 6210 Business and Society (3)
MGMT 6640 Organizational Theory (3)
MGMT 6650 Personnel Practices and the Law (3)
MGMT 6870 Human Resources Management (3)
Elective Courses: 6 credit hours
Choose two graduate-level business courses in consultation with an adviser.
Certificate: 18 credit hours

Certificate in Marketing
MKTG 5150 Consumer Behavior (3)
MKTG 5460 Social Media (3)
MKTG 5730 Advertising (3)
MKTG 6510 Advanced Digital Marketing (3)
MKTG 6280 Analytical Decision Making (3)
MKTG 6840 Marketing Management (3)
Certificate: 18 credit hours

Certificate in Supply Chain Management
BMIS 5800 Project Management (3)
MGMT 6210 Business and Society (3)
SCMT 5060 Supply Chain Management Principles (3)
Choose three (3) of the following courses:
SCMT 5100 Introduction to Public Procurement (3)
SCMT 6060 Application of LEAN and JIT Principles in Supply Chain Management (3)
SCMT 6100 Supply Chain Management Strategy & Applications (3)
SCMT 6120 Logistics, Operations, and Strategic Sourcing (3)
Certificate: 18 credit hours

Department of Media Arts and Technology
Mariah Fox Hausman, Department Chair
Phone: 505-454-3187
Email: mariahfox@nmhu.edu

Faculty
Media Arts and Technology
Angela Casagrande
Deni Javas
Miriam Langer
Jonathan Lee
Becca Sharp
Rianne Trujillo

Description
The Department of Media Arts and Technology includes instructional programs in media arts and software systems design.

Mission of the Department of Media Arts and Technology
The Department of Media Arts and Technology at New Mexico Highlands University aims to provide students with a comprehensive education in technical skills, theoretical underpinnings, and the sociocultural context for the academic programs' disciplines. The department strives to inspire students to contribute creatively and collaboratively to their communities, pushing the boundaries of art and technology's intersection. To this end, the department engages in collaborative projects with community organizations and cultural institutions, incorporating elements of Northern New Mexico's history of arts, innovation, and Hispanic and Native American cultures.

Recognizing the paradigm shift that Artificial Intelligence (AI) brings to the practices of media arts and technology, the department will explore and integrate AI into its Interactivity, Videography, Graphic Design, and Software Design concentrations. Coursework will prepare students to work with these technologies while considering ethics, industry standards, and how working with AI products affects creation and workflow in our disciplines. The Media Arts and Technology Department at New Mexico Highlands University remains committed to providing students with a well-rounded education while preparing them for the constantly evolving digital landscape.

Resources and Facilities
New Mexico Highlands University provides the Media Arts Building with state-of-the-art computer systems; a green screen special effects studio; professional video and photography equipment and studios, a physical computing lab; and five computer labs dedicated to video graphics, effects and animation, and high-end design and printing.

Master of Software-Driven Systems Design (MSSD)
Software Systems Design (SSD) is an innovative program designed to teach industry standard coding and creative technology to NMHU students. We cover a combination of applied skills and experimental processes. The SSD Program is unique in its dedication to teaching students a wide array of programming languages that help them meet any challenge that may arise in their career. We constantly adapt our curricula to current industry demands and changes with the goal that students who complete the program are qualified to pick up a job using any language, with the confidence to self-teach and practice new languages immediately.

Applying to the MS degree Media Arts
Although 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 MS Program:
Students should submit the following:

- A graduate application for admission (available from the Graduate Student Office)
- A personal Objective Statement/essay (600 - 1,000 words)
- An official transcript (in a sealed envelope) from each university attended. Official electronic transcripts can be sent to graduate@nmhu.edu
- Three letters of reference from individuals familiar with the students' academic abilities, work experience, and personal characteristics
- A link to your online portfolio which includes 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. 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 Software Systems Design. Successful applicants will possess goals and a career orientation that are congruent with the SSD 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 a final GPA of 3.0 is required. Students earning below 3.0 will be placed on a semester of academic probation/provisional status.

Media Arts & Computer Science - MACS
Concentration in Media Arts
This program is no longer accepting students as of Fall 2019
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
CSCI 6000 Principles of Computer Science & Innovation (3)
CSCI 6100 Synthesis of Computer Science & Innovation (3)
CSCI 6200 Computer Science & Innovation Project Development (3)
CSCI/MART 6970 Field Project (6) *OR*
CSCI/MART 6990 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 5050 Digital Painting (3)
MART 5130 Non-linear Editing (3)
MART 5150 Design Projects for the Community (3)
MART 5170 Publication Design (3)
MART 5180 Principles of Multimedia (3)
MART 5220 HD Cinema Workshop (3)
MART 5260 Multimedia Project Management (3)
MART 5270C Web Production Workshop (3)
MART 5360 Experimental Video Production (3)
MART 5460 Screenwriting (3)
MART 5520 Audio Production in Radio (3)
MART 5560 Physical Computing (3)
MART 5570 Surround & Installation Workshop (3)
MART 5590 Advanced Interactive Multimedia (3)
MART 5600 Alternative Photographic Techniques (3)
MART 5610 Advanced Design Practice (3)
MART 5620 Video Effects (3)
MART 5630 Video Animation (3)
MART 5640 Advanced Digital Cinema (3)
MART 5660 Audio for Video (3)
MART 5670 Character Animation (3)
MART 5690 Advanced Video Animation (3)
MART 5730 Typography (3)

MART 5750 Advanced Screenwriting (3)
MART 5950 Exhibition Design (3)
MART 5960 Advanced Exhibition Design (3)
Core: 15 credit hours
Electives: 21 credit hours
Program Total: 36 credit hours

Master of Software Systems Design (MSSD) – Distance Learning Program
The Software Systems Design Program is dedicated to teaching students a wide array of programming languages so they may adapt to any challenge that may arise in their career. The program stresses programming concepts and syntax across major languages currently in demand. Students who complete the program will be qualified to pick up a job using any language, with the confidence to learn and practice new languages immediately. Our emphasis is in web and mobile technologies and their underlying systems. Students may attend all required courses in person or online via distance modality, or a combination of both.

Requirements for MSSD
Degree Timeline
Year 1
Note: all provisional requirements must have been met prior to enrolling in graduate level courses
Fall: BSSD 5410 Applied Algorithms and Architecture (elective)
BSSD 6000 Principles of Software Design
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 6100 Synthesis of Media Arts and Computer Science
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: MA BSSD 5340 Practicum
Elective Elective
Elective Elective
Spring: Elective
BSSD 6340 Practicum II
Field Project/Thesis

By the end of the second academic year:
Submit the 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.

Required Core: 23 credit hours
BSSD 5340 Practicum (4)
BSSD 5410 Applied Algorithms & Architecture (3)
BSSD 6000 Principles of Software Design (3)
BSSD 6110 Embedded Systems (3)
BSSD 6340 Practicum II (4)
Choose one:
BSSD 6970 Field Project (6) ***or***
BSSD 6990 Thesis (6)
Elective courses: 15 credit hours
Choose 5 courses from the following:
BSSD 5150 Game Development (3)
BSSD 5200 Mobile Applications (3)
BSSD 5250 Advanced Mobile Applications (3)
BSSD 5300 Advanced Web Applications (3)
BSSD 5310 Web Applications (3)
BSSD 5450 Ambient Computing (3)
BSSD 5520 JavaScript (3)
BSSD 5650 Patterns & Pattern Languages (3)
BSSD 5700 Interfaces (3)
BSSD 5540 Data Visualization (3)
BSSD 5850 Data Modeling (3)
BSSD 5560 Generative Art (3)
MART 5190 Design for Emerging Interfaces (3)
MART 5560 Physical Computing (3)
CSCI 5360 Human-Computer Interaction (3)
CSCI 5730 Artificial Neural Networks (3)
CSCI 5740 Machine Learning Algorithms (3)
Core: 23 credit hours
Electives: 15 credit hours
Program Total: 38 credit hours

Master of Fine Arts in Cultural Technology, MFA (MFACT)
The Master of Fine Arts (MFA) in Media Arts Cultural Technology is an in person, 3-year terminal degree with 2 1/2 years of course work and one semester of thesis. The Department of Media Arts and Technology currently resides in the School of Business, Media and Technology where it sits among other programs with a professional focus. The MFA degree is the current standard for a terminal degree in this field for those wishing to pursue an academic or high-level professional career.

The program positions graduates to work in the constantly evolving field at the intersection of culture and technology. The MFA faculty seeks to cultivate multi-talented students capable of working in all areas of

interpretive media. Students will become proficient in several technological areas including design, the creation and installation of exhibitions, responsive installations, audio/video production, web/mobile application development, user experience, and the application of these skills to cultural, historical, and scientific content. The purpose of this program is to engage highly skilled, creative, ethically aware cultural technologists capable of working with the richness of diverse cultural content.

Requirements for admission to the MFA Program:
Students should submit the following by March 15 (for admission the following semester):

- A graduate application for admission (available from the Office of Graduate Studies)
- An official transcript (in a sealed envelope) from each university attended. Official electronic transcripts can be sent to graduate@nmhu.edu.
- Personal Objective Statement/essay (600 - 1,000 words) demonstrating writing capabilities, which addresses the following: purpose in seeking an MFA degree at NMHU Department of Media Arts and Technology, research interests, personal and technical strengths; what you bring to our program.
- Link to an online portfolio of best/relevant work, including detailed descriptions (2d work: 10-20 samples, video: not more than approximately 5 min. reel) which demonstrates proficiency, research, or exploration in: photography, videography, digital imaging, writing, exhibition, design, code, games, or hardware projects.
- Three (3) letters of reference from individuals familiar with the student's abilities, work experience, and personal characteristics.
- Resume/CV
- A one-time non-refundable $60 application fee.
- A phone or video interview may be requested before final acceptance.

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 a final GPA of 3.0 or better is required. Students earning below 3.0 will be placed on a semester of academic probation/provisional status.

Required Core: 51 credit hours + Elective Courses: 9 credit hours
Total credit hours: 60

Year 1
Fall
MART 6180 History of Media Seminar (3)
MART 6210 Studio I (3)
Elective course (3)

Spring
MART 6220 Studio II (3)
MART 6310 Media Theory (3)
MART 6550 Critical Practice I (3)

Summer
MART 6980 Cultural Technology Internship I (3)

Year 2
Fall
MART 6230 Studio III (3)
MART 6560 Critical Practice II (3)
MART 6920 Thesis Research & Writing I (3)

Spring
MART 5260 Multimedia Project Management (3)
MART 5950 Exhibition Design (3)
MART 6240 Studio IV (3)

Summer
MART 6980 Cultural Technology Internship II (3)

Year 3
Fall
MART 6920 Thesis Research & Writing II (3)
Elective course (3)
Elective course (3)

Spring
MART 6920 Thesis Research & Writing III (3)
MART 6990 Thesis (6)

Core: 51 credit hours
Electives: 9 credit hours
Program Total: 60 credit hours

Requirements for MFA
Degree Timeline
Students are eligible to graduate after completion of 60 graduate credit hours and have passed a final oral defense in conjunction with a written thesis document, and a public exhibition of the final body of work. Reviews each semester for the first two years are required; passing the end-of-second year review will qualify a student to continue on the MFA Cultural Technology path or alternatively, be dismissed from the program.

MFA students must successfully complete at least 12 credits of qualifying cultural technology exhibit design and internship (regular and intermediate) with a museum, business, or institution and 24 credits of required seminar/writing/critical thinking courses.

The remaining courses consist of studio and elective credits. Well prepared students may complete the program in 5 semesters while others may elect to extend behind that time. Students wishing to become instructors in higher education should actively apply for the available teaching assistantship positions and/or take pedagogy-related classes as electives.

Advisement
The graduate student coordinator will provide course advisement, a program of study and assist with scheduling until the student has chosen a faculty mentor from Media Arts who will serve as their primary academic advisor and the chairperson of their committee (by end of semester).

By the end of the fourth semester, graduates must have secured their final advisory committee of three members (two Media Arts and Technology academic faculty and one qualified expert outside the department or university). A fourth, optional advisor will be allowed. This committee can be formed earlier but should be in place no later than the fourth semester.

Review, Thesis and Defense Requirements
Practice Review (First semester)
Submit and present initial projects and concepts to the Media Arts & Technology faculty for review feedback. This required review is considered practice and designed to make improvements for future reviews and critiques. A written evaluation, signed by the graduate coordinator and department chair, will be provided to the student and kept in the student's file.

First Year Review (Second Semester)
Submit and present further developed projects and concepts to the Media Arts & Technology faculty for review and feedback. The student should inquire/indicate the potential advisory committee, or one will be assigned by the graduate coordinator and department chair. This review indicates whether the student has begun to find a focus. A written evaluation signed by the graduate coordinator, department chair and current advisory committee will be provided to the student and kept in the student's file.

MFA Evaluation/Review (Third Semester)
Submit and present project concept and accompanying written draft document to the Media Arts & Technology advisors/faculty for feedback. The student should indicate their choice of advisory committee. This review will assess the student's performance at the present time and should indicate what improvements are needed and necessary to qualify for the MFA work into the next semester. If the student presents poorly at this juncture, further measures will be addressed for continuance towards the MFA degree. If the student shows promise, the committee will promote the student to the suggested MFA path for semester four and present the formalized thesis concept. A written evaluation, signed by the advisory committee, graduate coordinator and/or department chair will be provided to the student and kept in the student's file.

Qualifying MFA Thesis Project Review/Oral Presentation (Fourth semester)
Deliver a qualifying oral presentation and refined body of work to the advisory committee and faculty. Successful completion of the qualifying MFA thesis oral exam enables regular continuation towards the third year of the program. Students who do not pass this review shall be required to continue working and present once again the following semester. Note: If a student fails two reviews in a row, dismissal from the program will occur. A written evaluation, signed by the advisory committee, graduate coordinator and/or the department chair will be provided to the student and kept in the student's file.

The following should be adequately addressed in the qualifying visual/oral presentation:

1. What is the scope of the project/thesis?
2. List references for other projects that inspire or inform the work proposed.
3. What skills are utilized within the project?

4. What materials (hardware/software) are needed to achieve the project?
5. What learning occurs from the project that's new/relevant to the field in general?
6. Who is the best advisory team (two faculty in Media Arts and one person outside of the department) to help achieve the goals?
7. What is the proposed timeline for completion?

Thesis Defense/Review (Fifth and Sixth semesters)

Note: If the advisory committee determines the work does not satisfy MFA defense requirements, the student is evaluated and advised to continue taking courses and/or working on areas of weakness until defense requirements are satisfied.

School of Education

Dr. Bradley Porfilio, Dean
Phone: 505 454-3357
Email: bradley@nmhu.edu

Mission Statement
We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

Vision
To be a premier school of education that prepares educators, leaders and counselors as agents of social change who transform the lives of individuals and communities they serve.

Core Values

Authentic learning
We believe that learning is authentic when the learner is immersed in real-world, meaningful experiences that elicit reflection to inform action and that provide rich opportunities to bridge theory and practice.

Reflective Practice
We embrace critical reflection on self and practice as a way to develop a deep sense of identity and beliefs that ground and continually improve our practices.

Diversity
We embrace diversity in order to enrich our teaching, research, and advocacy, utilizing a culturally responsive, inclusive, and strengths-based approach that recognizes and builds upon the myriad characteristics of students, faculty, and community.

Social Justice
We commit to critical reflection on systemic inequities and to action leading to shifts in policies, practices, and structures that create opportunities for all.

Excellence/Quality
We commit to a culture of continuous improvement of quality and excellence in teaching, research, and service through reflective inquiry and innovation.

Transformation

We embrace our roles as leaders, advocates, and change agents working to transform systems to be more equitable and responsive to the diverse needs of individuals and communities.

Dispositions

Critical Thinking, Reflective Practice, Ethical Practice, Preparation and Commitment, Professional Development, Authenticity and Emotional Intelligence, Social Justice and Cultural Competency, Communication, Collaboration.

Faculty

Dr. Dawn Berry
Cindy Black
Dr. Jodi Burshia
Mercedes Chaves
Dr. Debroah Deneen
Dr. Rosemary Fessinger
Dr. Hilda George
Dr. Roxanne Gonzales
Dr. Christine Herzog
Dr. Sheree Jederberg
Dr. Robert Karaba
Dr. Taik Kim
Dr. Anna Koch
Dr. Diane Lacen
Dr. Shirley Meckes
Dr. Daniel Olufemi
Dr. KwangJong Park
Dr. Seonsook Park
Dr. Sulema Perales
Dr. Angela Redondo
Dr. Rodney Rock
Dr. Heather Smith
Dr. Neily Snook
Dr. Chia Vang
Dr. Jessica White
Dr. Maria Zubiate

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, MESA-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.

The Center for Teaching Excellence serves the New Mexico Highlands University community by providing programming, resources and support for quality teaching and advising, and for the assessment of effective student learning.

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, Leadership and Counseling

The master's programs in education and counseling accept students with personal commitment to their disciplines who also meet the standards of scholarship.

Master's candidates in Curriculum and Instruction complete 12 credits of coursework in educational content and 12 credits in a selected emphasis field, as well as 6 credits in appropriate research methodologies. The Master of Arts in curriculum and instruction 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, Alternative Teacher License (ATCP), 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.

Master's candidates in Special Education 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. 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.

Educational Leadership requires 15 credits in the content areas and nine credits in a selected emphasis field. The Master of Arts option in educational leadership prepares individuals for licensure in administration or to serve in leadership roles in higher education.

Master's candidates in Counseling complete a 33-credit counseling core and 27 credits for clinical, clinical rehabilitation, and school counseling students. The different concentrations qualify students to apply for licensure or certification by various state and national agencies.

Department of Counseling

Dr. Anna Koch, Department Chair
Phone: 505-891-6941
Email: amkoch@nmhu.edu

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. The counseling program is available from four NMHU sites and students are assigned to the Center or Campus nearest them (Las Vegas Campus, Rio Rancho Center, Farmington Center, Santa Fe Center). If you live more than 2 hours away from all our sites, you would be considered a distance student and assigned to the Las Vegas Campus. Even though you would be assigned to a particular site, all courses are available in a distance modality.

Most of our distance courses do have a scheduled meeting time (online/ZOOM). Our live (ZOOM or on occasion on-ground) courses are scheduled within two blocks: 4:00-7:00 and 7:00-10:00 Mountain Time. For people living outside of the Mountain Time Zone, our program is not a good fit. We also have some fully asynchronous courses which do not have a fixed time or day. The schedule changes each semester depending on faculty availability.

The NMHU Counseling Program has three concentrations (Clinical Mental Health Counseling, School Counseling, & Clinical Rehabilitation Counseling) which are all accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The core of the counseling program is the same for all three of our concentrations and then, each concentration has a set of courses that prepare you to work within different settings.

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.

The Clinical Rehabilitation Counseling concentration qualifies and prepares counselors to apply for their Certified Rehabilitation Counselor (CRC) credential, but also provides the training required to apply to be Licensed Mental Health Counselors (LMHC) with the New Mexico Counseling and Therapy Practice Board. The Clinical Rehabilitation Counseling concentration meets requirements for licensed rehabilitation counselors in the schools set by the State of New Mexico Public Education Department. Clinical 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.

Clinical Rehabilitation counselors work in schools (typically high schools) as transition counselors assisting students with special needs in transitioning into and out of high school.

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.

Applications for the Counseling Program are reviewed twice each year just after the application deadlines; Spring semester, November 15th, Summer & Fall semesters, April 15th.

In addition to the concentrations described above, the Counseling Department has four certificate programs that lead to licensure or certification in their respective fields. Programs are open to students with a master's degree in counseling, or a closely related counseling field as determined by the counseling faculty. 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. The Addictions Counseling Certificate is open to students with a Clinical Master's Degree (i.e. Counseling, Social Work, Psychology or related Field as determined by the counseling faculty). The clinical degree must have included qualified clinical field experience. qualifies a person to apply with the New Mexico Counseling and Therapy Practice Board for the Licensed Substance Abuse Associate (LSAA) credential.

For graduation, students must complete all coursework with a minimum of a 3.0 overall GPA, the required 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. Clinical Rehabilitation counseling students can choose to take the Certified Rehabilitation Counselor (CRC) Exam 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, they 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 types 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 for 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 advisor 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 advisor 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 can present suggestions for an alternative remediation plan which must be agreed upon by both parties.

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: 33 credit hours

COUN 6000 Theories and Practice of Counseling (3)
COUN 6010 Professional Counseling and Ethical Practice (3)
COUN 6030 Career Development (3)
COUN 6050 Counseling Skills (3)
COUN 6070 Group Counseling Theory and Practice (3)
COUN 6080 Assessment and Testing (3)
COUN 6110 Cultural Diversity and Social Justice (3)
COUN 6250 Human Growth and Development (3)
COUN 6280 Research and Program Evaluation (3)
COUN 6340 Practicum in Counseling (3)
Choose one of the following:
COUN 6230 Foundation of Addiction: Alcohol Abuse (3)
COUN 6240 Foundations of Addiction: Drug Abuse (3)
COUN 6260 Treating Individuals with Alcohol Abuse (3)

COUN 6270 Treating Individuals with Drug Abuse (3)
COUN 6310 Addiction Counseling Theory and Practice (3)
Core Total: 33 credit hours

Students choose one of the following concentrations:
Concentration in Clinical Mental Health Counseling
Required courses:
COUN 6190 Issues in Clinical Mental Health Counseling (3)
COUN 6150 Family and Couples Counseling (3)
COUN 6290 Trauma and Crisis Intervention (3)
COUN 6100 Diagnosis and Treatment Planning (3)
COUN 6981 Internship: Clinical Mental Health Counseling (6) *
Electives: 9 credit hours
Choose three courses in consultation with an adviser.
Concentration Total: 27 credit hours
Core Total: 33 credit hours
Program Total: 60 credit hours

Concentration in Clinical Rehabilitation Counseling
Required Courses:
COUN 6400 Foundations, Case Management, and Job Placement in Rehabilitation (3)
COUN 6740 Psychosocial and Cultural Aspects of Disability (3)
COUN 6730 Medical Aspects of Disability (3)
COUN 6460 Vocational Evaluation, Assistive Technology, and Transition Planning (3)
COUN 6100 Diagnosis and Treatment Planning (3)
COUN 6490 Psychiatric Rehabilitation and Co-Occurring Disorders (3)
COUN 6982 Internship: Clinical Rehabilitation Counseling (6) *
Electives: 3 credit hours
Choose one course in consultation with an advisor.
Concentration Total: 27 credit hours
Core Total: 33 credit hours
Program Total: 60 credit hours

Concentration in School Counseling
Required courses: 27 credit hours
COUN 6200 School Counseling P-12 (3)
COUN 6150 Family and Couples Counseling (3)
COUN 6330 College and Career Planning P-12 (3)
COUN 6020 Counseling Children and Adolescents (3)
COUN 6360 School Climate and Safety PK-12 (3)
COUN 6984 Internship: School Counseling (6) *
Electives: 6 credit hours
Choose one course in consultation with an adviser.
Concentration Total: 27 credit hours
Core Total: 33 credit hours
Program Total: 60 credit hours

*600 hours over two semesters. Three credits each semester. This can be done in one semester in special circumstances with the approval of your advisor. 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 6980 Internship Supplemental until requirements are met.

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 6460 Vocational Evaluation, Assistive Technology, and Transition Planning (3)
COUN 6480 Advanced Vocational Evaluation (3)
Additional Requirement:
COUN 6983 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 closely related field as determined by the counseling faculty. Coursework qualifies a person to apply for licensure or certification. Licensure is conferred by the respective state agency.

Addictions Counseling Certificate
The Addictions Counseling Certificate is available to individuals with a Clinical Master's Degree (i.e. Counseling, Social Work, Psychology, or a related field as determined by the counseling faculty). The clinical degree must have included a qualified field experience. The certificate fulfills the educational requirements for both entry-level New Mexico Licensed Substance Abuse Associate (LSAA) and the New Mexico Licensed Alcohol and Drug Abuse Counselor (LADAC) credentials.
Required courses:
COUN 6230 Foundation of Addiction: Alcohol Abuse (3)
COUN 6240 Foundation of Addiction: Drug Abuse (3)
COUN 6260 Treating Individuals with Alcohol abuse (3)
COUN 6270 Treating Individuals with Drug Abuse (3)
Certificate Total: 12 credit hours

Professional Counseling Certificate
The Certificate Program in Professional Counseling qualifies a person to apply for Licensure through the New Mexico Counseling and Therapy Practice Board as a Licensed Mental Health Counselor (LMHC), and the applicant is then granted permission through the State 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 6250 Human Growth and Development (3)
COUN 6100 Diagnosis and Treatment Planning (3)
COUN 6150 Family and Couples Counseling (3)
COUN 6190 Issues in Clinical Mental Health Counseling (3)
COUN 6290 Trauma and Crisis Intervention (3)
COUN 6981 Internship Clinical Mental Health Counseling (3)
Certificate Total: 18 credit hours

Rehabilitation Counseling Certificate
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. Please note this program is not CACREP Accredited.

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 enables 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 6400 Foundations, Case Management, and Job Placement in Rehabilitation (3)
COUN 6460 Vocational Evaluation, Assistive Technology, and Transition Planning (3)
COUN 6490 Psychiatric Rehabilitation and Co-Occurring Disorders (3)
COUN 6730 Medical Aspects of Disability (3)
COUN 6740 Psychosocial and Cultural Aspects of Disability (3)
Certificate Total: 15 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 6020 Counseling Children and Adolescents (3)
COUN 6150 Family and Couples Counseling (3)
COUN 6200 School Counseling P-12 (3)
COUN 6330 College and Career Planning P-12 (3)
COUN 6360 School Climate and Safety PK-12 (3)
COUN 6984 Internship School Counseling (3)
Certificate Total: 18 credit hours

Department of Curriculum and Instruction

Dr. Seonsook Park, Department Chair
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About
The Department of Curriculum and Instruction offers master's degree and certificate programs in a variety of academic content fields in 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, Alternative Licensure Program, 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.

Mission of the Department of Curriculum and Instruction
We are committed to delivering academic excellence through multimodal graduate programs that are authentic, accessible, culturally responsive, and individualized.

Vision of the Department of Curriculum and Instruction
To prepare licensed educators for evolving into reflective practitioners and creative scholars.

Core Values of the Department of Curriculum and Instruction
- Authentic Knowledge and Teaching
- Reflective Practice
- Innovative and Critical Thinking
- Culturally Responsive
- Personalized Academic Setting

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
GNED 6150 Instructional Strategies and Mentoring (3)
GNED 6410 Advanced Educational Psychology (3)
GNED 6450 Sociocultural Factors Affecting Education (3)
GNED 6630 Principles of Curriculum & Instruction (3)

Research Methodology: 6 credit hours
GNED 6050 Statistics for Educators (3)
GNED 6100 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 5000- and/or 6000- 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, Alternative Teacher Licensure (elementary education, secondary

education, and special education), Gifted Education, TESOL, and Bilingual Education. The advisor 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 5000- and 6000- 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 5000-level courses that were not taken already at the 4000-level.

Field Project/Thesis/Comprehensive Exam: 6 credit hours
Choose one of the following options:
EDUC 6970 Field Project (6) ***or***
EDUC 6990 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.

***** Comprehensive exam option for students with an emphasis area in ATCP: students will use 6 credit hours from the emphasis area to meet the comprehensive exam option. 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 course work.

Students who chose an emphasis area of Alternative Teacher Certificate Program (ATCP)
Emphasis in ATCP-Elementary Education: Students are required to first complete the Graduate Certificate in ATCP-Elementary program before they can officially progress toward their master's degree. To pursue this master's degree path, an MA in C&I admission is required at the outset. This indicates that the certificate serves as a foundational component of the larger degree plan. After successfully completing the ATCP-Elementary certificate, students then proceed to take four (4) required general education classes and two (2) research classes to fulfill the degree requirements.

Required Courses: 21 credit hours
ATCP 5400 Orientation to the Teaching Profession (2)
ATCP 5500 Seminar/Internship I (1)
ATCP 5501 Seminar/Internship II (1)
ATCP 5502 Seminar/Internship III (1)
ATCP 5503 Seminar/Internship IV (1)

ATCP 5420 Effective Teaching I (3)
ATCP 5430 Effective Teaching II (3)
ATCP 5460 Curriculum, Planning, Assessment, & Evaluation (3)
RDED 5110C Teaching and Diagnosis of Reading (3)
RDED 5150 Early Literacy (3)
Core and Research Total: 18 credit hours
Program Total: 39 credit hours

Emphasis in ATCP-Secondary Education: Students are required to first complete the Graduate Certificate in ATCP-Secondary program before they can officially progress toward their master's degree. To pursue this master's degree path, an MA in C&I admission is required at the outset. This indicates that the certificate serves as a foundational component of the larger degree plan. After successfully completing the ATCP-Secondary certificate, students then proceed to take four (4) required general education classes and two (2) research classes to fulfill the degree requirements.

Required Courses: 18 credit hours
ATCP 5400 Orientation to the Teaching Profession (2)
ATCP 5500 Seminar/Internship I (1)
ATCP 5501 Seminar/Internship II (1)
ATCP 5502 Seminar/Internship III (1)
ATCP 5503 Seminar/Internship IV (1)
ATCP 5420 Effective Teaching I (3)
ATCP 5460 Curriculum, Planning, Assessment, & Evaluation (3)
ATCP 5480 Content Methods for Secondary (3)
RDED 5270 Reading in the Content Area (3)
Core and Research Total: 18 credit hours
Program Total: 36 credit hours

Emphasis in ATCP-Special Education: Students are required to first complete the Graduate Certificate in ATCP-Special Education program before they can officially progress toward their master's degree. To pursue this master's degree path, an MA in C&I admission is required at the outset. This indicates that the certificate serves as a foundational component of the larger degree plan. After successfully completing the ATCP-Special Education certificate, students then proceed to take four (4) required general education classes and two (2) research classes to fulfill the degree requirements.
Required Courses: 21 credit hours
ATCP 5470 Essential Processes in Special Education (3)
ATCP 5500 Seminar/Internship I (1)
ATCP 5501 Seminar/Internship II (1)
ATCP 5502 Seminar/Internship III (1)
ATCP 5420 Effective Teaching I (3)
ATCP 5430 Effective Teaching II (3)
SPED 5400 Universal Design for Learning (3)
RDED 5150 Early Literacy (3)
RDED 5110C Teaching and Diagnosis of Reading (3)
Core and Research Total: 18 credit hours
Program Total: 39 credit hours

Curriculum and Instruction - Certificates

Advanced Placement Certificate

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
GNED 6300 Advanced Placement Institute (3)
GNED 6400 Curriculum Design & Management for Advanced Placement (3)
GNED 6500 Foundations of the Advanced Placement Program, Leadership Approaches, & Vertical Teaming (3)
GNED 6520 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 Prueba de Español para la Certificación Bilingüe exam or the language proficiency exam in Navajo. Those interested in other New Mexico pueblo languages must consult with their specific tribe. It is critical to consult carefully with the Licensure Unite at NMPED regarding these language matters.

Required courses: 12 credit hours
EDUC 5120 Theories and Principles of Bilingual Education (3)
EDUC 5370 Instructional Methods for the Bilingual Classroom (3) (SPAN 300 prerequisite)
RDED 5160 Reading in the Bilingual Classroom/La Enseñanza de lectura en el Salón Bilingüe (3) *OR*
RDED 5450 Literatura Infantil y Juvenil (3)
RDED 5270 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 5110C Teaching and Diagnosis of Reading (3)
RDED 5260 Reading & Literature for Children & Young Adults (3) ***or***
RDED 5450 Literatura Infantil y Juvenil (3)
RDED 5270 Reading in the Content Area (3)

RDED 5400 Integrating Technology into Language Arts Curriculum (3) ***or***
RDED 5420 Literacy and Technology (3)
Certificate Total: 12 credit hours

Secondary Education Certificate Leading to Licensure
Prospective teachers holding a bachelor's degree may complete the secondary certificate program in order to obtain a secondary license in New Mexico. In addition to completing coursework listed on the framework, candidates must have 24 credits, including 12 upper divisions, in a content area taught in the public schools.
Required Courses: 28 credit hours
EDUC 1190 Field-Based 1 Teacher Preparation Experience (1)
EDUC 3510 Field-Based 2 Teacher Preparation Experience (2)
EDUC 3020 Educational Psychology (3)
RDED 5270 Reading in the Content Area (3)
EDUC 5100 The Art and Science of Teaching (3)
EDUC 5440 Technology in Education (3)
EDUC 4510 Field-Based 3 Teacher Prep Experience (6)
EDUC 5550 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
EDUC 5170 English as a Second Language (3)
EDUC 5200 Sheltered English (3)
RDED 5270 Reading in the Content Area (3)
RDED 5200 Literacy for English Language Learners (3)

Alternative Teacher Certification Program
The Alternative Teacher Certification Program (ATCP) is designed for individuals who have earned a bachelor's master's or doctoral degree and are interested in pursuing a teaching license. Initially, the program will be offered online asynchronously with some required synchronous seminars. It may also be delivered in a traditional face-to-face format in the future. Candidates will be encouraged to obtain an alternative teaching license and secure a teaching position so that they are immersed from day one as a teacher of record in a classroom. Candidates may also choose to secure a position as a long-term substitute teacher or as a co-teacher in a cooperating teacher's classroom. Participants who are serving as the teacher of record in a classroom will be assigned a mentor teacher, either through their school or by the School of Education. All candidates will participate in an internship seminar throughout the duration of the program. The internship seminar provides ATCP candidates with the opportunity to interact with and receive support from a university supervisor and other candidates, engage in dialogue related to the course topics, share their experiences and challenges, work collaboratively on projects, engage in activities that prompt them to bridge theory into

practice, and reflect on their own practice. Each seminar is aligned with the coursework taken during the 8-week session. The School of Education offers three individualized Alternative Teacher Certification Programs: Elementary, Secondary, and Special Education.

Elementary Program (21 credits)
Semester 1 (first 8 weeks)
ATCP 5400 Orientation to the Teaching Profession (2)
ATCP 5420 Effective Teaching I (3)
ATCP 5500 Seminar/Internship I (1)
Semester 1 (second 8 weeks)
ATCP 5460 Curriculum, Planning, Assessment, & Evaluation (3)
ATCP 5501 Seminar/Internship II (1)
RDED 5150 Early Literacy (3)

Semester 2 (first 8 weeks)
ATCP 5430 Effective Teaching II (3)
ATCP 5502 Seminar/Internship III (1)
Semester 2 (second 8 weeks)
ATCP 5503 Seminar/Internship IV (1)
RDED 5110C Teaching and Diagnosis of Reading (3)

Secondary Program (18 credits)
Semester 1 (first 8 weeks)
ATCP 5400 Orientation to the Teaching Profession (2)
ATCP 5420 Effective Teaching I (3)
ATCP 5500 Seminar/Internship I (1)
Semester 1 (second 8 weeks)
ATCP 5501 Seminar/Internship II (1)
ATCP 5460 Curriculum, Planning, Assessment, & Evaluation (3)

Semester 2 (first 8 weeks)
ATCP 5502 Seminar/Internship III (1)
ATCP 5480 Content Methods for Secondary (3)
Semester 2 (second 8 weeks)
ATCP 5503 Seminar/Internship IV (1)
RDED 5270 Reading in the Content Area (3)

Special Education (21 credits)
Semester 1 (first 8 weeks)
ATCP 5500 Seminar/Internship I (1)
ATCP 5420 Effective Teaching I (3)
ATCP 5470 Essential Processes in Special Education (3)
Semester 1 (second 8 weeks)
ATCP 5501 Seminar/Internship II (1)
RDED 5150 Early Literacy (3)
SPED 5400 Universal Design for Learning (3)

Semester 2 (first 8 weeks)
ATCP 5502 Seminar/Internship III (1)
ATCP 5430 Effective Teaching II (3)
Semester 2 (second 8 weeks)
RDED 5110C Teaching and Diagnosis of Reading (3)

Department of Educational Leadership

Dr. Rodney Rock, Chair
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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 are 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. In lieu 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 6000 Instructional Leadership & Organizational Change (3)
EDLD 6150 School Finance & Resource Allocation (3)
EDLD 6200 Legal Issues for School Leaders (3)
EDLD 6400 Instructional Leadership & Supervision within a Culture of Professionalism and Continuous Improvement (3)
EDLD 6600 Data-Informed Instructional Leadership (3)
EDLD 6800 Reflective Leadership (3)

Option One (6 credit hours):
EDLD 6980 Internship 1 (3) (Required for all K-12 licensure candidates)
EDLD 6980 Internship 2 (3) (Required for all K-12 licensure candidates)

Option Two Electives (6 credit hours):
EDLD 6110 Action Research in Education (3)
EDLD 6250 Educational Leadership & Principalship (3)
EDLD 6300 School Community Relations (3)
EDLD 5/6350 Selected Topics in EDLD (1-3)

EDUC 6630 Principles of Curriculum Construction (3)
EDLD 6900 Independent Study (1-4)
Research Methodology: 6 credit hours
GNED 6050 Statistics for Educators (3)
GNED 6100 Educational Research Interpretations (3)
Field Project/Thesis/Comprehensive Exam: 6 credit hours
EDLD 6970 Field Project (6) ***or***
EDLD 6990 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

Master of Arts in Educational Leadership with a Concentration in K-8 Mathematics Teacher Leadership
The EDLD MA with a concentration in K-8 Mathematics Teacher Leadership is designed to build capacity for teacher leaders who wish to pursue coaching and mentoring in the areas of mathematics teaching, learning, and leadership across New Mexico. The concentration is for teachers, teacher leaders, and mathematics coaches seeking to deepen their content knowledge, pedagogical knowledge, knowledge of effective teaching practices, coaching, leadership or mathematics teaching and learning, and transformation of mathematics instruction.

The concentration was designed in partnership with NMHU, The Los Alamos National Labs, the Regional Partnership School, and the Mathematics Teacher Leadership Network. This concentration is a combination of current EDLD courses (18 hours) and newly developed courses (18 hours).

EDLD 6000 Instructional Leadership and Organizational Change (3)
EDLD 6100 Research Interpretations (3)
EDLD 6110 Action Research (3)
EDLD 6120 Inst Leadership Geometry & Measurement (3)
EDLD 6140 Inst Leadership Rational Numbers (3)
EDLD 6160 Inst Leadership Dev Math Ideas 1 (3)
EDLD 6170 Inst Leadership Dev Math Ideas 2 (3)
EDLD 6180 Inst Leadership Algebra and Algebraic Reasoning (3)
EDLD 6220 Inst Leader Math & Neuroscience Learning (3)
EDLD 6250 The Principalship (3)
EDLD 6400 Leadership, Supervision and Evaluation (3)
EDLD 6600 Using Data to Inform Instruction (3)
Field Project/Thesis/Comprehensive Exam: 6 credit hours
EDLD 6970 Field Project (6) ***or***
EDLD 6990 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.*
Concentration Total: 18 credit hours
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. Additionally, candidates are required to complete six credit hours of university-supervised administrative internship (over two semesters).
Required courses: 24 credit hours
EDLD 6000 Instructional Leadership & Organizational Change (3)
EDLD 6150 School Finance and Resource Allocation (3)
EDLD 6200 Legal Issues for School Leaders (3)
EDLD 6400 Instructional Leadership & Supervision within a Culture of Professionalism and Continuous Improvement (3)
EDLD 6600 Data-Informed Instructional Leadership (3)
EDLD 6800 Reflective Leadership (3)
EDLD 6980 Educational Leadership Internship 1(3)
EDLD 6980 Educational Leadership Internship 2 (3)
Certificate total credit hours required: 24 credit hours

Department of Special Education
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Master of Arts in Special Education (With License)
This program is structured around three components: A Capstone Project is also required of all students and is selected when the Special Education Program of Study is completed. Successful completion of the Gateway ALPHA, Gateway BETA and Gateway Gamma is also required of students seeking Special Education licensure as part of the MA program.

Special Education Content Area Courses Required: 12 credit hours
SPED 5010 Diagnostics and Legal/Ethical Issues (3)
SPED 6120 The Special Education Program (3)
Research Methodology: 6 credit hours:
EDUC 6100 Educational Research Interpretation (3)
GNED 6050 Statistics for Educators (3)
Special Education Core courses:
RDED 5110C Teaching and Diagnosis of Reading (3)
SPED 5100 Curriculum & Methods for Students with Exceptionalities (3)
SPED 5120 Foundation of Gifted Education (3)
SPED 5300 Reading Instruction in Special Education (3)

SPED 6550 Special/Gifted Education Classroom Management (3)
SPED 6230 Special Education Case Management: Duties and Responsibilities (3)
Field Project/Thesis/Comprehensive Exam: 6 credit hours
SPED 6970 Field Project (6) ***or***
SPED 6990 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

Master of Arts in Special Education with a Concentration in Gifted and Talented Education
This program is structured around three components: A Capstone Project is also required of all students and is selected when the Special Education Program of Study is completed. Successful completion of the Gateway ALPHA, Gateway BETA and Gateway Gamma is also required of students seeking Special Education licensure as part of the MA program.

Required core: 12 credit hours
SPED 5010 Diagnostics and Legal/Ethical Issues (3)
SPED 6120 The Special Education Program (3)
SPED 6230 Special Education Case Management: Duties and Responsibilities (3)
SPED 6550 Special/Gifted Education Classroom Management (3)
Required Research Methodology Courses: 6 credit hours
GNED 6050 Statistics for Educators (3)
EDUC 6100 Educational Research Interpretation (3)
Required concentration courses: 12 credit hours
SPED 5120 Foundations of Gifted Education (3)
SPED 5140 Instructional Strategies for Gifted Education (3)
SPED 5160 Instructional Planning & Curriculum Gifted Ed (3)
SPED 5180 Twice Exceptional & Gifted Student (3)
Concentration Total: 12 credit hours
Program Total: 36 credit hours

Students receiving their SPED Master's and Concentration in Gifted and Talented Education will complete their comprehensive/oral examinations (6 hours) instead of a thesis or field study. It is a requirement to have completed SPED 5100 (3) and SPED 5300 to cover the required content needed to teach Special Education.

Master of Arts in Special Education Leading to Licensure (Initial License)
Please contact the School of Education for the licensure requirements from the State Department of Education.
Required Courses
SPED 5010 Diagnostics and Legal/Ethical Issues (3)
SPED 5020 Introduction to Teaching and Special Education Case Management (3)
SPED 5100 Curriculum & Methods for Students with Exceptionalities (3)
SPED 5190 Special Education: Field Base I: Teacher Preparation Experience (1)

SPED 5200 Curriculum & Methods for Students with Severe Exceptionalities (3)
SPED 5300 Reading Instruction in Special Education (3)
SPED 6500 Seminar in Special Education (3)
SPED 5510 Special Education: Field Base II: Teacher Preparation Experience (2)
SPED 5520 Special Education: Field Base III: Teacher Preparation Experience (6-9)
SPED 6120 The Special Education Program (3)
SPED 6550 Special/Gifted Education Classroom Management (3)
EDUC 5440 Technology in Education (3)
RDED 5110C Teaching and Diagnosis of Reading (3)

Field Project/Thesis/Comprehensive Exam: 6 credit hours
SPED 6970 Field Project (6) ***or***
SPED 6990 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 cannot be taken until after midterms in the last semester of coursework. It is recommended that students complete SPED 5120 and SPED 5180.*
Program Total: 45 credit hours

Facundo Valdez School of Social Work

Dr. Oren Shtayermman, Dean
Phone: 505-429-6797
Email: oren@nmhu.edu

Accreditation

The Facundo Valdez School of Social Work (www.nmhu.edu/socialwork) has been accredited by the Council on Social Work Education (CSWE) since 1974 and has been accredited through 2028. The Facundo Valdez School of Social Work has been recognized by North Central Accreditation as an Academic School of Excellence.

Mission of the Facundo Valdez School of Social Work

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 peoples. 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.

The MSW program extends this mission to its graduate students through its three concentrations, Clinical practice, Bilingual-Bicultural Clinical practice, and Leadership and Administration. The Clinical concentration's curriculum prepares students for competent, ethical clinical practice by helping them build advanced skills and knowledge for providing direct services to individuals. The Bilingual-Bicultural Clinical concentration's curriculum prepares students with advanced skills and knowledge for culturally competent, ethical clinical

practice with Spanish-speaking and immigrant populations. The Leadership and Administration Curriculum prepares students with the advanced skills and knowledge needed for effective, culturally competent practice with organizations and communities.

The New Mexico Highlands University Board of Regents approved, on December 17, 2015, a change in the name to the School of Social Work to honor the founder of the School, Facundo Valdez.

Faculty and Administration
Facundo Valdez School of Social Work at Las Vegas (Main Campus)
Box 9000, Las Vegas, NM 87701
Phone: 505-426-2058

Facundo Valdez School of Social Work at Albuquerque
5041 Indian School Rd. NE, Suite 100, Albuquerque, NM 87110
Phone: 505-260-6181

Facundo Valdez School of Social Work Rio Rancho Center
See: School of Social Work at Albuquerque
Davette De La O-Sandoval

NMHU at Higher Education Center (HEC), Santa Fe
1950 Siringo Road, Santa Fe, NM 87505
Phone: 505-426-2126 Fax: 505-428-1147

NMHU at San Juan College
4601 College Boulevard, Farmington, NM 87402
Phone: 505-566-3552 Fax: 505-566-3584

Faculty
Dr. Erik Rolstad, MSW Coordinator
Dr. Sreyashi Chakravarty, MSW Coordinator
Dr. Jedediah Bragg
Dr. Ben Bencomo
Dr. Cesar Abarca
Dr. Annie Allen
Dr. Jeanette Baca
Caroline Dailey
Emet Ma'ayan
Dr. Rey Martinez
Leasa Medina
Dr. Rebecca Moore
Dr. Dolores Ortega
Dr. Frances Ortega
Raeann Rivera
Dr. Craig Stern
Dr. Rachelle Tenorio
Dr. John Tourangeau

Master of Social Work Program (MSW)
During the first year of the program, full-time 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. The clinical practice concentration, leadership and administration, bilingual/bicultural clinical practice, and the Dual Degree MSW/MBA are offered at all campus locations. Additionally, the clinical practice concentration is available online.

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.

MSW/MBA Dual Degrees Program:
The Facundo Valdez School of Social Work (FVSSW), in collaboration with the School of Business, Media, and Technology, offers a joint program of study leading to the completion of two separate degrees, one in Social Work (MSW) and one in Business Administration (MBA). Students interested in pursuing both degrees must choose the Leadership and Administration concentration. Upon successful completion of the first year MSW curriculum, students must then apply for admission to the MBA program, with a concentration in Human Resource Management. Both degrees must be completed within five calendar years from the date of admission. Students must meet the admission requirements of both schools. The dual degree program is offered to students at all campus locations through online synchronous and asynchronous course delivery.

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 several admission programs to meet each student's academic and personal needs. The programs include: advanced standing, full time or part time) and the traditional (full) two-year MSW program (full or part time). Students **MUST complete the MSW program within five academic years** from the date of admission.

Advanced Standing (2-3 semesters). This program is limited to students with a recent BSW degree. Admission to this program is competitive and is available at the following program locations:

- NMHU FVSSW at Las Vegas, Las Vegas, NM
- NMHU FVSSW at Albuquerque, Albuquerque, NM
- NMHU FVSSW at Rio Rancho, Rio Rancho, NM
- NMHU FVSSW at Higher Education Center, Santa Fe, NM
- NMHU FVSSW at SJC, Farmington, NM
- NMHU FVSSW Online

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. Advanced Standing students skip the first year of generalist study, and begin by taking second-year courses, within an area of concentration.

Full-Time Program (4-5 semesters). The full-time MSW program is offered at:

- NMHU FVSSW at Las Vegas, Las Vegas, NM
- NMHU FVSSW at Albuquerque, Albuquerque, NM
- NMHU FVSSW at Rio Rancho, Rio Rancho, NM
- NMHU FVSSW at Higher Education Center, Santa Fe, NM
- NMHU FVSSW at SJC, Farmington, NM
- NMHU FVSSW Online

Part-time enrollment is also available at all program locations
Part-time program (7-8 semesters). Students may attend part-time at any of the following program locations:

- NMHU FVSSW at Las Vegas, NM
- NMHU FVSSW at Albuquerque, NM
- NMHU FVSSW at Rio Rancho, Rio Rancho, NM
- NMHU FVSSW at Higher Education Center, Santa Fe, NM
- NMHU FVSSW at SJC, Farmington, NM
- NMHU FVSSW Online

The part-time program offers students the opportunity to attend classes during the day or evening and extend completion of the degree to 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 on a 4.0 scale in the student's major or upper-division courses (junior and senior-level courses) and in any graduate work completed. Applicants with a GPA below 3.0 will be considered. The minimum required grade point average for Advanced Standing applicants is 3.5 on a 4.0 scale in the student's major (Social Work) or upper-division courses and in any graduate work completed.
- Demonstrate a liberal arts education as part of the bachelor's degree.

Application Information
Prospective students must apply online through the NMHU website. When applying, all applicants seeking admission to the MSW program must provide 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:

- Online Application for Admission
- Official transcripts from each postsecondary institution attended
- Three (3) professional reference forms (included in the MSW online application)
- Completion of liberal arts course requirements, as indicated by completion of a bachelor's degree
- Employment history, as indicated on the applicant's resume
- Volunteer service experience
- Personal narrative statement
- Bio-psychosocial-spiritual assessment of a client case Scenario (Advanced Standing applicants only)

Application Deadlines
The campus-based MSW program admits students for the fall semester only, while the online MSW program offers admissions for both the fall and spring semesters.

Campus MSW Program

- *Traditional (Full MSW) Program*: January 15th is the priority deadline. The school will continue to accept applications after this date and will continue to admit students while space is still available through July.
- *Advanced Standing*: February 2nd is the application deadline for Advanced Standing. All applications are reviewed collectively after the deadline, with admission decision issued within 4-6 weeks

Online MSW Program

- *Traditional (Full MSW) Program*: Applications for the Online MSW Program are reviewed on a rolling basis for both fall and spring admission terms, until cohorts are full. Late applicants may be placed on a waitlist or offered guaranteed admission for the next available semester.
- *Advanced Standing*: fall semester priority deadline is February 2nd; applications are accepted through March 30th. All applications are reviewed collectively after each deadline date, with admission decisions issued within 4-6 weeks

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 and field education staff. Recommendations for admission are made to the school dean, who will notify students of admission or denial. Applications are competitively reviewed based on GPA, human services work and volunteer experience, professional 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 with regular status. Students may be admitted provisionally with less than a 3.0 GPA on a 4.0 scale. Provisionally admitted students must maintain a 3.0 GPA during the first semester (12 credit hours) of study. Failure to meet this requirement will result in a registration hold on the student's account that will prevent the student from registering and enrolling in future courses.

Time Limits for MSW Degree Completion
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, or other documentation of currency of knowledge and skills, 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.

Leave of Absence Policy
Students who do not register for courses for two or more consecutive semesters must reapply for the MSW program through the Office of Admissions and Recruitment. A new online application will be required including submission of the personal narrative, résumé, and professional references.

Denied Applicants
Applicants who are 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 the 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. A minimum of a 3.5 GPA is expected for admission into Advanced Standing. Additionally, applicants must demonstrate mastery of the BSW curriculum concepts and theories and readiness to succeed at an advanced level, as indicated by their application materials.

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 MSW program. The school accepts up to one full academic year of acceptable course credit from another institution towards the MSW degree, an expansion of university policy. 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
Attn: Lawrence M. Montaño, Student Support Specialist
Box 9000
Las Vegas, NM 87701
Phone: 505-454-3310
E-mail: lmmontano@nmhu.edu

Student Association
Students are encouraged to participate in the Community Engagement Club and other university-student associations and school clubs.

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 SOWK 5000 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. The amount of the 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. For more information about the Title IV-E Stipend program, please contact Marian Vargas, Stipend Coordinator, at mrvargas@nmhu.edu.

Request for Change of Concentration
Students admitted into the advanced standing program cannot request a change of concentration once they begin their coursework in 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 in consultation with the MSW Program Coordinator. A change of concentration form must be submitted to the dean of the Facundo Valdez School of Social Work prior to the commencement of concentration-level coursework. Note: students may also follow this process to change campus-based program to online and vice versa.

Advisement
A faculty advisor is assigned to students at the time they enroll in the program. Students must develop a program of study in consultation with their advisor.

Code of Ethics
All students in social work are required to have knowledge of and adhere to the National Association of Social Workers (NASW) Code of Ethics.

Student Responsibilities
Students are responsible for knowing and following the correct procedures and for meeting the conditions established for their academic programs. This includes completion of all University and school course requirements. Besides meeting academic standards of success, students in the Facundo Valdez School of Social Work are expected to demonstrate basic competency in professional and interpersonal areas, embodying the code of ethics described by the National Association of Social Workers the standards outlined by our accrediting body, the Council on Social Work Education and the Facundo Valdez School of Social Work.

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 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 typically begin their first practicum during the second year of study. The second field practicum must be completed in the student's chosen area of concentration.

Students may apply to do their practicum at their job if they work at an approved agency. Students may complete up to two placements in their place of employment during their academic career at NMHU School of Social Work, and only after approval from the Field Director/Coordinator. To be eligible for two placements at

their job, at least one must be in a different department or unit and under an Agency Instructor who is not supervised by the student or has previously supervised the student themselves.

Incomplete Grades
Incomplete grades in prerequisite courses must be completed prior to registering for the following semester. Students will not be permitted to enroll in the sequential course 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 on a 4.0 scale.

Course Sequence Offerings
Courses in our campus-based programs are typically 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. Students are advised to follow the recommended full- and part-time course sequence and to consult regularly with their faculty advisor should they choose to vary from these course plans. Online MSW students follow a pre-determined course sequence for their chort.

Master of Social Work Program (MSW)
During the first year of the program, full-time 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 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 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 with 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 and in the Online Program.

Concentration in Bilingual/Bicultural Clinical Practice
The bilingual/bicultural concentration prepares students to be culturally and linguistically competent social workers to work directly with Spanish speaking populations of New Mexico and the Southwest. The curriculum immerses students in the Spanish language, 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; most reading and writing is completed in English. Certain classes are taught in Spanish-only. Spanish language proficiency is required for this program, as demonstrated by performance on an oral language assessment. All second-year concentration classes are offered in the evening via Zoom.

Concentration in Leadership and Administration
The Leadership and Administration curriculum prepares students with the advanced skills and knowledge needed for effective, culturally competent practice with organizations and communities. This concentration provides advanced courses in needs assessment and program evaluation, in policy analysis and political advocacy, in economics, and in the development and administration of social services and the management of social service agencies. The coursework and field internships are designed to prepare students for research, grant writing, advocacy, community outreach, and organizational development and leadership to promote social welfare and social justice for the client systems and communities of New Mexico and the Southwest. Leadership & Administration courses are available via Zoom to students based at all campus locations.

MSW/MBA Dual Degree Program
The School of Social Work and the School of Business, Media, and Technology jointly offer students an opportunity to complete a Master of Social Work (MSW) and a Master of Business Administration (MBA) degree simultaneously. Students may complete the MSW coursework for the Leadership and Administration concentration in two full-time academic years (or part-time equivalent), or one full-time academic year (or its part-time equivalent), if Advanced Standing. Upon completion of the MSW, students may continue to complete the MBA degree in Human Resources Management by completing additional credit units of course work through the School of Business, Media, and Technology. Students pursuing the Leadership and Administration concentration may additionally choose to apply to the MBA program at any time during their program of study. To be considered for the MBA program, they must submit an application and are encouraged to get started on the MBA pre-requisites prior to the completion of their MSW Degree.

MSW/MBA Dual 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.

Online MSW Program
The Online MSW Program offers a clinical concentration and focuses on providing students with the essential skills and knowledge required to serve rural and tribal communities in the Southwest and surrounding regions.

Students will gain valuable hands-on experience, cultivate culturally sensitive practices, and develop lasting connections with the communities they serve.

The program follows a cohort-based model where students start together, take the same classes, and graduate together. This cohesive approach enhances collaboration and community throughout a student's academic journey while expanding their professional social work networks early.

Although the program is entirely online, some courses have interactive weekly Zoom sessions on Wednesday evenings from 7-9 pm. This model facilitates a live classroom experience without the need for commuting. Students can plan their lives around a consistent Wednesday night schedule. The field practicum provides an invaluable opportunity for students to apply classroom learning to real-life situations in their communities.

While the MSW online program offers a flat tuition rate for all students, tuition is higher than the campus program if you are a New Mexico state resident. If cost is a factor in your decision to pursue the MSW program and you are a New Mexico state resident, then the campus program offers a more favorable tuition rate.

Contact: Janice Dowsett, Online Coordinator, 505-429-8043 or jdowsett@nmhu.edu.

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

Full-time students must complete all required 5000-level courses before proceeding to take second year 6000 level courses. Part-time students should follow the recommended course sequence and should work in consultation with Faculty Advisors to ensure pre-requisites are fulfilled for advanced courses.

Required courses: 31 credit hours
Courses must be completed within the first year of the program.
SOWK 5300 Evaluative Research (3)
SOWK 5320 Field Practicum 1 (3)
SOWK 5340 Field Practicum 2 (3)
SOWK 5380 Substance Use and Social Work: Theory, Practice, and Society (3)
SOWK 5410 Social Policy & Services 1 (3)
SOWK 5460 Understanding Difference (3)
SOWK 5510 Field Seminar 1 (1)
SOWK 5650 Social Work Practice 1 (3)
SOWK 5660 Social Work Practice 2 (3)
SOWK 5850 Human Behavior & Social Environment 1 (3)
SOWK 5860 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
SOWK 6010 DSM for Clinicians (3)

SOWK 6330 Advanced Clinical Research (3)
SOWK 6320 Field Practicum 3 (3)
SOWK 6340 Field Practicum 4 (3)
SOWK 6440 Group Work (3)
SOWK 6560 Professional Development (3)
SOWK 6650 Advanced Multicultural Practice 1 (3)
SOWK 6660 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 social work practice knowledge and skills. It is strongly encouraged that at least 4 credits of electives be at the 6000-level. The remaining 4 credits can be at the 5000 or 6000 level.
Second-Year Concentration Total: 32 credit hours
First Year Core Total: 31 credit hours
Program Total (Two-Year Program): 63 credit hours

Concentration in Bilingual/Bicultural Clinical Practice
Required Courses: 32 credit hours
SOWK 5120 Immigrant Rights (2)
SOWK 6020 DSM (Bilingual Practice) (3) *
SOWK 6310 Advanced Qualitative Research (3)
SOWK 6320 Bilingual/Bicultural Practicum 3 (3) *
SOWK 6340 Bilingual/Bicultural Practicum 4 (3) *
SOWK 6440 Group Work (3)
SOWK 6540 The Latino Family (2)
SOWK 6560 Professional Development (3)
SOWK 6670 Advanced Bilingual Practice 1 (3) *
SOWK 6680 Advanced Bilingual Practice 2 (3) *
Electives: 4 credit hours
Students are required to take four credit hours of electives, which affords them the opportunity to enhance their social work knowledge and skills.
**Spanish language proficiency 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
SOWK 6090 Political Economy (3)
SOWK 6250 Non-Profit Management (3)
SOWK 6300 Advanced Agency Research (3)
SOWK 6320 Field Practicum 3 (3)
SOWK 6340 Field Practicum 4 (3)
SOWK 6420 Advanced Social Policy (3)
SOWK 6510 Leadership & Supervision (3)
SOWK 6640 Organizational Theory (3)
Elective Courses: 8 credit units

Students are required to take 8 credit units of electives, which afford them the opportunity to enhance their social work knowledge and skills. It is strongly encouraged that at least 4 credits of electives be at the 6000-level. The remaining 4 credits can be at the 5000 or 6000 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 Social Work Courses:
SOWK 6250 Non-Profit Management (3)
SOWK 6090 Political Economy (3)
SOWK 6300 Advanced Agency Research (3)
SOWK 6320 Field Practicum 3 (3)
SOWK 6340 Field Practicum 4 (3)
SOWK 6420 Advanced Social Policy (3)
SOWK 6510 Leadership & Supervision (3)
SOWK 6640 Organizational Theory (3)
Elective Courses: 8 credit units
Students are required to take 8 credit units of electives, which afford them the opportunity to enhance their social work practice knowledge and skills. Student who lack prior educational experience in Business are required to take BUS 5000 Principles of Business Administration (3), which will be applied to social work elective credit requirements. It is encouraged that at least 4 credits of electives be at the 6000-level. The remaining 4 credits can be at the 5000 or 6000 level.
Total SOWK courses: 32 credit hours

MBA Courses
Contact the School of Business, Media Arts and Technology for more information. Note that *SOWK 6300 and *SOWK 6640, along with one other social work course from the Leadership & Administration concentration (SOWK 6090 Political Economy, SOWK 6250 Non-Profit Management, or SOWK 6420 Advanced Social Policy) waive 3 courses/9 credits of MBA program requirements. (Similarly, BUSA 5000, as noted above, waives 3 credits of MSW program elective requirements, for a total of 12 credits counting towards both programs). Additional credits must be taken within the School of Business, Media Arts and Technology to complete requirements for the MBA.

Course Descriptions

ACCOUNTING (ACCT), COURSES IN

ACCT 5100. Accounting Technology (3); Fa
A study of computerized financial accounting technology using integrated accounting systems. Previous NMHU ACCT 510.

ACCT 5810. Accounting Systems (3); Fa
This course examines the formal accounting information system with emphasis on the application of general theory of information to the problem of efficient economic operations. Previous NMHU ACCT 581.

ACCT 5890. Governmental Accounting (3); Sp
Principles and procedures in governmental and institutional units and fiduciaries. Previous NMHU ACCT 589.

ACCT 5920. Auditing (3); Sp
This course covers techniques of auditing procedures, with a focus on analyzing and successfully completing auditing cases. Previous NMHU ACCT 592.

ACCT 6050. Financial Accounting (3); Fa, Sp, Su
The organization and analysis of financial accounting information. Prerequisite: BUSA 5000. Previous NMHU ACCT 605.

ACCT 6060. Managerial Accounting (3); Var
This course explores the use of cost information in evaluating past performance and planning future operations.

ACCT 6850. 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 operating87 activities. Previous NMHU ACCT 685.

ACCT 6870. Advanced Accounting Topics (3); Sp
Advanced topics in accounting with emphasis on consolidated financial statements and partnerships. Previous NMHU ACCT 687.

ANTHROPOLOGY (ANTH), COURSES IN

ANTH 5260. Gender, Food, and Culture (3); Var
This class takes interdisciplinary gendered perspectives to explore the ways that food behaviors and beliefs surrounding the production, distribution, and consumption of food, influence constructions of identity, femininity/masculinity, culture, sexuality, and reinforce and contest gender hierarchies.

ANTH 5320. Visual Sociology (3); Var
Visual sociology involves the use of photographs, film, audio, and video to study society and create sociological projects. This course focuses on visual and audio-based strategies for sociological research, including field research. The visual/audio production is a data gathering technology used for etlinography, participant observations, oral history, and the use of urban or rural space. Specifically, we will examine the uses of visual /audial technologies in sociology to capture the images and apply critical analyses to study social structures and social relationships particularly as they relate to systems of oppression and their interlocking nature (gender, sexuality, race, ability, nationality, class…). Additionally, we will explore the sociological dimensions of visual & audio expression on society and consider how such production can be used in a transformative fashion and improve lived experiences. Note, that this is a sociology/qualitative research course, and it will not emphasize the technical/lab training in visual production. Students do not need to know technical usage of programs and equipment.

ANTH 5100C. 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. Previous NMHU ANTH 510.

ANTH 5110. 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. Previous NMHU ANTH 511.

ANTH 5120. 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. Previous NMHU ANTH 512.

ANTH 5130C. 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. Previous NMHU ANTH 513.

ANTH 5140. Field Methods in Archaeology (2 – 6 VC); Su
Instruction in Archaeology field and laboratory techniques and methods. Prerequisite: ANTH 1215 or permission of instructor. Previous NMHU ANTH 514.

ANTH 5150. 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: ANTH 1215 Intro to Phy Anth & Archaeology or permission of the instructor. Cross-listed as SOC 5150. Previous NMHU ANTH 515.

ANTH 5160. Ceramic Analysis (3); Var
The purpose of this course is to familiarize the student with pottery-making in prehistoric contexts, the geology and petrography involved, stylistic and iconographic themes, and how to analyze a prehistoric ceramic assemblage. Accordingly, the course is divided into several general areas: geology and the mineralogical and chemical makeup of clays; history of ceramic manufacture and trade; technological production of pottery including clay sources, vessel properties, shape, form, function, and design; and the uses of style in questions of social ties and affiliations.

ANTH 5180. 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. Previous NMHU ANTH 518.

ANTH 5190. Environmental Sociology (3); Var
This course will explore contemporary sociological perspectives on the environment and society. The course also considers how social movements have emerged in response to environmental degradation.

ANTH 5200. 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. Previous NMHU ANTH 520.

ANTH 5220. 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. The course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Prerequisite: One course in introductory sociology or anthropology. Cross-listed as SOC 5220. Previous NMHU ANTH 522.

ANTH 5240. Violence and Society (3); Var
In this course, violence will be studied as a social phenomena. The course includes general descriptions and theories of violence as well as considerations to reduce lethal and non-lethal violence in society.

ANTH 5250. Social and Transformative Justice (3); Var
This class uses interdisciplinary perspectives to explore the ways that social justice is understood, theorized, and put into practice. The class explores different generations of relationships to social justice and human rights strategies as well as social movements in the U.S. and globally.

ANTH 5260. Gender, Food, and Culture (3); Var
This class takes interdisciplinary gendered perspectives to explore the ways that food behaviors and beliefs surrounding the production, distribution, and consumption of food, influence constructions of identity, femininity/masculinity, culture, sexuality, and reinforce and contest gender hierarchies.

ANTH 5280. Comp Systems of Social Control (3); Fa
This course is a sociological and anthropological analysis of social control and law in a variety of social cultural, and global contexts. Previous NMHU ANTH 528.

ANTH 5290. 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. Previous NMHU ANTH 529.

ANTH 5350. Selected Topics in Anthropology (1 – 4 VC); Var
Course in a topic or topics in anthropology: may be repeated with a change of content. Previous NMHU ANTH 535.

ANTH 5360. Sociology of Human Rights (3); Var
A sociological perspective on human rights is uniquely situated to interpret and analyze economic, political, social, and cultural conditions under which human rights and policies are developed, conceptualized, realized, and monitored. Sociologists conceptualize human rights not as immutable attributes but as highly contested claims that shift and transform across history and geographic space.

ANTH 5380. New Social Justice Movements: A World of Protests, Cultural Resistance and Community Building (3); Var
Cultural changes over the past two decades have led to a proliferation of new social justice movements globally. This class examines the changing economic and political relations, based on the ownership and control of essential resources (e.g., information technologies and communication) which raise important questions for community organizing in an increasingly privatized, postindustrial world of a knowledge society.

ANTH 5420C. Forensic Anthropology and Osteology (4); 3, 2 Var
Presentation and application of biological anthropology techniques in the identification of humans from skeletal remains. Previous NMHU ANTH 542.

ANTH 5540. Women and Globalization (3); Var
This class considers the varied gendered dimensions of development, globalization, labor markets and the many challenges to the established approaches to development especially those that privilege political and economic aspects rendering much of women's involvement invisible. Placing women, gender and their various communities at the center begins to highlight such activities and brings into the conversation the role of culture. Previous NMHU ANTH 554.

ANTH 5560. 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. Previous NMHU ANTH 556.

ANTH 5610. Communication and Culture (3); Fa
Anthropological linguistics, focusing on investigations of the relationships between language and culture. Previous NMHU ANTH 561.

ANTH 5740. Contemporary Indian Issues (3); Var
An examination of emerging social and cultural issues in American Indian society today. Previous NMHU ANTH 574.

ANTH 5760. 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. Previous NMHU ANTH 576.

ANTH 5770. 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. Previous NMHU ANTH 577.

ANTH 5800. Issues in Applied Anthropology (3); Var
The 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. Previous NMHU ANTH 580.

ANTH 5810. 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. Previous NMHU ANTH 581.

ANTH 5930. Race and National Identity in the U.S. (3); Sp
This course examines, both theoretically and in an applied manner, the concept of race as a category of identity and racism as a system of domination and inequality. Approaching racial and ethnic categories as socially constructed, historically situated, and contextually dependent, students stretch beyond the specifics of just particular group histories. We explore major scholarly figures and competing perspectives in the field as well as the politics of theorizing, defining, and critically analyzing racial categories. Attention is given to the ways that race intersects with other issues, including gender, class, sexuality, religion, labor, nation formation, and the history of ideas. Prerequisites: Junior classification, SOCI 3000 or SOCI 4390, students who have taken at least one other 3/4000 level course in SOCI/CJUS, GNDR or WMST. Previous NMHU SOC 493.

ANTH 6500. Seminar in Anthropology (1 – 4 VC); Var
Seminar course in a topic or topics in anthropology: may be repeated with change in content. Previous NMHU ANTH 650.

ANTH 6510. 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 theoretical perspectives; examples from ethnographic studies; application to public issues and policies, are means through which theory will be brought to bear on praxis. Previous NMHU ANTH 651.

ANTH 6520. 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. Previous NMHU ANTH 652.

ANTH 6900. Independent Study (1 – 4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU ANTH 690.

ANTH 6920. Independent Research (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU ANTH 692.

ANTH 6940. Professional Paper (1 - 3 VC); Var
The professional Paper provides a unique opportunity for each student to bring together all of the coursework for the MA in Southwest studies – Anthropology Concentration into a practical application of socio-cultural phenomenon. Previous NMHU ANTH 694.

ANTH 6960. 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. Previous NMHU ANTH 696.

ANTH 6980. CRM Internship (2-6); Var
This internship relates to students' coursework in CRM. It is designed to provide professional skills and reflect career goals. Students will complete various assignments, including hands-on experiences, in approved CRM companies and agencies. Prerequisites: ANTH 5100C, ANTH 5810, ANTH 5760 or 5770, ANTH 6960.

ANTH 6990. Thesis (1 – 6 VC); Var
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU ANTH 699.

ART (ARTS), COURSES IN

ARTS 5110. Mixed Media (3); Var
Acquisition of a wide variety of skills related to the processes of mixed media production. A wide variety of media will be utilized and combined in a range of methods.

ARTS 5210. Painting 5 (3); 2, 4 Fa, Sp
This intermediate to advanced level course emphasizes personal imagery and the exploration of the language of paint. Previous NMHU ART 521.

ARTS 5220. Painting 6 (3); 2, 4 Fa, Sp
Continuation of ART 5210 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 5210 or permission of instructor. Previous NMHU ART 522.

ARTS 5310. Ceramics 5 (3); 2, 4 Fa, Sp
Form building including kiln firing and glaze calculation. The course may be repeated for credit. Previous NMHU ART 531.

ARTS 5340. Practicum (1-4 VC); Fa, Sp, Su
Experience in an on-campus or work placement. Prerequisite: Permission of instructor. Previous NMHU ART 534.

ARTS 5350. 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. Previous NMHU ART 535.

ARTS 5410. Sculpture 5 (3); 2, 4 Fa, Sp
A continuation of ARTS 3410, and an introduction to bronze casting. Prerequisite: ARTS 3410 or permission of instructor. Previous NMHU ART 541.

ART 5420. Sculpture 6 (3); 2, 4 Fa, Sp
Development of a personal aesthetic in sculpture. The course may be repeated for credit. Previous NMHU ART 542.

ART 5500. 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. Previous NMHU ART 550.

ARTS 5610. Jewelry and Metalsmithing 5 (3); 2, 4 Fa, Sp
A continuation of ARTS 3610.

ARTS 5620. Jewelry and Metalsmithing 6 (3); 2, 4 Fa, Sp
A continuation of ART 5610. Prerequisite: ARTS 5610 or permission of instructor. Previous NMHU ART 562.

ARTS 5710. 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: ARTS 3710 or permission of instructor.

ARTS 5720. Printmaking 6 (3); 2, 4 Fa, Sp, Su
Continuation of ART 5710 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 5710 or permission of instructor. Previous NMHU ART 572.

ARTS 5850. Art Foundry 5 (3); 2, 4 Su
An emphasis on refining aesthetic knowledge and technical skills. The course may be repeated for credit.

ARTS 5860. Art Foundry 6 (3); 2, 4 Su
Continuation of ART 5850. The course may be repeated for credit. Prerequisite: ARTS 3850 or permission of instructor. Previous NMHU ART 586.

ARTS 5900. 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 3000-level course and permission of instructor. Previous NMHU ART 590.

ARTS 5930. 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 3000- or 4000-level course and permission of instructor. Previous NMHU ART 593.

ARTS 5950. Exhibit (1); Fa
This course parallels Senior Colloquium and is taken during the fall semester of the post-baccalaureate program. Students will complete a portfolio packet that will allow them to apply to M.F.A. programs and/or a professional career. Previous NMHU ART 595.

ARTS 5960. Exhibit Design (3); Sp
Students will participate in mounting a multimedia exhibit on a topic in Fine Arts. Previous NMHU ART 596.

ART HISTORY (ARTH), COURSES IN

ARTH 5400. 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: ARTS 411 or permission of instructor. Previous NMHU AH 540.

ARTH 5500. 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. Previous NMHU AH 550.

ARTH 5800. Indigenous Art of 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. Previous NMHU AH 580.

ALTERNATIVE TEACHERS CERTIFICATE PROGRAM (ATCP), COURSES IN

ATCP 5400. Orientation to the Teaching Profession (2); Fa, Sp
This course provides an overview of teaching as a profession. Students will explore the requirements and responsibilities of becoming a culturally responsive professional educator. In addition, students will develop an understanding of working with diverse student populations including English Language Learners and Exceptional Learners. A variety of perspectives on education including historical, philosophical, legal, and ethical issues in a diverse society are also examined. Previous EDUC 5400.

ATCP 5420. Effective Teaching I (3); Fa, Sp
This course provides an in-depth overview of current educational learning theories and evidence-based classroom practices. In this course, students will examine evidence-based practices that promote language development and foster student learning. Students will also explore planning basics, engagement and motivation strategies, basics of classroom management, and understanding learners, family & community contexts in a diverse society. Corequisite EDUC 5400 Orientation to the Teaching Profession, and EDUC 5500 Seminar/Internship. Previous EDUC 5420.

ATCP 5430. Effective Teaching II (3); Var
Effective Teaching II provides an overview of culturally responsive effective teaching and learning methods used to support learners in a diverse society. In this course students will develop a teaching framework-grounded in theory, sound instructional practices, action research, and philosophical perspectives. Students will apply culturally responsive instructional and differentiation strategies to support and address the needs of all learners including English Language Learners and exceptional learners. Students will explore the use of educational technologies to support teaching and learning in the classroom. Effective classroom management techniques that focus on and facilitate learning will also be explored. Previous EDUC 5430.

ATCP 5460. Curriculum Planning, Assessment, & Evaluation I (3); Fa, Sp
This course provides an overview of instructional planning and the methods used to assess and evaluate diverse learners. In this course students will examine the methods used for planning, designing, developing, implementing, and evaluating standards-based instruction. Students will identify and analyze the various forms of assessment used in schools to evaluate learner achievement. Students will also explore the principles of classroom assessment, discuss achievement targets, and create assessment methods that are aligned with achievement targets. Effective methods for providing learner feedback are also discussed. An emphasis is placed on using culturally responsive, non-biased assessments to improve student outcomes. Previous EDUC 5460.

ATCP 5470. Essential Process in Special Education (3); Fa, Sp
This course provides an overview of teaching and learning methods for exceptional learners in inclusive settings. In this course students will explore special education law and its impact on educational practice. Students will discuss the characteristics and needs of exceptional learners. Students will also explore effective methods for planning and implementing standards-based instruction, engaging, and assessing learners, and using effective classroom management techniques in inclusive settings. An emphasis is placed in identifying ways to modify assessments, curriculum, and instruction for learners with IEP's. Previous EDUC 5470.

ATCP 5480. Content Methods for Secondary (3); Fa, Sp
Content Methods for Secondary provides an overview of effective teaching and learning methods used to support secondary learners in a diverse society. In this course, students will analyze the relationship between content knowledge and pedagogy. Students will also explore effective methods for planning and implementing standards-based instruction, engaging, and assessing learners, and using effective classroom management techniques. Students will also develop interdisciplinary units for secondary learners. An emphasis is placed on implementing culturally responsive instruction to address the needs of diverse student populations including English Language Learners (ELL's) and exceptional learners. Previous GEDUC 5480.

ATCP 5500-5503. Seminar/Internship I-IV (1); Fa, Sp
This internship seminar provides candidates with the opportunity for students to apply theory to practice. It is designed to prompt candidates to reflect on self, practice and what they have learned in the program. The

internship seminar supports students via University Field Supervisors via frequent observations and review of suggested means to improve candidates in the development of their teaching practices. Candidates are evaluated via dispositional assessment and formal classroom dispositional assessment formal classroom observation and are able to engage in self– and peer evaluations. Candidates revisit work and finalize their statement in the final seminar. This includes a teacher reflection discussions per 8-week session. Previous EDUC 5500-5503.

BIOLOGY (BIOL), COURSES IN

BIOL 5010. Pre-Medical and Pre-Professional Development (1); Sp
This course is designed to aid in the preparation of students seeking a career in medical school or other health professional programs. Class sessions will address a variety of issues pertinent to this process and will feature guest speakers, panels of current medical, pharmacy, and dental students for Q&A and discussion. A major focus of the course will be on the preparation of application materials for admissions into medical school or other health-related terminal degree programs. In addition to class sessions focused on standardized exam preparation (MCAT, GRE, PCAT, DAT, etc..), students will also take practice exams to assess their baseline and subsequent progress in preparation. Prerequisite: Graduate status or permission of instructor.

BIOL 5050C. 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 microorganisms. Concepts of cellular growth, biosynthesis and molecular genetics will also be addressed. Previous NMHU BIOL 505.

BIOL 5090C. Introduction to Bioinformatics (4); 3,2 Var
This course includes the study of function-related aspects of the genome. Different techniques and tools are used to improve our understanding of the relationship between gene and protein functions, and their interactions. Students will understand the use of sequences to develop evolutionary trees and understand the process of developing sequences of both DNA and RNA. In addition, students will learn the use of bioinformatics databases, using command lines, and will be able to interpret and carry out sequence experiments analyzing bacterial genome as a model organism. Upper level or graduate status or permission of instructor.

BIOL 5100C. Functional Genomics (4); 2,4 Var
Functional genomics includes the study of function-related aspects of the genome. Different techniques and tools are used to improve our understanding of gene and protein functions, their interactions, and molecular evolution. Because of the large quantity of data produced by these techniques and the desire to find biologically meaningful patterns, bioinformatics is crucial to these types of analyses. In this course students will analyze and explore the genome of a model organism to learn techniques and better understand the function and relationships of genes and proteins. Prerequisite: Permission of instructor.

BIOL 5110C. Herpetology (4); 3,2 Var
This course covers two major groups of ectothermic terrestrial vertebrates: 1) the amphibians, including salamanders, frogs, and the little-known caecilians, and 2) the reptiles, including turtles, crocodilians, lizards and snakes, and the nearly extinct tuatara. This course will cover aspects of the biology of amphibians and reptiles, including classification and taxonomy, evolution, distribution, anatomy, physiology, life histories, behavior, ecology, and conservation. Students will use case studies, or course-based research experiences, to

apply problems of species management, biodiversity, and the effects of development and habitat fragmentation on amphibians and reptiles. Prerequisites: BIOL 3130, permission of instructor or graduate status.

BIOL 5120C. Ornithology (4); 3,2 Var
The goal of this course is to introduce students to the biology of the class Aves. The course will include a survey of the origins, evolution, diversity, and adaptations of birds to diverse environments. Topics include taxonomy, taxidermy, reproduction, sensory perception, diet, population cycles, behavior, ecology, and conservation. Students will use case studies, or course-based research experiences, to apply to broader problems of species management, biodiversity, and the effects of development and habitat fragmentation on birds. Prerequisite: BIOL 3130 or equivalent or permission of instructor.

BIOL 5130C. Mammalogy (4); 3,2 Var
The goal of this course is to introduce students to the biology of the class Mammalia. The course will include a survey of the origins, evolution, diversity, and adaptations of mammals to diverse environments. Topics include taxonomy, taxidermy, reproduction, sensory perception, herbivory, population cycles, behavior, ecology, and conservation. Students will use case studies, or course-based research experiences, to apply to broader problems of species management, biodiversity, and the effects of development and habitat fragmentation on mammals. Prerequisites: BIOL 3130, permission of instructor of graduate status.

BIOL 5150C. 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. Previous NMHU BIOL 515.

BIOL 5220. Plant Physiology (4); 3, 1 Var
This course serves as an introduction to basic principles of plant function including physical processes occurring in plants, photosynthesis, water relations, minerals and nutrition, microbiomes, and ultimately how these processes relate to plant growth and development. While most efforts will be focused on plants in situ, additional emphasis will be focused on agricultural and horticultural species, such as Cannabis and its uses for hemp production. Labs will focus on plant growth and performance in growth chambers, greenhouse, and in the field. Prerequisites: BIOL 3030 or permission of instructor.

BIOL 5230C. 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. Previous NMHU BIOL 523.

BIOL 5240. Molecular & Cell Biology Laboratory (1); Sp
This is the laboratory course to accompany BIOL 4230/5230. This lab is required of students that have satisfied the Molecular & Cellular lecture requirement but have not taken the laboratory portion. Previous NMHU BIOL 524.

BIOL 5250C. 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 is limited to 16. Previous NMHU BIOL 525.

BIOL 5270. Immunology (3); 3,0 Alt Fa even
Principles of vertebrate response to infection, antigen-antibody interaction, hypersensitivity, and autoimmune diseases are covered. Specifically, emphasis will be put on the anatomy and physiology of the immune system and its response to cancer and other diseases. The differences between immunity, resistance, and exposure are covered, in addition to adaptive vs. innate responses to disease, as well as disease vaccines and Prevention. Previous NMHU BIOL 527. Prerequisites: BIOL 3000 or 3320

BIOL 5320C. Vertebrate Physiology (4); 3,2 Var
Fundamental life processes in vertebrates. Prerequisites: BIOL 3020 and CHEM 3410 and permission of instructor.

BIOL 5350 – 6350. 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. Previous NMHU BIOL 535 – 635.

BIOL 5400. Conservation Biology (3); Alt, Sp, Odd
This course will familiarize students with the major conservation biology issues of our time and encourage them to think critically about the problems facing the planet. This course analyzes the interrelationship between human activities and the environmental crisis and examines alternatives for the preservation of biodiversity. The course includes laws, regulations, and practices involving the use of natural resources. It also addresses the impacts of environmental degradation on various socioeconomic groups of people and the economic and social issues associated with environmental problems. Through the use of case studies and primary literature, students will get a deeper understanding of the complexities associated with the conservation of biodiversity. Prerequisites: BIOL 3130 and BIOL 3890. Previous NMHU BIOL 540

BIOL 5550. Wildlife Diseases (3); Var
This course is an introduction to viral, bacterial, and fungal diseases-infectious and noninfectious-found among wildlife species. Students will learn the cause and effects of disease, as well as the medical aspects of disease on animal hosts. Moreover, the ecology of disease and its role in ecosystems will be discussed.

BIOL 5570. 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. Previous NMHU BIOL 557.

BIOL 5590. 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. Previous NMHU BIOL 559.

BIOL 5630. 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. Previous NMHU BIOL 563.

BIOL 5700C. 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. Previous NMHU BIOL 570.

BIOL 5720. 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. Previous NMHU BIOL 572.

BIOL 5740. 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. Previous NMHU BIOL 574.

BIOL 5750. 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 in 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. Previous NMHU BIOL 575.

BIOL 5760. Evolution (3); 3 Alt, Fa, Even
This course provides a basis for understanding the modern study of evolution in living organisms by introducing the fundamentals concepts of evolution, encompassing both short-term and long-term evolutionary processes and patterns. Topics covered will include evidence for evolution, the origin of life, genetic evolution, adaptation, microevolutionary process including natural selection and drift, speciation, phylogenetics, and other macroevolutionary processes. This course will investigate evolutionary questions by working with datasets from the primary literature. Students will be able to define evolution and evolutionary processes with supporting evidence, explain the major mechanisms and ways to study evolution, and discuss evolution in a broader context.

BIOL 5770. 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. Previous NMHU BIOL 577.

BIOL 5810C. 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. Previous NMHU BIOL 581.

BIOL 5850C. 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 5320C or equivalent or permission of instructor. Previous NMHU BIOL 585.

BIOL 5870C. 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 5320C or equivalent or permission of instructor. A special fee is charged. Previous NMHU BIOL 587.

BIOL 5880C. Soil Ecology (4) 3,2 Var
Soil as a habitat, including physical and chemical properties of soil, classification of soils, soil organisms (emphasis on soil fungi and bacteria), and nutrient cycling. Prerequisite: BIOL 212.

BIOL 5890C. 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. Previous NMHU BIOL 589.

BIOL 5930C. Field Botany (3); 1, 4 Var
The taxonomy and natural history of representative groups of plants will be studied in the field. Specifically, students will learn how to collect plant specimens, preserve, and present them in a format similar to specimens found in herbaria. Moreover, students will learn a basic understanding about plant taxonomy and identification. Emphasis will be given to common plants in northern New Mexico, including those in grassland and forest biomes. Prerequisite: BIOL 3030 or permission of instructor. Previous NMHU BIOL 593.

BIOL 5940C. Field Zoology (3); 0, 6 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. Previous NMHU BIOL 594.

BIOL 5980. 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. Previous NMHU BIOL 598.

BIOL 6000. 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. Previous NMHU BIOL 600.

BIOL 6100. 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. Previous NMHU BIOL 610.

BIOL 6200. Advanced Topic in Biology (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. Previous NMHU BIOL 620.

BIOL 6300. 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. Previous NMHU BIOL 630.

BIOL 6320 Medical Physiology (3); Var
This course serves to gain mastery of human physiology with a focus on the structures and function of the human body at many levels: molecular, cellular, tissue, organ and system. The concepts are organized by systems: Endocrine, Cardiovascular, Respiratory, Renal, Nervous, and Gastrointestinal. The course is based on normal physiology with discussion of selected diseases. Special emphasis is placed on the understanding of how the different organ systems interact to maintain a constant internal environment. Prerequisites: BIOL 3310/3320 or equivalent, or permission of instructor.

BIOL 6330 Advanced Pathophysiology (3); Var
This advanced pathophysiology course is designed to provide students with the theoretical, genetic, and evidenced based knowledge to analyze pathophysiologic processes and progression on individual and multiple body systems. The course provides the student with the foundation for understanding clinical and

pharmacological interventions as well as the basis for related courses in assessment, diagnosis and management, and clinical therapeutics associated with genetic or pathophysiological dysfunction in individuals of various ethnic and cultural groups across the lifespan. Prerequisite: BIOL 3310/3320 or equivalent, or permission of instructor.

BIOL 6400. 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: Graduate status or Permission of the Instructor. Previous NMHU BIOL 640.

BIOL 6500. Graduate Seminar in Life Science (1); Fa, Sp
Seminar presentations on current topics in life science. May be repeated for credit. Previous NMHU BIOL 650.

BIOL 6890. 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. Previous NMHU BIOL 689.

BIOL 6900. Independent Study (1 – 4 VC); Fa, Sp, Su
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU BIOL 690.

BIOL 6920. Independent Research (1 – 4 VC); Fa, Sp, Su
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU BIOL 692.

BIOL 6990. Thesis (1 – 7 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU BIOL 699.

GENERAL BUSINESS (BUSA), COURSES IN

BUSA 5000. 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 5000 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 management, finance, business leadership, global dimensions of business, legal environment of business, macroeconomics, microeconomics, marketing, quantitative research techniques and statistics. Previous NMHU BUS 500.

BUSINESS LAW (BLAW), COURSES IN

BLAW 6390. 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. Previous NMHU BLAW 639.

CHEMISTRY (CHEM), COURSES IN

CHEM 5100. Medicinal Chemistry (3); Var
An introduction to medicinal chemistry, focusing on the activity, design, and development of therapeutic agents. Topics include drug-target interactions; enzymes and receptors as drug targets; pharmacokinetics and pharmacodynamics; structure-activity relationships (SAR); stereochemical effects in drug action; mechanisms of action and selectivity; prodrugs; strategies for lead discovery and optimization; drug metabolism and toxicity; and mechanisms of drug resistance. Through analysis of clinically relevant drug case studies, students explore how molecular structure influences biological activity. Emphasis is placed on applying organic chemistry principles to understand mechanisms of drug action and improve molecular design for enhanced efficacy and selectivity. Prerequisites: Undergraduate-level Organic Chemistry I & II.

CHEM 5190. Integrated Chemistry Laboratory (3); Var
This is a project-based advanced chemical preparation and analysis laboratory course. Projects encompass the five major areas of chemistry (organic, inorganic, analytical, physical, and biological) Emphasis is on spectroscopy and separation techniques, bioanalysis, organic synthesis, and materials science. Relevant software/computational approaches and technical writing are also emphasized. Previous NMHU CHEM 519.

CHEM 5350 – 6350. Selected Topic in Chemistry (3); Var
Course in topic or topics in chemistry. May be repeated with change of content. Previous NMHU CHEM 535 – 635.

CHEM 5410. Reaction Mechanisms (3); Var
This course covers theoretical organic chemistry including molecular orbital theory, photochemistry, orbital symmetry, and reaction mechanisms. Previous NMHU CHEM 541.

CHEM 5420. Synthetic Chemistry (3); Var
This course is an advanced treatment of synthetic organic and in- organic chemistry and reaction mechanisms. Previous NMHU CHEM 542.

CHEM 5500-6500. Seminar in Chemistry (1 – 3 VC); Fa, Sp
Seminar course in a topic or topics in chemistry. Previous NMHU CHEM 550 – 650.

CHEM 5550. 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. Previous NMHU CHEM 555.

CHEM 5590. 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. Previous NMHU CHEM 559.

CHEM 5610. 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. Previous NMHU CHEM 561.

CHEM 5620. 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 5610. Previous NMHU CHEM 562.

CHEM 5730. Chemical Kinetics (3); Var
This course is an in-depth study of chemical reaction kinetics. Previous NMHU CHEM 573.

CHEM 5810. 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 3420. Previous NMHU CHEM 581.

CHEM 5820. Biochemistry 2 (3); Sp
This course is a continuation of CHEM 5810. Prerequisite: CHEM 5810. Previous NMHU CHEM 582.

CHEM 6100. Drug Discovery and Design (3); Var
Topics covered in this course are chemical aspects of drug discovery, elements of molecular pharmacology and pharmacokinetics, classic and cutting-edge computational approaches in medicinal chemistry, rational drug design, and synthesis of small-molecule drugs and protein-drug conjugates. In addition, student will learn how to conduct drug simulations and molecular docking simulations and will carry out such simulations for FDA-approved drugs or novel drug candidates. Prerequisite: Instructor permission.

CHEM 6210. Advanced Analytical Chemistry (3); Var
Advanced discussion of instruments design and instrumental analytical techniques, such as optical (UV-Vis, fluorescence, circular dichroism, IR, Rama) spectroscopy, chromatography, (GC, HPLC), mass spectrometry, and materials characterization techniques. Prerequisite: CHEM 5190 or equivalent. Previous NMHU CHEM 621.

CHEM 6710. Chemical Thermodynamics (3); Alt, Fa
This course is an in-depth study of chemical thermodynamics. Previous NMHU CHEM 671.

CHEM 6720. Quantum Chemistry (3); Alt, Sp
This course is an in-depth study of spectroscopy and quantum mechanics. Previous NMHU CHEM 672.

CHEM 6900. Independent Study in Chemistry (1-4 VC); Fa, Sp, Su
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU CHEM 690.

CHEM 6910. 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. Previous NMHU CHEM 691.

CHEM 6920. Independent Research in Chemistry (1-4 VC); Fa, Sp, Su
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU CHEM 692.

CHEM 6990. Thesis (1 – 8 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU CHEM 699.

Computer Science (CSCI), Courses in

CSCI 5110. 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. Previous NMHU CS 511.

CSCI 5120. 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. Previous NMHU CS 512.

CSCI 5140. 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. Previous NMHU CS 514.

CSCI 5150. 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. Previous NMHU CS 515.

CSCI 5160. 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: CSCI 5140 with a C or better or permission of instructor. Previous NMHU CS 516.

CSCI 5180. 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. Previous NMHU CS 518.

CSCI 5210. 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 CSCI 3450, CSCI 3500, and MATH 3170. Previous NMHU CS 521.

CSCI 5250. 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. Previous NMHU CS 525.

CSCI 5260. 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: CSCI 5250 or permission of instructor. Previous NMHU CS 525.

CSCI 5270. 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. Previous NMHU CS 527.

CSCI 5280. C and UNIX (3); 3, 0 Fa, Sp
This course explores C programming language and system programming on UNIX and LINUX™ operating systems. Prerequisite: CSCI 5270 or permission of instructor. Previous NMHU CS 528.

CSCI 5310. 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: CSCI 5160 with a minimum grade of C or permission of instructor. Previous NMHU CS 531.

CSCI 5320. 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. Previous NMHU CS 532.

CSCI 5350. 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. Previous NMHU CS 535.

CSCI 5360. 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: CSCI 5160 with a minimum grade of C or permission of instructor. Previous NMHU CS 536.

CSCI 5420. 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: CSCI 3410 and CSCI 5160 with a minimum grade of C or permission of instructor. Previous NMHU CS 542.

CSCI 5430. 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: CSCI 3410. Previous NMHU CS 543.

CSCI 5510. 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: CSCI 3500. Previous NMHU CS 551.

CSCI 5550. 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: CSCI 5160 or permission of instructor. Previous NMHU CS 555.

CSCI 5560. Internet Services (3); 2, 2 Fa, Sp
This course is an introduction to telecommunications and the Internet. This course introduces the use of the Internet for both research and problem solving. Students will be expected to develop tools for enhancing and accessing the Internet. Previous NMHU CS 556.

CSCI 5570. 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 5200. Previous NMHU CS 557.

CSCI 5580. Network Management (3); Fa, Sp
This course explores the application of networking concepts related to the management of LANs. Includes topics related to repair, setup, management, and maintenance of LANs. Prerequisite: CSCI 5570, MIS 5200, or experience with computer networks, with permission of instructor. Previous NMHU CS 558.

CSCI 5590. Network Security (3); Fa, Sp
This course addresses security issues for TCP/IP-based and NT networks, access control and communications security. Prerequisite: CSCI 5570, MIS 5200, or permission of instructor. Previous NMHU CS 559.

CSCI 5610. 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: CSCI 2450 and one other programming language course. Previous NMHU CS 561.

CSCI 5620. 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: CSCI 5610. Previous NMHU CS 562.

CSCI 5630. Web Programming (3); 2, 2 Fa, Sp
This course is an introduction to programming on the Internet. Prerequisite: Permission of instructor. Previous NMHU CS 563.

CSCI 5640. Network Programming (3); Fa, Sp
This course extends the students' knowledge and practice in analysis, design, and programming of computer networks. Prerequisites: CSCI 2450 and CSCI 5280. Previous NMHU CS 564.

CSCI 5710. 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. Previous NMHU CS 571.

CSCI 5720. 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 5720 and Phil 5720. Previous NMHU CS 572.

CSCI 5730. 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. Previous NMHU CS 573.

CSCI 5740. Machine Learning Algorithms (3); Fa, Sp
This course studies different machine learning techniques/paradigms, including decision trees, neural networks, genetic algorithms, Bayesian leaning, rule learning, and reinforcement learning. The applications of these techniques to problems in data analysis, knowledge discovery and data mining are discussed. Previous NMHU CS 574.

CSCI 5750. 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. Previous NMHU CS 575.

CSCI 5760. Animation and Visualization (3); Fa, Sp
Computer-based graphical representations, 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: CSCI 2450, MATH 3200. Previous NMHU CS 576.

CSCI 5770. 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. Previous NMHU CS 577.

CSCI 5900. Independent Study (1 - 4 VC); Fa, Sp
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU CS 590.

CSCI 5920. Independent Research (1 - 4 VC); Fa, Sp
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU CS 592.

CSCI 6000. Principles of Computer Science & Innovation (3); Fa
This course is an investigation of the principles that underlie computer science and its role in innovation across a wide range of disciplines. Students explore how computing intersects with innovation in various fields such as business, healthcare, education, and the arts. Case studies and discussions highlight disciplinary perspectives that demonstrate how computer science enables innovation in diverse contexts. Previous NMHU CS 600.

CSCI 6100. Synthesis of Computer Science & Innovation (3); Sp
This course examines how computer science concepts and innovation practices are combined to address complex problems across disciplines. Students analyze case studies, collaborate in teams, and develop solutions that integrate technical and innovative approaches. Discussions and applied activities highlight practical perspectives that demonstrate how synthesis leads to new opportunities in research, entrepreneurship, and professional practice. Previous NMHU CS 610.

CSCI 6200. Computer Science & Innovation Project Development (3); Fa
This course is a study of the processes, techniques, and tools used in the development of innovative technology-driven projects. It emphasizes both the theoretical foundations and practical applications of design, implementation, and innovation within computer science as applied to other fields of study. A key component of the course is the completion of a project that integrates the methods and tools introduced during the semester, along with student presentations related to research for the thesis or field project. Prerequisites: CSCI 6000 or CSCI 6100. Previous NMHU CS 620.

CSCI 6350. 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: CSCI 5350 in the same topic area. Previous NMHU CS 635.

CSCI 6500. 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.

CSCI 6510. 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: CSCI 6500. Cross-listed as: MART 6510. Previous NMHU CS 651.

CSCI 6520. 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: CSCI 6510. Cross-listed as: MART 6520. Previous NMHU CS 652.

CSCI 6970. 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. Previous NMHU CS 697.

CSCI 6990. Thesis (1 –6 VC); Fa, Sp
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU CS 699.

CRIMINAL JUSTICE STUDIES (CJUS), COURSES IN

CJUS 5100. Sociology of Sexuality (3); Var
This course will look at historical perceptions, practices, and reactions to sexuality. As the course progresses, it will focus more closely on particular social contexts and notions of power.

CJUS 5130 Sociology of Murder (3); Var
The crime of murder, or homicide, is a cultural universal. It exists in every recognized society. This course will examine this behavior as social phenomena. The course includes definitions of murder, characteristics of victims and offenders, global comparisons of this crime, theoretical considerations, and an examination of how various justice systems address this behavior.

CJUS 5160. Organized Crime (3); Var
This course is an in-depth examination of organized crime. Emphasis is placed on the theories of organized crime, the social, political, and historical evolution of organized crime, the principal forms of organized criminal activity, and efforts to investigate, control and prosecute organized crime.

CJUS 5170 Homicide & Policing (3); Var
An examination of the various trends in homicide rates in the United States over the last half century and how policing has responded to those trends. The course also explores how socio-economic and racial inequalities have impacted political discourse and systemic processes around policing practices.

CJUS 5180. Reproductive Justice (3); Var
This class examines the reproductive justice theoretical framework, its history, origins, and conceptualization to explore its practical applications for transformative feminist activism and theorizing. Reproductive justice developed as a multi-layered theoretical paradigm and model for theorists/activists concerned about issues surrounding reproductive dignity.

CJUS 5200. Drugs in American Society (3); Var
This course will examine the history of drugs in the United States as well as the role drugs play in society and within the criminal justice system. There will be significant emphasis on the history of hemp and hemp production as well as examination of key issues pertaining to hemp today. Prerequisites: SOCI 1110, ANTH 1140 or CJUS 2120 plus at least one 3000-4000 level course in sociology, criminal justice, political science, anthropology or (social) psychology.

CJUS 5240. Violence and Society (3); Var
In this course, violence will be studied as a social phenomena. The course includes general descriptions and theories of violence as well as considerations to reduce lethal and non-lethal violence in society. Prerequisites: SOCI 1110 and ANTH 1140.

CJUS 5250. Social and Transformative Justice (3); Var
This class uses interdisciplinary perspectives to explore the ways that social justice is understood, theorized, and put into practice. The class explores different generations of relationships to social justice and human rights strategies as well as social movements in the U.S. and globally.

CJUS 5380. New Social Justice Movements: A World of Protests, Cultural Resistance and Community Building (3); Var
Cultural changes over the past two decades have led to a proliferation of new social justice movements globally. This class examines the changing economic and political relations, based on the ownership and control of essential resources (e.g., information technologies and communication) which raise important questions for community organizing in an increasingly privatized, postindustrial world of a knowledge society.

CJUS 6120. Gender and Crime (3); Var
This course examines the role of gender in crime, criminology, and criminal justice. The course framework and reading emphasize theoretical frameworks brought to bear in study of gender, emphasizing the social structures of gender, social constructions of gender, symbolic meaning systems, and intersections of race, class, and gender.

CJUS 6270. Advanced Criminology (3); Var
This graduate course provides an overview of the leading criminology theories over the past century. These theories seek to identify and explain social, economic, and political factors that shape crime and deviance as well as the etymology of, and participation in, crime. The course also familiarizes students with how to apply these theories to current social problems. Prerequisite: SOCI 6380 or 6390

COUNSELING (COUN), COURSES IN

COUN 5350 – 6350. ST: Selected Topic in Counseling and (1 – 4 VC); Var
Course in topic or topics in counseling and. May be repeated with change of content. Previous NMHU COUN 535-635.

COUN 6000. Theories and Practice of Counseling (3); Fa, Sp, Su
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. Previous NMHU COUN 600.

COUN 6010. Professional Counseling Orientation and Ethical Practice (3); Fa, Sp, Su
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. Previous NMHU COUN 601.

COUN 6020. 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. Previous NMHU COUN 632.

COUN 6030. Career Development (3); Fa, Sp, Su
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 lifework planning and management. Previous NMHU COUN 603.

COUN 6050. Counseling Skills (3); Fa, Sp, Su
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 6000 and COUN 6010. Previous NMHU COUN 605.

COUN 6070. Group Counseling Theory and Practice (3); Fa, Sp, Su
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 6000, COUN 6010 and COUN 6050. Previous NMHU COUN 607.

COUN 6080. Assessment and Testing (3): Fa, SP, Su
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. Previous NMHU COUN 608.

COUN 6090. Voc Assessment/Trans Assessment (3); Var
This course is designed to provide students with an overview of the theories of learning, normal and abnormal personality development, 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. Previous NMHU COUN 609.

COUN 6100. 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. Previous NMHU COUN 610.

COUN 6110. Cultural Diversity and Social Justice (3); Fa, Sp, Su
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. Previous NMHU COUN 611.

COUN 6120. Mental Health Ethics, Law, and Practice (3); Var
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. The course will include lecture, experiential activities, discussion, role-plays, and group work. Previous NMHU COUN 612.

COUN 6140. Existential Counseling (3); Var
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. Prerequisite: COUN 6070. Previous NMHU COUN 614.

COUN 6150. 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. Previous NMHU COUN 615.

COUN 6160. An Overview of Art Therapy and the Creative Process (3); Var
This course 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. Prerequisite: COUN 6070. Previous NMHU COUN 616.

COUN 6170. 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. Prerequisite: COUN 6070. Previous NMHU COUN 617.

COUN 6180. Mindfulness Counseling (3); Var
Mindfulness exercises have a positive impact on present moment awareness which can provide clarity. Helping professionals use mindfulness as a means of self-care, as an intervention modality with clients, and to help nurture therapeutic relationships with clients. Learning and practicing mindfulness is a way for counselors to cultivate an open and welcoming presence with clients. Mindfulness concepts and practices are also useful for clients in their daily lives and help address psychological problems such as depression, anxiety, stress, and addictions. Students will learn how to apply mindfulness in counseling and balance compassion for self and others. Students will gain hands-on and direct experience to mindfulness, learn to integrate mindfulness practice to their daily life, and foster here-and-now awareness of what is going on within. Prerequisite: COUN 6070.

COUN 6190. 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. Previous NMHU COUN 619.

COUN 6200. 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. Previous NMHU COUN 620.

COUN 6210. 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. Prerequisite: COUN 6070. Previous NMHU COUN 621.

COUN 6220. 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. Prerequisite: COUN 6070. Previous NMHU COUN 622.

COUN 6230. Foundations of Addiction: Alcohol Abuse (3); Var
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 affected by alcohol abuse addictions, and d) implications of alcohol abuse addictions. Previous NMHU COUN 623.

COUN 6240. Foundations of Addiction: Drug Abuse (3); Var
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 affected by drug abuse addictions, and d) implications of drug abuse addictions. Previous NMHU COUN 624.

COUN 6250. Human Growth and Development (3); Fa, Sp, Su
This course is designed to provide students with an overview of the theories of learning, normal and abnormal personality development, 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. Previous NMHU COUN 625.

COUN 6260. Treating Individuals with Alcohol Abuse (3); Var
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 regard to their treatment of individuals with alcohol abuse addictions. Previous NMHU COUN 626.

COUN 6270. Treating Individuals with Drug Abuse (3); Var
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 regard to their treatment of individuals with drug abuse addictions. Previous NMHU COUN 627.

COUN 6280. Research and Program Evaluation (3); Fa, Sp, Su
This course will emphasize the importance of research in the counseling profession and the identification of evidence-based practices. Students will develop an understanding of statistical methods used in conducting research, and qualitative, quantitative and mixed research methods. They will learn how to prepare and use needs assessments to develop outcome measures, and use accountability data to inform decision making, and to advocate for programs and individuals. Students will learn ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation. Prerequisite: COUN 6080. Previous NMHU COUN 328.

COUN 6290. 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. Previous NMHU COUN 629.

COUN 6310. 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 a person with disabilities as they interact with addiction and dependency. Previous NMHU COUN 631.

COUN 6330. 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. Previous NMHU COUN 633.

COUN 6340. Practicum in Counseling (3); Fa, Sp, Su
This course provides students with 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 6000, COUN 6010, COUN 6050, and COUN 6070. Previous NMHU COUN 634.

COUN 6350. Selected Topic in Counseling and (1 – 4 VC); Var
Course in topic or topics in counseling. May be repeated with change of content. Prerequisite: COUN 6070. Previous NMHU COUN 635.

COUN 6360. School Climate and Safety PK-12 (3); Fa, Su
School climate describes the school conditions that influence student learning and comprises issues such as the school environment, student and school safety, and engagement among members of the school community. A positive school climate characterizes a school that effectively attends to the academic, social, emotional, behavioral, and mental health needs of its students. Restorative practices are both a prevention and intervention strategy about building community, giving space to learn and correct mistakes, and addressing root causes through listening, healing, and accountability. This course also looks at school-based prevention models focused on conflict resolution, peer mediation, and effective methods of communication used in dealing with difference and managing conflict.

COUN 6400. 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 emphasize participation, capabilities, adapting environments and building community for people with disabilities. Previous NMHU COUN 640.

COUN 6420. Case Management and Job Placement in Rehabilitation (3); Var
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. Previous NMHU COUN 642.

COUN 6460. 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. Previous NMHU COUN 646.

COUN 6480. 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. Previous NMHU COUN 648.

COUN 6490. 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. Previous NMHU COUN 649.

COUN 6520. 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 6070. Previous NMHU COUN 652.

COUN 6540. 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 6070. Previous NMHU COUN 654.

COUN 6730/SPED 6730. 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. Previous NMHU COUN 673/SPED 673.

COUN 6740/SPED 6740. 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. Previous NMHU COUN 674/SPED 674.

COUN 6900. Independent Study (1–4 VC); Var
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU COUN 690.

COUN 6920. Independent Research (1–4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU COUN 692.

COUN 6960. 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. Previous NMHU COUN 696.

COUN 6970. 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. Previous NMHU COUN 697.

COUN 6980. Internship in Counseling (1); 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 ensure 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 6000, COUN 6010, COUN 6050, COUN 6070, COUN 6340. Previous NMHU COUN 698.

COUN 6981. Internship: Clinical Mental Health (3-6); Fa, Sp, Su
The Clinical Mental Health Counseling internship is the final and most comprehensive professional experience in the counseling program. The intent of the internship is to provide the student with closely supervised training at a clinical mental health counseling site outside of the university environment. In order to ensure that the student's individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highland University. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 6000, COUN 6010, COUN 6050, COUN 6070, COUN 6340. Previous NMHU COUN 698.

COUN 6982. Internship: Clinical Rehabilitation (3-6); Fa, Sp, Su
The Clinical Rehabilitation Counseling Internship is the final and most comprehensive professional experience in the counseling program. The intent of the internship is to provide the student with closely supervised training at a clinical and rehabilitation counseling site outside of the university environment. In order to ensure that the student's individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 6000, COUN 6010, COUN 6050, COUN 6070, COUN 6340. Previous NMHU COUN 698.

COUN 6983. Internship: Rehabilitation Counseling (3-6); Fa, Sp, Su
The Rehabilitation Counseling Internship is the final and most comprehensive professional experience in the counseling program. The intent of the internship is to provide the student with closely supervised training at a rehabilitation counseling site outside of the university environment. In order to ensure that the student's individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 6000, COUN 6010, COUN 6050, COUN 6070, COUN 6340. Previous NMHU COUN 698.

COUN 6984. Internship: School Counseling (3-6); Fa, Sp, Su
The School Counseling Internship is the final and most comprehensive professional experience in the counseling program. The intent of the internship is to provide the student with closely supervised training at a school counseling site outside of the university environment. In order to ensure that the student's individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 6000, COUN 6010, COUN 6050, COUN 6070, COUN 6340. Previous NMHU COUN 698.

COUN 6990. Thesis (1–6 VC); Var
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU COUN 699.

EARLY CHILDHOOD MULTICULTURAL EDUCATION (ECED), COURSES IN

ECED 5150. 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. Previous NMHU ECME 515.

ECED 5240. 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. Previous NMHU ECME 524.

ECED 5280. Organizational Designs of Early Childhood Multicultural Education Prog. (3); Fa
Planning early childhood education programs for teachers, supervisors, administrators, and social workers. Previous NMHU ECME 528.

ECED 5290. Teaching the Perceptual Skills (3); Sp
The rationale, the techniques, and the sequence of teaching auditory, oral, visual, and psycho-motor skills prior to reading, writing, and arithmetic. Previous ECME 529.

ECED 5340. 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. Previous NMHU ECME 534.

ECED 5350. ST: 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. Previous NMHU ECME 535.

ECED 5820. 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 5820. Previous NMHU ECME 582.

ECED 5920-6920. Independent Research (1–4 VC); Var
Individual, directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU ECME 592-692.

ECONOMICS (ECON), COURSES IN

ECON 6080. 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. Previous NMHU ECON 608.

ECON 6090. Political Economy (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. Previous NMHU ECON 609.

EDUCATION (EDUC), COURSES IN

EDUC 5100. 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. Previous GNED 510.

EDUC 5120. 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. Previous GNED 512.

EDUC 5170. 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 4110 be taken prior to or concurrently with this class. Previous GNED 517.

EDUC 5200. 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. Previous GNED 520.

EDUC 5220. 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. Previous GNED 522.

EDUC 5240. 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. Previous GNED 524.

EDUC 5260. 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. Previous GNED 526.

EDUC 5350-6350. Selected Topic in Elementary Education (1 – 4 VC); Var
Course in topic or topics in elementary education. May be repeated with change of content. Previous ELEM 535-635.

EDUC 5360. 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. Previous GNED 536.

EDUC 5370. 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. Previous GNED 537.

EDUC 5410. 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. Previous ELEM 542.

EDUC 5440. Technology in Education (3); Fa, Sp
Provides teachers with a working knowledge of microcomputers and their specific applications in education. A special fee is charged. Previous GNED 544.

EDUC 5450. 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. Previous GNED 545.

EDUC 5550. 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. Previous GNED 555.

EDUC 5610. 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. Previous GNED 561.

EDUC 5900-6900. Independent Study (1–4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU GNED 590-690.

EDUC 5900-6900. Independent Study in Elementary Education (1–4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous ELEM 590-690.

EDUC 5920-6920. Independent Research (1–4 VC); Var
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU GNED 592-692.

EDUC 6190. 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. Previous ELEM 619.

EDUC 6210. 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. Previous ELEM 621.

EDUC 6220. 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. Previous ELEM 622.

EDUC 6240. 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. Previous ELEM 624.

EDUC 6250. Science Education in the Elementary Grades (3); Fa
History of science education and methodology in elementary school, with emphasis on current trends. Previous ELEM 625.

EDUC 6920. Independent Research in Elementary Education (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous ELEM 692.

EDUCATIONAL LEADERSHIP (EDLD), COURSES IN

EDLD 5350 – 6350. ST: Selected Topic in Educational Leadership (1 – 4 VC); Var
Courses in educational leadership. May be repeated with change of content. Previous EDLD 535-635.

EDLD 6000. 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. Previous EDLD 600.

EDLD 6110. 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: EDUC 610. Previous EDLD 611.

EDLD 6120. Instructional Leadership: Geometry & Measure (3); Var
In this class, students will engage in the study of a variety of geometry topics taught in grades 4-8, including, but not limited to: visualization, angles, circles, and spheres, triangles, quadrilaterals, and other polygons, the fundamentals of measurement, length, area, volume, error and precision in measurements, areas of rectangles, moving and additivity principles of area, areas of triangles, areas of parallelograms and other polygons, shearing, areas of circles and the number pi, approximating areas of irregular shapes, contrasting and relating the perimeter and area of shapes, using the moving and additivity principles to prove the Pythagorean Theorem, polyhedra and other solid shapes, patterns, and surface area, volumes of solid shapes, reflections, translations, and rotations, symmetry, congruence, and constructions with a straightedge and compass. Participants will be engaged in solving a variety of problems in every session, working in whole group and small group settings. Inquiry-based learning will be modeled throughout this class and participants will have multiple opportunities to learn about how such instruction can be used to engage a diversity of students in learning geometry and measurement. Participants will also learn about how to teach in equitable ways that serve the needs of underserved students such as low-income students and linguistically and culturally diverse students. All the skills and knowledge learned will be transferred to the teacher in the classroom, so that the student is now an expert in not only the knowledge content, but how to coach and mentor other teachers teaching the K-8 classrooms.

EDLD 6140. Instructional Leadership in Rational Numbers and Proportional Reasoning (3); Var
This course is specifically designed for elementary and middle school teachers of mathematics in a mathematical area of central importance; the teaching of rational numbers (i.e., fractions) and proportional reasoning. Students will learn about the five fraction "subconstructs" and will engage in solving a variety of problems involving fractions and proportional reasoning in every session while working with the whole group and small group settings. Inquiry-based learning will be modeled throughout this class and participants will

examine the research literature to learn more about such instruction. Participants will also learn about how to teach in equitable ways that serve the needs of underserved students such as low-income students and linguistically and culturally diverse students.

EDLD 6150. 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. Previous EDLD 615.

EDLD 6160. Instructional Leadership in Developing Mathematical Ideas 1: Building a System of Tens & Effective Mathematics Teacher Practices (3); Var
This course is designed with two components: 1) Building a System of Tens and 2) Understanding and Implementing Effective Mathematics Teaching Practices. Building a system of Tens is designed to help experienced K-8 teachers explore the base-ten structure of the number system, consider how that structure is exploited multidigit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. At the heart of the course are sets of classroom episodes (cases), illustrating student thinking as described by their teachers. In addition to case discussions, the curriculum offers teachers opportunities to view and discuss videotapes of mathematics classrooms; to explore mathematics by working to solve math tasks; to share and discuss the work of their own students; to plan, conduct, and analyze mathematics interviews of students; to analyze lessons taken from the innovative elementary mathematics curricula; and to read and reflect on overviews of related research. Understanding and Implementing Effective Mathematics Teaching Practices will introduce students to a teaching and learning framework consistent with the research on how students learn mathematics. This framework is a set of high-leverage teaching practices advocated by the National Council of Teachers of Mathematics and outlined in Principles to Action: Ensuring Mathematical Success for all. Participants will also learn about how to teach in equitable ways that serve the needs of underserved students such as low-income students and linguistically and culturally diverse students.

EDLD 6170. Instructional Leadership in Developing Mathematical Ideas 2: Making Meaning for Operations/Analyzing Student Mathematics Work/Differentiated Instruction (3); Var
Making meaning for Operations is designed to help experienced K-8 teachers examine the actions and situations modeled by the four basic operations. It begins with a view of your children's counting strategies as they address word problems, moves to an examination of children's developing ideas of the four basic operations. And revisits the operations in the context of rational numbers. At the heart of the course are sets of classroom episodes (cases) illustrating student thinking as described by their teachers. In addition to case discussions, the curriculum offers teachers opportunities to review and discuss videotapes of mathematics classrooms; to explore mathematics in lessons lead by the instructor; to share and discuss the work of their own students; to plan, conduct, and analyze mathematics interviews of students; to analyze lessons taken from the innovative elementary mathematics curricula; and to read and reflect on overviews of related research. Additionally, participants will engage in using techniques and protocols for analyzing student work leading to decisions and strategies for differentiating mathematics instruction. Participants will also learn about how to teach in equitable ways that serve the needs of the underserved students such as low-income students and linguistically and culturally diverse students.

EDLD 6180. Instructional Leadership in How to Teach Algebra and Algebraic Reasoning (3); Var
This class is designed specifically for elementary and middle school leaders to support teachers in how to support their diverse students developing "algebraic habits of mind" that characterize the successful learning of and use of algebra. In this class, students will engage in the study of a variety of algebraic topics taught in grades 3-10, including, but not limited to: (1) Algebra as a useful tool for generating arithmetic and representing patterns and regularities in our world, (2) Conceptualization of symbolism from arithmetic to algebra, (3) Methods and personal heuristics to compute and understand the structures in our number system that can and should be generalized, (4) Patterns, both repeating and growing, can be recognized, extended, and generalized, (5) Functions described in concrete ways and the notion that for every input, there is a unique output, and (6) Understanding of functions as strengthened when they are explored across representations, as each representative provides a different view of the same relationship. Participants will be engaged in solving a variety of problems in every session, working in the whole group and small group settings. Inquiry-based learning will be modeled throughout this class. Participants will also learn about how to teach in equitable ways that serve the needs of the underserved students such as low-income students and linguistically and culturally diverse students. Lastly, participants in this class will also read samples and analyses of student work to help them identify patterns of algebraic thinking along with questions and strategies that can be used to guide and extend student's thinking.

EDLD 6200. 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 schoolwork 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. Previous EDLD 620.

EDLD 6220. Instructional Leadership in Mathematics and the Neuroscience of Learning (3); Var
The course is designed to assist the students gain a deep understanding of the neuroscientific basis for learning and memory, and how it is applied to teaching practices in general, but, more specifically, to student thinking and teaching of mathematics (K-8). The course will accentuate the importance of attention, visual memory, procedural memory, and semantic memory as well as the effects of language (i.e., discourse and writing) on cognitive and knowledge development. The course also delves deeply into the multicomponent model of working memory and its connection to the cognitive process theory of writing within the context of mathematics. In addition, the course will provide research opportunities and practical experience with classroom assessment techniques and protocols that focus on issues of the instructional core (i.e., teacher actions, rigorous mathematics content, and student performance), and how assessment becomes formative when student performance is elicited, interpreted, and used to further student learning and achievement. Participants will also learn about how to assess learning in equitable ways that serve the needs of underserved students such as low-income students and linguistically and culturally diverse students.

EDLD 6240. Education for Democracy (3); Var
What the U.S. needs from its schools has more to do with building a cohesive society and a stable democracy that with shoring up our economy. Our democracy is in peril. It cannot be denied that currently we are a polarized nation, akin to the degree before the Civil War. Currently, our society is not "cohesive" and our democracy is not stable. Educational policies and practices can play a role. This course will explore the following questions: What if we seriously took the notion that a central goal of public schooling was to foster

democratic living? How can we best teach students to live democratically, not just learn about a democratic form of government? What curricular topics/content would be taught? What pedagogical methods and experiences would students need to foster the skills and dispositions of living democratically?

EDLD 6250. Educational Leadership and the Principalship (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. Previous EDLD 625.

EDLD 6300. 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. Previous EDLD 630.

EDLD 6350. Selected Topics in Educational Leadership (3); Sp, Fa
Course in topic or topics in educational leadership. May be repeated with change of content. Previous EDLD 635.

EDLD 6400. Instructional Leadership & Supervision within a Culture of Professionalism and Continuous Improvement (3); Fa, Sp
The course is designed to provide a knowledge base of the roles and responsibilities of the school leader within the charge of supervision as they seek to foster a culture of professionalism and continuous improvement. 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 professional learning designs as a process for professional growth and continuous school improvement. 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 that power and control is the focus. State teacher evaluation, utilizing the NM Teach Teacher Evaluation system, will be present and incorporated into applied practice throughout this course.

EDLD 6600. Data-Informed Instructional Leadership (3); Su, Fa
This leadership course is for graduate students who are contemplating the 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 settings 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 a core requirement for the MA 1 or NM Licensure in Education Leadership. Previous EDLD 660.

EDLD 6800. 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 explain the 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 portraitures. These multimedia constructs will offer deep and precise reflections of students' perception of their leader-selves. Previous EDLD 680.

EDLD 6900. Independent Study (1–4 VC); Fa, Sp, Su
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous EDLD 690.

EDLD 6970. 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. Previous EDLD 697.

EDLD 6980. Internship (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. Previous EDLD 698.

EDLD 6990. Thesis (1–6 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. Prerequisite: GNED 610 and permission of instructor. Previous EDLD 699.

ENGLISH (ENGL), COURSES IN

ENGL 5000. 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. Repeatable with a change of content. Previous NMHU ENGL 500.

ENGL 5010. 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. Repeatable with a change of content. Previous NMHU ENGL 501.

ENGL 5020. 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. Previous NMHU ENGL 502.

ENGL 5050. 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. Previous NMHU ENGL 505.

ENGL 5100. Creative Writing: Creative Nonfiction (3); Alt, Fa, 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. Repeatable with a change of content. Previous NMHU ENGL 510.

ENGL 5110. 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. Previous NMHU ENGL 511.

ENGL 5120. 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. Previous NMHU ENGL 512.

ENGL 5140. Literary Realism (3); Var
Covers the international development of the theory and practice of the realist novel. Previous NMHU ENGL 514.

ENGL 5150. 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. Previous NMHU ENGL 515.

ENGL 5200. Online Literary Publishing (3); Var
Students in this course gain direct literary publishing experience with the New Mexico Review. The course will consider equity and diversity within publishing and defining one's role as an editor. Students will look at the history of the publishing field, making decisions about ways online literary journals can contribute to growth, inclusivity, and representation in a contemporary context. Prerequisite: ENGL 1120.

ENGL 5210. Chaucer (3); Var
Intensive study of *The Canterbury Tales* and selected minor works. Previous NMHU ENGL 521.

ENGL 5220. 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. Previous NMHU ENGL 522.

ENGL 5230. Milton (3); Var
Intensive study of *Paradise Lost* and selected minor works. Previous NMHU ENGL 523.

ENGL 5340 - 6340. Practicum (1 – 4 VC); Fa, Sp
Students gain practical knowledge through internships in such areas as tutoring, editing, public relations, and feature writing. Previous NMHU ENGL 534 – 634.

ENGL 5350. Selected Topic in English (1 – 4 VC); Var
Course in a topic or topics in English. May be repeated with change in content. Previous NMHU ENGL 535.

ENGL 5410. 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. Previous NMHU ENGL 541.

ENGL 5420. 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. Previous NMHU ENGL 542.

ENGL 5430. Sociolinguistics (3); Alt, Sp, Odd
A study of dialects, bilingualism, multilingualism, speech communities, and regional and social variations as they relate to linguistic variables. The course includes methodological concern and relationships between sociolinguistics and related disciplines. Previous NMHU ENGL 543.

ENGL 5500 - 6500. Seminar in English (1 – 4 VC); Var
Seminar course in a topic or topics in English. Previous NMHU ENGL 550 – 650.

ENGL 5650. 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. Previous NMHU ENGL 565.

ENGL 5820. 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. Previous NMHU ENGL 582.

ENGL 5850. 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. Previous NMHU ENGL 585.

ENGL 5900 – 6900. Independent Study (1 – 4 VC); Var
Independent study of selected author(s) or topic(s) arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU ENGL 590 – 690.

ENGL 5910. Arthurian Literature (3); Var
Literature generated by the legends of King Arthur and his court, studied in a variety of European texts from the Middles Ages. Previous NMHU ENGL 591.

ENGL 5920. Independent Research (1 – 4 VC); Var
Independent research project arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU ENGL 592.

ENGL 6010. Research Methods in English (3); Fa
Methods, sources, and tools of research for linguistics, composition, and literature. Previous NMHU ENGL 601.

ENGL 6020. 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. Previous NMHU ENGL 602.

ENGL 6030. 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. Previous NMHU ENGL 603.

ENGL 6100. 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. Previous NMHU ENGL 610.

ENGL 6360. 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 postmodern vitality. Previous NMHU ENGL 636.

ENGL 6410. 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. Previous NMHU ENGL 641.

ENGL 6510. 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. Previous NMHU ENGL 651.

ENGL 6610. 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. Previous NMHU ENGL 6610.

ENGL 6710. 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. Previous NMHU ENGL 671.

ENGL 6960. 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 6960 in the semester in which they graduate. Prerequisite: Permission of the instructor. Previous NMHU ENGL 696.

ENGL 6990. 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. Previous NMHU ENGL 699.

EXERCISE SCIENCE (EXSC), COURSES IN

EXSC 5050C. 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. Previous NMHU HPS 505.

EXSC 5080. 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. Previous NMHU HPS 508.

EXSC 5090. 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. Previous NMHU HPS 509.

EXSC 5120. 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. Previous NMHU HPS 512.

EXSC 5150. 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. Previous NMHU HPS 515.

EXSC 5160. 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 at the end of the course. A score of 75% or above certifies the student as a Certified Pool Operator for five years. Previous NMHU HPS 516.

EXSC 5210. 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. Previous NMHU HPS 521.

EXSC 5240. Sport Psychology (3); Var
The overall objective of this course is to identify and understand important psychological concepts related to sport and exercise psychology and application of these concepts to teaching, coaching, and consulting situations. This class focuses on the application of psychological principles of behavior to individuals and groups involved in physical activity. This course examines the questions of how variables influence individuals' psychological development and how they affect their participation and performance in physical activity. Various mental skills (e.g., imagery, goal setting) will be introduced through discussion of pertinent theory and research. This class is specifically designed to help students begin formulating practical strategies for teaching various psychological skills. The application of knowledge grounded in theory and research will be stressed.

EXSC 5280. Nutrition and Supplements for Sports (3); Sp
Various sports supplements used as ergogenic aids will be discussed, as to their use, safety, and validity. Previous NMHU HPS 528.

EXSC 5300. 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. Previous NMHU HPS 530.

EXSC 5320. 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. Previous NMHU HPS 532.

EXSC 5340 – 6340. 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. Previous NMHU HPS 534 – 634.

EXSC 5350 – 6350. 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. Previous NMHU HPS 535 -635.

EXSC 5350. Selected Topic in Health (3); Var
Course in topic or topics in health. May be repeated with change of content. Previous NMHU HLTH 535.

EXSC 5360. 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. Previous NMHU HPS 536.

EXSC 5380. Physical Activity and Aging (3); Su
The Biological aspects of aging and their relationship to physical fitness and assessment are discussed. Previous NMHU HPS 538.

EXSC 5400. 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. Previous NMHU HPS 540.

EXSC 5500. 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. Previous NMHU HPS 550.

EXSC 5610. Sport Marketing and Promotion (3); 3, 0 Fa
The course will cover elements and salient issues in management of sport marketing and promotion including segmentation and targeting, marketing mix, research, and analysis. Previous NMHU HPS 561.

EXSC 5650. 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. Previous NMHU HPS 565.

EXSC 5680. 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. Previous NMHU HPS 568.

EXSC 5720C. Biomechanics of Sport (3); Sp
An examination of the musculoskeletal system and how it is related to human movement. This will include analysis of human movement and sport techniques, using principles of biomechanics. Previous NMHU HPS 572.

EXSC 5760C. 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: HLED 3700 and HLED 3760. Special lab fee. Previous NMHU HPS 576.

EXSC 5780. 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. Previous NMHU HPS 578.

EXSC 5900. Independent Study (1 – 4 VC); Fa, Sp, Su
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU HLTH 590.

EXSC 5900 – 6900. Independent Study (1 – 4 VC); Fa
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU HPS 590 – 690.

EXSC 5980 – 6980. Internship (1 – 9 VC); As needed
External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor. Previous NMHU HPS 598 – 698.

EXSC 6040. 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 of interest. Previous NMHU HPS 604.

EXSC 6120. 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. Previous NMHU HPS 612.

EXSC 6130. Physical Education, Athletics, and the Law (3); Sp
A study of the areas of negligence, supervision, and administrative issues related to school settings. Previous NMHU HPS 613.

EXSC 6200. 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. Previous NMHU HPS 620.

EXSC 6410. 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. Previous NMHU HPS 641.

EXSC 6500. 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. Previous NMHU HPS 650.

EXSC 6510. 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. Previous NMHU HPS 651.

EXSC 6600. 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. Previous NMHU HPS 660.

EXSC 6700. 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. Previous NMHU HPS 670.

EXSC 6820. Physiological Basis of Sport Performance and Conditioning Programs (3); Var
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. Previous NMHU HPS 682.

EXSC 6920. Independent Research (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU HPS 692.

EXSC 6970. 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. Previous NMHU HPS 697.

EXSC 6980. Internship (1 - 9); Var
External work placement with substantial responsibilities. May be repeated for credit. Prerequisite: Pre-arrangement and permission of instructor. Previous NMHU HPS 698.

EXSC 6990. 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. Previous NMHU HPS 699.

FINANCE (BFIN), COURSES IN

BFIN 5050. 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. Previous NMHU FIN 505.

BFIN 5750. 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. Previous NMHU FIN 575.

BFIN 6070. Financial Management (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. Prerequisite: ACCT 6050. Previous NMHU FIN 607.

BFIN 6090. 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. Prerequisite: BFIN 6070. Previous NMHU FIN 609.

FORESTRY (FORS), COURSES IN

FORS 5000. 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. Previous NMHU FOR 500.

FORS 5020. 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. Previous NMHU FOR 502.

FORS 5050. 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 ecosystems and humans. Previous NMHU FOR 505.

FORS 5080C. 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. Previous NMHU FOR 508.

FORS 5100. 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. Previous NMHU FOR 510.

FORS 5110C. 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. Previous NMHU FOR 511.

FORS 5120C. 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. Previous NMHU FOR 512.

FORS 5130. 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. Previous NMHU FOR 513.

FORS 5150C. 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. Previous NMHU FOR 515.

FORS 5160C. 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. Previous NMHU FOR 516.

FORS 5170. 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. Previous NMHU FOR 517.

FORS 5200. Wildlife Habitat Management (3); Sp
This course explores principles and practice of wildlife management; with emphasis on habitat, distribution, abundance, and legal considerations. Previous NMHU FOR 520.

FORS 5220C. 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. Previous NMHU FOR 522.

FORS 5250. 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. Previous NMHU FOR 525.

FORS 5280C. 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. Previous NMHU FOR 528.

FORS 5310C. 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. Previous NMHU FOR 531.

FORS 5350C-6350C. ST: 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. Previous NMHU FOR 535-635.

FORS 5400. 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. Previous NMHU FOR 540.

FORS 5530. 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 the application of toxicology to life science and environmental problems. Previous NMHU FOR 553.

FORS 5610. 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. Previous NMHU FOR 561.

FORS 5890. Applied Ecology and Environmental Restoration (3); Alt, Fa, Even
This course explores ecological principles applied to solving environmental problems including pest and biological resource management, conservation biology, environmental planning, impact assessment, remediation, reclamation, and ecological restoration. Previous NMHU FOR 589.

FORS 6020. 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. Previous NMHU FOR 602.

FORS 6140. Concepts and Principles in Forest Ecology and Management (3); Var
This graduate-level course will provide a comprehensive framework of key concepts and principles essential to the management of forest ecosystems. Students will learn about the intricate relationship between ecological processes, human dimensions, and the conservation, restoration, and utilization of forest resources. Topics covered include but are not limited to- forest ecology, climate change, fire management, economics, and reforestation.

FORS 6200 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. Previous NMHU FOR 620.

FORS 6250 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. Previous NMHU FOR 625.

FORS 6300 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. Previous NMHU FOR 630.

FORS 6400 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. Previous NMHU FOR 640.

FORS 6900. Independent Study (1-4 VC); Fa, Sp, Su
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU FOR 690.

FORS 6920. Independent Research (1-4 VC); Fa, Sp, Su
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU FOR 692.

FORS 6990. Thesis (1-7 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU FOR 699.

GEOLOGY (GEOL), COURSES IN

GEOL 5120. 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. Previous NMHU GEOL 512.

GEOL 5140C. Fundamentals of Geospatial Information Science and Technology (4); 3,2 Var
Fundamental of Geospatial Science and Technology provides hands-on learning in the ESRI software platform (ArcPro), Geospatial Information Science and Technology instrumentation, Global Positioning Systems, cartography, remote sensing, and spatial analysis through 1) field and remote data acquisition and processing and 2) computer-based data processing, map generation, and other product deliverables and various field and laboratory training exercises. The course content is based upon the United States Department of Labor's Geospatial Technology Competency Model for entry-level geospatial occupations.

GEOL 5150C. 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. Previous NMHU GEOL 515.

GEOL 5180C. 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: FORS 5120C with at least a C or better, or permission of instructor. Previous NMHU GEOL 518.

GEOL 5210C. 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. The course includes extensive discussion of problems associated with ground water pollution and remediation. Previous NMHU GEOL 521.

GEOL 5220. 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. Previous NMHU GEOL 522.

GEOL 5240. 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. Previous NMHU GEOL 524.

GEOL 5250C. 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. Previous NMHU GEOL 525.

GEOL 5320C. 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. Previous NMHU GEOL 532.

GEOL 5350C. Selected Topic in Geology (1 – 4 VC); Var
Course in topic or topics in geology. May be repeated with change of content. Previous NMHU GEOL 535.

GEOL 5920. Independent Research (1 – 4 VC); Fa, Sp, Su
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU GEOL 592.

GEOL 5940. GIS Capstone Seminar (3); 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: FORS 5120C or GEOL 5150C Remote Sensing and Analysis, and GEOL 5180C Advanced GIS. Previous NMHU GEOL 590.

GEOL 6000. 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. Previous NMHU GEOL 600.

GEOL 6200C. 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's of contaminants in the environment. Weekly laboratory time will be dedicated to providing X-ray safety training, covering principles of X-ray diffraction, and utilizing a powder X-ray diffractometer for qualitative and quantitative clay analysis. Previous NMHU GEOL 620.

GEOL 6220. Advanced Topics in Geology (2); Var
This course is an in-depth consideration of a specific geology topic of interest to faculty and graduate students. Subject matter will vary from semester to semester, and the course may be repeated for credit.

GEOL 6500. Seminar (1); Var
Seminar course in a topic or topics in Geology. May be repeated with change of topic. Previous NMHU GEOL 650.

GEOL 6900. Independent Study (1-4 VC); Fa, Sp, Su
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU GEOL 690.

GEOL 6920. Independent Research (1-4 VC); Fa, Sp, Su
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Note: this course currently exists as GEOL 5920. Previous NMHU GEOL 692.

GEOL 6990. Thesis (1-7 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU GEOL 699.

WOMEN'S STUDIES (GNDR), COURSES IN

GNDR 5050. Gender and the Politics of Literacy (3); Var
This course explores the historical connections between literacy on one hand and reason/emotion on the other, focusing on how each has been historically gendered. The course begins with a history of style and how metaphors of gender have been used to describe writing. It continues with a gendered study of how cultural beliefs about literacy shape our conception of the individual, citizen, aesthetic, and rationality.

GNDR 5060. Hispanic Women Authors (3); Var
Designed to introduce the student to women authors in Spanish America, the course covers most genres through the works of Sor Juana Ines de la Cruz, Alfonsina Stormi, Domitila Chungara, Rosario Castellanos, Barbara Delano, and others.

GNDR 5100. Sociology and Sexuality (3); Var
This course will look at historical perceptions, practices, and reactions to sexuality. As the course progresses, it will focus more closely on particular social contexts and notions of power. Prerequisite: SOCI 1110 and junior classification.

GNDR 5110. Women in the US (3); Var
A survey of the role of women in the history of the United States, including methodological and conceptual developments.

GNDR 5150. Women in Sport (3); Var
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.

GNDR 5180. Reproductive Justice (3); Fa, Sp
This class examines the reproductive justice theoretical framework, its history, origins, and conceptualization to explore its practical applications for transformative feminist activism and theorizing. Reproductive justice developed as a multi-layered theoretical paradigm and model for theorists/activists concerned about issues surrounding reproductive dignity.

GNDR 5220. Human Sexuality (3); Var
Review the contemporary, socio-psychological issues relating to human sexuality. Topics include sexual anatomy, sexually transmitted diseases, sexual dysfunctions, sexual attitudes and more.

GNDR 5250. Social and Transformative Justice (3); Var
This class uses interdisciplinary perspectives to explore the ways that social justice is understood, theorized, and put into practice. The class explores different generations of relationships to social justice and human rights strategies as well as social movements in the U.S. and globally.

GNDR 5260. Gender, Food, and Culture (3); Var
This class takes interdisciplinary gendered perspectives to explore the ways that food behaviors and beliefs surrounding the production, distribution, and consumption of food, influence constructions of identity, femininity/masculinity, culture, sexuality, and reinforce and contest gender hierarchies.

GNDR 5290. 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 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. Prerequisite: SOCI 1110 or SOCI 2120 or permission of instructor.

GNDR 5300. 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.

GNDR 5320. Visual Sociology (3); Var
Visual sociology involves the use of photographs, film, audio, and video to study society and create sociological projects. This course focuses on visual and audio-based strategies for sociological research, including field research. The visual/audio production is a data gathering technology used for etlinography, participant observations, oral history, and the use of urban or rural space. Specifically, we will examine the uses of visual /audial technologies in sociology to capture the images and apply critical analyses to study social structures and social relationships particularly as they relate to systems of oppression and their interlocking nature (gender, sexuality, race, ability, nationality, class…). Additionally, we will explore the sociological dimensions of visual & audio expression on society and consider how such production can be used in a transformative fashion and improve lived experiences. Note that this is a sociology/qualitative research course, and it will not emphasize the technical/lab training in visual production. Students do not need to know technical usage of programs and equipment.

GNDR 5380. New Social Justice Movements: A World of Protests, Cultural Resistance and Community Building (3); Var
Cultural changes over the past two decades have led to a proliferation of new social justice movements globally. This class examines the changing economic and political relations, based on the ownership and control of essential resources (e.g., information technologies and communication) which raise important questions for community organizing in an increasingly privatized, postindustrial world of a knowledge society.

GDNR 5501. Seminar: Women in Art (3); Var
Seminar Course in a topic or topics of art history. May be repeated with a change of content. Prerequisites: ARTH 2110 and ARTH 2120, or permission of instructor.

GNDR 5540. Women and Globalization (3); Var
This class considers the varied gendered dimensions of development, globalization, labor markets and the many challenges to the established approaches to development especially those that privilege political and economic aspects rendering much of women's involvement invisible. Placing women, gender and their various communities at the center begins to highlight such activities and brings into the conversation the role of culture. Prerequisite: SOCI 1110 or ANTH 1140 or GNDR 2110 Previous NMHU ANTH 554.

GNDR 5640. Women & Rhetoric (3); Var
Provides a historical and thematic overview of rhetorical writings by and about women. Prerequisite: Junior classification or Permission of the Instructor

General Education (GNED), Courses In

GNED 5020. Formal and Informal Spanish (1); 1, Var
Formal and Informal Spanish is an intensive course for teachers who are going to take the exam "La Prueba" which is a requirement to obtain your endorsement in Bilingual Education. The focus of the course is to prepare teachers to recognize the evolution of Spanish and how the language is used in different contexts-academic, public, private, and so on. Corequisites: Reading in School Contents, Composition in the School Context, and Spelling and Accentuation.

GNED 5040. Spelling and Accentuation (2); 2, Var
Your attendance and participation are essential to your success in this class. Over the course of the institute, you will be given dictations, mini-tests, and exercises to evaluate the development of your writing skills. At the

end of the class, a final exam will be given to confirm what has been learned. Corequisites: Reading in the School Contents, Formal and Informal Spanish, and Composition in the School Context.

GNED 5060. Composition in the School Context (2); 2, Var
The intensive course will be presented in the form of a writing workshop in which students review the basic rules of spelling in Spanish, expand their vocabulary, and write various compositions and letters to parents. The class will focus on various topics that fit under three main areas: spelling and accentuation, increased vocabulary, and the correct writing and organization of the assigned compositions. Corequisites: Reading in School Contents, Formal and Informal Spanish, Spelling and Accentuation.

GNED 5080. Reading in School Contents (1); 1 Var
Intensive Spanish Program for Bilingual Teachers Practice reading about school content in science, math, and social science. Vocabulary, comprehension, and extraction reviews will be included in this class of main ideas. Corequisites: Composition in the School Context, Formal and Informal Spanish, Spelling and Accentuation.

GNED 5900-6900. Independent Study (1-4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous GNED 590-690.

GNED 5920-6920. Independent Research (1–4 VC); Var
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU GNED 592-692.

GNED 6050. Statistics for Educators (3); Fa, Sp, Su
Basic statistics are essential to the collection, summarization, and interpretation of statistical data that the educator frequently encounters. Previous GNED 605.

GNED 6100. 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 6050. Previous GNED 610.

GNED 6110. 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 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. Previous GNED 611.

GNED 6150. 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. Previous GNED 615.

GNED 6300. 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. Previous GNED 630.

GNED 5350–6350. Selected Topic in General Education (1–4 VC); Var
Course in topic or topics in general education. May be repeated with change of content. Previous GNED 535-635.

GNED 6400. 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. Previous GNED 640.

GNED 6410. Advanced Educational Psychology (3); Sp
Application of recent learning research to instructional, curricular, and administrative problems. Previous GNED 641.

GNED 6450. Sociocultural 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. Previous GNED 645.

GNED 6520. 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. Previous GNED 652.

GNED 6630. Principles of Curriculum & Instruction (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. Previous GNED 663.

GNED 6970. 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. Previous GNED 697.

GNED 6990. Thesis (1–6 VC); Var
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous GNED 699.

HEALTH EDUCATION (HLED), COURSES IN

HLED 5150. 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. Previous NMHU HLTH 515.

HLED 5210. 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: HLED 3210 or the equivalent. Previous NMHU HLTH 521.

HLED 5690. 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: HLED 3210 or the equivalent. Previous NMHU HLTH 569.

HLED 5740. 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. Previous NMHU HLTH 574.

HLED 5890. 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. Previous NMHU HLTH 589.

HEALTHCARE ADMINISTRATION (HCBA), COURSES IN

HCBA 5100. Healthcare Policy (3); Var
This course covers the evolution of healthcare policymaking at the Federal level during the 20th century and provides an informed perspective of healthcare delivery in the 21st century.

HCBA 6100. Leadership for Innovation in Healthcare (3); Var
Effective leadership in the healthcare sector requires a clear vision of future goals and the ability to motivate others to willingly achieve those goals. This course will examine different leadership models and the influence of technology on leadership.

HCBA 6960. Case Studies in Healthcare Administration (3); Var
The course transports individuals from student to working professional. Contemporary, relevant, and challenging healthcare issues will be addressed using a multi-disciplinary approach.

HISTORY (HIST), COURSES IN

HIST 5010. The Chicano Experience (3); Var
This course explores the major trends in the historical experience and development of Chicanos in American society. Previous NMHU HIST 501.

HIST 5030. 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. Previous NMHU HIST 503.

HIST 5060. 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. Previous NMHU HIST 506.

HIST 5110. 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. Previous NMHU HIST 511.

HIST 5120. The Civil War and Reconstruction (3); Var
The Old South, secession, civil conflict, and Radical Reconstruction are covered in this course. Previous NMHU HIST 512.

HIST 5130. The United States Since World War II (3); Var
This course covers American society and foreign policy from Pearl Harbor to the present. Previous NMHU HIST 513.

HIST 5140. The American Presidency (3) Var
The history, institution, and powers of the chief executive of the United States are examined in this course. Previous NMHU HIST 514.

HIST 5160. The Crusades (3); Var
Covers the numerous crusades that Western Christendom directed again Moslems in Spain, north Africa, and the Near East; against “pagans” in Eastern Europe; and eventually against various enemies within Christendom itself, between ca. 1050-1300.

HIST 5350 – 6350. Selected Topic in History (1 – 4 VC); Var
Course in a topic or topics in history: may be repeated with change of content. Previous NMHU HIST 535 – 635.

HIST 5500 – 6500. Seminar in History (1 – 4 VC); Var
Seminar course in a topic or topics in history. Previous NMHU HIST 550 – 650.

HIST 5520. Seminar: New Mexico History (3); Var
Seminar course in a topic or topics in New Mexico history. Previous NMHU HIST 552.

HIST 5530. History of the Southwest (3); Var
This course is an analysis of historic and contemporary issues confronting the people of the Southwest. Previous NMHU HIST 553.

HIST 5540. 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. Previous NMHU HIST 554.

HIST 5900 – 6900. Independent Study (1 – 4 VC); Var
Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU HIST 590 -690.

HIST 6150. 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. Previous NMHU HIST 615.

HIST 6180. Seminar: The Southwest (3); Var
This course covers analysis and writing in Chicano, Anglo, and Indian history. Previous NMHU HIST 618.

HIST 6190. Seminar: New Mexico Since Statehood (3); Var
This course consists of research and writing on topics in New Mexico since 1912. Previous NMHU HIST 619.

HIST 6200. 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 6200. Previous NMHU HIST 620.

HIST 6400. Seminar: Modern Mexico (3); Var
This course consists of research and writing on Mexican topics. Previous NMHU HIST 640.

HIST 6920. Independent Research (1 – 4 VC); Var
Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU HIST 692.

HIST 6950. Comprehensive Examination (3); Var
This course prepares graduate students for the Comprehensive Examination in the Master of Arts Concentration in History. Prerequisite: Permission of instructor.

HIST 6960. 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 6960 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. Previous NMHU HIST 696.

HIST 6990. Thesis (1 – 8 VC); Var
Individual research and writing in preparation for a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU HIST 699.

INTERDEPARTMENTAL (INDP), COURSES IN

INDP 6920. 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 of how the federal guidelines apply to the decisions made by Institutional Review Boards. Previous NMHU INDP 692.

INTERNATIONAL BUSINESS (INTB), COURSES IN

INTB 5800. 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. Previous NMHU INTB 580.

INTB 6400. 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. Previous NMHU INTB 640.

LIBRARY (LIBR), COURSES IN

LIBR 5000. Advanced Library Research Course (1)
This 5-week Advanced Library Research Course facilitates the use of academic library resources and services for the purpose of discipline-specific research. The course enables students to effectively search for and evaluate print and electronic resources for a targeted topic. The course advances scholarship and mastery of content areas as students work with subject-specific resources and explore issues in scholarly communication. Students learn the components of literature review and annotated bibliography as well as proper bibliographic citation in a specified citation style.

MANAGEMENT (MGMT), COURSES IN

MGMT 5310. 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. Previous NMHU MGMT 531.

MGMT 5510. Entrepreneurship (3); Fa, Sp
An advanced study of entrepreneurship, new business ventures, and professional resources available for aspiring entrepreneurs. Particular attention is given to the development of the business concept and its implementation through the development of a business plan.

MGMT 5530. 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. Previous NMHU MGMT 553.

MGMT 6010. Quantitative Methods (3); Fa, Sp, Su
This course introduces graduate students to quantitative and qualitative analytical techniques used in contemporary business research. Previous NMHU MGMT 601.

MGMT 6040. Business Research Methods (3); Var
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. Prerequisite: MGMT 6010. Previous NMHU MGMT 604.

MGMT 6210. 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. Previous NMHU MGMT 621.

MGMT 6640. 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. Previous NMHU MGMT 664.

MGMT 6650. 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. Previous NMHU MGMT 665.

MGMT 6870. Human Resources Management (3); Fa, Sp
The study of human resources management issues, including management theory, and labor law from the manager's perspective. Previous NMHU MGMT 687.

MGMT 6890. 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 and instructor permission required. Prerequisite: MGMT 6010, 6210, BFIN 6070 and MKTG 6840. Previous NMHU MGMT 689.

MANAGEMENT INFORMATION SYSTEMS (BMIS), COURSES IN

BMIS 5070. Cybersecurity Risk Analysis & Management (3); Var
Students will demonstrate the application of the three pillars of confidentiality, integrity, and availability into a strategic plan in various simulated environments. Emphasis is placed in risk management analysis and its implications on IT infrastructures and compliance. Creation of an effective IT security policy framework will be required.

BMIS 5800. 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. BMIS 5800 will feature a series of case studies that will present students with various business scenarios related to course content. Previous NMHU MIS 580.

MARKETING (MKTG), COURSES IN

MKTG 5150. 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. Previous NMHU MKTG 515.

MKTG 5460. 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. Previous NMHU MKTG 546.

MKTG 5730. 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. Previous NMHU MKTG 573.

MKTG 5740. 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. Previous NMHU MKTG 574.

MKTG 5890. 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. Previous NMHU MKTG 589.

MKTG 6280. Analytical Decision Making (3); Var
This course will focus on the use of data and analytical methods of inform decision-making in a marketing or business setting. The course will cover topics such as data collection, statistical analysis, data visualization, modeling and simulation, forecasting, and optimization. Students may also learn about the latest tool and

technologies used in data analysis and gain hands-on experience using them. The course also explores the ethical and legal considerations of decision-making and the impact of data-driven decisions on society.

MKTG 6510. Advanced Digital Marketing (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. Previous NMHU MKTG651.

MKTG 6840. Marketing Management (3); Fa, Sp, Su
The approaches and problems of marketing decision making, considered from the standpoint of the marketing manager. Previous NMHU MKTG 684.

MATHEMATICS (MATH), COURSES IN

MATH 5010. 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 orbis, Sharkovsky's theorem, Schwarzian derivative, chaos in one, metric spaces, transitivity, conjugacy, fractals, fractal dimension, Julia and Mandelbrot sets. Previous NMHU MATH 501.

MATH 5020. 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 5010 with a minimum grade of C. Previous NMHU MATH 5020.

MATH 5040. 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 3200, and MATH 3250 and permission of instructor. Previous NMHU MATH 504.

MATH 5060C. College Geometry (4); 3, 2 Fa, Sp
This course is a rigorous treatment of the elements of Euclidean geometry and hyperbolic geometry. Prerequisite: Previous NMHUMATH 506.

MATH 5070. 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. Previous NMHU MATH 507.

MATH 5100. Optimization Techniques (3); Fa, Sp
This course is a study of unconstrained and constrained optimization computational algorithms. Previous NMHU MATH 510.

MATH 5150. 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: Previous NMHU MATH 515.

MATH 5170. Mathematical Statistics II (3); Fa, Sp
This course is a continuation of MATH 3450 covering the topics of contingency tables, multiple regression, analysis of variance, and other special topics in mathematical statistics including multivariate topics. Previous NMHU MATH 517.

MATH 5190. 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 5150 with a grade of C or better. Previous NMHU MATH 519.

MATH 5250. 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 rigorous training in mathematical thinking. Previous NMHU MATH 525.

MATH 5260. 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 5250 with a minimum grade of C. Previous NMHU MATH 526.

MATH 5320. Abstract Algebra (3); Fa, Sp
Topics from groups, rings, and field theory. Previous NMHU MATH 532.

MATH 5350. Selected Topic in Mathematics (1 –4 VC); Fa, Sp
Course in a topic or topics in mathematics. May be repeated with change of content. Previous NMHU MATH 535.

MATH 5440. 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, matric polynomials, solvents, and analytic matrix functions. Previous NMHU MATH 544.

MATH 5500. Seminar in Mathematics (1 –4 VC); Fa, Sp
Seminar course in a topic or topics in mathematics. Previous NMHU MATH 550.

MATH 5600. 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 3200. A continuation of MATH 5500, including discriminant analysis, factor analysis, categorical techniques, distance concepts, and cluster analysis. Prerequisite: MATH 5500. Previous NMHU MATH 560.

MATH 5900. Independent Study (1 –4 VC); Fa, Sp
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU MATH 590.

MATH 5920. Independent Research (1 –4 VC); Fa, Sp
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU MATH 592.

MEDIA ARTS (MART), COURSES IN

MART 5050. 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. Previous NMHU MART 505.

MART 5110. Graphics and Meaning (3); Fa, Var
This course introduces a pictorial media design process of conveying messages through concept development and visual narrative problem solving. Students will explore semiotics and graphic forms within social and cultural contexts, and reinterpret meaning using images, icons and shapes. Prerequisite: MART 5730. Previous NMHU MART 511.

MART 5120. History of Design (3) Var
The course covers the pivotal aesthetic, cultural, economic, political, religious, propaganda/ideologic and technological influences of visual communication throughout recorded human history. Material spans ancient pictograms through the present modern era of digital design and intends to provide an essential base of historical knowledge, surveying
numerous important cultural zeitgeists, including typography, color, layout, illustration, photography, and motion graphics. Prerequisites: 6 credits of writing

MART 5130. 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. Previous NMHU MART 513.

MART 5150. 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. Previous NMHU MART 515.

MART 5170. Publication Design (3); Sp
A comprehensive study covering the design process of page architecture and information hierarchy for the production of print and digital multi-page formats such as book, magazine, newspaper and screen-based publications. Previous NMHU MART 517.

MART 5180. Principles of Multimedia (3); Fa
Learning the basic principles and applications used to create interactive animated movies, games, and websites. Previous NMHU MART 518.

MART 5190. Design for Emerging Interfaces (3); Var
Learning the principles of visual communication as they apply to emerging interfaces. We will discuss production for different platforms & browsers, address issues about mobile and small screen presentation, CMS systems, accessibility and user experience. This class is a combination of the principles of design and usability with the technical skills of front-end web production. If you are enrolled in the online section of this class, you are expected to have a stable Internet connection and equipment that can handle the technical demands for the class.

MART 5220. HD Cinema Workshop (3); Sp
An advanced production course focusing on documentary and narrative video production as well as high-definition cinema production tools.

MART 5260. Multimedia Project Management (3); Alt, Sp, Odd
Through working on a creative team, you will learn how to interact with clients, manage exhibition and project content, information flow, budget, and production schedule, and master the art of problem solving and troubleshooting. Previous NMHU MART 526.

MART 5270C. 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. Previous NMHU MART 527.

MART 5340. Practicum (3); Var
A course designed to let graduate students develop leadership on multimedia projects. Prerequisite: Permission of Instructor. Previous NMHU MART 534.

MART 5350. ST: 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. Previous NMHU MART 535.

MART 5360. 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.

MART 5380. Advanced Multimedia Project Management (3); Alt, Sp, Odd
The program for Interactive Cultural Technology is a full semester, 16-week, immersive academic and hands-on program designed to prepare students for careers as multimedia professionals in museums, cultural organization, & exhibition design businesses. PICT students help create a professional exhibition for an elite

institution & participate in professional internships. Graduates receive a Certificate in Cultural Technology from NMHU & the NM Dept. of Cultural Affairs. Through readings, class discussions, field trips & guest presentations, you will gain a mastery of exhibition content, the principles of exhibition design, the design of physical spaces, static & interactive exhibit elements and how to combine design, construction & multimedia skills. Prerequisite: MART 3500 or 5180. Previous NMHU MART 538.

MART 5460. 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. Previous NMHU MART 546.

MART 5470. Digital Photography III (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 the assumption that you will create a sound, professional portfolio of work that is presentation ready by the end of the semester.

MART 5490. 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 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 statements to accompany their work and how to document their work. Prerequisite: 5740. Previous NMHU MART 549.

MART 5560. 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. Previous NMHU MART 556.

MART 5570. 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 3660, 3260, or 3180. Previous NMHU MART 557.

MART 5590. 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. Previous NMHU MART 559.

MART 5600. 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: holga 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. Previous NMHU MART 560.

MART 5610. 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. Previous NMHU MART 561.

MART 5620. Video Effects (3); Var
The study of digital video, post-production techniques, such as chroma key production, image morphing, and video composing. Previous NMHU MART 562.

MART 5630. Video Animation (3); 2, 2 Var
The study of 3D animation and modeling, using LightWave. Previous NMHU MART 563.

MART 5640. 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 5360 or permission of instructor. Previous NMHU MART 564.

MART 5660. Audio for Video (3); Var
The course prepares students to create multi-track audio for layered use in a variety of common video and multimedia programs. Digital audio tools are given special emphasis. Previous NMHU MART 566.

MART 5670. 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. Previous NMHU MART 567.

MART 5690. 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 3630 or MART 5630. Previous NMHU MART 569.

MART 5700. Advanced Design Practice 2 (3); Var
This class is an advanced design class and an advanced practice class placing an emphasis on process as well as client relations. The curriculum will focus on accurately targeting audiences for professional clients using print, web, and interactive materials. Students will learn how to most effectively position a unique brand in the market. Prerequisite: Permission of Instructor. Previous NMHU MART 570.

MART 5720. 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 5270C. Previous NMHU MART 572.

MART 5730. Typography (3); Var
A study of typographic form and usage. The course covers the design and appropriateness of letter form systems in the communication process. Previous NMHU MART 573.

MART 5750. 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 5460. Previous NMHU MART 575.

MART 5770. Typography II (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 5730. Previous NMHU MART 577.

MART 5900. Independent Study (1 – 4 VC); Var
Individual study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU MART 590.

MART 5940. 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. Previous NMHU MART 594.

MART 5950. Exhibition Design (3); Alt, Sp, Odd
The Program for Interactive Cultural Technology (PICT) is a full-semester, 16 week immersive academic & hands-on program designed to prepare students for careers as multimedia professionals in museums, cultural organizations, and exhibition design businesses. PICT students help create a professional exhibition for an elite institution & participate in professional internships. Through readings, class discussions, field trips & guest presentations, you will gain a mastery of exhibition content, the principles of exhibition design, the design of physical spaces, static & interactive exhibit elements and how to combine design, construction & multimedia skills. Prerequisite: MART 5150 or 5730. Previous NMHU MART 595.

MART 5960. 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 5950 or Permission of instructor. Previous NMHU MART 596.

MART 6180. History of Media Seminar (3); Fa
This course explores the basic concept of invention as it pertains to a creative digital environment, and the role that new technology plays in society. How have we evolved to use and interpret technology? Students will examine, research, and write about important moments in computing and media history to query: How does the evolution of technology impact a culture-from banal moments of everyday life to global concerns on a much larger scale? Lectures, readings, and research, discussions and presentations will cover important artists, movements and works that have inspired, influenced, and marked precedence for creators up until today. Current and former theoretical positions of art and media criticism will be exampled to assist students in forming their own approaches and opinions. Previous NMHU MART 618.

MART 6210. Studio I (3); Fa
This first studio class explores conceptual and procedural frameworks that guide the creative process in order to address our needs in relationship to the current demands of technology culture. The focus will be on contextualizing ideas in reaction or in relation to existing movements. Students will combine critical thinking with hands-on and experimental practice. This semester, students will be expected to embark on and begin exploring their MFA body of work. Previous MART 621.

MART 6220. Studio II (3); Sp
Following-up on initial creative and conceptual process, graduate students will take their initial direction and begin building a body of work. They will spend time articulating, contextualizing, and defending their ideas, develop a conceptual focus, and begin refining their MFA body of work. Prerequisites: MART 6210. Previous MART 622.

MART 6230. Studio III (3); Fa
This class follows the Studio II course. Graduate students will hone, build, construct, critique and propose a body of work for their final show. They will continue to refine the articulation and craftsmanship of their work in context with the world around them, aiming to defend their ideas as original and potentially groundbreaking in nature. At the conclusion of the course, each student's proposal must be approved in order to advance in the program. Prerequisites: MART 6210 and 6220. Previous MART 623.

MART 6240. Studio IV (3-6 VC); Var
This studio class is the final studio course in the MFA path. Graduate students will prepare, round out, complete and document their final, resolved body of work with the intention of displaying it in an approved format (public exhibition, online gallery and/or printed publication). Students will prepare and plan to practice orally defending and presenting their final project and submit a written support document to their advisors. Prerequisites: MART 6210, 6220, 6230. Previous MART 624.

MART 6310. Media Theory (3); Var
This course begins a critical discourse on aesthetic and culturally based media. The class will be dedicated to interactive media with regards to interfaces. Informational architecture and visualization will be covered and defined in relationship to human psychology of communication and will be geared to address semiotic visual messages; from individual signs and symbols to larger network systems. We will explore and justify why certain visual and interactive models are successful while others are unsuccessful. What needs to occur between creator and user to ensure that proper actions are being followed? Previous MART 631.

MART 6550. Critical Practice I (3); Fa, Sp
This is a combination studio and seminar course that presents, questions, and interprets our own objectivity and social relationships, consumerism, and the cultural reception of media. These interpretations will be related contextually to cultural institutions, artists, techniques, emerging technologies, media, and movements and then applied collaboratively to practice by selecting a particular cause for a public cultural project, with the goal of using it to display, demonstrate and inform an understanding of diversity, ethics, accessibility, and social responsibility. Prerequisites: second semester MFA standing. Previous MART 655.

MART 6560. Critical Practice II (3); Fa, Sp
This repeatable elective course content is specifically geared towards supporting students interested in teaching at a higher level. In consultation with their mentor/advisor, the graduate student will be assigned an appropriate teaching assistantship position and work directly with an instructor in order to learn pedagogical

methods related to teaching in a media studio environment. TAs will strengthen presentation and problem-solving skills, learn to design effective hands-on project assignments, how to manage a critique, and best practices for evaluation of media work. In addition, they will articulate and share personal research with the aim of publishing it professionally. Prerequisites: second semester MFA standing, and MART 6550. The course is repeatable. Previous NMHU MART 656.

MART 6920. Research & Writing I (3); Fa, Sp
This initial course explores the principles and content of technical writing with a focus on audience and purpose and will prepare students to effectively present, discuss, compare, analyze, and interpret media work in various formats. As technical communicators, you must be able to craft varied messages concerning changing and integrated media, and how to convey their written ideas to diverse audiences. This course is designed to prepare a student for the sound formation and groundwork for their central approach to writing the MFA thesis draft, and will focus on a combination of refined, focused, and targeted readings as well as extensive writing, editing, citation, and studio practice research. Prerequisites: year 3 MFA standing, MART 6180, 6550, 6560, 6310, 6210, 6220, at least 6 elective credits, and MFA qualifying thesis presentation/review. The course is repeatable. Previous NMHU MART 692.

MART 6920. Research & Writing (3); Fa, Sp
This secondary course explores the principles and content of technical writing with a focus on audience and purpose and will prepare students to effectively present, discuss, compare, analyze, and interpret media work in various formats. As technical communicators, you must be able to craft varied messages concerning changing and integrated media, and how to convey your written ideas to diverse audiences. This course is designed to prepare a student for the sound formation and groundwork for their central approach to writing the MFA thesis draft, and will focus on a combination of refined, focused, and targeted readings as well as extensive writing, editing, citation, and studio practice research. Prerequisites: year 3 MFA standing, MART 6180, 6550, 6560, 6310, 6210, 6220, at least 6 elective credits, and MFA qualifying thesis presentation/review. The course is repeatable. Previous NMHU MART 692.

MART 6970. 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. Previous NMHU MART 697.

MART 6980. Cultural Technology Internship I (3); Var
The first segment of a two-semester professional internship between NMHU students and New Mexico cultural institutions. This course is designed to support students as they gain practical technology experience, engage with current trends in emerging technology, and critical thinking through research, reflection papers and working with industry professionals. Students will collaborate with their advisors and on-site mentors to explore best practices and accessibility in cultural organizations. Previous NMHU MART 698.

MART 6980. Cultural Technology Internship II (3); Var
The second segment of a two-semester professional internship between NMHU students and New Mexico cultural institutions. Students will refine and develop practical experience and critical thinking in emerging cultural technology. Students will continue to collaborate with their advisors and industry professionals to synthesize their research and/or projects, actively mentor first semester students, present original research and apply best practices and accessibility in cultural organizations. Prerequisites: Completion of first year MFA status, repeat for credit after completion of MART 698, Cultural Technology Internship I. Previous NMHU MART 698.

MART 6990. Thesis (1 – 6 VC); Fa, Sp
Under the guidance of their primary mentor and advisory committee, students will work on completion of individual research, writing, documentation and editing in preparation of the finished graduate thesis that is designed to accompany, defend, and support the final public MFA studio body of work/exhibition. The course is repeatable. Prerequisites: Year 3 MFA standing, MART 6180, 6310, 6210, 6220, 6920, 6550, 6560, and at least 6 credits of Media Arts electives. Previous NMHU MART 699.

NURSING (NURS), COURSES IN

NURS 5110. Advanced Pathophysiology (3); Var
This course is designed to provide students with the theoretical, genetic and evidenced-based knowledge to analyze pathophysiologic processes and the progression on individual and multiple body systems. The course provides the student with the foundation for understanding clinical and pharmacological interventions and provides the basis for related courses in assessment, diagnosis and management, and clinical therapeutics associated with genetic or pathophysiological dysfunction in individuals of various ethnic and cultural groups across the lifespan.

NURS 5120. Pharmacotherapeutics (3); Var
This advanced pharmacotherapeutics course focuses on the fundamental evidence-based knowledge necessary to select pharmacological agents for the management of acute and chronic health problems. Key principles of pharmacology including mechanisms of action, pharmacokinetics and pharmacodynamics will be discussed. The role of pharmacogenomics will be introduced. Research data and evidence-based treatment guidelines will be used for clinical application and decision making related to drug selection, adverse effects, and monitoring. Corequisite: NURS 5110.

NURS 5130. Advanced Health Assessment & Diagnostic Reasoning (2); Var
This advanced health assessment and diagnostic reasoning course integrates knowledge related to communication, biopsychosocial phenomenon, cultural and developmental theories with practice skills to order to conduct a comprehensive health history and physical examination. Students develop diagnostic reasoning and clinical decision-making skills by recognizing normal from abnormal clinical signs and symptoms and analyzing pertinent diagnostic data. Health documentation principles are emphasized. Health promotion and prevention concepts across the lifespan are stressed using a biopsychosocial framework. Using a case based, problem focused learning strategy, students are able to incorporate the theoretical, empirical and practical knowledge necessary to recognize and diagnose health problems across the lifespan. Prerequisites: NURS 5110, NURS 5120, NURS 6060.

NURS 5140. Advanced Health Assessment & Diagnostic Reasoning Lab (2); Var
The Advanced Health Assessment and Diagnostic Reasoning lab is designed to provide students with practical application of the theoretical and empirical knowledge obtained in the companion course, NURS 5130 Advanced Health Assessment and Diagnostic Reasoning. Emphasis will be placed on the application and interpretation of information related to health history, physical examination findings, and analysis of diagnostic information. Students will have simulation experience with patient models, supervised direct patient care experience and hands on experience performing primary care procedures such as specialty exam techniques, ECG interpretations, wound repair, and biopsy techniques (100 clinical hours). Prerequisites: NURS 5110, NURS 5120, NURS 5130.

NURS 5210. Model and Theories to Inform Practice (3); Var
This course is designed to examine various models and theories of practice which will enable advanced practice nursing students to develop both global and comprehensive perspectives on patient care. Models and theories across disciplines such as decision making, quality assessment (IOM framework), collaboration, health beliefs, wellness, self-efficacy, self-care, capacitance, resilience, learning theories, organizational cultures, and others are discussed in the context of their influence on health delivery throughout the lifespan for diverse individuals, families, communities, and populations. Social, political, ethical and economic perspectives and how they impact health are explored in the context of local, regional, and global dynamics. Students will work individually and in groups to analyze existing methods of care-delivery in order to incorporate models and theories that may improve health and prevent disease in individuals, families, communities, and populations. Corequisite: NURS 6060.

NURS 5220. Primary Care of Adults (3); Var
This course focuses on primary health care problems facing adults in rural settings. Integration of concepts from advanced pathophysiology and genetics along with the use of evidence-based practice guidelines support the management decisions used for common acute and chronic illness in the adult population. Selection of diagnostic and laboratory tests for diagnosing will aid in clarifying disease patterns. Application of pharmacologic principles for managing disease will be incorporated. Health promotion and disease prevention concepts are integrated into the education and evaluation of patient care models. A case-based learning approach emphasizing the biodiversity and cultural needs of patients is used. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 6060. Corequisite: NURS 6130, NURS 6230.

NURS 5230. Primary Care of Older Adults (3); Var
This course focuses on management of the complex health care needs of community dwelling older adults and their families. Emphasis is placed on the multifactorial and complex issues that occur with aging while integrating core concepts learned in primary care of adults, pharmacology, and pathophysiology. Theories of aging will be presented within the context of normal aging but differentiated from abnormal problems seen in the elderly population. Focus will be on quality of life, frailty, nutrition, physical function, cognitive health, advocacy, polypharmacy, and health care decision making. Management approaches and resources needed for successful aging and self-care will be discussed within an interdisciplinary evidence-based framework. A case-based learning approach emphasizing the biodiversity and cultural needs of patients is used. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 6060. Corequisite: NURS 5220.

NURS 5310. Skills Practicum- Summer Institute (1); Su
This skills practicum focuses on the primary care skills needed for family nurse practitioners in outpatient and rural settings. Emphasis is on mastery learning of skills needed to perform common primary care procedures in an office setting. Skills such as suturing, skin incisions and excisions, punch biopsies, wound care, abscess drainage, foreign body removal cryosurgery and cyst removal will be taught and practiced. Performance of gender specific health exams, administration of bronchotherapy and interpretation of ECGs will be included. One credit hour (45 practice hours) will be required. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 6060.

NURS 5320. APRN Role Transition and Leadership (2); Var
The APRN Role Transition and Leadership course focuses on the evolutionary and contemporary issues leading to the development of APRN roles as health care providers, advocates and nurse leaders in delivering quality care to individuals and communities. APRN scope of practice, ethical and legal responsibilities, competencies

and contributions as a team member are addressed in the context of health care trends, diverse environments, legislative issues and professional practice developments. The impact of role autonomy and identity conflict related to prescribing, diagnosing and treating are addressed. Credentialing/privileging processes, collaborative vs independent practices and entrepreneurship leading to full practice authority are discussed.

NURS 5330. Primary Care of Women (3); Var
This course focuses on primary health care problems facing women. Emphasis will be placed on the comprehensive and culturally competent primary care of women including the maturation processes from menarche to menopause and address childbearing and pregnancy periods. Concepts from advanced pathophysiology and genetics along with the use of evidence-based practice guidelines previously identified in adult health support the management decisions used for common acute and chronic illness seen in women. Health education, health promotion, disease prevention, perinatal care, clinical management and evaluation of common gynecologic and obstetric health care needs of women will be stressed. Sociocultural differences facing women including family and gender roles, birthing and childrearing beliefs and practices will be addressed. A case-based learning approach emphasizing the biodiversity and cultural needs of patients is used. Prerequisite: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 5220, NURS 6060.

NURS 5410. Primary Care of Children & Adolescents (3); Var
This course focuses on comprehensive and culturally appropriate primary care of infants, children, and adolescents. Emphasis is based on developmental stages, health promotion, wellness, health education, parental anticipatory guidance and safety. Students will focus on management of common acute and chronic health conditions encountered in diverse and rural primary care settings using evidence-based screening, diagnosing and management guidelines. A case-based learning approach emphasizing the biodiversity and cultural needs of patients is used. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 5220, NURS 6060.

NURS 5510. Interdisciplinary Team Based Decision Making (2); Var
This course focuses on an interdisciplinary team-based approach to decision making for care management of diverse populations across the lifespan and across the wellness-illness continuum. Emphasis will be placed on the scope of practice for critical members of the health care team outside of nursing (e.g., medicine, dentistry, social work, psychology, rehabilitation therapists and how these interface with the advanced practice nurse. Communication, team building, and decision theories will be discussed. Both dialogue and clinical interactions with other health care professionals will prepare the family nurse practitioner to effectively communicate, collaborate, refer and consult using a team-based decision-making model. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5140, NURS 5210, NURS 6130, NURS 6060.

NURS 5420. Special Populations in Rural Settings (3); Var
This course focuses on special populations or communities in rural settings. Populations or communities are broadly defined as those of racial or ethnic minorities, indigenous or native populations, or those with special health care needs such as chronic illnesses, disabilities, behavioral health or end of care needs. Emphasis is on analysis of political, ecological, economic, psychosocial and cultural factors that impact populations identified as having special health care needs and the responsiveness of organized health care services to meet these needs. Research evidence, conceptual and theoretical underpinnings related to rural health and individual populations will be addressed. Prerequisite: NURS 6060. Corequisite: NURS 5210.

NURS 6060. Evidence-Based Practice (3); Var
This course is designed to examine the interface of theory, research and practice in order to conceptualize and solve practice problems. Through the lens of the philosophy of science, the process of building scientific information from phenomenon of interest through concept analysis will be addressed. Evidence-based practice process steps including formulation of a question, searching for evidence, critiquing evidence, integrating appraisal with clinical practice, and evaluating the process will be examined. A project addressing practice problems relevant to culturally diverse and rural populations will be a primary outcome of the course. Students will enroll in a minimum of one DNP Practice Project credit simultaneous with this course.

NURS 6110. Epidemiology & Population Health (3); Var
This course is designed to introduce the basic principles, methods, uses of epidemiology and the role of epidemiology in public health and population health. Fundamental epidemiologic methods used to describe and measure disease frequency in public health research and practice are presented. Using descriptive and analytic methods, the study of disease from an epidemiological perspective and the use of these methods in health services planning and evaluation will be addressed. Basis statistical tests used in analysis of epidemiologic data are introduced along with strategies for selection and application of each. Analysis of results generated from statistical tests will be reviewed in the context of interpreting, comprehending and critiquing current population health literature. Problem solving exercises will be used to familiarize students with the types and methods of generating and interpreting data. Corequisites: NURS 6060, NURS 6140.

NURS 6120. Health Informatics (2); Var
This course is designed to provide the student with a comprehensive overview of management information and communications technologies. Knowledge gained in this course will prepare the student to identify, track, collect, analyze and evaluate online applications in order to improve quality of care. A variety of data reporting tools including patient portals, documentation venues, electronic medical records and patient health apps will be introduced and evaluated. Students will explore video conferencing platforms and strategies for use in telehealth.

NURS 6130. Clinical Practicum I (2); Var
The Clinical Practicum courses I-III are a series of supervised advanced practicums focusing on health promotion, disease prevention and clinical management of diverse patients across the lifespan. Emphasis is on direct care management using culturally and age appropriate evidence-based practices, consultation, and evaluation of care. The acute and chronic care needs of adults, older adults, children, infants, and women (including prenatal care) who live in rural settings will be addressed in an outpatient setting. A case based seminar is used to gain insight into evidenced based treatment and outcomes. A total of eight (8) credits (400 clock hours) are required to complete the clinical practicum series (1 credit = 50 hours). Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5220, NURS 5230, NURS 5310, NURS 5330, NURS 5140.

NURS 6140. Social Determinants of Health (3); Var
The course explores the social, psychological, and cultural determinants of health from an environmental and behavioral perspective. The interface of global, national, and local initiatives and how they impact social determinants of health care are addressed. The impact of micro and macro-determinants of health including consequences of culture, environment, belief systems, health literacy, economic issues, sociopolitical agendas, and geopolitical factors that operate at the individual, family, neighborhood, community, national, and global levels are addressed using a multidisciplinary framework. Emphasis will be placed on developing strategies to improve social determinates of health in diverse or underserved communities based on environmental and risk factors.

NURS 6180. Care Management & Health Policy (3); 2,1 Var
This course will examine key issues related to health policy that lead to health care reform and patient advocacy at the local, state and national level. The complex issues of developing health care policy using the critical elements of decision making, collaboration, negotiation and evidence-based knowledge to create or support legislation will be addressed. Legal, regulatory, ethical and practice issues will be discussed related to improving outcomes in diverse and underserved populations. This course includes a one (1) practice credit (50 clock hours) with a health care policy advocate, organization or legislator in order to provide the student with opportunities to participate in the political processes impacting nursing and health care policy. Prerequisites: NURS 6060, NURS 6110, NURS 6140. Corequisite: NURS 6200.

NURS 6200. Health Systems Leadership (3-4); 2,1 Var
This course will prepare action-oriented nurses with the knowledge and skills needed to lead complex and dynamic organizations and health care systems when addressing quality and safety in patient care. The course focuses on leadership theory and organizational models used to successfully lead health care organizations or systems. Emphasis will be on the development of essential competencies needed for nursing leaders including professionalism, collaboration, communication, global perspective and principles of transformational leadership. Critical leadership skills will also be addressed including strategic thinking, prioritization, decision making, relationship management and human resource development. This course includes a one practice credit (50 clock hours) with a nurse leader. Prerequisites: NURS 6060, NURS 6110, NURS 6140. Corequisites: NURS 6180, NURS 6240.

NURS 6220. Research Synthesis (3); Var
This course focuses on the systematic examination and application of qualitative, quantitative, and outcome processes used in biomedical and social science research. By exploring the associations among the nature of the problem, theoretical underpinnings and ethical concerns, students gain an understanding of how research methodologies are selected and used to support evidence-based practices. Use of culturally appropriate research addressing specific patients or populations is addressed. Two expectations for this course are; 1) development of a methodology for the practice project and 2) presentation of the practice project to peers. This course focuses on the systematic examination and application of qualitative, quantitative, and outcome processes used in biomedical and social science research. By exploring the associations among the nature of the problem, theoretical underpinnings and ethical concerns, students gain an understanding of how research methodologies are selected and used to support evidence-based practices. Use of culturally appropriate research addressing specific patients or populations is addressed. Two expectations for this course are; 1) development of a methodology for the practice project and 2) presentation of the practice project to peers. Prerequisites: NURS 6060, NURS 6110, NURS 6120, NURS 6140.

NURS 6230. Clinical Practicum II (2); Var
The Clinical Practicum courses I-III are a series of supervised advanced practicums focusing on health promotion, disease prevention and clinical management of diverse patients across the lifespan. Emphasis is on direct care management using culturally and age-appropriate evidence-based practices, consultation, and evaluation of care. The acute and chronic care needs of adults, older adults, children, infants, and women (including prenatal care) who live in rural settings will be addressed in an outpatient setting. A case-based seminar is used to gain insight into evidenced based treatment and outcomes. A total of eight (8) credits (400 clock hours) are required to complete the clinical practicum series (1 credit = 50 hours). Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5220, NURS 5230, NURS 5310, NURS 5330, NURS 6130, NURS 6520.

NURS 6240. Program Development & Quality Improvement (3); Var
The focus of this course is on implementing science through program development and quality improvement. Theoretical approaches to translating research into practice, classic program development concepts, the design thinking process, implementation, analytic and evaluation frameworks and principles of quality science are introduced. Emphasis is on the use of theoretical and scientific data to advance innovative solutions. address existing initiatives or predict future trends in health care within the context of program development and quality improvement. Prerequisites: NURS 6060, NURS 6110, NURS 6120, NURS 6140, NURS 6220.

NURS 6260. Health Care Finance & Economics (3); Var
This course provides students with a basic understanding of economic and finance theories, reimbursement systems, market drivers and constraints while exploring the cost/benefit components of financing health care. Ways by which economic and finance decisions play a role in health planning, organization of personnel and resources, design of payment systems, and cost effectiveness of healthcare delivery are explored. By understanding the relationships among stakeholders such as providers, regulatory agencies, payers, policy makers, and consumers, the role of the DNP in complex healthcare organizations, rural health care settings or as an entrepreneur is developed. Prerequisites: NURS 6060, NURS 6110, NURS 6140, NURS 6180, NURS 6240.

NURS 6300. DNP Residency (3); Var
This course is designed for students to synthesize, critique, and apply evidence to quality practices in complex health care organizations. It is the practice capstone whereby students operationalize the practice project approved during the Project Practicums. The residency allows students to work collaboratively with individuals, groups or agencies designated as the target population for the evidence-based practice project. A clinical seminar provides the venue for discussion and synthesis of the practice experience with other students. Three credits (150 practice hours) must be documented on work toward the project. Prerequisites: *All DNP courses*. Corequisites: NURS 6260, NURS 6814.

NURS 6340. Clinical Practicum III (4); Var
This course is the advanced practice practicum capstone course. The clinical residency hours are performed under the supervision of a clinical preceptor along with faculty. Emphasis is placed on culturally appropriate evidence-based practice, consultation, research, and evaluation consistent with the APRN role. Four (4) semester hours of supervised practicum hours (200 clock hours) are required. Prerequisites must be completed prior to enrollment on this course. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5220, NURS 5230, NURS 5310, NURS 5330, NURS 5410, NURS 6130, NURS 6230, NURS 6520.

NURS 6520. Clinical Practice Residency (5); Var
This course is the advanced practice practicum capstone course. The clinical residency hours are performed under the supervision of a clinical preceptor along with faculty. Emphasis is placed on culturally appropriate evidence-based practice, consultation, research, and evaluation consistent with the APRN role. Five (5) semester hours of supervised practicum hours (250 clock hours) are required. Prerequisites must be completed prior to enrollment in this course. Prerequisites: NURS 5110, NURS 5120, NURS 5130, NURS 5220, NURS 5230, NURS 5310, NURS 5330, NURS 5410, NURS 6130, NURS 6230, NURS 6340. Corequisite: NURS 5510.

NURS 6810. Practice Project I (1); Var
The DNP Practice Project courses are a series of one and two credit courses that provide the DNP student the opportunity to design and implement an evidence-based practice project with the assistance of an advisory team. The student and advisory chair determine the project outcomes that must be met for each Practice

Project credit. The evidence-based project clinical study will target either a clinical practice problem or a care gap in a culturally diverse or vulnerable population. The Practice Project represents the synthesis of knowledge and research evidence learned in the DNP program. Students must enroll in a minimum of 6 credits, assemble an advisory committee, orally defend the project and submit a scholarly paper as a requirement for earning the DNP degree. Prerequisite: NURS 6060. Corequisites: NURS 6060, NURS 6110, NURS 6140.

NURS 6812. Practice Project II (1); Var
The DNP Practice Project courses are a series of one and two credit courses that provide the DNP student the opportunity to design and implement an evidence-based practice project with the assistance of an advisory team. The student and advisory chair determine the project outcomes that must be met for each Practice Project credit. The evidence-based project clinical study will target either a clinical practice problem or a care gap in a culturally diverse or vulnerable population. The Practice Project represents the synthesis of knowledge and research evidence learned in the DNP program. Students must enroll in a minimum of 6 credits, assemble an advisory committee, orally defend the project and submit a scholarly paper as a requirement for earning the DNP degree. Prerequisites: NURS 6060, NURS 6110, NURS 6140, NURS 6810. Corequisite: NURS 6220.

NURS 6813. Practice Project III (2); Var
The DNP Practice Project courses are a series of one and two credit courses that provide the DNP student the opportunity to design and implement an evidence-based practice project with the assistance of an advisory team. The student and advisory chair determine the project outcomes that must be met for each Practice Project credit. The evidence-based project clinical study will target either a clinical practice problem or a care gap in a culturally diverse or vulnerable population. The Practice Project represents the synthesis of knowledge and research evidence learned in the DNP program. Students must enroll in a minimum of 6 credits, assemble an advisory committee, orally defend the project and submit a scholarly paper as a requirement for earning the DNP degree. Prerequisites: NURS 6060, NURS 6110, NURS 6140, NURS 6220, NURS 6812, NURS 6813. Corequisite: NURS 6240.

NURS 6814. Practice Project IV (1-3); Var
The DNP Practice Project courses are a series of one, two credit and variable credit courses that provide the DNP student the opportunity to design and implement an evidence-based practice project with the assistance of an advisory team. The student and advisory chair determine the project outcomes that must be met for each Practice Project credit. The evidence-based project clinical study will target either a clinical practice problem or a care gap in a culturally diverse or vulnerable population. The Practice Project represents the synthesis of knowledge and research evidence learned in the DNP program. A total of 6 credits minimum must be taken in the Practice Project series I-IV, more credits may be needed to complete the project. Student must assemble an advisory committee, and orally defend the project and submit a scholarly paper as a requirement for earning the DNP degree. Prerequisites: NURS 6060, NURS 6110, NURS 6140, NURS 6220, NURS 6240, NURS 6810, NURS 6812, NURS 6813.

PHILOSOPHY (PHIL), COURSES IN

PHIL 5000. 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. Previous NMHU PHIL 500.

PHIL 5050. 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. Previous NMHU PHIL 505.

PHIL 5250. 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. Previous NMHU PHIL 525.

PHIL 5300. 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. Previous NMHU PHIL 530.

PHIL 5350. Selected Topic in Philosophy (1 – 4 VC); Var
Course in a topic or topics in philosophy. May be repeated with change of content. Previous NMHU PHIL 535.

PHIL 5400. 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. Previous NMHU PHIL 5400.

PHIL 5500. Seminar in Philosophy (1 – 4 VC); Var
Seminar course in topic or topics in philosophy. Previous NMHU PHIL 550.

PHIL 5720. 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 5720 and CS 5720. Previous NMHU PHIL 572.

PHIL 5840. 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 5840. Previous NMHU PHIL 584.
PHIL 5900. Independent Study (1 – 4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of the instructor. Previous NMHU PHIL 590.

POLITICAL SCIENCE (POLS), COURSES IN

POLS 5020. 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. Previous NMHU POLS 502.

POLS 5100. The American Constitution (3); Var
This course covers the origin and establishment of leading constitutional doctrines. Previous NMHU POLS 510.

POLS 5150. Government and Business (3); Var
This is a case study of United States government regulations of economic activity, with emphasis on the administrative process. Previous NMHU POLS 515.

POLS 5170. 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. Previous NMHU POLS 517.

POLS 5180. 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. Previous NMHU POLS 518.

POLS 5190. 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. Previous NMHU POLS 519.

POLS 5200. 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. Previous NMHU POLS 520.

POLS 5330. 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. Previous NMHU POLS 533.

POLS 5340. Practicum (1 – 4 VC); Var
Experiential study directed by an instructor. Prerequisite: Permission of instructor. Previous NMHU POLS 534.

POLS 5350 - 6350. 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. Previous NMHU POLS 535 – 635.

POLS 5460 Government and Politics of Latin America (3); Var
This course is an analysis of political systems, contemporary mass movements, and inter-American relations. Previous NMHU POLS 546.

POLS 5500 – 6500. Seminar in Political Science (1 – 4 VC); Var
A seminar course in a topic or topics in political science. Previous NMHU POLS 550 – 650.

POLS 5510. 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. Previous NMHU POLS 551.

POLS 5530. International Relations, Human Rights, and International Law (3); Var
A theoretical and critical analysis of the meaning and relevancy of IR politics and its collision with international law and human rights in the age of globalization. Prerequisite: POLS 3530, or permission of instructor. Previous NMHU POLS 553.

POLS 5580. Political Theory and Philosophy (3); Var
This course explores leading political ideas of the Western world. Previous NMHU POLS 558.

POLS 5600. 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. Previous NMHU POLS 560.

POLS 5620. 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. Previous NMHU POLS 562.

POLS 5630. 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. Previous NMHU POLS 563.

POLS 6110. Seminar: Southwest Politics (3); Var
This course is an analysis and original research on southwest politics, with emphasis on New Mexico, and ethnic politics. Previous NMHU POLS 611.

POLS 6140. 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. Previous NMHU POLS 614.

POLS 6200. 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 6200. Previous NMHU POLS 620.

POLS 6540. Seminar: The State (3); Var
The essence, origin, justification, and functions of the nation state. Previous NMHU POLS 654.

POLS 6900. Independent Study (1 – 4 VC); Var
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU POLS 690.

POLS 6920. Independent Research (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU POLS 692.

POLS 6950. 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. Previous NMHU POLS 695.

POLS 6960. Professional Paper (3); Var
The Professional Paper provides a unique opportunity for each student to bring together all of the coursework for the MPA degree into a practical application of political phenomena. Prerequisite: Permission of Instructor. Previous NMHU POLS 696.

POLS 6990. Thesis (1 – 8 VC); Var
Individual research and writing in preparation for a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU POLS 699.

PSYCHOLOGY (PSYC), COURSES IN

PSYC 5020. 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. Previous NMHU PSY 502.

PSYC 5050. 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. Previous NMHU PSY 505.

PSYC 5070. Theories of Counseling (3); Var
This course will enhance students' awareness of the primary methods, goals, and philosophical/ scientific theories of psychology and related forms of counseling. The course will include the study of research-supported counseling theories as well as the less empirical/tangible elements of this unique form of human encounter. Multicultural issues as they impact counseling will be a primary focus.

PSYC 5080. 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. Previous NMHU PSY 508.

PSYC 5090. 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. Previous NMHU PSY 509.

PSYC 5100. 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 5110. Previous NMHU PSY 510.

PSYC 5110. 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 5100. Previous NMHU PSY 511.

PSYC 5160. Motivation and Emotion (3); Var
A review of the major phenomena and theories that relate to motivation and emotion. Prerequisite; Permission of instructor. Previous NMHU PSY 516.

PSYC 5190. 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. Previous NMHU PSY 519.

PSYC 5220. Human Sexuality (3); Fa, Even
Review of contemporary, socio-psychological issues relating to human sexuality. Topics include sexual anatomy, sexually transmitted diseases, sexual dysfunctions, sexual attitudes, and more. Previous NMHU PSY 522.

PSYC 5240. Sport Psychology (3); Var
The overall objective of this course is to identify and understand important psychological concepts related to sport and exercise psychology and application of these concepts to teaching, coaching, and consulting situations. This class focuses on the application of psychological principles of behavior to individuals and groups involved in physical activity. This course examines the questions of how variables influence individuals' psychological development and how they affect their participation and performance in physical activity. Various mental skills (e.g., imagery, goal setting) will be introduced through discussion of pertinent theory and research. This class is specifically designed to help students begin formulating practical strategies for teaching various psychological skills. The application of knowledge grounded in theory and research will be stressed. Cross-listed with EXSC 5240.

PSYC 5250. Introduction to Group Psychotherapy (3); Su
An overview of group therapy, theory, and techniques. The course includes an experiential component designed to provide experience with group process and group leadership. Prerequisite: Permission of instructor. Previous NMHU PSY 525.

PSYC 5260. Forensic Psychology (3); Var
This course examines the role of psychological principles and research in contemporary issues within the legal and law enforcement systems. The focus of this course will be the application of experimental areas of psychology (e.g., cognitive, social, developmental) to evaluating various aspects of the criminal justice system, which will serve as a found for research and practical work in the field of forensic psychology. Students will gain an appreciation for the application of psychological principles in and out of the courtroom, critically analyzing empirical research on topics such as police investigations, interrogations and false confessions, deception detection, eyewitness memory and identification procedures, juries, and legal decision making.

PSYC 5300. 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. Previous NMHU PSY 530.

PSYC 5330. 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; Permission of instructor. Previous NMHU PSY 533.

PSYC 5350 – 6350. Selected Topic in Psychology (1 – 4 VC); Var
Course in a topic or topics in psychology: may be repeated with a change of content. Previous NMHU PSY 535-635.

PSYC 5450. 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: Permission of instructor. Previous NMHU PSY 545.

PSYC 5470. 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. Previous NMHU PSY 547.

PSYC 5500 – 6500. Seminar in Psychology (1 – 4 VC); Var
Seminar course in a topic or topics in psychology. May be repeated with a change in content. Previous NMHU PSY 550-650.

PSYC 5660. 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. Previous NMHU PSY 566.

PSYC 5720. 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 5720 and CS 5720. Previous NMHU PSY 572.

PSYC 5750. Abnormal Psychology and Literature (3); Var
Characters from many literary works are analyzed in terms of psychopathology. Various theories of abnormality will be utilized. Prerequisite: Permission of instructor. Previous NMHU PSY 575.

PSYC 5770. 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. Previous NMHU PSY 577.

PSYC 5800. Community Psychology (3); Var
An introduction to community psychology with emphasis on theories and research regarding prevention and consultation. Previous NMHU PSY 580.

PSYC 5900 – 6900. 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. Previous NMHU PSY 590 -690.

PSYC 6010C. 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. Previous NMHU PSY 601.

PSYC 6020. 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 6010 or permission of instructor. Previous NMHU PSY 602.

PSYC 6050. 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. Previous NMHU PSY 605.

PSYC 6080. 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. Previous NMHU PSY 608.

PSYC 6120. 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. Previous NMHU PSY 612.

PSYC 6210. Advanced Social Psychology (3); Fa
Comprehensive review of major theories and related research in social psychology. Emphasis given to attributional and social exchange approaches. Previous NMHU PSY 621.

PSYC 6270. 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. Previous NMHU PSY 627.

PSYC 6340. Internship (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. Previous NMHU PSY 634.

PSYC 6400. Advanced Developmental Psychology (3); Sp
An in-depth coverage of developmental theories and research across the life span. Previous NMHU PSY 640.

PSYC 6510. 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. Previous NMHU PSY 651.

PSYC 6710. 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 SOWK 6710. Previous NMHU PSY 671.

PSYC 6720. 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. Previous NMHU PSY 672.

PSYC 6740. 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. Previous NMHU PSY 674.

PSYC 6750. 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: PSYC 6710 and PSYC 5710 or PSYC 6740 or permission of instructor. Previous NMHU PSY 675.

PSYC 6770. 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. Previous NMHU PSY 677.

PSYC 6790. 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. Previous NMHU PSY 679.

PSYC 6810. Neuropsychological Assessment (3); 1, 2 Sp
The 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. Previous NMHU PSY 681.

PSYC 6910. 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. Previous NMHU PSY 691.

PSYC 6920. Independent Research (1 – 4 VC); Fa, Sp
Independent research, including data collection, analysis, and interpretation, arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU PSY 692.

PSYC 6960. 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. Previous NMHU PSY 696.

PSYC 6990. Thesis (1 – 6 VC); Fa, Sp, Su
Individual research and writing in preparation of a graduate thesis. After enrolling for thesis, students must continue to enroll for at least one credit hour of thesis each semester until completed. Prerequisite: Permission of instructor. Previous NMHU PSY 699.

READING (RDED), COURSES IN

RDED 5110C. Teaching and Diagnosis of Reading (3); 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. Previous RDED 511.

RDED 5150. 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. Previous RDED 515.

RDED 5160. 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. Previous RDED 516.

RDED 5180. 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. Previous RDED 518.

RDED 5200. 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. Previous RDED 520.

RDED 5260. 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. Previous RDED 526.

RDED 5270. 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. Previous RDED 527.

RDED 5300. 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. Previous RDED 530.

RDED 5350 - 6350. Selected Topic in Reading (1 - 4 VC); Var
Course in topic or topics in reading. May be repeated with change of content. Previous RDED 535-635.

RDED 5400. 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. Previous RDED 540.

RDED 5420. 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. Previous RDED 542.

RDED 5450. 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. Previous RDED 545.

RDED 5900 - 6900. Independent Study (1 - 4 VC); Var
Individual study arranged with an instructor. Prerequisite: Permission of instructor. Previous RDED 590-690.

RDED 6160. Psycholinguistics in Reading (3); Sp
The study of reading as a socio-psycholinguistic process. Previous RDED 616.

RDED 6180. 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. Previous RDED 618.

RDED 6210. 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. Previous RDED 621.

RDED 6230. 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. Previous RDED 623.

RDED 6500. Seminar (3); Var
Seminar course in special topics in literacy. Previous RDED 650.

RDED 6920. Independent Research (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor.

SUPPLY CHAIN MANAGEMENT (SCMT), COURSES IN

SCMT 5060. Supply Chain Management Principles (3); Var
This graduate-level course is designed to provide students with an advanced understanding of supply chain management concepts and techniques. The course will cover the latest developments in supply chain management, including global supply chain management, digital supply chain management, supply chain

sustainability, and supply chain risk management. Students will learn how to design and manage complex supply chains, use technology and analytics to improve supply chain performance, and evaluate the impact of supply chain decisions on business strategy.

SCMT 5100. Introduction to Public Procurement (3); Var
This course provides an overview of the basic theoretical concepts and principles of supply chain management. Students will learn the role of supply chain management in business operations, as well as the components of supply chain management at all levels of business; large and small. The course will also cover the importance of technology in managing the supply chain, and strategies for managing supply chain risks and disruptions as well as the concepts of globalization in regard to supply chain management.

SCMT 6060. Application of LEAN and Just-In-Time Principles in Supply Chain Management (3); Var
This graduate-level course is designed to provide students with an overview of the concepts and principles of supply chain management in regard to LEAN and Just-In-Time (JIT) management principles. Students will learn the basics of LEAN and JIT principles and how to apply these principles to the supply chain. The course will also cover the importance of technology in managing LEAN and JIT supply chains, and managing the risks and disruptions as well as the concepts of globalization in regard to supply chain management.

SCMT 6100. Supply Chain Management Strategy & Applications (3); Var
This graduate- level course provides students with a deep understanding of supply chain strategy development, implementation, and management. The course will cover the latest trends and developments in supply chain strategy, including strategic planning, risk management, supplier relationship management, and performance measurement. Students will learn how to design and manage supply chains that align with organizational objectives and enhance competitiveness, profitability, and customer satisfaction. Prerequisite: SCMT 5060 and SCMT 6120.

SCMT 6120. Logistics. Operations, and Strategic Sourcing (3); Var
This graduate-level course is designed to provide students with a comprehensive understanding of procurement and inventory management principles and practices. The course will cover the latest developments in procurement and inventory management, including procurement strategies, supplier relationship management, inventory optimization, and lean principles. Students will learn how to design and manage effective procurement and inventory systems that optimize supply chain performance, reduce costs, and improve customer satisfaction.

SOCIOLOGY (SOCI), COURSES IN

SOCI 5100. Sociology of Sexuality (3); Var
This course will look at historical perceptions, practices, and reactions to sexuality. As the course progresses, it will focus more closely on particular social contexts and notions of power. Prerequisite: SOCI 1110 and junior classification.

SOCI 5120. Social Stratification (3); Sp
Differentiation, status, social mobility, class, and caste in selected societies. Previous NMHU SOC 512.

SOCI 5130 Sociology of Murder (3); Var
The crime of murder, or homicide, is a cultural universal. It exists in every recognized society. This course will examine this behavior as social phenomena. The course includes definitions of murder, characteristics of

victims and offenders, global comparisons of this crime, theoretical considerations, and an examination of how various justice systems address this behavior. Prerequisites: SOCI 1110, SOCI 2120 and the successful completion of at least 1 other upper-level SOCI/CJUS/PSYC or ANTH course.

SOCI 5140. Race, Ethnicity, and Policing (3); Var
A thorough overview of the various ways in which racial stratification in the U.S. impacts current policing methods. A critical approach to racial profiling, excessive force, surveillance technology, community cooperation, and community policing, with an exploration of constructive ways in which best practices can be identified and applied.

SOCI 5150. 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 5150. Prerequisite: ANTH 1215 or permission of instructor. Previous NMHU SOC 515.

SOCI 5160. Organized Crime (3); Var
This course is an in-depth examination of organized crime. Emphasis is placed on the theories of organized crime, the social, political, and historical evolution of organized crime, the principal forms of organized criminal activity, and efforts to investigate, control and prosecute organized crime. Prerequisite: SOCI 1110.

SOCI 5170 Homicide & Policing (3); Var
An examination of the various trends in homicide rates in the United States over the last half century and how policing has responded to those trends. The course also explores how socio-economic and racial inequalities have impacted political discourse and systemic processes around policing practices. Prerequisites: SOCI 1100 or 2120.

SOCI 5180. Reproductive Justice (3); Var
This class examines the reproductive justice theoretical framework, its history, origins, and conceptualization to explore its practical applications for transformative feminist activism and theorizing. Reproductive justice developed as a multi-layered theoretical paradigm and model for theorists/activists concerned about issues surrounding reproductive dignity. Prerequisite: SOCI 1110.

SOCI 5190. Environmental Sociology (3); Var
This course will explore contemporary sociological perspectives on the environment and society. The course also considers how social movements have emerged in response to environmental degradation. Prerequisites: SOCI 1110 or ANTH 1140.

SOCI 5200. Drugs in American Society (3); Var
This course will examine the history of drugs in the United States as well as the role drugs play in society and within the criminal justice system. There will be significant emphasis on the history of hemp and hemp production as well as examination of key issues pertaining to hemp today. Prerequisites: SOCI 1110, ANTH 1140 or CJUS 2120 plus at least one 3000-4000 level course in sociology, criminal justice, political science, anthropology or (social) psychology.

SOCI 5220. 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. The course focuses on religion in the context of culture with an emphasis on appreciating religious differences. Cross-listed as: ANTH 5220. Prerequisite: One course in introductory sociology or anthropology. Previous NMHU SOC 522.

SOCI 5240. Violence and Society (3); Fa
In this course, violence will be studied as a social phenomena. The course includes general descriptions and theories of violence as well as considerations to reduce lethal and non-lethal violence in society. Prerequisites: SOCI 1110 and ANTH 1140.

SOCI 5250. Social and Transformative Justice (3); Var
This class uses interdisciplinary perspectives to explore the ways that social justice is understood, theorized, and put into practice. The class explores different generations of relationships to social justice and human rights strategies as well as social movements in the U.S. and globally. Prerequisites: SOCI 1110 or ANTH 1140 or GNDR 2110

SOCI 5260. Gender, Food, and Culture (3); Var
This class takes interdisciplinary gendered perspectives to explore the ways that food behaviors and beliefs surrounding the production, distribution, and consumption of food, influence constructions of identity, femininity/masculinity, culture, sexuality, and reinforce and contest gender hierarchies. Prerequisite: SOCI 1110.

SOCI 5270. 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. Previous NMHU SOC 527.

SOCI 5280. Global Crime (3); Var
This course is a sociological and anthropological analysis of social control and law in a variety of social, cultural, and global contexts. Previous NMHU SOC 528.

SOCI 5290. 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. Previous NMHU SOC 529.

SOCI 5300C. 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. Previous NMHU SOC 530.

SOCI 5310. 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. Previous NMHU SOC 531.

SOCI 5320. Visual Sociology (3); Var
Visual sociology involves the use of photographs, film, audio, and video to study society and create sociological projects. This course focuses on visual and audio-based strategies for sociological research, including field research. The visual/audio production is a data gathering technology used for etlinography, participant observations, oral history, and the use of urban or rural space. Specifically, we will examine the uses of visual /audial technologies in sociology to capture the images and apply critical analyses to study social structures and social relationships particularly as they relate to systems of oppression and their interlocking nature (gender, sexuality, race, ability, nationality, class…). Additionally, we will explore the sociological dimensions of visual & audio expression on society and consider how such production can be used in a transformative fashion and improve lived experiences. Note, that this is a sociology/qualitative research course, and it will not emphasize the technical/lab training in visual production. Students do not need to know technical usage of programs and equipment. Prerequisites: SOCI 1110 or ANTH 1140 or GNDR 2110.

SOCI 5350 – 6350. Selected Topics in Sociology (1 – 4 VC); Var
Course in topic or topics in sociology: may be repeated with a change of content. Previous NMHU SOC 535-635.

SOCI 5360. Sociology of Human Rights (3); Var
A sociological perspective on human rights is uniquely situated to interpret and analyze economic, political, social, and cultural conditions under which human rights and policies are developed, conceptualized, realized, and monitored. Sociologists conceptualize human rights not as immutable attributes but as highly contested claims that shift and transform across history and geographic space. Prerequisites: SOCI 1110 or ANTH 1140.

SOCI 5380. New Social Justice Movements: A World of Protests, Cultural Resistance and Community Building (3); Var
Cultural changes over the past two decades have led to a proliferation of new social justice movements globally. This class examines the changing economic and political relations, based on the ownership and control of essential resources (e.g., information technologies and communication) which raise important questions for community organizing in an increasingly privatized, postindustrial world of a knowledge society. Prerequisites: SOCI 1110 or ANTH 1140 or CJUS or GNDR 2000.

SOCI 5390. Introduction to Contemporary Sociological Theories (3); Sp
Introduction to and analysis of contemporary sociological theories. Previous NMHU SOC 539.

SOCI 5500 – 6500. Seminar in Sociology (1 – 4 VC); Var
Seminar course in a topic or topics in sociology: may be repeated with change in content. Previous NMHU SOC 550 – 650.

SOCI 5540. Women and Globalization (3); Var
This class considers the varied gendered dimensions of development, globalization, labor markets, and the many challenges to the established approaches to development especially those that privilege political and economic aspects rendering much of women's involvement invisible. Placing women, gender, and their various communities at the center begins to highlight such activities and brings into the conversation in the role of culture. Prerequisites: SOCI 1110 or ANTH 1140 or GNDR 2110. Previous NMHU SOC 554.

SOCI 5600. 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. Previous NMHU SOC 560.

SOCI 5900–6900. Independent Study (1 – 4 VC); Var
Independent, directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU SOC 590-690.

SOCI 5930. Race and National Identity (3); Sp
This course examines, both theoretically and in an applied manner, the concept of race as a category of identity and racism as a system of domination and inequality. Approaching racial and ethnic categories as socially constructed, historically situated, and contextually dependent, students stretch beyond the specifics of just particular group histories. We explore major scholarly figures and competing perspectives in the field as well as the politics of theorizing, defining, and critically analyzing racial categories. Attention is given to the ways that race intersects with other issues, including gender, class, sexuality, religion, labor, nation formation, and the history of ideas. Prerequisites: Junior classification, SOCI 3000 or SOCI 4390, students who have taken at least one other 3/4000 level course in SOCI/CJUS, GNDR or WMST. Previous NMHU SOC 493.

SOCI 6120 Gender and Crime (3); Var
This course examines the role of gender in crime, criminology, and criminal justice. The course framework and reading emphasize theoretical frameworks brought to bear in study of gender, emphasizing the social structures of gender, social constructions of gender, symbolic meaning systems, and intersections of race, class, and gender.

SOCI 6270 Advanced Criminology (3); Var
This graduate course provides an overview of the leading criminology theories over the past century. These theories seek to identify and explain social, economic, and political factors that shape crime and deviance as well as the etymology of, and participation in, crime. The course also familiarizes students with how to apply these theories to current social problems. Prerequisite: SOCI 6380 or 6390

SOCI 6300. 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. Previous NMHU SOC 630.

SOCI 6380. 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. Previous NMHU SOC 638.

SOCI 6390. Contemporary Sociological Theories (3); Sp
Detailed study of recent social theories with critical analysis and comparison. Previous NMHU SOC 639.

SOCI 6920. Independent Research (1 – 4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU SOC 692.

SOCI 6940 Professional Paper (1 – 4 VC); Var
The professional paper provides an opportunity for each student to bring together all of the coursework for the graduate sociology program into an advanced project. The final manuscript must be written in error-free English and include a new or unique perspective that makes a compelling contribution to the field. Prerequisite: Completion of at least 16 credits toward the degree.

SOCI 6950. Comprehensive Exam (1); Var
The Comprehensive Exam provides an opportunity for each student to bring together all the coursework for the graduate sociology program, generating a synthesis of this work and producing advanced, graduate-level, comprehensive essays. Student must enroll in this course during their final semester and while preparing to take the Comprehensive Examination in an approved field/sub-field. Additional requirements posted in the department's graduate student handbook. Prerequisite: Completion of at least 32 credits toward the degree and permission of the instructor.

SOCI 6980. 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. Previous NMHU SOC 698.

SOCI 6990. Thesis (1 – 6 VC); Var
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU SOC 699.

SOCIAL WORK (SOWK), 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.

SOWK 5000. 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. Previous SW 500.

SOWK 5110. Social Work in the Schools (2); Var
This course will cover the variety of roles of the school social worker and will also address school social work history, policies, and background on regular and special education. Student problems, including basic needs, loss, abuse, neglect, substance abuse, suicide, school violence, and teen pregnancy, will be addressed. This course will also focus on culturally sensitive approaches to the provision of school and school social work services.

SOWK 5120. 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. Previous SW 512.

SOWK 5140. 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. Previous SW 514.

SOWK 5150. ICWA: Protecting Native American Child Wellbeing (2); Var
This course focuses on the history and application of the Indian Child Welfare Act (ICWA). Students will examine the ICWA and the historical landmarks culminating in congressional legislation to protect Native American children and families from being forcibly removed from their families and culture and placed in non-native homes. The course will introduce students to the applied principles critical to implementing ICWA and critically examine best practices concerning Indian children, their families, and their communities.

SOWK 5160. Social Work Practice with Military Families (2); Var
This course surveys the theoretical and practical methods of providing support to military families during the three phases of the deployment cycle. Factors supporting resilience in children and adults in military families will be identified, and diversity in military families explored. Previous SW 516.

SOWK 5180. Social Work in Rural Communities (2); Var
This course introduces students to Social Work practice in rural contexts and the culture of people who live in rural communities and their unique social problems. Social work practice, policy, diversity, and ethics in rural communities will be explored to help prepare students for practice in rural contexts. The unique and complex roles that social workers who practice in rural contexts will be examined and differentiated for social work practice in urban communities.

SOWK 5200. Macro Practice (3); Var
Individual macro practitioners dynamically interact between political and organizational contexts and his/her own personal and professional development. This course is designed to enable the student to professionally guide their own strategic choices through critical judgements and apply social work skills in the context of practice.

SOWK 5260. Telehealth and Social Work Services (1); Var
This course introduces students to the rapidly evolving field of technology-mediated social work practice. Ethical and legal issues related to telehealth practice are addressed, as well as the clinical skills necessary for effective remote service delivery. Students will consider the range of new technologies available to practitioners in this field, and how health disparities and digital barriers impact communities in the U.S. Southwest.

SOWK 5240. Field Preparation (1); Var
This course orients students to the requirements of Field Practicum. Through an emphasis on professional development, including resume writing and interviewing skills along with expectations for professional behavior while in field placement. Field Prep prepares Online MSW students to identify field placement opportunities in their home communities. Course activities and assignments allow students to connect with current practitioners and become more familiar with the breath of the social work field. Prerequisite: Admission into the two-year MSW program is required.

SOWK 5280. Introduction to Substance Use and Abuse (3); Var
This introductory course examines prevention and treatment approaches to alcohol and substance use/abuse. Approaches relevant to working with individuals, families, groups, and communities are presented. The influences of culture, race, ethnicity, gender, age, sexual orientation, and disability in addictions, as well as the effects of environmental factors, oppression, and social and economic injustice will be explored.

SOWK 5290. 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 ethnocultural context, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest. Previous SW 529.

SOWK 5300. Evaluative Research (3); Sp (Var in Online MSW Program)
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. SOWK 3300 Research Methods meets this prerequisite requirement. Previous SW 530.

SOWK 5310. Aging and Gerontology (2); Var
Older adults represented 12.9% of the U.S. population in 2009. By 2030 there will be about 72.1 million older persons, more than twice their number in 2000. People 65+ represented 12.4% of the population in the year 2000 but are expected to grow to be 19% of the population by 2030! The need for social workers for this population is tremendous. This course covers the emotional, biological, psychological, environmental, and legal aspects of aging that occur in the elderly, with special emphasis on the Hispanic and Native American populations of New Mexico and the Southwest.

SOWK 5320. 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: SOWK 5510. Previous SW 532.

SOWK 5330. Law and Ethics in Social Work Practice (3); Fa
This course examines areas of the law in which social work and the legal system intertwine. Major emphasis is placed on the operation of the legal system in New Mexico and the Southwest. The course introduces students to critical principles, guidelines, reasoning strategies and legal concepts necessary to make informed, effective practice decisions. Previous SW 533.

SOWK 5340. Field Practicum 2 (3); Fa, Sp, Su
This second part of he foundation practicum sequence is designed to help students integrate foundation knowledge through practice and critically problem-solve using social work skills, values, and ethics with individuals, couples, families, groups, and communities. By providing a series of supervised assignments and tasks, the practicum experience will expose students to a variety of social work roles in a community-based agency. Prerequisites: SOWK 5320, SOWK 5330, SOWK 5410, SOWK 5650 and SOWK 5850. Previously SW 534.

SOWK 5350–6350. Selected Topic in Social Work (1-3); Var
One or more elective courses may be offered relating to advanced topics in social work practice. Previous SW 535-635.

SOWK 5370. Grief Assessment & Intervention (2); Var
This course examines current grief and loss theory from a strengths-based, developmental, and multicultural perspective. The focus of the course is grief interviewing and case-based grief assessment and treatment across the life span. Individual, family, and group approaches to grief treatment are examined. Culture is examined throughout the course with added emphasis on grief assessment and interventions with the diverse populations of New Mexico and the Southwest, including Hispanic and Native American peoples.

SOWK 5380. Substance Use and Social Work: Theory, Practice, and Society (3); Fa (Var in Online MSW Program)
This introductory course examines current substance use trends, substance misuse prevention strategies and treatment models, as well as DSM-5 diagnostic criteria for Substance Use Disorders. Evidence-based approaches relevant to work with individuals, families, groups, and communities are presented, with special emphasis on Hispanic and Indigenous populations of New Mexico and the Southwest. The role of developmental, social, cultural, and environmental factors related to substance use and abuse will be explored, as well as the impact of oppression, and social and economic injustice. Prerequisite: Admission into the two-year MSW program is required.

SOWK 5400-6400. 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. Previous SW 540-640.

SOWK 5410. Soc Policy: Hist, Struct & Ana (3); Fa (Var in Online Program)
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. Previous SW 541.

SOWK 5460. 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. Previous SW 546.

SOWK 5470-6470. 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. Previous SW 547-647.

SOWK 5510. 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: SOWK 5320 and SOWK 5650. Previous SW 551.

SOWK 5650. Social Work Practice 1 (3); Fa (Var in Online MSW Program)
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: SOWK 5320 and SOWK 5510. Previous SW 565.

SOWK 5660. Social Work Practice 2 (3); Sp (Var in Online MSW Program)
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: SOWK 5650. Corequisite SOWK 5340. Previous SW 566.

SOWK 5690. 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. Previous SW 568.

SOWK 5850. Human Behavior and the Social Environment 1 (3); Fa (Var in Online MSW Program)
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. Previous SW 585.

SOWK 5860. Human Behavior and the Social Environment 2 (3); Sp (Var in Online MSW Program)
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 5850.

SOWK 5900–6900. Independent Study (1 – 4 VC); Var
Independent study arranged with an instructor. Prerequisite: Permission of instructor. Previous SW 590-690.

SOWK 6010. DSM for Clinicians (3); Fa (Var in Online MSW Program)
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. Previous SW 601.

SOWK 6020. 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 on the literature that describes some of the cultural issues of each disorder. Previous SW 602.

SOWK 6030. Clinical Practice with Traumatized Children (3)
This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course highlights consideration of the impact of trauma, intervention objectives, and the practice elements needed to accomplish the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases that exemplify the diverse clients a clinician might encounter in practice.

SOWK 6040. 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 therapeutic relationships as well as 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. Previous SW 604.

SOWK 6050. Public Budgeting (3); Var
This course focuses on public budgeting principles and processes and policy making processes 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. Previous SW 605.

SOWK 6060. 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. Previous SW 606.

SOWK 6070. Motivational Interviewing in Social Work Practice (2)
Motivational Interviewing (MI), initially developed for work with persons and groups challenged with substance use disorders, is now widely applied in the field of social work. MI is a state-of the-art, evidenced-informed communication protocol designed for client-centered internally motivated change. This course will introduce learners to the theory, principles, and skills of MI and their interface with social work. Learners will not only become proficient in the use of MI skills but also the use of MI skills in collaboration with social work systems theory, person-in environment perspectives, and various counseling theories.

SOWK 6080. 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. Previous SW 608.

SOWK 6090. 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. Previous SW 609.

SOWK 6100. 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. Previous SW 610.

SOWK 6110. Social Work Practice with Latinx/Hispanic Clients (2); Var
This course proves historical content of Latinx/Hispanic communities of New Mexico and the Southwest and current immigration realities in the region. Students will develop skills in working with Latinx/Hispanic populations by adapting conventional social work evidenced-based interventions and models and incorporating a strength-based approach at the individual, family, and group levels.

SOWK 6120. Clinical Work with Families and Children (2); Var
This course provides a foundation for clinical social work practice with children, adolescents, and their families. This course will provide a theoretical and research foundation with an emphasis on practical clinical techniques, evidence-based interventions, and treatment plans. Cultural, ethical, and legal aspects and ramifications of marital and family therapy are addressed. Practical guidelines regarding which problems are best suited for family rather than individual therapy, including practical clinical techniques and interventions incorporating recent advances in the field are emphasized.

SOWK 6130. 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. Previous SW 613.

SOWK 6170. Social Work Practice in Tribal Communities (2); Var
This course reviews and analyzes American Indian History and related socio-political factors influencing tribal social work practices. Although this course is focused on social work practice in tribal communities, there is a need to provide a brief background and foundation to how the profession is distinct and unique to Native people and communities.

SOWK 6180. 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 5000-level courses. Previous SW 618.

SOWK 6200. Substance Use and Abuse (3); Fa
This course focuses on substance sue 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. Previous SW 620.

SOWK 6210. Family Therapy with Children and Adolescents (2); Var
This course will provide a foundation for clinical social work practice with children, adolescents, and their families. Emphasis will be placed on practical clinical techniques and interventions incorporating recent advances in the field. Elements of clinical practice will be firmly grounded in applied theory and research. The context of larger system issues regarding organizations, culture, and society within which therapeutic practice exists will be a foundational theme of this course.

SOWK 6220. Indigenous North American Perspectives and Social Work Practice (2); Var
This course includes both review and analysis of policy and social contextual factors related to social work practice form an Indigenous North American perspective. Concepts such as colonization, decolonization, identity development, and Indigenous-centered approaches to practice are presented. This course provides an examination of historic and contemporary influences on social, economic, cultural, and political conditions

that shape the lived experience of Indigenous populations in North America. This course also emphasizes the linkages between policy and practice and overlays the concepts of the colonization, marginalization, and the negative impact of both historicizing and pathologizing Indigenous North American peoples. The processes of colonization, decolonization, and empowerment are discussed as they relate to 1) differences between Indigenous North American and majority culture worldviews which also includes social perspectives; and 2) the role of the social work profession as an agent for advocacy and an ally in the development and delivery of culturally congruent services to Indigenous client populations.

SOWK 6230. 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. Previous SW 623.

SOWK 6240. Adolescent Health and Development (2); Var
This course will cover the physical, neurological, cognitive, and psychosocial aspects of adolescent development. Important contextual, conceptual, and policy areas relating to adolescence will be presented including, but not limited to resiliency, self-empowerment, family, school, confidentiality/privacy, media influences, and more. The second half of the semester will focus on the social context of adolescent mental health issues, as well as the interventions, theories, and skills to address those issues. It will cover assessment, practice theories, and evidence-based interventions.

SOWK 6250. 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. Previous SW 625.

SOWK 6260. Neuroscience for Clinical Social Work (2); Var
This course provides an overview of neuroscience concepts central to clinical social work, including neuroscience findings in the areas of child development, attachment theory, trauma theory, and clinical theory. Neurobiological aspects of the assessment and treatment of personality disorders, the neurobiology of the adolescent brain, and the relevance of neuroscience for group work and the supervisory process will be addressed. Aspects of cultural neuroscience will be examined.

SOWK 6300. Advanced Agency 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. Previous SW 630.

SOWK 6310. 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. Previous SW 631.

SOWK 6320. 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. Previously SW 632.

SOWK 6330. Advanced Clinical Research (3); Fa (Var in Online MSW Program
This final course in the graduate research sequence builds upon the research knowledge and skills previously developed in Evaluative Research. This course focuses on quantitative and qualitative skills needed to evaluate the effectiveness of practice and to understand the implications of research findings for practice. Particular emphasis is placed on bridging the gap between research and social work practice. Specific topics addressed include aspects of ethical research, quantitative and qualitative singe case designs, measurement validity, constructing quantitative and qualitative measurement instruments, validity, reliability, trend analysis, statistical analysis, developing ethnographic questions, keeping field records, grounded theory and content analysis. Prerequisites: Completion of all 5000 level SOWK courses and SOWK 5300. Previous SW 633.

SOWK 6340. 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 and SOWK 6320 and allow for specialized and concentration specific knowledge to be applied in a community setting. Prerequisite: SOWK 6320. Previously SW 634.

SOWK 6400. 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.

SOWK 6420. 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. Previous SW 642.

SOWK 6440. 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. Previous SW 644

SOWK 6450. 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 Southwest, including Hispanic and Native American peoples. Previous SW 645.

SOWK 6470. 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. Previous SW 647.

SOWK 6480. 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. Previous SW 648.

SOWK 6510. 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. Previous SW 651.

SOWK 6520. 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 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. Prerequisites: SOWK 5340 and 5860. Previous SW 652.

SOWK 6560. Professional Development (3); Sp (Var in Online MSW Program)
This course emphasizes the integration of professional ethics, skills, knowledge, and cultural humility essential to serving as a licensed social work practitioner. Students will also learn the basics of engaging in clinical supervision. Finally, this course will prepare students to enter the field of social work through the development of a professional portfolio and an examination of professional conduct in the field. Social work licensure is a foundation of the profession and students will have the opportunity to practice taking licensure exams to prepare for this important next step. Prerequisites: Admission into the MSW program as an Advanced Standing student or successful completion of all 5000 level MSW courses if a two-year MSW student.

SOWK 6540. 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. Previous SW 654.

SOWK 6590. 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 SOWK 5000 level foundation coursework and SOWK 6010. Previous SW 659.

SOWK 6640. 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: SOWK 6320 and SOWK 6340.

SOWK 6650. Advanced Multicultural Practice 1 (3); Fa (Var in Online MSW Program)
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: SOWK 6320. Previous SW 665.

SOWK 6660. Advanced Multicultural Practice 2 (3); Sp (Var in Online MSW Program)
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. Prerequisite: SOWK 6650. Corequisite: SOWK 6340. Previous SW 666.

SOWK 6670. 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: SOWK 6310 and SOWK 6320. Previous NMHU SW 667.

SOWK 6680. 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 working 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: SOWK 6620 and SOWK 6340. Previous SW 668.

SOWK 6890. 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. Previous SW 689.

SOWK 6910. 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. Previous SW 691.

SOWK 6920. Independent Research (1 – 4 VC); Var
Individual directed research arranged with an instructor. Prerequisite: Permission of instructor. Previous SW 692.

SOFTWARE-DRIVEN SYSTEMS DESIGN (BSSD), Courses in

BSSD 5150. 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. Previous NMHU SSD 515.

BSSD 5200. 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. Previous NMHU SSD 520.

BSSD 5250. 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. Previous NMHU SSD 525.

BSSD 5300. 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 5310. Previous NMHU SSD 530.

BSSD 5310. Web Applications (3); Sp
This course will combine web technologies such as HTML5, CSS3, PHP, JavaScript, and more to create web-based applications for modern platforms. Previous NMHU SSD 531.

BSSD 5340. Practicum (4); Fa
Production level work with specific responsibilities to student's previous coursework. Prerequisite: Permission of Instructor. Previous NMHU SSD 534.

BSSD 5350-6350. SD: 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. Previous NMHU SSD 535-635.

BSSD 5410. 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. Previous NMHU SSD 541.

BSSD 5450. 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 more complex than the Arduino system. Prerequisite: SSD 5410. Previous NMHU SSD 545.

BSSD 5520. JavaScript (3); Fa
The purpose of this course is to teach JavaScript basics and popular industry standard frameworks. Previous NMHU SSD 552.

BSSD 5540. Data Visualization (3); Var
This course will explore design principles of data visualization. Students will work with various data sets and use JavaScript libraries to design and implement interactive data visualization for the web. Prerequisite: MART 527C0 Web Production Workshop or BSSD 5520 JavaScript.

BSSD 5560. Generative Art (3); Var
This course will explore developing rules and algorithms for generative art through programming. Prerequisite: BSSD 5520 JavaScript or MART 5180 Principles of Multimedia.

BSSD 5650. Patterns and Pattern Languages (3); Sp
Exploration of design patterns across several programming languages. Prerequisite: SSD 6000. Previous NMHU SSD 565.

BSSD 5700. Interfaces (3); Alt, Sp, Even
Exploration of alternative human computer interfaces. Prerequisite: SSD 6000. Previous NMHU SSD 570.

BSSD 5850. Data Modeling (3); Var
This course introduces the basics of Machine Learning with emphasis on image recognition and creation. Prerequisite: BSSD 5410 Applied Algorithms & Architecture.

BSSD 6000. Principles of Software Design (3); Fa
Fundamental concepts in software design. Previous NMHU SSD 6000.

BSSD 6110. Embedded Systems (3); Var
This course will explore embedded systems topics, such as real time data monitoring, sensor networks, Wi-Fi/Bluetooth communication. Students will learn basics of electronic circuits and work with microcontrollers, sensors, and actuators to design and prototype embedded devices with Wi-Fi/Bluetooth capabilities.

BSSD 6340. 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. Previous NMHU SSD 634.

BSSD 6900. Independent Study (1-4 VC); Var
Independent study in systems-driven software design. Prerequisite: Permission of instructor. Previous NMHU SSD 690.

BSSD 6970. Field Project (1 – 6 VC); Var
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU SSD 697.

BSSD 6990. Thesis (1 – 6 VC); Fa, Sp
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous NMHU SSD 699.

SPANISH (SPAN), COURSES IN

SPAN 5010. 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. Previous NMHU SPAN 501.

SPAN 5020. 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. Previous NMHU SPAN 502.

SPAN 5030. Latin American Literature: Aspects of the Short Story (3); Var
This course traces the development of the Latin American short story from the ninetieth 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. Previous NMHU SPAN 503.

SPAN 5040. 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. Previous NMHU SPAN 504.

SPAN 5050. 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. Previous NMHU SPAN 505.

SPAN 5060. 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. Previous NMHU SPAN 506.

SPAN 5200. 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. Previous NMHU SPAN 520.

SPAN 5250. 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 2010 or permission of instructor. Previous NMHU SPAN 525.

SPAN 5260. 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. Previous NMHU SPAN 526.

SPAN 5300. 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 sociolinguistics; combines discussion of theoretical issues with linguistic analysis of Spanish. Previous NMHU SPAN 530.

SPAN 5310. 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. Previous NMHU SPAN 531.

SPAN 5320. 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. Previous NMHU SPAN 532.

SPAN 5330. 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. Previous NMHU SPAN 533.

SPAN 5340. Practicum in Spanish (3); Var
The course is an experiential study directed by an instructor. Prerequisite: Permission of instructor. Previous NMHU SPAN 534.

SPAN 5350–6350. Selected Topics in Spanish (1–4 VC); Var
Course in a topic or topics in Spanish. May be repeated with a change in content. Previous NMHU SPAN 535 – 635.

SPAN 5360. 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. Previous NMHU SPAN 536.

SPAN 5410. 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. Previous NMHU SPAN 541.

SPAN 5450. 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. Previous NMHU SPAN 545.

SPAN 5460. 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. Previous NMHU SPAN 546.

SPAN 5500. Seminar in Spanish (3); Sp, 3-yr cycle
Topic to be selected by instructor. Previous NMHU SPAN 550.

SPAN 5520. 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. Previous NMHU SPAN 552.

SPAN 5580. 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 4330/5330.

SPAN 5600. 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. Previous NMHU SPAN 560.

SPAN 5620. 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. Previous NMHU SPAN 562.

SPAN 5640. 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. Previous NMHU SPAN 564.

SPAN 5670. 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. Previous NMHU SPAN 567.

SPAN 5700. 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. Previous NMHU SPAN 570.

SPAN 5750. 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. Previous NMHU SPAN 575.

SPAN 5900–6900. Independent Study (1–4 VC); Var
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU SPAN 590 – 690.

SPAN 6000. 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. Previous NMHU SPAN 600.

SPAN 6500. Seminar: The Spanish Southwest (1–4 VC); Var
Seminar course in a topic or topics in the language or literature of the Spanish Southwest. Previous NMHU SPAN 650.

SPAN 6520. 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. Previous NMHU SPAN 652.

SPAN 6920. Independent Research (1–4 VC); Var
Independent research arranged with an instructor. Prerequisite: Permission of instructor. Previous NMHU SPAN 692.

SPAN 6990. 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. Previous NMHU SPAN 699.

SPECIAL EDUCATION (SPED), COURSES IN

SPED 5010. Diagnostics and Legal/Ethical Issues (3); Fa, Sp
This course is practice in the ethical 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. This

course also covers the intersection of special/gifted education and legal frameworks, focusing on the rights of students with disabilities/exceptionalities and the responsibilities of educational institutions.

SPED 5020. Introduction to Teaching and Special Education Case Management (3); Fa, Sp
Introduction to the historical, philosophical, and sociological foundations of education, especially as it relates to a multicultural environment. Students will use those foundations to develop strategies related to problems, issues, and responsibilities in the road and specific educational arenas.

SPED 5100. Curriculum & Methods for Students with Exceptionalities (3); Fa, Sp
This course is an examination of curriculum content, instructional methods/strategies, and individualized education programs appropriate for students with mild/moderate/severe disabilities, giftedness, and twice-exceptionalities. Previous SPED 510.

SPED 5120. 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 discussions, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments. Previous SPED 512.

SPED 5140. 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 5120. Previous SPED 514.

SPED 5160. 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 5120. Previous SPED 516.

SPED 5180. Twice Exceptional & Gifted Student (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. Previous SPED 518.

SPED 5190. Special Education: Field Base I: Teacher Preparation Experience (1); Fa, Sp
Initial observations of classroom environments; determining what classroom teachers do. The class combines field observations (28 clock hours) with an on-campus seminar.

SPED 5200. 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. Previous SPED 520.

SPED 5220. 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. Previous SPED 522.

SPED 5240. 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. Previous SPED 524.

SPED 5280. 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. Previous SPED 528.

SPED 5300. 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. Previous SPED 530.

SPED 5340. Practicum in Special Education (1–4 VC); Fa, Sp
Supervised work in a special education program setting. Previous SPED 534.

SPED 5350 – 6350. 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. Previous SPED 535-635.

SPED 5400. Universal Design for Learning (3); Fa, Sp
This course provides an overview of Universal Design for Learning. In this course students will apply the principles of UDL for teaching and learning special education settings, examine the four highly interrelated components of a UDL curriculum, and identify educational tools available to create accessible barrier-free learning environments for diverse student populations. Previous SPED 540.

SPED 5500-6500. Seminar in Special Education (3); Sp
A seminar course in topic or topics in special education. Previous SPED 550-650.

SPED 5510. Special Education Field Base II: Teacher Preparation Experience (2); Fa, Sp
The development of analytical and reflective reports based on field observation (42 clock hours) of different methods and teaching strategies used in the classroom. These reports form the bias for class discussion. Students will also have the opportunity to implement classroom lessons. Prerequisite: SPED 5190.

SPED 5520. Special Education Field Base III. Teacher Preparation Experience (6-9); Fa, Sp
Analysis and evaluation of the student's own performance in student teaching. Based on knowledge of the profession and reflective observation. A special fee is assessed. Prerequisites: Admission to student teaching and SPED 5190 and SPED 5520. Corequisite: SPED 6550.

SPED 5820. Young Children Diverse Abilities (3); Su
This course develops an awareness in educators concerning an understanding of children with or without special needs. Cross-listed as: ECME 5820. Previous SPED 582.

SPED 5900–6900. Independent Study (1–4 VC); Fa, Sp
Individual directed study arranged with an instructor. Prerequisite: Permission of instructor.

SPED 6110. 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. Previous SPED 611.

SPED 6120. The Special Education Program (3); Fa
A study of special education with emphasis on exceptionality and types of program intervention. Previous SPED 612.

SPED 6230 Special Education Case Management: Duties and Responsibilities (3); Var
This course covers a range of duties, responsibilities, and ethical considerations essential for effective practice in Special and Gifted Education.

SPED 6340. 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. Previous SPED 634.

SPED 6550 Special/Gifted Education Classroom Management (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 sever 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. Previous SPED 555.

SPED 6720. 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. Previous SPED 672.

SPED 6730. 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. Previous SPED 673.

SPED 6740. Psychocultural/Psychosocial Aspects of Disability (3); Sp
This course provides an overview of psychosocial and psychocultural aspects of disability emphasizing emotional issues influencing the adjustment process of persons with disabilities. Previous SPED 674.

SPED 6750. 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. Previous SPED 675.

SPED 6970. 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. Previous SPED 697.

SPED 6990. Thesis (1–6 VC); Fa, Sp
Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor. Previous SPED 699.

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