

**Graduate School  
Eastern New Mexico University  
Portales, New Mexico 88130  
(505) 562-2147  
<http://www.enmu.edu>**

**Accreditation**

Eastern New Mexico University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 621-7440. In addition, specific programs within the university hold accreditations by the following: the American Speech Language and Hearing Association, the National Council for Accreditation of Teacher Education, and the Association of Collegiate Business Schools and Programs. Eastern New Mexico University is an accredited institutional member of the National Association of Schools of Music. The chemistry program is approved by the American Chemical Society as meeting the Society's program criteria. Eastern's geology program is recognized by the American Institute of Professional Geologists as meeting/exceeding guidelines for undergraduate programs in geology. The Bachelor of Science in Nursing Completion Program is accredited by the National League of Nursing.

**Memberships**

The University is a member of the American Association of Colleges for Teacher Education, American Association of Adult and Continuing Education, North American Association of Summer Sessions, Council of Graduate Schools, and the Western Association of Graduate Schools. The College of Business is a member of the American Assembly of Collegiate Schools of Business.

**Equal Educational Opportunity Policy**

Eastern New Mexico University is an affirmative action and equal opportunity employer. The University does not discriminate on the basis of age, race, color, national origin, sex, or disability in its programs, activities or employment. Persons seeking additional information about the University's nondiscrimination policy should contact the Associate Director of Personnel/Affirmative Action and Grievance Officer, ENMU Station 2, Portales, NM 88130.

**Release of Student Information Policy**

If a student fails to maintain his or her financial obligation to the University or violates non-academic regulations, ENMU may withhold grade reports, transcripts and statements of student status. Also see the "Family Educational Rights and Privacy Act" printed on page 19.

*Since programs, policies, statements, fees, University calendar dates and/or courses contained herein are subject to continuous review and evaluation, the University reserves the right to make changes at any time, through appropriate administrative procedure, without prior notice.*

*The information contained within this catalog is a description of programs and courses active at the time of publication. The catalog is not intended to be construed as contractual in nature.*

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## University Calendar

### Fall 2002

August 26 (M)  
August 26 - 30 (M-F)

Instruction Begins  
Drops, adds, and late registration at  
the Office of the Registrar

### September 2 (M)

#### Labor Day

September 3 (T)  
September 13 (F)  
September 27 (F)  
October 14-18 (M-F)

Registration canceled for non-payment  
Last day to apply for fall graduation  
Last day to withdraw from eight-week classes  
Midterm exams

November 1 (F)

Last day to withdraw from a class or from the University

November 1 (F)

Reading copy of thesis due

November 3 (Su)

Spring registration for currently enrolled students begins

### November 28-29 (Th-F)

#### Thanksgiving recess

December 2 (M)  
December 2 (M)  
December 6 (F)  
December 7-13 (Sa-F)  
December 13 (F)  
December 14 (Sa)

Final copy of thesis due  
Report of comprehensive exams due  
Last day of instruction  
Final Exams  
Last day of semester  
Commencement

### Spring 2003

January 13 (M)  
**January 20 (M)**  
**February 17 (M)**  
March 3-7 (M-F)  
March 15-23 (Sa-Su)  
March 28 (F)  
April 28 (M)  
April 28 (M)  
May 2 (F)  
May 3-9 (Sa- F)  
May 9 (F)  
May 10 (Sa)

Instruction Begins  
**Martin Luther King Jr., Day**  
**President's Day**  
Midterm exams  
Spring Break  
Reading copy of thesis due  
Final copy of thesis due  
Report of comprehensive exams due  
Last day of instruction  
Final Exams  
Last day of semester  
Commencement

### Summer 2003

June 2-27  
June 2-July 25  
June 27 (F)  
June 30-July 25  
**July 4 (F)**  
July 14 (M)  
July 14 (M)

First four-week session  
Eight-week session  
Reading copy of thesis due  
Second four-week session  
**Independence Day**  
Final copy of thesis due  
Report of comprehensive exams due

**Fall 2003**

August 25 (M)

Instruction begins

August 25-29 (M-F)

Drops, adds, and late registration at the Office of the Registrar

**September 1 (M)****Labor Day**

September 2 (T)

Registration canceled for non-payment

September 12 (F)

Last day to apply for fall graduation

September 19 (F)

Last day to withdraw from eight-week classes

October 13-17 (M-F)

Midterm exams

October 31 (F)

Last day to withdraw from a class or from the University

October 31 (F)

Reading copy of thesis due

November 2 (Su)

Spring Registration for currently enrolled students begins

**November 27-28 (Th-F)****Thanksgiving Recess**

December 1 (M)

Final copy of thesis due

December 1 (M)

Report of comprehensive exams due

December 5 (F)

Last day of instruction

December 6-12 (Sa-F)

Final Exams

December 12 (F)

Last day of semester

December 13 (Sa)

Commencement

**Spring 2004****January 19 (M)****Martin Luther King Jr., Day**

January 20 (T)

Instruction Begins

**February 16 (M)****President's Day**

March 8-12 (M-F)

Midterm exams

March 20-28 (Sa-Su)

Spring Break

April 2 (F)

Reading copy of thesis due

May 3 (M)

Final copy of thesis due

May 3 (M)

Report of comprehensive exams due

May 7 (F)

Last day of instruction

May 8-14 (Sa-F)

Final Exams

May 14 (F)

Last day of semester

May 15 (Su)

Commencement

**Summer 2004**

June 7-July 2

First four-week session

June 7-July 30

Eight-week session

July 2 (F)

Reading copy of thesis due

July 6-30

Second four-week session

**July 5 (M)****Independence Day**

July 19 (M)

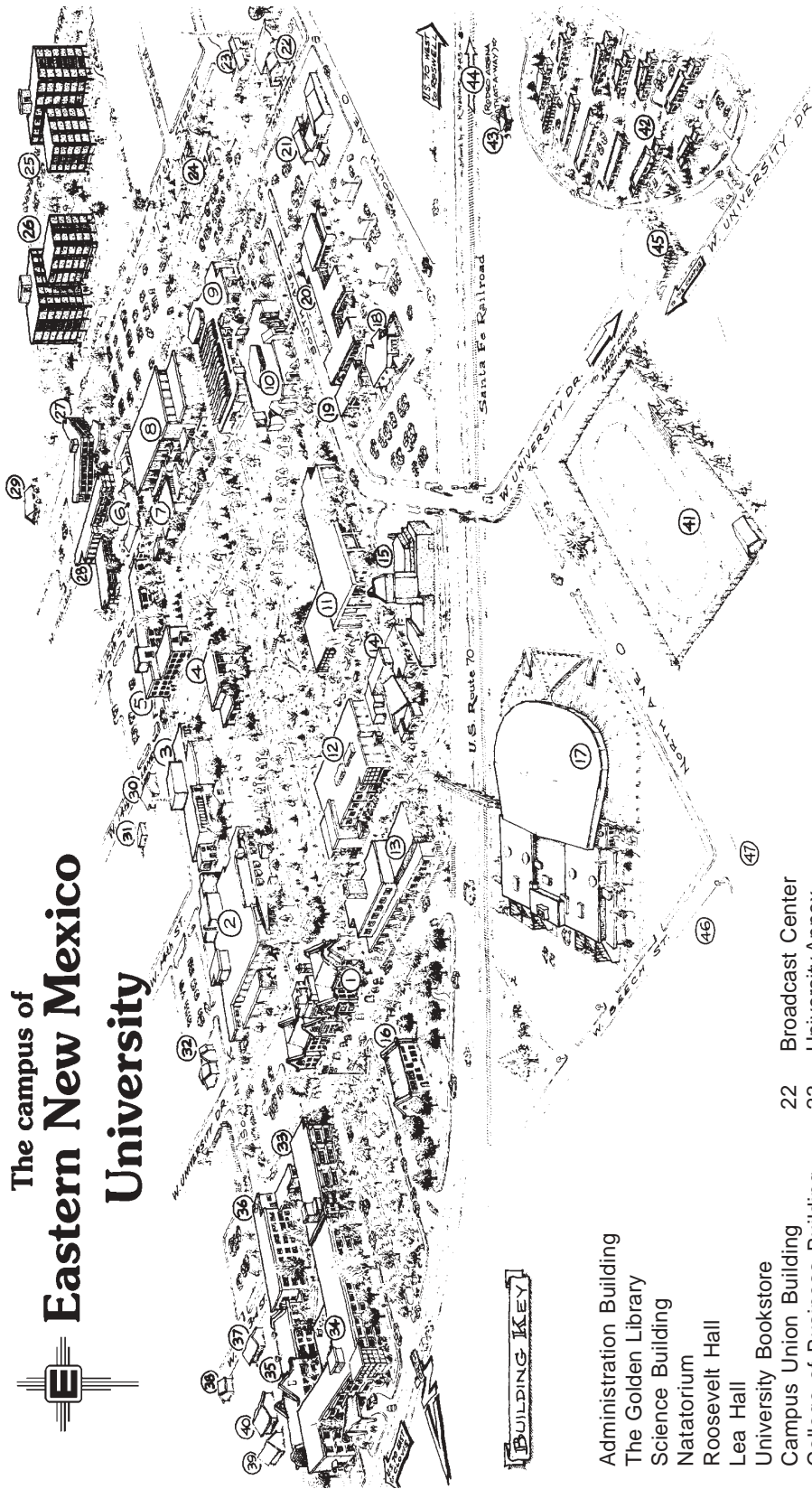
Final copy of thesis due

July 19 (M)

Report of comprehensive exams due

*Unforeseen circumstances may necessitate modification of the University Calendar. The Class Schedule for each semester will reflect those modifications. Students should refer to the University Calendar printed in the Class Schedule for each semester.*

**The campus of  
Eastern New Mexico  
University**



- BUILDING KEY**
- 1 Administration Building
  - 2 The Golden Library
  - 3 Science Building
  - 4 Natatorium
  - 5 Roosevelt Hall
  - 6 Lea Hall
  - 7 University Bookstore
  - 8 Campus Union Building
  - 9 College of Business Building
  - 10 Education and Technology
  - 11 Jack Williamson Liberal Arts
  - 12 Music Building
  - 13 Student Academic Services
  - 14 University Computer center
  - 15 University Theatre Center
  - 16 Roosevelt County Museum
  - 17 Greyhound Arena
  - 18 Child Development Center
  - 19 Family and Consumer Sciences
  - 20 Technology Building
  - 21 Physical Plant/Purchasing

- 22 Broadcast Center
- 23 University Annex
- 24 University Tennis Courts
- 25 Bernalillo Hall
- 26 Lincoln Hall
- 27 Eddy Hall
- 28 Chaves Apartments
- 29 COPE Center
- 30 Wesley House
- 31 University Catholic Center
- 32 Baptist Student Union
- 33 Harding Hall
- 34 DeBaca Hall
- 35 Quay Hall

- 36 Curry Hall
- 37 University Police
- 38 Trinity Chapel
- 39 Church of Christ House
- 40 Campus Christian House
- 41 University Track
- 42 West Campus Apartments
- 43 Football Field House
- 44 Lewis Cooper Rodeo Arena
- 45 Baseball Field
- 46 University Storage
- 47 President's Residence

- Off Campus Facilities**
- Blackwater Draw Site
  - 5 miles north on Hwy 467
  - Blackwater Draw Museum
  - 7 miles east on Hwy 70
  - Greyhound Stadium
  - 7 miles east on Hwy 70

**Board of Regents**

Gary Johnson, Governor of New Mexico .....	Ex Officio Member
Michael J. Davis, State Superintendent of Public Instruction .....	Ex Officio Member
Blaine Hess .....	President of the Board
Marshall Stinnett .....	Vice President of the Board
Tanya Miller .....	Secretary/Treasurer of the Board
Craig Cosner .....	Member
Gerald Quintana .....	Member

**Administration**

Steven G. Gamble .....	President
K. Paul Jones .....	Vice President for Academic Affairs
Danny Earp .....	Vice President for Business Affairs
Gary Musgrave .....	Vice President for Student Affairs
Ronnie Birdsong .....	Vice President for University Relations and Enrollment Services
Chris Mullins .....	Associate Director of Personnel/Affirmative Action and Grievance Officer
Claudia Crowell .....	Executive Director of Institutional Advancement
Patrice Caldwell .....	Executive Director of Planning and Analysis/Institutional Renewal

**Graduate School**

Phillip Shelley .....	Dean
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**The Graduate Committee**

The Graduate Committee recommends to the Faculty Senate policies relating to graduate programs. It also acts as an advisory body to the Dean of the Graduate School.

Graduate students or faculty who wish to present a matter to the Graduate Committee may do so by contacting the Graduate School.

Faculty members are: William Brunsen, Mary Drabbs, Jerry Everhart, Janet Frost, Leslie Gill, Newton Hilliard, Zhiming Liu, Janet Roehl, Jerald Spotswood, Christopher Stuart, Linda Weems; ex officio: Phillip Shelley.

The Committee also has four graduate student representatives, one from each college.

**Deans of the Colleges**

Gerry Huybregts .....	Business
Kenneth Moore .....	Education and Technology
David Gerig .....	Fine Arts
Thurman Elder .....	Liberal Arts and Sciences

**Student Responsibility**

Students are responsible for complying with all regulations of the University, the Graduate School, and the program they select for their major, their emphasis, or their non-degree interest. Specifically, it is the students' responsibility:

- 1) to read, understand, and adhere to all requirements and processes established in this catalog;
- 2) to formulate and file promptly an official degree plan approved by the graduate advisory committee, graduate coordinator, college dean, and graduate dean;
- 3) to initiate in writing necessary changes and substitutions involving the graduate advisory committee, the major, the degree plan, or other degree requirements;
- 4) to make arrangements for the necessary duplication and binding of the thesis, pay all fees; and
- 5) to apply for graduation.

## Graduate Programs

	<b>Major</b>	<b>Emphasis</b>	<b>Degree</b>
College of Business	Business Administration		MBA
College of Education and Technology	Counseling		MA
	Education	Bilingual Education Education Administration Elementary Education English as a Second Language Instructional Technology Pedagogy and Learning Reading Secondary Education	MED
	Physical Education	Sport Administration Sport Science	MS
	School Guidance		MED
	Special Education		MSE
College of Liberal Arts and Sciences	Anthropology		MA
	Biology	Applied Ecology Botany Education Microbiology Cell and Molecular Biology Zoology	MS
	Chemistry	Chemistry (Analytical, Bio, Inorganic, Organic, Physical)	MS
	Communication		MA
	Communicative Disorders	Speech-Language Pathology	MS
	English		MA
	Mathematics		MA
	Psychology		MA



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**Graduate School**



## Mission

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

Eastern, a state institution offering bachelor's and master's degrees, serves students from New Mexico, other states and other nations. Educational programs are offered at the Portales campus and also by interactive distance education, public broadcast television, a branch/community college in Roswell, New Mexico, and a university center in Ruidoso, New Mexico.

### Eastern's Focus:

- Prepare students for careers and advanced study
- Impart citizenship and leadership skills and values
- Support and expand the role of education and excellent teaching at all levels
- Enable citizens to respond to a rapidly changing world.

## History

Eastern New Mexico University (ENMU) takes pride in its many accomplishments and the reputation for excellence it has established as a comprehensive multi-campus university offering undergraduate and graduate programs in the liberal arts and sciences, education, business, fine arts, and selected vocational and technical subjects.

The youngest state-supported institution of higher learning in New Mexico, ENMU opened in the fall of 1934 as a two-year junior college and became a baccalaureate institution in 1940. Graduate programs were developed by the university and accredited by the North Central Association of Colleges and Schools in 1949. The Master's degree is the highest degree conferred by the university.

## Distance Education

Eastern New Mexico University has been a pioneer in distance education with over 40 years of experience in alternative delivery systems for educational programs. ENMU began a distance education program by offering courses in other communities in 1957; in 1978 the University began offering instruction through educational television. Today, Eastern offers graduate programs in a variety of communities in southeast New Mexico, primarily through interactive instructional television, but also by ENMU faculty who drive to distant sites. Programs feature a variety of delivery mechanisms, both across programs and within courses, depending on the nature and content of individual courses.

The most extensive outreach effort involves ENMU's interactive instructional television. The instructional television system is more than simply an image on a television screen. ENMU's interactive instructional television has created a network of classes in communities in the southeast part of the state connected to a classroom on campus where the professor is present. The instructional television program provides one-way video and two-way audio, allowing students the opportunity to participate in class discussions and activities with students at other sites. Through this system, graduate students can pursue degrees or certificates. ENMU's interactive instructional television system uses a trained facilitator at each receive site to assist the faculty member and students. ENMU's commitment to extended learning is campus-wide. Golden Library provides extensive electronic and human support to extended learning students; campus services, such as advising, financial aid, and other support services, are also available to extended learning students.

As part of its commitment to serving the needs of the citizens of New Mexico, Eastern New Mexico University continues to explore new technologies, such as courses on the Internet. Further, ENMU supports the Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs of the Western Interstate Commission for Higher Education. These efforts are in keeping with a tradition of service to students and communities in New Mexico.

## **The Mission of the Graduate School**

The Graduate School at ENMU exists to provide a quality higher education in selected liberal arts, and pre-professional programs. These diverse programs are offered to help develop the knowledge and competency of the student in her or his field of study, to foster a spirit of inquiry by encouraging independent, original thought, to acquaint the student with the techniques of research, and to promote intellectual growth.

In seeking to serve all qualified students, the Graduate School begins with the belief that education is a life-long process that demonstrates the importance of independent inquiry, objectivity and judgment. The programs offered through the Graduate School strive to provide the student with experiences which will help prepare her or him for life and livelihood in a changing world.

## **The Goals of the Graduate School**

The Graduate School at ENMU seeks to extend the frontiers of knowledge by stimulating originality, promoting the benefits of learning, encouraging scholarship and developing a sense of professionalism.

The Graduate School actively searches for students who have the academic background, the intellectual initiative, and the necessary zeal to meet the challenge set by the graduate program.

## **The Graduate School's Programs**

The Graduate School at ENMU currently offers 14 majors, as well as five different degrees.

Most schools and departments within the various colleges of the University offer graduate curricula. Post-baccalaureate students, in consultation with the appropriate graduate faculty, should be able to plan for almost any kind of contingency. In particular, those who wish to study for a master's degree, those who wish to pursue graduate work but without intending to apply credits toward an advanced degree, and those who intend to earn credit toward professional certification or licensure should be able to select an appropriate plan of study.

## **The Graduate School**

The Graduate School at ENMU coordinates all of the graduate programs offered by the University through the Office of the Graduate School.

### **Graduate Dean**

The Dean of the Graduate School, or graduate dean, has the principal responsibility for implementing Graduate School policies and procedures. The graduate dean approves graduate faculty and programs based on the recommendation of the college deans and the Graduate Committee. The graduate dean has other responsibilities and duties that are stated in this catalog or are inherent by the nature of the office.

### **Graduate Committee**

The Graduate Committee, composed of Graduate Coordinators (see below) has the responsibility for recommending policies, programs and plans for the Graduate School. This committee continually reviews the graduate programs, evaluates curricular proposals, acts on petitions and approves candidates for graduation. The Graduate Committee sets graduate faculty policy and reviews annually the list of graduate faculty maintained by the graduate dean.

### **Graduate Coordinator**

While there are variations in emphasis from program to program, generally, the graduate coordinator, chosen from among the graduate faculty within a program, has the responsibility of meeting with all new graduate students to review Graduate School and program policies, and advising students on the choice of a graduate advisory committee and initial curricular planning. This person keeps the Graduate School apprised of changes in the graduate program, coordinates curricular proposals, determines students' admissibility to the program, coordinates the assignment of graduate advisors and acts on petitions related to program policies and procedures. Graduate coordinators serve at the pleasure of the President.

### **Graduate Faculty**

Designation as graduate faculty is determined by academic qualifications and experience, college recommendations and review by the Graduate Committee with final approval by the graduate dean. Graduate faculty qualifications may be found in the Administrative and Governance Policies and Procedures Manual.

Members of the graduate faculty participate in all phases of the graduate program including teaching graduate courses, advising graduate students, supervising graduate research, formulating graduate curriculum in appropriate disciplines, and are eligible for serving on graduate committees. Actively participating on student advisory committees, teaching courses and being involved in professional activities is an expectation for continued membership.

### **General Academic Regulations of the Graduate School**

Students are responsible for complying with all regulations of the University, the Graduate School and the program they select for their major, emphasis or non-degree interest. Specifically, it is the student's responsibility:

- 1) to read, understand and adhere to all requirements and processes established in this catalog;
- 2) to formulate and file promptly an official degree plan approved by the graduate advisory committee, graduate coordinator, college dean and graduate dean;
- 3) to initiate in writing necessary changes and substitutions involving the graduate advisory committee, the major, the degree plan or other degree requirements;
- 4) to make arrangements for the necessary duplication and binding of the thesis, pay all fees; and
- 5) to apply for graduation.

Student records offices within each college maintain records for all students who have declared a major field of study. During the first semester of enrollment students should verify their records are in the appropriate office, and their records are accurate and current. Students should develop the habit of asking the student records office, as well as the Graduate School office, for assistance with University and Graduate School requirements and policies. These offices are also appropriate sources of

information regarding changes in policy, calendars of events and other relevant matters.

The graduate dean will approve students for graduation provided:

- 1) they have fulfilled all degree requirements set forth in the Graduate Catalog;
- 2) they have completed successfully the courses listed on the approved degree plan, passed the written or oral examinations, successfully defended the thesis and submitted the necessary final copies of the thesis ten days before the end of the final semester of enrollment.
- 3) their degree is conferred within six years from the semester of first graduate enrollment;
- 4) their curricular requirements are governed by one catalog;
- 5) they have a minimum cumulative graduate grade point average of 3.0; and
- 6) they have met residency requirements applicable to their graduate program.

New catalogs are effective the fall term of the year in which they are published. Students using earlier catalogs may continue to use the courses (or appropriate course substitutions) and program requirements of the catalogs used at matriculation. However, academic standards and regulations introduced in new catalogs apply to all students. Thus, probation and suspension regulations, and specific grade-point average requirements, apply to all students.

The University may make changes and exceptions to the curricular and academic policies provided that administrative and governance procedures are followed and that affected students are given reasonable consideration to individually petition for exceptions.

### **Petitions for Exceptions to Established Requirements and Policies**

Students should initiate petitions for substitutions and exceptions to program curricular and degree plan requirements with the advice and consent of their graduate advisory committee. The petitions should be directed to the appropriate graduate coordinator, college dean and then the graduate dean. The graduate dean has final approval for all requests for exceptions to program requirements or changes in approved graduate degree plans.

The graduate dean shall direct student petitions requesting exceptions to established Graduate School policies to the Graduate Committee who shall recommend resolution. The graduate dean has final approval for all requests for exceptions to established graduate policies and procedures. Upon student appeal, the Vice President for Academic Affairs may review the graduate dean's determination.

## Academic Integrity

All graduate students are expected to obey the laws of the state and nation and to pursue their academic careers with honesty and integrity. The University community regards academic dishonesty, especially cheating and plagiarism, as unacceptable conduct at any time and has established severe penalties for those found guilty of such acts.

## Other Academic Conduct

Continual absenteeism or disruptive behavior in the classroom are also considered inappropriate behavior.

## Penalties and Processes

The faculty member of record may determine that academic dishonesty is indicative of misrepresentation of the student's knowledge of the course material, resulting in a lower or even a failing grade in the class in which the offense occurred.

If a faculty member(s) consider the student's academic dishonesty sufficiently grave, he or she (they) may ask that the student be temporarily suspended or permanently dismissed from a graduate program.

The recommendation for suspension or dismissal will be reviewed by the graduate faculty of the program or a subgroup of three or more graduate faculty of the program as designated by the college dean. This group may be an established group such as the student's advisory committee, or a program committee for evaluating student progress; or it may be an ad hoc committee appointed by the college dean for this purpose.

The appointed graduate faculty will review the facts of the case and make a recommendation based on approved policy as established by the program or the college. The college dean's

recommendation with documentation of rationale will then be forwarded to the graduate dean who will notify the student within five working days of receipt of the recommendation. The graduate dean will provide copies of the recommendation and rationale to the student.

## Appeal

Students who are recommended for dismissal or suspension may appeal to the Graduate Student Academic Appeals Committee by submitting a written request and rationale for appeal within five working days of receipt of the written notification from the graduate dean.

If the student appeals, the Graduate Student Academic Appeals Committee shall hear the case and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to insure that University policies and procedures were followed and make a final determination about the dismissal or suspension of the student. The action of the graduate dean is final.

If the student does not appeal, the recommendation stands and the dismissal or suspension is implemented immediately and recorded on the student's official record.

If the final disposition of the case results in suspension or dismissal from the program, and the student applies for admission to another graduate program at ENMU, the facts and records may be reviewed by the graduate faculty in considering admission into the other program.

## Graduate Student Academic Appeals Committee

The Graduate Student Academic Appeals Committee hears appeals by students who are accused of unprofessional behavior or academic dishonesty, as well as graduate assistants accused of inadequate performance. The Committee has no jurisdiction over matters of faculty grading or matters of student behavior covered by other University and Student Government policies and procedures.

At the beginning of each academic year, a standing committee named the Graduate Student Academic Appeals Committee is appointed. The Committee shall consist of three members of the

graduate faculty and two graduate students. The Associated Student Government shall appoint one graduate faculty member, one graduate student and one alternate for each position. The Graduate Committee shall appoint one graduate faculty member, one graduate student and one alternate for each position. The graduate dean shall appoint one graduate faculty member and one alternate. The Committee shall elect a chairperson from among its graduate faculty membership with all members voting. In the event a member cannot be present, or there is a possible conflict of interest, the graduate dean at his or her discretion shall appoint an alternate.

The graduate dean will convene the Committee within five University working days following receipt of the appeal if the appeal is timely. If the University is at the end of a semester or not in academic session (fall, spring or summer session), the Committee will be convened within five University working days of the first day of the next semester following the date of receipt of the appeal. The Committee shall review the written appeal and the recommendation of the graduate faculty and hear the appeal of the student and the graduate faculty filing the complaint. The Committee can call other persons to testify as necessary. The appealing student may appear with a personally chosen representative. A record will be kept of the proceedings and forwarded to the graduate dean with the recommendation of the Committee. The graduate dean will then determine final disposition of the appeal.



## Admission Standards

Graduates of a regionally accredited college or university or an institution accredited by an agency recognized by the Council for Higher Education Accreditation (C.H.E.A.) may apply for admission to the Graduate School.

## Admission Procedures

Admission to the Eastern New Mexico University Graduate School involves two separate steps:

- One: Admission to the Graduate School**  
(This step must be completed by all students: degree and non-degree seeking.)
- Two: Admission into a specific graduate program**  
(This step must be completed only by students seeking a master's degree.)

## Step One: Application to the Graduate School

In order to receive full consideration for admission to the Graduate School, students are encouraged to study the admission policies and procedures and supply everything required for the application in a timely manner. The submission of a complete application not only expedites the admission process, it helps place the student properly and ensures that graduate study will begin without delay.

### 1. Application

All persons (including graduates of Eastern New Mexico University) seeking admission to the Graduate School are required to submit a formal application for admission. Applications are available from the Graduate School.

### 2. Application Fee

Unless previously paid, all applications must be accompanied by a \$10 application fee.

### 3. Transcripts

All applicants must request that one official transcript from each institution previously attended be forwarded directly to the Graduate School. Transcripts in a student's possession will not be accepted.

All application materials should be forwarded to:

Graduate School  
Station 9  
Quay Hall, Room 105  
Eastern New Mexico University  
Portales, NM 88130  
(505) 562-2147

## Timely Completion of the Admissions Process

Normally, admission to the Graduate School is achieved by completing the application process at least 30 days prior to the semester of first enrollment. International students must complete the application process 60 days prior to the first semester of enrollment. Students who apply less than 30 days in advance or whose application materials are incomplete at the time of initial registration will be given an "incomplete" admission standing and allowed to enroll temporarily for one semester.

Applicants with "incomplete" admission standing must complete the application process before the end of the first semester of enrollment. The original admission letter noting an "incomplete" admission standing and its limitations will serve as the only notification the student will receive. If the admission process has not been completed within the first semester of enrollment, further enrollment in the Graduate School will be denied.

Any coursework completed while the student is classified as having an "incomplete" admission standing is subject to review and acceptance at the discretion of the program and the graduate dean.

Applicants will be notified by letter of the success of their application. This letter will make note of a student's standing and any conditions, limitations or restrictions the program and/or Graduate School may see fit to impose. This letter serves as the only notification the student will receive. If the student does not complete the application process within the first semester of enrollment or if the undergraduate degree is from an unaccredited institution, further enrollment will be denied.

## Step Two: Admission to a Graduate Program

If the applicant has qualified for admission to the Graduate School, the Graduate School will forward the student's file to the graduate coordinator in the program for evaluation. Because admission into a particular program depends on special program requirements, additional information about the student and his or her academic background may be required by the program's graduate coordinator. Such information may include, but is not limited to: Graduate Record Examination (GRE) scores, Graduate Management Admissions Test (GMAT) scores, a writing proficiency exam, qualifying or field exams, or letters of recommendation.

The different graduate programs have particular admission standards and program requirements more rigorous than those of the Graduate School. Therefore, admission to the graduate school does not entitle the applicant admission to a graduate program; it only insures consideration by the program. (Refer to individual program descriptions for specific requirements.) Further, the University reserves the right to select individuals for admission on the basis of merit in such a way as to promote the best interests of the University and the society as a whole and to maximize the potential for individual achievement.

## Conditions for Readmission

### Renewal of Application

Application materials for students who were admitted but did not register for the expected semester of enrollment will be retained in the Graduate School for one year (international students' files are kept for two years). To update an application within the one-year period, students may contact the Graduate School. If more than one year has passed, a new application, transcripts, etc., must be submitted.

### Reapplication Following Two or More Inactive Semesters

Students who have been admitted and have previously attended classes but who have not enrolled for two or more consecutive semesters must complete a readmission form. Transcripts and other information previously submitted do not have to be resubmitted. Students who have

attended other institutions during their absence from the University must provide one official transcript from each institution attended.

### Readmission Following Suspension

Any student suspended from the Graduate School must apply for readmission by submitting a written petition for reinstatement.

A graduate student suspended for the first time will not be allowed to apply for readmission until after one regular (fall or spring) semester has elapsed. A second academic suspension will result in permanent dismissal from the Graduate School. Final determination of the re-admission will be made by the Graduate Committee and the Graduate Dean.

Discovery of failure to reveal a previous suspension may result in immediate and permanent dismissal from the Graduate School.

## International Student Admissions

All international students must meet the following admission requirements for degree classification:

1. complete a formal application to the Graduate School;
2. provide one official copy of transcripts from all previously attended universities or colleges;
3. have an educational background equivalent to that required of United States citizens;
4. provide a certified financial statement with proof of ability to meet financial responsibilities while attending the University (current figures available in admission packet);
5. provide official TOEFL scores with a minimum score of 550 or verification of completion of the highest level of an intensive English program;
6. complete admission process 60 days prior to the first semester of enrollment.

An international student must be formally accepted into a graduate program before an I-20 will be issued.

Upon arrival at the University, all international students will be required to attend a special orientation before registering for courses. Tuition and fees must be paid at the time of registration. Health and accident insurance is mandatory.



## Degree Classification

Students who have been admitted to the Graduate School and to a graduate program will be classified as either regular status or conditional status:

1. **Regular Status:** This status includes students who have met all the admission requirements of the Graduate School and the graduate program, and:
  - A. have a cumulative undergraduate GPA of at least 3.0 in major and 3.0 cumulative overall.
  - B. if nine graduate hours have been attempted, have a cumulative graduate GPA of at least 3.0.
2. **Conditional Status:** This status includes students who have met all the admission requirements of the Graduate School and:
  - A. have a cumulative undergraduate grade point average of less than 3.0 but more than 2.5, or
  - B. have not completed necessary leveling courses or other requirements as determined by the graduate program.

All program recommendations are forwarded to the graduate dean. Applicants are advised of admissibility and admission status in a letter from the graduate dean.

Once conditional admittees have successfully completed nine graduate hours with a cumulative graduate GPA of 3.0; successfully completed necessary leveling courses; and satisfied all other requirements for admission they will be notified by the Graduate School of their change in status.

## Non-Degree Classification

Non-degree classification is divided into three categories:

1. **Licensure/Certification:** Students who are enrolling in courses for teacher licensure or professional certification purposes, but who do not intend to pursue a master's degree.
2. **Personal/Professional Development:** Students enrolling in courses for personal or professional development, but who do not intend to pursue a master's degree.
3. **Academically Deficient:** Students who wish to pursue a master's degree, but whose previous academic record is below the minimum accepted for degree classification (either 2.499 cumulative undergraduate GPA or 2.999 cumulative graduate GPA after the completion of nine graduate hours).

Generally, no more than six credit hours completed while classified non-degree will be allowed on an official degree plan if a change of status is requested and approved.

Although non-degree students are not routinely assigned an advisor, they may request that one be appointed. Non-degree students who need an advisor's signature during registration should contact a representative of the Graduate School. Students studying for teacher licensure should contact the graduate coordinator for the School of Education.

Non-degree classification precludes receiving a graduate assistantship and/or fellowships.

## Change of Status from Non-Degree to Degree Classification

Students who wish to change from non-degree to degree classification must:

1. complete a "Change of Status or Major" form, including justification for change, indicating graduate program desired;
2. have completed six graduate hours with a minimum grade point average of 3.0 prior to requesting change of status; and
3. fulfill all application requirements as set forth by the graduate program.

At completion of items 1, 2 and 3, the Graduate School will forward the student's records to the appropriate graduate coordinator for evaluation and consideration for acceptance into the graduate program.

A petition for change of status does not constitute an automatic change. The change must be approved by the graduate dean upon recommendation of the graduate program. (See "Admission to a Graduate Program," page 16.) Generally, no more than six credit hours completed while classified non-degree will be allowed on an official degree plan.

## Transfer Between ENMU Graduate Programs

Transfer between graduate program requires submission of a "change of status or major" form at which time step two of the admission process must again be completed for admission into the new program. Students must complete all admission requirements of the new graduate program. (See "Admission to a Graduate

Program,” page 16.) Transfer is not automatic and must be requested through the Graduate School.

## **Transfer of Credits from Other Institutions**

A limited number of hours of graduate work completed at another C.H.E.A. graduate school may be considered for acceptance as part of a degree plan at the University, provided that:

1. the student submits a written request to her or his graduate advisory committee identifying relevant courses she or he wishes to transfer;
2. the student has earned at least a grade of “B” in each of the courses she or he wishes to transfer;
3. the student does not transfer more than nine credits toward the master’s degree;
4. the transfer credits have been accepted by the graduate advisory committee to fulfill degree plan requirements;
5. the transfer credits have not satisfied a previous degree;
6. the student understands that transferred credits do not reduce the residency requirements for an advanced degree; and
7. the transfer credits are within the six-year limitation for the receipt of a master’s degree.

The University does not give credit for extension work from other institutions.

Approval of transfer credit is final only after it has been properly approved by a student’s graduate advisory committee and graduate dean.

Extension credit may be applied toward an advanced degree if the credit is earned in extension courses taught by graduate faculty approved by the University.

## Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

**A. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.**

Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**B. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.**

If the University decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

1. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
2. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

**D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Eastern New Mexico University to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

**E. The right to have directory information withheld.**

Directory information includes: name, local and permanent mailing addresses, telephone number, date and place of birth, most recent previous school attended, major field of study, classification, dates of attendance, honors awarded, degrees and dates conferred, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Requests for withholding directory information are to be made by completing the proper form, **which must be filed** at the Office of the Registrar for **each enrollment period** (Fall, Spring, Summer) within the first two weeks of the Fall or Spring semester and the first week of an Interim or Summer Session.

ENMU does not release records from other institutions, such as: transcripts, ACT, CLEP, GRE and GMAT scores.

## The Graduate Advisory Committee

The graduate dean refers each new student with regular or conditional status to an appropriate graduate coordinator. The graduate coordinator acts as the student's initial advisor and directs the selection of the student's graduate advisory committee, consisting of three to five graduate faculty members in the student's area of concentration and allied fields. When the committee has been selected, the graduate faculty member chosen as chair acts as the student's graduate advisor.

The responsibilities of the graduate advisory committee include the following: advisement; approval of the degree plan and the approval of a thesis or project topic (including the proposal and the final document).

The graduate advisory committee and other faculty committees of the graduate process (such as examination committees, thesis committees, program graduate faculties, etc.) operate under Sturgis Rules of Order: the chair of the committee convenes and presides at meetings, a simple majority vote prevails, and the chair must vote or must resolve tie votes. In the event a committee dispute arises, the graduate dean will define the process for resolution of the issue.

The student may request a change in the advisory committee membership by petitioning the graduate dean through the graduate coordinator. Final disposition of such petitions is at the discretion of the graduate dean.

## Graduate Degree Planning Degree Plan

In accordance with departmental program requirements and with the advice of assigned graduate advisors, the student must complete a degree plan, signed by the student, all advisory committee members, the graduate coordinator and college dean before the end of the first semester of enrollment. This degree plan is to be filed in the Graduate School office.

Any graduate course taken prior to filing a degree plan must be approved by the graduate advisory committee, the graduate coordinator and the college dean before it can be accepted as a part of the student's degree plan.

The student may be required by the advisory committee or by the program graduate faculty, to take qualifying or field examinations before

preparing a degree plan. If the graduate coordinator or advisory committee finds that the student's undergraduate background is deficient for advanced work in the graduate program, the student may be required to take specific leveling courses. Undergraduate deficiencies and recommendations for removing them must be included in the degree plan. The student and the chair of the graduate advisory committee have a joint responsibility to ensure that the deficiencies are remedied as soon as possible.

## Advancement to Candidacy

A student's advancement to candidacy requires the filing of a degree plan approved and signed by all members of the graduate advisory committee, the graduate coordinator, the college dean and the graduate dean, and completion of 12 hours of graduate course work.

At the time of advancement to candidacy, the student must have a cumulative graduate grade point average of 3.0. The student's degree program must: (1) meet all of the requirements of the chosen catalog; (2) include any undergraduate deficiencies and required courses specified on the student's evaluation for admission; (3) include all examinations and information requirements; and (4) be recommended by the student's advisory committee, graduate coordinator and college dean. If, in the judgment of the graduate dean, the degree program is not satisfactory, it may be returned to the student's graduate advisor for revision or remedy.

When the degree plan has been approved by the graduate dean and 12 graduate hours have been successfully completed, the student will be advanced to candidacy for the master's degree. Advancement to candidacy is required before a student may take comprehensive examinations, submit a thesis for review or apply for graduation.

All requests for modification in the final degree plan must be recommended by the majority of the graduate advisory committee, the graduate coordinator and college dean, and then presented for final approval to the graduate dean.

## Time Limits

A master's degree cannot be completed in less than two semesters. All work for the degree, including the final examination(s), must be completed within six years from the semester of first enrollment.

### **Leave of Absence**

If a situation arises where a student must stop pursuing a graduate degree due to personal reasons, he or she may apply for a leave of absence. The application for such must be in writing and supported by the student's advisory committee and program graduate coordinator. Such requests must specify the reason for the leave and the specific length of leave of absence requested. This request, along with supporting documentation from the advisory committee and the graduate coordinator must be submitted to and discussed with the graduate dean, who has final authority in granting or denying such requests. If a leave of absence is granted, the time limit on degree completion will be adjusted accordingly. Only one leave of absence may be granted and the leave cannot exceed two consecutive years. Upon return, a student who has been on leave must complete a readmission form in order to be reactivated in the administrative system.

### **Residence Requirements**

Residence for a degree may be satisfied by three enrollments of no less than six hours each, two enrollments of eight hours each or one enrollment of 12 hours. Residency is not required for students pursuing the Master of Business Administration degree (M.B.A.) in the College of Business, the Master of Education degree (M.Ed.), or the Master of Special Education (M.S.E.) in the School of Education.

ENMU On-site and Interactive Instructional Television courses are considered resident credit.

### **Language Requirements**

All students must demonstrate an adequate command of written and spoken English. Some degree programs require the student to demonstrate proficiency in a second language or in statistics.

### **Thesis and Non-Thesis Plan of Study**

Two plans of study for a master's degree are offered: the thesis plan and the non-thesis plan. Both plans are available in all areas offering graduate work except as otherwise stipulated by a given program. The non-thesis plan requires a minimum of 32 hours of graduate course work. The thesis plan requires a minimum of 24 hours of graduate course work plus a six-hour thesis or

its equivalent. The thesis plan may involve a traditional thesis project or some similar project approved by the graduate advisory committee, the graduate coordinator, the college dean and the graduate dean.

### **Thesis Plan**

The Graduate School has published a general statement titled "General Thesis Guidelines" for the preparation and submission of the thesis. In addition, each program has certain expectations for the thesis process, and has prepared special regulations for use by students. Students should secure a copy of the appropriate regulations from the graduate coordinator as well as the "General Thesis Guidelines" from the Graduate School and follow them.

Each candidate choosing the thesis plan must submit a thesis or an appropriate alternative project which provides evidence of sound scholarly method and demonstrates the student's capacity for research, professional application or creative production.

The student must submit for approval by the graduate dean a prospectus defining a thesis topic and research design signed by the student and all members of the graduate advisory committee, the graduate coordinator, and college dean before beginning the project. The prospectus must include a statement defining the nature and purpose of the project, the resources needed for completion of the project, the approximate project schedule and a discussion of those other matters appropriate to the research or project definition.

Students must complete a minimum of six hours of Master's Thesis (599) credit. Having once registered for Master's Thesis, the student must continue to register for a minimum of one hour during each regular semester (exclusive of summer) until the final copy of the thesis is approved by the graduate dean. A student who fails to register for at least one graduate hour in every semester after beginning thesis work must pay the missing tuition and fees before graduating.

### **Responsibility of Graduate Advisory Committee for Thesis**

The advisory committee chair, with the advice and consent of the members of the graduate advisory committee, is responsible for the supervision of the proposed thesis or project, formal reports of progress, and submission of the completed manuscript or report. In the event



of differences of opinion between thesis committee members, the chair shall resolve the issue.

The graduate advisory committee chair has full responsibility for assuring the Graduate School that the thesis conforms to stylistic, grammatical, and substantive requirements of the department before signing and before allowing the thesis to be forwarded for approval. A student should allow members of the graduate advisory committee a reasonable amount of time (a minimum of two weeks) to read and critique the thesis or project report drafts and must assume full responsibility for making corrections and changes as recommended.

Students attempting to complete theses or projects in absentia must recognize that theirs is the responsibility for processing the drafts and other documents. If graduate faculty, students, or others are willing to aid a student in absentia, it is at their discretion, and the Graduate School has no obligation to support the process nor to assist the student in resolving possible conflicts that may arise later.

### **Reading Copy**

Each thesis or project candidate must present a reading copy of the final draft of the thesis or report of project approved by the graduate advisory committee and college dean to the graduate dean for final approval before an oral defense of thesis or project is scheduled and the final copy of the thesis is typed.

The reading copy of the thesis is due in the Graduate School no later than six weeks prior to the last day of the fall or spring semester, or no later than four weeks prior to the last day of the summer session. Drafts submitted past these deadlines will be considered for future semester completion.

### **Final Thesis**

Two originals of the approved final thesis, together with two originals of the abstract of the thesis (not to exceed 500 words) signed by all members of the graduate advisory committee, the graduate coordinator and the college dean, must be submitted to the Graduate School ten days prior to the last day of the fall, spring or summer semester. Failure to meet the deadline will delay graduation. Final grades for thesis may not be given until two copies of the final approved thesis are delivered to the Graduate School. A certificate signifying official acceptance by the University will be signed by the graduate dean and must be

included in the bound edition of the thesis. One of the thesis copies is for circulation, and the other will be deposited in Special Collections at the Eastern New Mexico University Golden Library. If the student wishes extra copies, independent arrangements should be made. A bindery fee must be paid to the Business Office cashier and the receipt presented at the time of thesis submission in the Graduate School.

### **Grading of Thesis/599 Hours**

Thesis hours (599s) are assigned S/U grades based on a student's progress. If for reasons beyond a student's control, no progress was made, a grade of "I" can be awarded (see guidelines for awarding special grades in this catalog). Both the grade of "U" and "I" will count against a student's completion rate for financial aid award determinations. Thesis hours awarded a grade of "U" or "I" cannot be used to meet degree requirements. Receipt of a grade of "S" does not insure acceptable level of performance, only progress.

### **Change of Thesis or Non-thesis Plan of Study**

After the advancement to candidacy or filing of the formal degree plan, a change between a thesis and non-thesis plan of study may be made only with the approval of the student's graduate advisory committee, the graduate coordinator and the graduate dean via a new degree plan and advancement to candidacy.

### **Graduate Examinations**

The completion of a graduate degree requires several examinations, according to the dictates of the college, the department or the graduate advisory committee. The development of the program's graduate examination process is the responsibility of the program's graduate faculty, while the administration and grading of examinations may be delegated to a subcommittee of the program faculty or to the student's graduate advisory committee.

Final examinations of a comprehensive nature may be required of all students, but are required of those electing the non-thesis plan. At the discretion of the program graduate faculty and subject to review by the graduate dean, comprehensive examinations may be written and/or oral. Some programs provide the option of an oral examination following a written examination

to resolve issues of student knowledge not clarified in the written results. A final oral examination on the thesis or related project is required for the thesis plan.

The comprehensive examinations must be taken within 12 months after completing the last course on the degree plan. At the time of taking the final examination, graduate students must be advanced to candidacy and have an average of at least 3.0 on all coursework required on the degree plan.

All comprehensive written and oral examinations, including the thesis defense, must be publicly announced five University work days in advance. This notice must be published in the *Monday Memo* and posted in the buildings that house the program and the Graduate School. The Graduate School must be notified before a student takes the final written or oral examination to ensure qualification of the student for the exam. It is the responsibility of the student and the chair of the advisory committee to schedule the oral defense of the thesis. Oral examinations are directed by the chair of the student's advisory committee and are open to auditors. Written examinations will be kept on file for a period of one year.

A report concerning the outcome of the final examination signed by the chair of the examining committee, the graduate coordinator, and the college dean must be sent by the graduate coordinator to the graduate dean and to the student ten days prior to the last day of the semester. This report must contain one overall grade of pass or fail for the final examination. Students who fail the final examination are eligible to retake the examination one time only. This retake may occur only within the student's six-year limit. The second exam may not be taken before the following semester and before remediation of any deficiencies identified by the graduate advisory committee. Candidates who fail the exam the second time are automatically dismissed and are no longer eligible to participate in graduate study in the program as degree-seeking students.

A student who wishes to appeal her or his dismissal shall address the appeal to the graduate dean. The written request and rationale for the appeal shall be submitted within five working days from the receipt of the written notification from the graduate dean.

When such an appeal is received, the graduate dean shall appoint a committee consisting of

graduate faculty to hear the appeal and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to ensure that University policies and procedures were followed and make a final determination about the dismissal or suspension of the student.

If the student does not appeal, the dismissal is implemented immediately and recorded on the student's official record.

If the final disposition of the case results in suspension or dismissal from the program and the student applies for admission to another graduate program at ENMU, the facts and records will be reviewed by the graduate faculty in considering admission into another program.

## Second Master's Degree

It is possible for a student to earn more than one master's degree at the University if admitted to two graduate programs. If a student wishes to pursue two degrees concurrently, separate degree plans must be prepared and approved for each program.

If a student wishes to pursue a second degree after having already completed one degree, she or he must file a new application to the Graduate School and a new degree plan. Duplication of course work will not be allowed to fulfill degree requirements for two master's degrees. Graduation fees will be required for each degree awarded.

## Standards of Scholarship

Because the graduate faculty continually strive to achieve excellence for the Graduate School, they have set high standards for themselves and their students. The graduate faculty fully expect graduate students to maintain a high level of performance in the program in which they are enrolled. The faculty expect each student to maintain a cumulative graduate grade point average (GPA) of at least 3.0 in all courses taken as a graduate student.

The cumulative 3.0 GPA rule shall apply to the following: (a) the GPA for all graduate course work taken; (b) the GPA for all graduate course work taken in the field of study; and (c) all course work taken to complete the graduate degree, including all leveling course work on the degree plan.

No degree plan may include more than three hours of graduate course work with a grade of

“C” and students must achieve a “B” in all core courses listed on their degree plan. Some programs may have more restrictive standards.

### **Academic Standing Regular Status**

To maintain regular status, a student must maintain a minimum 3.0 GPA in all graduate work, perform adequately in all required examinations, and meet all requirements by the time limits set forth in the Graduate School calendar and by the specific degree program.

### **Probation Status**

Whenever a graduate student’s cumulative graduate GPA indicates failure to make satisfactory progress, the student is considered scholastically deficient and may be placed on scholastic probation on such terms as the graduate dean shall designate.

Specifically, a student who has completed 1-6 hours and whose cumulative GPA is below 3.0, but at or above a 2.5, will be placed on probation by the Dean of the Graduate School. The probationary students must raise their cumulative graduate GPA to a 3.0 within the next six hours of graduate enrollment. Failing that, the graduate dean will suspend the student.

Students must understand that scholastic probation grants them conditional permission to continue in the Graduate School after they have become scholastically deficient, but that such permission is predicated upon the expectation that students will make every effort to return to regular standing.

### **Suspension**

The graduate dean shall suspend a graduate student who has completed twelve or more graduate hours with a cumulative GPA of less than 3.0 in her or his major or with a cumulative overall GPA of less than 3.0. The Graduate School will deny further enrollment to any student whose GPA is below 2.5.

### **Clemency Policy**

Students who have previously unsuccessfully attempted graduate work at Eastern New Mexico University and who are currently ineligible for readmission due to a poor academic record may exclude from current work their past academic record by applying for clemency under this policy. To be considered for this policy, a student must not have attended Eastern New Mexico University or any of its branches or learning

centers during the last seven or more years and be readmitted through normal channels. Such students will be readmitted with conditional status.

### **Procedure**

Students who meet the above criteria may apply for clemency in the Graduate School. No courses taken prior to the students' return will be counted as credit towards their degree. Stipulations of granting clemency are:

1. The policy pertains to the calculation of the GPA for progress toward degree completion only.
2. Grades earned before clemency *will continue to show on the students' records* and a statement will be added to their transcripts to explain the action taken.
3. Students can apply for clemency only once and it is not reversible.

### **Attendance**

Students are expected to attend all sessions of each course for which they are enrolled. Policies for class attendance are determined by each instructor and it is the students' responsibility to abide by these rules.

### **Numbering of Courses**

Courses numbered 400 are generally senior undergraduate courses. Courses marked 400/500 may be taken for undergraduate or graduate credit; however, graduate credit enrollment requires additional work. Courses offered at the 400/500 level may not be taken to satisfy both undergraduate and graduate degree requirements. Courses numbered 500 are specifically for graduate credit and may not be taken for undergraduate credit. Once a final grade has been assigned for a 400/500 level course which is offered both at the undergraduate and graduate level, the level of credit cannot be changed. Undergraduate courses shall not count toward the graduate degree.

### **Graduate Study by Undergraduate Students**

Courses numbered 500 are not open to undergraduate students unless they are seniors in their last semester of undergraduate work, or have been accepted into the five-year chemistry program. Such students may register for appropriate courses for graduate credit (400/500,



500) if they are (1) enrolled in the final semester of their undergraduate work, (2) taking sufficient work to complete all requirements for the baccalaureate degree, (3) have a cumulative GPA of at least 3.0, and (4) are approved by the instructor, graduate coordinator and Graduate School. Students wishing to earn graduate credit on this basis must obtain a signature from a Graduate School representative on their courses request form during registration. The total combined enrollment in undergraduate and graduate work must not exceed 16 hours for the regular semester or nine hours for the summer session. Graduate work taken under this provision may not be used to meet undergraduate degree requirements.

## Maximum Enrollments

A normal maximum amount of credit earned by a graduate student per regular semester is twelve hours and six hours maximum in one four-week summer session with a total of 9 for the entire eight-week summer session.

Full-time graduate assistants should enroll for a minimum of nine graduate hours unless the student and the advisor petition and the graduate dean concurs that the student has an appropriate academic load not reflected in the student credit hour load. Overloads must be approved by the graduate dean.

## Change of Catalog

The University may make changes and exceptions to this catalog provided proper administrative and governance procedures are followed, and affected persons are given a reasonable opportunity to petition for exceptions.

Students may change to the degree program in a catalog later than the one in effect when they entered the graduate program, provided written statements prepared with the advice and consent of the students' graduate advisory committees and recommended by the college dean are submitted to the Graduate School for approval. In the event the request is approved, the students accept all regulations, requirements and curricula in the new catalog.

Once the graduate dean approves the students' requests to change to the new catalog, students may not return to the earlier catalog.

## Grading System

Grades are based solely upon performance and are not negotiable.

In computing the grade-point average, the total of credits for which the grades of A, B, C, D or F have been earned is divided into the total number of grade points earned.

- A. The "A" grade indicates that the quality of work has been exceedingly high and more than the minimum amount of work has been done. An "A" grade is worth four grade points per credit hour.
- B. The "B" grade indicates that the quality of the work has been adequate, that all the assigned work has been properly and correctly done, and that classroom performance on tests, recitations, reports, etc. has been consistently average. A "B" grade is worth three grade points per credit hour.
- C. The "C" grade indicates that the quality of work is below graduate standards. No more than 3 graduate credit hours of "C" will count in a degree plan for a master's degree. A "C" grade is worth two grade points per credit hour.
- D. The "D" grade indicates clearly inferior performance. A "D" grade is worth one grade point per credit hour.
- E. The "F" indicates failure and is given in cases of exceptionally poor performance. An "F" grade is worth no (zero) grade points per credit hour.
- F. Graduate students may not apply the credit for a course in which they received a grade of "D" or "F" to fulfill their degree requirements; however, the grade points will be calculated in the cumulative GPA.

## Special Grades

Special grades are not computed into the student's cumulative GPA. Special grades awarded to graduate students include S/U-Satisfactory and Unsatisfactory and I-Incomplete. The S/U grading system is used for thesis hours and all workshops.

The "I" grade is given for passing work that could not be completed due to circumstances beyond the student's control. The following regulations apply to "I" grades.

1. In no case is an "I" to be used by faculty to avoid the assignment of "C," "D", or "F" grades for marginal or failing work.

2. The instructor will submit a copy of the signed incomplete “contract form” to the Registrar showing what must be done to make up the “I.”
3. An “I” not made up by the last day of the next semester shall remain on the transcript.
4. Removal of an “I” is accomplished by the instructor submitting a change of grade form to the Registrar when the work has been completed. An “F” grade may be given for inadequate work or work not completed in a timely fashion. A student cannot remove an “I” by re-enrolling in the course. Repeating a course will give the student a new grade but will not remove the “I” from the previous registration.
5. An “I” grade will not replace an “F” grade for grade point average determination.

### **Correction/Review of a Grade**

A grade may be changed only if an error has been detected in the calculation or recording of the grade. No grade change request will be considered after a period of one calendar year following the recording of a grade on the transcript. The principle of academic freedom dictates that a faculty member is responsible for and has authority over grades that he/she assigns, and over the criteria by which the student is evaluated. However, the University has developed a grade review procedure that allows for an objective review of a disputed grade. The specific Policy for Review of Grades is available in the offices of the college deans, the Office of Academic Affairs, or in the Graduate School.

### **Repeat of a Course**

A course may be repeated only once to improve the GPA by voiding the previously received grade. Any student who wishes to take advantage of this policy must file an official “Application to Repeat Form” at the time of registration.

A repeat course must correspond in number, title, and description to the original course taken, or official approval must be obtained in advance from the instructor, graduate coordinator, and graduate dean that the proposed course is an acceptable equivalent. A course of one type may never be repeated by a course of another type, e.g., an individual research course for a regularly scheduled classroom course, etc.

Both course enrollments and grades will appear on the transcript, but only the last grade earned will be used to calculate the cumulative grade point average. Where there is a difference of hours of credit or of course number level, the value of the repeat course will be used for the purpose of calculating the cumulative grade point average and in determining the satisfaction of degree requirements.

A grade of “I” for a repeat course will not replace a previous grade.

Withdrawal from a repeat course shall cause the repeat to be canceled and the previous academic record shall remain valid.

### **Change of Enrollment – Adding or Dropping Courses**

The registration of a student may be changed upon the student’s request with the graduate coordinator’s or advisory committee chair’s approval. A student may change the registration by adding and/or dropping courses or by withdrawing from a course. All exceptions to these policies must be approved by the graduate dean.

A student may add or drop courses during the period of time specified in the University Calendar. A course which is dropped during this period will not appear on the student’s transcript. A student may not add courses after the late registration deadline has passed.

### **Withdrawal from the Graduate School**

Graduate students must notify in writing the Counseling and Testing Office of their intention to withdraw. The Counseling and Testing Office, 562-2440, will notify the Graduate School of the student’s intent.

A student who is forced by an emergency to leave the University without officially withdrawing should notify the Counseling and Testing Office requesting an administrative withdrawal. In the event that the student is incapacitated, the parents, guardian, or spouse may initiate the request on the student’s behalf.

## Challenging Graduate Courses

A graduate student may not challenge a graduate course.

## Auditing Courses (Enrollment for No Credit)

Students earn no credit for courses that they audit. Students may audit a course or courses while concurrently enrolled in other courses for credit. Class attendance and participation requirements for an auditor are to be determined by the instructor of the course. Courses audited will appear on the student's transcript as "NC," with no credits recorded and no grades assigned. Courses enrolled in for "NC" may only be changed to "credit" during the drop/add period and may not be changed at a later date. Tuition and fees are the same for audits as for credit.

## Workshops and Individual Research

Students may apply a maximum of four semester hours toward a degree for courses entitled Individual Research (579). For Workshop (569) courses, a maximum of six semester hours is applicable. Students may apply no more than nine credits earned in courses assigning grades of "S" or "U" not including thesis. The graduate advisory committee and the graduate dean determine which among these courses, if any, are acceptable in a degree plan.

## Off-Campus Courses

A limited number of off-campus courses in the form of instructional television and extension courses are offered. All students taking courses off-campus or by ITV for graduate credit must be admitted to the Graduate School prior to enrollment in the class. Students who plan to apply off-campus or ITV courses to a degree plan should get the approval of their graduate advisory committee before taking the course. The instructor and the course must be approved by the graduate dean before any off-campus course can be offered for graduate credit.

## Off-Campus Degree Programs

The University Graduate School offers off-campus master's degree programs in education and business in several communities in the region. These programs may require the student to travel to the Portales campus for course work and other academic activities. Information about each program and its current scheduling and requirements may be obtained by contacting the appropriate college. Continuation of these programs is dependent upon the availability of adequate funding and enrollments and appropriate state policy for off-campus degree programs.

## Graduation

Graduate students completing their degrees must apply for graduation with the Records Clerk of their college by Friday of the fourth week of classes for a fall or spring semester or Friday of the second week of classes for a summer session in which they intend to complete all requirements for their degree. The application for graduation must be approved by the advisor, graduate coordinator, college dean, and the graduate dean. Graduate students on the thesis plan must submit complete approved final copies of the thesis to the Graduate School ten days prior to the last day of the semester before the graduate dean will approve graduation. Deadlines for submitting final copies of the thesis, reporting outcome of comprehensive exam(s) and/or thesis defense, and applying for graduation are printed in the University Calendar in the current class schedule. Graduation fees are published in the Tuition and Fees section of this catalog.

Students must have an overall graduate GPA of 3.0 to graduate. Graduate degrees carry no "honors" designation.

## Commencement

The University offers formal commencements in December and May of each academic year. Students wishing to participate in commencement must make application in the Office of the Registrar by the end of the fourth week of classes in the fall or spring semester. Students completing graduation requirements in a summer session may participate in either the preceding May commencement or the following December commencement. Any other exceptions must be approved by the Vice President for Academic Affairs through the Dean of the College in which the degree will be awarded.

## Veteran's Standards of Progress

Courses at the University are approved for certification of veterans, active military personnel, and eligible dependents for educational assistance under the G.I. Bill, the Vocational Rehabilitation Program, and Veteran's Educational Assistance Program (VEAP).

The VA Certifying Official in the Registrar's Office, Administration Building, Room 105, provides the required certification services. It is the veteran's responsibility to confirm details of certification with the Veteran's Certifying Official. This certification is necessary for each term of attendance in order to initiate veteran benefits.

For certification purposes, the following load requirements are specified:

	<b>Graduate Credit Load</b>	<b>Benefits Allowed</b>
<b>Regular Semester</b>	12	full pay
	7-8	3/4 pay
	5-6	1/2 pay
	less than 6 in-service	tuition only tuition only
<b>Summer Session</b>	6	full pay
	4	3/4 pay
	3	1/2 pay
	less than 3 in-service	tuition only tuition only

After proper certification has been approved by the VA Certifying Official, persons receiving veteran benefits are required to be seeking a degree in order to continue receiving benefits. In addition, students must satisfy VA requirements as stipulated by law.

Application for advance pay must be submitted 45 days in advance. Regular monthly payments are made at the end of each month.

## Graduate Assistantships

Graduate assistantships offer valuable paraprofessional experience and financial support. The graduate assistant should be regarded as a qualified graduate student providing service as a part of a learning program; that is, a graduate student's program of study is primary; her or his role as an employee is secondary. Graduate assistants are assigned to roles in instruction, professional service, research, creative production or university service.

Graduate assistantships are available in most programs offering a master's degree curriculum. The number of assistantships, their assignment to particular programs and the amount of the stipend is dependent upon the availability of funds. Interested students should apply directly to the graduate coordinator for the program to which they are seeking admission or have been admitted. Application forms may be obtained from the Graduate School and should be submitted to the program as early as possible following application for admission. For full consideration, applications should be submitted no later than February 15.

## Application and Determination of Qualifications

In order to qualify for graduate assistantships, students must be admitted to the Graduate School in good standing. The applicants must meet all general admission requirements and have an acceptable (3.0) undergraduate or graduate GPA. Applicants must identify the degree they wish to pursue and meet all the specific requirements for that program. They must also be admitted to the program by the program graduate faculty.

Under certain circumstances, a first-semester graduate student who is classified as conditional may be granted a one semester graduate assistantship if the graduate faculty of the program so recommend after reviewing the student's undergraduate subject area GPA, relevant work experience, and/or other evidence of the student's potential to succeed in graduate work. In order to get an assistantship for subsequent semesters, a conditional student must achieve regular standing by the end of the first semester at the University.

## The Workload

The workload for a full-time graduate assistant during a regular semester is 20 hours per week. Departments have the discretion to offer less than full-time appointments and may choose to make appointments on a semester to semester basis. A limited number of assistantships are available during the summer session and require 10 hours of work per week or teaching one 3-4 credit hour course. Full-time graduate assistants desiring outside employment should seek prior approval of the graduate dean.

## The Stipend

For the current amount of the stipend, consult either the Graduate School or the graduate coordinator for the program. The University waives out-of-state tuition for non-resident graduate assistants, but they must pay resident tuition and fees.

## Enrollment for Graduate Assistants

In order to be appointed as graduate assistants, a student who receives a full-time assistantship must enroll for at least nine hours of graduate coursework each semester unless the graduate dean determines that the student has an appropriate academic load not reflected in the student credit hour load. Up to six hours of the mandatory nine semester hours may include leveling work detailed on a student's degree plan. A part-time graduate assistant must enroll for at least five hours of graduate coursework each semester. A summer student who receives a full-time graduate assistantship must enroll in a minimum of six graduate credit hours, and a part-time assistant must enroll for a minimum of three graduate credit hours. A full-time graduate assistant may not register for more than nine hours without the permission of the student's graduate advisor, graduate coordinator, college dean and graduate dean.

## Continuation as a Graduate Assistant

Graduate assistantships are usually granted for a designated period of appointment. Appointments are offered in the form of contracts for a maximum of nine months (a full academic year), although under certain circumstances



programs may make appointments of one semester with reappointment conditional upon such matters as satisfactory academic and work performance. Academic year assistantships are subject to review for qualification and performance at the end of the first semester. In any event, the specific terms of a particular assistantship will be spelled out in the "Assistantship Recommendation and Contract." Ordinarily, appointments as graduate assistants are not granted to the same student for more than two years of full-time assistantship equivalency.

## **Resignation**

Should a graduate assistant choose to resign and/or to totally withdraw from course work for any reason, written notification must be submitted to the graduate coordinator, graduate advisor, college dean and the graduate dean immediately.

## **Termination of the Assistantship by the University**

### **Dismissal Due to Lack or Loss of Eligibility**

The graduate dean may terminate, without appeal, an assistantship at any time in the event that the graduate student becomes ineligible for any of the following reasons:

- 1) completion of degree requirements;
- 2) unsatisfactory academic performance (including academic dishonesty or allowing the cumulative GPA to fall below 3.0);
- 3) reduction of the course load below the minimum requirements without approval of the graduate dean

### **Dismissal Due to Performance or Absenteeism**

The faculty in a graduate program may recommend to the graduate dean through the college dean, termination of an assistantship for the following reasons:

- 1) unsatisfactory performance in carrying out the duties of the appointment in the judgment of the graduate coordinator, faculty supervisor, or department chair; or
- 2) unjustified absenteeism from duties more than five working days in any given semester.

If such reasons exist, the graduate dean shall notify the appointee in writing of the departmental recommendation to terminate the assistantship and ask the appointee to respond in writing within five working days of intent either to accept or to appeal the termination.

## **The Appeal Process**

If the appointee chooses to appeal a dismissal due to absenteeism or performance, a written appeal and the resolution sought should be submitted to the graduate dean within five University working days.

Upon receipt of the written appeal, the graduate dean will convene the Graduate Student Academic Appeals Committee to act on the appeal. This Committee shall hear the appeal and make a recommendation to the graduate dean about the disposition of the appeal. The graduate dean shall then consider the appeal and make the final decision about the termination of the appointee.

## Federal and State Financial Aid

When students and their families find they are unable to meet all of the educational expenses and need additional assistance, the University can provide some limited financial aid.

To ensure that their financial needs receive the full attention of the financial aid officer, students should make their applications no later than March 1. Note: Some programs specify an earlier date; study the program calendar to be sure your application is presented promptly. The Director of Student Financial Aid will consider applications received after March 1, but the decision will be affected by how much money is available.

Students may apply for aid prior to enrolling, but their admission must be completed before aid will be granted. Students must be enrolled for at least a half-time course of study.

To receive student aid, all application forms for financial aid must be completed fully and accurately, and the forms must be documented with proper financial statements, as requested.

To continue to receive student aid, students must maintain satisfactory academic progress as determined by the University's definition of "regular standing" in this catalog (see page 24). Graduate students who fail to maintain at least a 3.0 GPA risk losing their financial aid.

Students not in good standing are automatically denied financial aid by the Director of Student Financial Aid. Students turned down for aid may appeal this decision in writing to the Director.

Students who wish further information about the various forms of financial aid or who desire application forms should write to the following address:

Director of Student Financial Aid  
Eastern New Mexico University  
Station 20  
Portales, NM 88130

## Grants

The University provides limited assistance in the form of room and participation grants for first-year graduate students. Room grants allow a reduction for University-owned apartments, and participation grants allow a reduction in tuition and fees. Students interested in a room or participation grant should contact the graduate coordinator for their graduate program. Individuals receiving full-time graduate assistantships do not qualify for either grant.

## Fellowships

ENMU offers a limited number of graduate fellowships. For information and applications, contact the Graduate School at (505)562-2147.

## Tuition

Tuition is a charge that helps to defray the costs of the education offered at ENMU. Student fees are added to the basic tuition rate to enable ENMU to offer student related services such as Health Services, Student Government, board of activities and other student activities. These fees are mandatory.

Tuition and student fees are charged according to the number of credit hours carried by a student; auditors (those enrolled in a course for no credit) pay the same as students enrolled for credit. All charges are payable at registration unless arrangements have been made with Accounts Receivable. Students who request a deferred contract payment plan must pay one-third of the total charges initially, with the balance payable in two equal monthly installments. A student must be enrolled in a minimum of six credit hours to be on the deferred payment plan. A contract fee of \$10 will be assessed. Student registration is not complete and enrollment is not official until payment is made.

Each student, regardless of payment method (Financial Aid, Scholarship, Contract, Special Billing, Tuition Waiver, etc.), is solely responsible for ensuring that proper payment and/or payment arrangements have been made for her or his account by the payment deadline, listed in the current Class Schedule. Once payment and/or arrangements have been made, a confirmation receipt will be issued by Accounts Receivable or the Cashier. This confirmation receipt will activate the registration. Registration will be canceled for students who have not followed these procedures by the printed deadline.

**It is the student's responsibility to make sure the Registrar's office has her or his correct mailing address on file. The University cannot be responsible for cancellation of a student's registration due to mail problems.**

All tuition and student fee charges as well as course fees and special services fees are subject to change without notice. Students with a Bachelor's degree will be charged graduate rates regardless of the level of class enrolled in, unless they have applied, and have been accepted for, post-Baccalaureate admission status (see ENMU's undergraduate catalog for details). Students in this category may not take graduate courses. Tuition and Fee Schedules change according to Legislative and/or Board of Regents'

action. Up-to-date tuition and fees schedules can be found in the current semester Class Schedule or by calling 1-800-FOR-ENMU, extension 5.

## Withdrawal from the University – Financial Responsibility

Once a student registers, he or she is responsible for the total charges assessed regardless of whether the deferred contract payment plan is used. Refund percentages are applied to total charges assessed and not the amount paid. This means that a student who withdraws before paying all contract payments may receive a bill rather than a refund. Not attending classes does not constitute official withdrawal.

## Tuition Reduction

A student may be eligible for a senior citizen discount if he or she is 65 years of age or older and a New Mexico resident. The Office of Admissions requires evidence of eligibility. The cost per credit hour up to six hours will be \$5.00.

## Tuition and Student/Course Fee Refund Policy

The refund schedule shown below is based on the first day of the semester, not on the initial class meeting.

The refund schedule is as follows:

- Refund of 100% on tuition and student/course fees through the first week of class.
- Refund of 90% on tuition and student / course fees from the end of the 100% through the first 10% in time of the period of enrollment.
- Refund of 50% of tuition and student/course fees between the end of the first 10% in time of the period of enrollment and the end of the first 25% in time of enrollment.
- Refund of 25% of tuition and student/course fees between the end of the first 25% in time of the period of enrollment and the end of the first 50% in time of enrollment.

Specific dates are published each semester in the Class Schedule.

A pro-rata refund will be applied for students of Title IV aid who are attending ENMU for the first time. Examples of the refund policy and application may be reviewed in the Office of Financial Aid.



## Tuition Refund Appeals Procedure

A withdrawing student must submit a written appeal to the Vice President of Business Affairs explaining individual circumstances that would warrant an exception to the published refund policy. The Vice President will make the decision to approve or deny the appeal.

## Collection Agencies

Following the end of each semester, students who have delinquent account balances may receive a series of itemized statements requesting payment. Failure to receive a bill from ENMU does not relieve the student of the responsibility for payment. If payments or arrangements are not made on a timely basis, the account may be placed with a collection agency. A collection fee will be added to the account. If ENMU obtains judgment from a court of competent jurisdiction, the debtor shall also be liable for the collection agency fee as well as reasonable court costs and attorney's fees.

## Methods of Payment

Checks or money orders should be made payable to Eastern New Mexico University and mailed to :

Business Office  
Eastern New Mexico University  
Station 4  
Portales, NM 88130

Please do not mail cash. All payments should have the student's name and ENMU ID number or Social Security number on the check.

Other payment options are:

1. In person at the Cashiers in the Administration Building.
2. Drop box in front of the Administration Building.
3. Payment by credit card (VISA, Master Card, American Express, and Discover).
4. Financial Aid/Scholarship payments.

## Resident\Non-Resident Status

For tuition purposes, a resident is defined as a student who meets each of the following qualifications:

1. The student has been continuously domiciled in New Mexico for a period of not less than 12 months immediately preceding the semester for which he is petitioning.
2. The student has both declared and proved intent to become a permanent resident of the state.
3. The student is at least 19 years old.
4. The student is financially independent of parents; that is, the student was not counted as a dependent on the tax return of the parents for the tax year immediately preceding the year in which the student applies for residency or the student is 23 years of age or older.

Federal and military service employees and their dependents are governed by different rules. Persons in these categories should contact the Director of Admissions.

Out-of-state tuition is not charged to any student during summer sessions, nor is out-of-state tuition charged to students taking six or fewer semester credit hours during any enrollment period.

Students who wish to have their residency status changed must submit a petition 30 days

### Fees

Application for admission .....	\$10.00
Bindery (master's thesis, project, etc. per copy) .....	\$7.00
Graduation fee (mandatory) .....	\$10.00
Cap and Gown .....	\$30.00
Replacement diploma .....	\$9.00
Health and Accident Insurance	
U.S. Residents (Coverage Optional)	
Fall .....	\$102.00
Spring/Summer .....	\$102.00
International Students	
(Each Semester's Coverage is Mandatory)	
Fall .....	\$125.00
Spring/Summer .....	\$125.00
Identification card (required) .....	\$3.00
Replacement of ID card .....	\$10.00
Installment Contract .....	\$10.00
Reinstatement Fee .....	\$50.00
Returned check handling .....	\$15.00
Validation of a course (per credit hour) .....	\$15.00

prior to the semester for which they wish the change in status. The latest date a petition can be accepted is three weeks after the first day of registration. Students should submit their petition prior to registration to expedite the process.

Petition forms and further information may be secured from the Office of Admissions in the Student Academic Service Building.

## **Graduate Student and Family Housing**

The University offers housing to fit the needs of almost every student, single or married. The University realizes that families and graduate students have different requirements from those of single undergraduates and has a selection of low cost housing available.

Rents are due on or before the tenth day of each month. All utilities are furnished, including cable TV and basic telephone. Most apartments are furnished. For more information, contact the Office of Housing and Residence Life in the Campus Union at (505) 562-2631 or 562-2632.

## **Student Delinquent Accounts and Loans**

Transcripts and other University records of any student or former student will not be released or delivered to the student, or to any other person, entity, or institution until the student's debts owed to the University and its affiliates have been paid or arrangements made satisfactory to the University. This policy is applicable to all debts including, but not limited to, student loans, as allowed by law.

## **Medical Insurance**

The University makes available to all students limited medical and hospitalization insurance at a reasonable premium rate. International students are required to have this medical insurance; however, other students may elect to purchase the insurance.

## Golden Library

Golden Library offers world-class information services designed to encourage study and research. The extensive collections of materials contain all media formats. "State of the art" technology is available to locate the materials contained in the Golden Library collections or in the collections of other libraries around the world.

The Library participates in two PASSPORT networks that allow faculty and students to visit and borrow materials from libraries throughout New Mexico and West Texas. Journal articles located in other libraries may be ordered on-line through interlibrary loan for the cost of photocopy charges; books are free.

The Library is open at least 94.5 hours per week during regular school sessions. A professional librarian is available to assist with research problems and to show patrons how to use the equipment at all times the library is open.

Extended Learning students have access to all the collections and services of the Library, including an extended learning librarian to assist them personally.

The Library staff cooperates with faculty to offer an extensive package of active learning modules designed to prepare students for research and life-long learning.

The Golden Library's on-line public access catalog (PAC) lists 1,600,000 monographic titles (books, annual reports, pamphlets, U. S. and New Mexico government documents, maps, films, phonograph records, musical and spoken compact disks, tapes, kits, etc.) that are available in the library. Bound journal volumes or microform volume equivalents are estimated at 750,000. The PAC lists over 6,100 journal titles owned by the Library. Over 70 on-line databases cover most fields of study and the databases in the health, computer, business, and general fields contain the full text of many of the articles they index.

Media Production assists faculty and students by preparing transparencies, 35 mm slides, videos, posters, banners, computerized presentation packages and more. Students pay only the cost of the materials used. Students may prepare their own productions, laminate a picture, use a computer or bind a report in the Library's Activity Center. The Instructional Resource Center (IRC) with its collections of textbook and curriculum adoption materials is open to students and teachers.

Comments and suggestions are encouraged and may be made through the on-line suggestions

box, e-mail, in writing, or in person to the Director of the library or any professional librarian.

## Llano Estacado Center for Advanced Professional Studies and Research

The Llano Estacado Center for Advanced Professional Studies and Research (LECAPSR) promotes and encourages research and scholarly activities on and off-campus. The office notifies faculty and staff of research funding possibilities and provides assistance in preparing grant proposals.

The Agency for Conservation Archaeology (ACA), a sub-division of LECAPSR, performs archaeological surveys and excavation for government and private agencies. ACA, in cooperation with the anthropology program, employs graduate students on various projects. Graduate students may enroll in internships under the supervision of the director of the agency.

LECAPSR administers the Blackwater Draw National Historic Site, Museum and Ecological Preserve. The site contains several strata of early cultures through archaic to historic cultural remains. The site is part of a prehistoric lake, spring and drainage system that provided Southern High Plains people with food, water and shelter for over 12,000 years. Research is still active at the site and recent testing sponsored by the Smithsonian Institution and the National Geographic Society indicates the existence of extensive deposits previously unrecognized and unexcavated.





## Business Administration

<b>Graduate Faculty:</b>	Ronald Blevins
	William Brunsen
	Janet Buzzard
	Dale Davis
	David Hemley
	John Humphreys
	Gerard Huybregts
	Mark Kellerman
	W. Randal McFerrin
	Donald Morris
	Kenneth Sanders
	Robert Sprague
	John Stockmyer
	Rudy Tarpley
	Jose Villarreal, Jr.
	Lee Weyant

**Degree:** **Master of Business Administration**

The Master of Business Administration (MBA) degree is designed to prepare individuals for responsible managerial positions in an increasingly complex business environment. Degree emphasis is placed on the development of managerial **generalists** rather than specialists and requires study in all major functional areas of business. The program is designed for either the thesis or non-thesis plan. Generally, persons interested in doctoral work and university teaching should pursue the thesis plan.

Admission into the program is based on three criteria: prior admission to the Graduate School, the candidate's undergraduate grade point average, and the results attained on the Graduate Management Admissions Test (GMAT). Candidates who have been admitted to the Graduate School and attain a GMAT score of 450 or higher are admissible into the program with approval of the graduate faculty. For those students who enter the program without a satisfactory GMAT score, the GMAT exam must be taken during the first semester of enrollment.

### MBA Program Description

The MBA program has three components: leveling requirements; eight core classes; and nine additional credits consisting of either approved elective courses or six hours or thesis credit plus three hours of elective credit.

### Leveling classes

An underlying assumption of the ENMU MBA degree is that students who enter the program have an academic background that would enable them to successfully complete the degree. Candidates with deficiencies in any functional area of business will be assigned leveling courses before being permitted to register for a graduate course within the functional area. These courses provide a broader knowledge base and background for courses required in the master's program. The concern of the College of Business (COB) is that the student have the necessary preparation to successfully complete the MBA program. The COB will accept various forms of documentation of the necessary competencies. The list below is not intended to be all-inclusive, but rather a sample of alternative methods of acquiring and demonstrating competency.

MBA students and prospective MBA students should consult with the Graduate Coordinator to determine the appropriate procedure for meeting the leveling requirements.

### Alternative forms of documenting competency

1. The student may enroll in accelerated graduate courses offered in the COB which reflect the content of specific undergraduate courses (see below).
2. Enroll and complete the traditional course(s) with a grade of "C" or higher.

3. Enroll and complete the course or comparable course(s) at a professionally accredited institution (ACBSP or AACSB) and complete it with a grade of "C" or higher. Such courses may be traditional courses, internet/web courses or correspondence courses.
4. Commercial products that are designed to allow students to master the leveling course(s) in some form of self-paced educational activity.
5. Other course(s) of study with prior written approval of the COB Graduate Committee.

If the student's knowledge of specific leveling course content is a concern, a competency exam may be required.

### Accelerated leveling program

To meet the needs of well-prepared graduate students who are motivated to complete the leveling requirements in a shorter but more intensive time period, the COB offers self-paced web courses, BUS 581 through BUS 588. This sequence of courses, when combined with BUS 330 and CIS 351, will meet the leveling requirements.

BUS	330	Production & Operations Management
BUS	581	Quantitative Foundations for Management
BUS	582	Managerial Foundations for Management
BUS	583	Accounting Foundations for Management
BUS	584	Statistical Foundations for Management
BUS	585	Marketing Foundations for Management
BUS	586	Legal Foundations of Management
BUS	587	Economic Foundations of Management
BUS	588	Financial Foundations of Management
CIS	351	Microcomputing for Business

### Traditional leveling approach

For those students who prefer to follow the more traditional approach, the following Eastern New Mexico University courses, or their equivalents, are minimum leveling requirements for a Master of Business Administration degree:

ACCT	201	Introductory Accounting I
ACCT	202	Introductory Accounting II
BUS	315	Business Law I
BUS	330	Production & Operations Management
CIS	151	Basic Computer Skills
CIS	351	Microcomputing for Business
ECON	221	Principles of Macro Economics

ECON	222	Principles of Micro Economics
ENG	325	Professional & Technical Writing
FIN	311	Corporation Finance
MATH	110	College Algebra
MGT	313	Organizational Behavior
MKT	301	Principles of Marketing
STAT	213	Statistical Methods

Note: Many of the leveling courses or equivalents are offered at other two-year and four-year institutions. Students should consult with the graduate coordinator to determine acceptability of courses offered by other institutions.

### MBA Program Requirements

#### Core requirements

The following eight core courses must be completed for graduate credit by each candidate except as described below:

#### Fall Schedule

ACCT	551	Managerial Accounting
BUS	518	Managerial Research Methods
ECON	525	Managerial Economics
MGT	513	Organizational Behavior

#### Spring Schedule

BUS	553	Strategic Management
FIN	541	Managerial Finance
MGT	501	Production Mgt and Quant Analysis
MKT	517	Marketing Management

The student who has an undergraduate major in one of the fields listed in the core may not take the related core course. The graduate coordinator will evaluate undergraduate work related to the core prior to admission to determine leveling courses required and the appropriateness of enrollment in the MBA core courses. Appropriate substitutes to core requirements must be approved by the graduate's graduate advisory committee.

#### Electives

In addition to the core, candidates pursuing the thesis plan are required to complete the thesis and one additional three-hour course to be selected from a list of approved graduate courses on file with the graduate coordinator. For students pursuing the non-thesis option, three additional courses (nine semester hours) are required in addition to the core courses. All

courses selected for a candidate's program must meet with the approval of his or her graduate advisory committee, the college dean, and the Dean of the Graduate School.

### **Other**

The College of Business accepts graduate transfer credit only from institutions or programs that are professionally accredited by ACBSP or AACSB. All requests for transfer credit must have approval of the College of Business Graduate Committee.

The application of workshop credit hours to the MBA degree is discouraged. A maximum of three credits is, however, allowed with **prior** written approval by the student's graduate advisory committee. Such credits **will not** be applied to the student's degree plan if that degree plan reflects transfer credits.

Three-credit-hour courses which are scheduled for less than eight weeks will not be accepted as part of a degree program in the College of Business, except with prior written approval of the graduate coordinator for the College of Business.

No student may enroll in or accumulate more than nine credit hours of graduate courses in the College of Business unless he/she meets one of the following criteria: 1) Removal of all undergraduate deficiencies and filing of the appropriate degree plan; 2) Be accepted as a non-degree seeking student (see page 17 of the *2002-2004 Graduate Catalog*); or 3) Obtain written permission of the Dean of the College of Business or his or her designated representative.

Full time students with undergraduate degrees in business ordinarily complete degree requirements in two semesters and two summer sessions. Students with bachelor's degrees in other disciplines may require additional time in which to complete the leveling requirements. Part-time students will take proportionately more time.

Comprehensive exams are required for all MBA degree plans and must be taken within twelve months after completing the last academic course in the degree plan.



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**College of Education and Technology**



## Counseling

**Graduate Faculty:** Dena L. Moore

**Degree:** Master of Arts  
**Major:** Counseling

### Admission Requirements

Admission to the Graduate School does not mean the applicant is admitted to this specific Master's Degree program. Consideration for admission to this program is based on five criteria. They are:

1. Prior admission to the Graduate School.
2. The submission of three letters of recommendation. Two of the letters must be from instructors able to elaborate on the applicant's aptitude. A third letter may be from an employer, preferably a supervisor in the human service field or other professional quite familiar with the applicant. All letters must comment on the applicant's potential to succeed in a graduate school clinical counseling program.
3. Applicants must have a minimum GRE score of 1200 total on the Verbal, Quantitative and Analytical tests. Applicants with a disability that requires testing accommodations must make arrangements with The Educational Testing Service Network.
4. An applicant must read, understand and accept the conditions and concerns reviewed in the Disclosure Statement for Master of Arts in Counseling. This document will be the focus of an interview with the applicant by the Review Committee. To document the applicant's understanding and acceptance of the conditions and concerns in the Disclosure Statement for Master of Arts in Counseling, he or she must sign the Disclosure Statement and return it to the Coordinator/Director.
5. An applicant must successfully complete COUN 501 Professional Orientation in Counseling Skills and Issues, and any remedial work the counseling faculty deems necessary.

When students do not meet the preceding requirements, they may submit a written appeal to the Director of Counseling Programs. The appeal will take into regard the students' professional experiences and any additional relevant documentation provided by the applicants.

A full application consists of 1) application materials required by, and sent directly to the Graduate School, as described in the Graduate Catalog, 2) three letters of recommendation as described above, sent directly to the Graduate Coordinator of Counseling; and 3) official documentation of results on the Graduate Records Examination.

Any applicant denied admission because of not meeting the above requirements who wants to re-apply for admission at a later date, must repeat the entire application process and submit a full application as described above.

**All applicants must realize that admission into the program does not guarantee retention or successful completion of the graduate program.**

## Course Requirements

For the Master of Arts in Counseling, the following course work is required:

<b>Core Courses</b>		<b>Credit hours</b>
COUN	501 Professional Orientation in Counseling Skills and Issues .....	4
COUN	502 Abnormal Psychology for Counselors .....	3
COUN	525 Mental Health Ethics, Law and Practice .....	4
COUN	533/EDF500 Research Seminar/Methods of Documentary Research .....	3
COUN	542 Career and Lifestyle Development .....	4
COUN	544 Theories and Techniques of Counseling .....	4
COUN	545 Family Counseling .....	4
COUN	547 Group Counseling I .....	4
COUN	548 Group Counseling II .....	4
COUN	555 Human Growth and Development .....	3
COUN	556 Cross-Cultural Counseling .....	4
COUN	575 Counseling Assessment .....	4
	Electives .....	3
COUN	598 Internship/Seminar .....	12
	Total Hours .....	60

## Retention Requirements

Retention in the program will be based on four factors: 1) development of and adherence to an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below; 2) satisfactory progress through the program as indicated by an "A" or "B" in all core courses on the degree plan; 3) completion of at least two graduate courses on the degree plan every 12 months; and 4) the Review Committee must document successful student progress.

Progress of each student toward degree completion, in accordance with the above four factors, will be reviewed annually by the Review Committee. Students not meeting all of these requirements may be suspended or asked to terminate the program, or may be placed on inactive status (see the appropriate section on conditions for readmission in this Graduate Catalog, page 16). If unsatisfactory progress is due to extenuating circumstances (e.g. hospitalization, severe illness, etc.) the faculty will require appropriate documentation for consideration of retention.

## Graduation Requirements

Students must successfully complete, with a minimum 3.0 cumulative grade point average, the required course work specified above. Upon completion of the above course work, with the exception of the Internship/Seminar, students must pass a written comprehensive exam. This exam must be passed before students may enroll in the Internship/Seminar. The exam will test the students' professional competency and will

emphasize integration, comprehensiveness, and synthesis of ideas, concepts, and practices. Failure to perform at graduate level on the exam, as determined by departmental faculty, will result in a second written test. Failure to perform at graduate level on this second option will result in automatic termination of the students' graduate program.

## Licensure Requirements

Because mental health counseling licensure requirements may differ in each state, students are encouraged to contact, early in their program, the licensing agencies of any state to which they may later apply for licensure. Students should ask about any specific additional course work or other requirements which may be necessary for them to obtain licensure in that state.

Regarding licensure in New Mexico, applicants should obtain information directly from the Counseling and Therapy Practice Board, Resolution and Licensing Department, 2055 Pacheco Street, Santa Fe, NM 87504, (505) 476-7100.

Regarding certification as a National Certified Counselor, applicants should obtain information directly from the National Board of Certified Counselors (Terrace Way, Suite D, Greensboro, NC 27403-3660). Our program is **not** accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or by the Council on Rehabilitation Education (CORE). Eastern New Mexico University is accredited by The Higher Learning Commission and a member

of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 621-7440.

**Graduate Faculty:** Dena L. Moore

**Degree:** Master of Education  
**Major:** School Guidance

### Admission Requirements

Admission to the Graduate School does not mean the applicant is admitted to this specific Master's Degree program. Consideration for admission to this program is based on five criteria. They are:

1. Prior admission to the Graduate School.
2. The submission of three letters of recommendation. Two of the letters must be from instructors able to elaborate on the applicant's aptitude. A third letter may be from an employer, preferably a supervisor in the human service field or other professional quite familiar with the applicant. All letters must comment on the applicant's potential to succeed in a graduate level guidance and counseling program.
3. An applicant must have a minimum GRE score of 1200 total on the Verbal, Quantitative and Analytical tests. An applicant with a disability that requires testing accommodations must make arrangements with The Educational Testing Service Network.
4. An applicant must read, understand, and accept the conditions and concerns reviewed in the Disclosure Statement for Master of Education in School Guidance. This document will be the focus of an interview with the applicant by the Review Committee. To document the applicant's understanding and acceptance of the conditions and concerns in the Disclosure Statement for Master of Education in School Guidance, he or she must sign the Disclosure Statement and return it to the Coordinator/Director.
5. Applicants must successfully complete COUN 501 Professional Orientation in Counseling Skills and Issues, and any remedial work the counseling faculty deems necessary. When students do not meet the preceding requirements, they may submit a written appeal to the Director of Counseling Programs. The appeal will take into consideration the students' professional experiences and any additional relevant documentation provided by the applicants.

A full application consists of 1) application materials required by, and sent directly to the Graduate School, as described in the Graduate Catalog, 2) three letters of recommendation as described above, sent directly to the Graduate Coordinator of Counseling; and 3) official documentation of results on the Graduate Records Examination.

Any applicant denied admission because of not meeting the above requirements who wants to re-apply for admission at a later date, must repeat the entire application process and submit a full application as described above.

**All applicants must realize that admission into the program does not guarantee retention or successful completion of the graduate program.**

### Retention Requirements

Retention in the program will be based on four factors: 1) development of, and adherence to, an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below; 2) satisfactory progress through the program as indicated by "A" or "B" in all core courses on the degree plan; 3) completion of at least **two** graduate courses on the degree plan every 12 months; and 4) the Review Committee must document successful student progress.

Progress of each student toward degree completion, in accordance with the above four factors, will be reviewed annually by the Review Committee. Students not meeting all of these requirements may be suspended or asked to terminate the program, or may be placed on inactive status (see the appropriate section on conditions for readmission in this Graduate Catalog see page 16). If unsatisfactory progress is due to extenuating circumstances (e.g. hospitalization, severe illness, etc.) the faculty will require appropriate documentation for consideration of retention.

### Graduation Requirements

Students must successfully complete, with a minimum 3.0 cumulative grade point average, the required course work specified above. Upon completion of the above course work, with the exception of the Internship/Seminar, students must pass a written comprehensive exam. This exam must be passed before students may enroll in the Internship/Seminar. The exam will test professional competency and will emphasize integration, comprehensiveness, and synthesis of ideas, concepts and practices. Failure to perform at graduate level on the exam, as determined by departmental faculty, will result in a second written test. Failure to perform at graduate level on this second option will result in automatic termination of the students' graduate programs.

### Licensure Requirements

Because school licensure/certification requirements may differ in each state, applicants are encouraged to contact the licensure/certifying agency of any state from which they may desire licensure or certification **before** applying to a graduate counseling program. Students should ask about additional courses, work experiences, or other requirements which may be necessary for them to obtain licensure/certification in that state.

### Course Requirements

For the Master of Education in School Guidance, the following course work is required:

<b>Courses</b>	<b>Credit hours</b>
COUN 501 Professional Orientation in Counseling Skills and Issues .....	4
COUN 522 Principles of Guidance .....	3
COUN 535 Intervention and Consultation in Schools .....	4
COUN 542 Career and Lifestyle Development .....	4
COUN 544 Theories and Techniques of Counseling .....	4
COUN 547 Group Counseling I .....	4
COUN 556 Cross-Cultural Counseling .....	4
COUN 575 Counseling Assessment .....	4
COUN 502 Abnormal Psychology for Counselors .....	3
COUN 555 Human Growth and Development .....	3
COUN 598 Internship/Seminar .....	5
Total Hours .....	42

## Education

<b>Graduate Faculty:</b>	Jeanne B. Cobb Jerry Everhart Alan W. Garrett Donna Gee Mark Isham Julia Rosa Lopez-Emslie Marian Matthews Kenneth D. Moore Kathy Peca Diana Pyle Cheri L. Quinn Cindy Quintana Michael F. Shaughnessy Karen Vocke Patricia Whitney
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<b>Degree:</b>	<b>Master of Education</b>
<b>Major:</b>	<b>Education</b>
<b>Emphases:</b>	<b>Bilingual Education Education Administration Educational Technology Elementary Education English as a Second Language Pedagogy and Learning Reading/Literacy Secondary Education</b>

The graduate programs offered by the School of Education are predicated on a conceptual framework that aligns Theory and Research with Effective Practices and Commitment (TREC). TREC represents our shared journey toward excellence as members of a community of lifelong learners. The School of Education offers four graduate degree programs: the Master of Education, the Master of Special Education (described on page 56 of the catalog), Master of Education in School Guidance, and Master of Arts in Counseling. The Master of Education degree (M.Ed.) allows for an emphasis in any of the areas listed above. Students may select the thesis, graduate project or the non-thesis option. Thesis or graduate project options include six hours of thesis or graduate project credit and successful oral defense of the thesis or presentation of the graduate project.

### Requirements for Admission to the School of Education

**Students who fail to satisfy all of the following requirements for admission within their first 12 hours of graduate study at ENMU will be reclassified as non-degree seeking students (see page 17) and will not be allowed to register for further graduate course work until all requirements for admission are fulfilled.**

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.0. Grade point averages between 2.8 and 2.99 will be considered for "conditional" admission; if accepted, students must earn a minimum GPA of 3.0 with no grade less than a "B" during their first semester.
3. A letter of application to the **School of Education**. The letter should specify the intended area of emphasis and how an advanced degree in education will advance the career.



4. One letter of recommendation from a supervisor, colleague or educator who can attest to the student's professional ability and capacity to complete a graduate program successfully.
  5. One signed file copy of the Checklist for Procedures and Requirements that may be obtained from the School of Education records clerk.
  6. Successful completion of an approved writing assessment during the first six hours of enrollment in the degree program. Additional information can be obtained from the graduate records clerk.
  7. Acceptance into the Education Administration program requires a minimum of three years of documented teaching experience in United States schools.
  8. A Master of Education degree with an emphasis in Bilingual Education is open only to students who do not currently possess a bilingual endorsement.
1. Complete EDF 500 or CI 521 during the first nine hours of degree seeking status.
  2. Obtain a grade of "A" or "B" in all courses specified in the degree plan.
  3. Apply no more than six hours of transfer credit from another university to the degree plan (See catalog section on Transfer of Graduate Credit, page 18). Application of transfer credit to the degree plan requires approval from the graduate advisory committee and must be completed at least one semester prior to the semester of graduation. The Graduate Advisory Committee and graduate dean must approve request for transfer credits.
  4. Apply no extension credit to the degree plan.
  5. Apply no more than twelve graduate credit hours completed prior to admission to the School of Education to the degree plan.
  6. Apply no more than three graduate workshop credit hours to the degree plan.
  7. Apply no more than four Individual Research (579) credits to the degree plan.
  8. Obtain written approval for any course substitutions by the student's graduate advisory committee prior to candidacy. After candidacy, substitutions for required courses must be approved in writing by the student's graduate advisory committee, the Graduate Coordinator, the Department Chair, the Dean of the College of Education and Technology, and graduate dean. Approval of substitutions is final only after documentation has been approved by the graduate dean.

**NOTE: Admission to the School of Education program does not guarantee successful completion of the graduate program. Inquiries along with correspondence, including letters of application and recommendation, and the checklist should be sent to Graduate Coordinator, School of Education, Eastern New Mexico University, Station 25, Portales, NM 88130.**

### **Requirements for Advancement to Candidacy**

Please refer to page 20 for Requirements to Candidacy.

### **The Degree Plan**

Students prepare their degree plans in accordance with degree requirements, their professional development goals, and advice of their assigned advisors. Students must develop and file a signed degree plan with their advisor during the first semester of degree seeking status and ensure that the degree plan is approved by the student's graduate advisory committee, the graduate coordinator, the college dean, and filed in the Office of the Graduate School (Quay Hall). The student will not be officially recognized as candidate for a master's degree until these signatures are obtained and the degree plan is filed in the graduate school office. Other guidelines for degree plan development include:

### **Requirements for Graduation**

1. Candidates must possess a valid teaching license **or** successfully complete all leveling coursework including student teaching, **or** ELED 523 Induction to Teaching for elementary license, **or** SED 597/598 Internship I and II.
2. Candidates must complete either a student teaching experience of six or more semester hours, **or** ELED 523 Induction to Teaching, **or** SED 597/598 Internship I and II and pass the State required licensure examinations **or** must present their valid teaching license to graduate from the program.

3. Students must validate their ability to synthesize content of their master's degree course work by selecting and successfully completing one of the following options:
  - a. For the non-thesis option, students will successfully complete a two-part written comprehensive examination. Part one will address core requirements and will be prepared and evaluated by the comprehensive examination committee. Part two will cover the emphasis area and will be prepared and evaluated by the student's graduate advisory committee. A grade of "A" or "B" in coursework does not insure passage of the comprehensive examination. Both coursework and the comprehensive examination require students to demonstrate that they can function using higher level thinking skills such as analysis, application, synthesis, and evaluation.
  - b. A graduate project or thesis requires prior approval of the student's graduate advisory committee, and the student's graduate advisory committee will evaluate the presentation or defense. The student, in collaboration with the committee, must adhere to university-established guidelines for development and presentation of theses and graduate projects. Copies of theses and project guidelines may be acquired in the School of Education graduate records office. Notice of the oral defense of a thesis or presentation of a graduate project must be published five days in advance in the *Monday Memo* and posted in the Education Building and the Graduate School.

### **The Appeal Process**

A student has the right to appeal the interpretation of graduate rules and policies. Appeals are submitted to the Graduate Coordinator who will convene the School of Education Graduate Admissions and Retention Committee and notify the student in writing of the committee's decision and rationale. Any request for a grade review must originate with the instructor. The specific Policy for Review of

Grades is available from the College Dean. For more detailed information about appeals procedures, refer to the School of Education Handbook for Graduate Students.

### **Licensure Information**

Detailed descriptions of alternative elementary and secondary licensure programs are available in the departmental and graduate offices of the School of Education.

The student is responsible for contacting the Professional Licensure Unit of the New Mexico Department of Education to determine licensure requirements for a particular program of study. Licensure is based on state regulations which are subject to change. Consequently, the student periodically needs to check current requirements. Students should obtain a copy of the teaching licensure handbook from the Office of Field Experiences.

Furthermore, the student is responsible for renewing his or her teaching credentials at the appropriate time. Questions and concerns pertaining to renewal of a teaching license should be directed to the Professional Licensure Unit, State Department of Education, 200 Don Gaspar, Santa Fe, New Mexico 87501.

Persons pursuing licensure, continuing licensure, or professional development may elect the non-degree-seeking option. Note, however, that a student may pursue both licensure and the master's degree concurrently. Students seeking licensure or endorsement that is prerequisite to or separate from the master's degree should prepare a formal licensure plan at the beginning of their program. The Office of Field Experiences assigns an appropriate advisor who assists the student in preparing a licensure plan.

Requirements for licensure in Education Administration may be fulfilled through the School of Education. Requirements for licensure as a school administrator in New Mexico include a master's degree, a New Mexico Level II teaching license, 18 hours of Education Administration courses and a year-long internship. These courses may be taken as part of a master's degree in Education. For the student who already has a master's degree, these courses and the internship may be taken as a non-degree program.

## Degree Requirements for Master of Education by Areas of Emphasis

### Bilingual Education

#### Core Requirements

Program designed for practicing teachers wishing to pursue a master's degree as well as a bilingual endorsement.

#### Educational Research

CI	521	Teacher as Researcher, <b>or</b>	
EDF	500	Methods of Documentary Research .....	3

#### Assessment of Human Learning

RED	510	Literacy Assessment, <b>or</b>	
EDF	530	Assessment .....	3

#### Culture of Education

CI	531	Critical Pedagogy and Educational Reform .....	3
		Total Core Hours .....	9

#### Required Emphasis Courses

Twenty seven hours selected from the following, with prior advisor approval.

BLED	501	Bilingual Education: Theory to Practice .....	3
BLED	505	Reading and the Bilingual Child .....	3
BLED	525	The Role of the Parent in the Bilingual Classroom .....	3
BLED	534	Content Area Instruction in Bilingual Education .....	3
BLED	538	Language Arts and the Teacher of English as a Second Language .....	3
BLED	573	Early Childhood Bilingualism .....	3
BLED	593	Topics in Bilingual Education .....	3
CI	591	Graduate Seminar in Curriculum & Instruction .....	3
EDF	578	Teaching Multicultural Heritage of the Southwest .....	3
SPAN	593	Topic: Hispanic Literature and Culture .....	3
BLED	590	Graduate Project, <b>or</b>	
BLED	599	Master's Thesis .....	6
		Total Hours .....	36

Note: Leveling courses will be required as needed to meet the language proficiency level of the SDE for an endorsement in Bilingual Education.

### English as a Second Language Education

#### Core Requirements

Program designed for practicing teachers wishing to pursue a master's degree as well as an English as a second language (ESL) endorsement.

#### Educational Research

CI	521	Teacher as Researcher, <b>or</b>	
EDF	500	Methods of Documentary Research .....	3

#### Assessment of Human Learning

RED	510	Literacy Assessment, <b>or</b>	
EDF	530	Assessment .....	3

#### Culture of Education

CI	531	Critical Pedagogy and Educational Reform .....	3
		Total Core Hours .....	9

#### Required Emphasis Courses

BLED	501	Bilingual Education: Theory to Practice .....	3
BLED	530	Language Assessment and Placement of Bilingual Students .....	3
BLED	538	Language Arts and the ESL Teacher .....	3
BLED	580	ESL Methods .....	3
BLED	593	Topics: Linguistics .....	3
EDF	578	Teaching Multicultural Heritage of the Southwest .....	3
		Total Emphasis Hours .....	18

**Nine hours from the following:**

BLED	573	Early Childhood Bilingualism .....	3
CI	591	Graduate Seminar in Curriculum & Instruction .....	3
ELED	515	The Literacy Connection: Teaching Writing and Reading .....	3
RED/ELED	520	Multicultural Literacies .....	3
SOC/EDF	535	Sociology of Education .....	3
BLED	590	Graduate Project, <b>or</b>	
BLED	599	Master's Thesis .....	6
		Total Hours .....	36

NOTE: Students will be required to demonstrate intermediate proficiency in a language other than English.

## Education Administration Emphasis

### Core Course Requirements

EDF	500	Methods of Documentary Research .....	3
EDF	530	Assessment .....	3
EDF	537	History of Educational Thought .....	3
		Total Core Hours .....	9

### Supporting Coursework

EDF	501	Curriculum: Theory Into Practice .....	3
EDF	515	Theories of Learning and Motivation .....	3

### Required Emphasis Courses

A minimum of eighteen hours selected from the following list.

EDAD	525	Personnel .....	3
EDAD	526	Leadership .....	3
EDAD	535	Systems Communication .....	3
EDAD	560	Policy Analysis .....	3
EDAD	582	School Administration .....	3
EDAD	590	Graduate Project, <b>or</b>	
EDAD	597	Internship I, <b>and</b>	
EDAD	598	Internship II, <b>or</b>	
EDAD	599	Master's Thesis .....	6
		Total Emphasis Hours .....	18

## Educational Technology Emphasis

### Core Requirements

#### Educational Research

CI	521	Teacher as Researcher, <b>or</b>	
EDF	500	Methods of Documentary Research .....	3

#### Assessment of Human Learning

RED	510	Literacy Assessment, <b>or</b>	
EDF	530	Assessment .....	3

#### Culture of Education

CI	531	Critical Pedagogy and Educational Reform <b>or</b>	
EDF	537	History of Educational Thought .....	3

### Required Courses

CI	540	Instructional Leadership .....	3
CI	591	Graduate Seminar in Curriculum and Instruction (field work and action research components; take during the last year) .....	3
EDF	578	Teaching Multicultural Heritage of the Southwest .....	3
RED	518	Content Area Literacy .....	3

### Technology-Focused Courses (15 hours)

Fifteen (15) hours of graduate level content coursework in technology selected in collaboration with graduate advisory committee. Leveling coursework may be necessary depending on prior work in the field of technology.

## Elementary Education Emphasis

### Core Requirements

#### Educational Research

CI	521	Teacher as Researcher, <b>or</b>	
EDF	500	Methods of Documentary Research .....	3

#### Assessment of Human Learning

RED	510	Literacy Assessment, <b>or</b>	
EDF	530	Assessment .....	3

#### Culture of Education

CI	531	Critical Pedagogy and Educational Reform <b>or</b>	
EDF	537	History of Educational Thought .....	3
Total Core Hours .....			9

### Required Emphasis Courses

Required Courses:

ELED/ENG/ RED/SED	507	Teaching Writing, <b>or</b>	
ELED	515	The Literacy Connection: Teaching Writing & Reading .....	3
ELED	511	Teaching Mathematics and Science .....	3
ELED	540	Creativity Across the Curriculum .....	3
EDF	578	Teaching Multicultural Heritage of the Southwest .....	3
CI	540	Instructional Leadership .....	3
Total Emphasis Hours .....			15-18

Electives: 9-12 hours of electives from the list below, minimum three hours with RED prefix required:

BLED	580	ESL Methods .....	3
CI	591	Graduate Seminar in Curriculum and Instruction .....	3
ELED	569	Workshop in Elementary Education .....	3
ELED	579	Individual Research in Elementary Education .....	3
ELED	583	Field Studies in Elementary Education .....	3
ELED	591	Graduate Seminar in Elementary Education	
ELED	593	Topics in Elementary Education .....	3
RED	510	Literacy Assessment .....	3
RED	520	Multicultural Literacies .....	3
RED	550	Whole Language: Theory/Practice/Evaluation .....	3
RED	570	Emergent Literacy .....	3
RED	587	Classroom Techniques in Elementary Reading .....	3
SPED	540	Learning Disabilities: Theory to Practice	
SPED	543	Communication and Collaboration Methods .....	3
ELED	590	Graduate Project, <b>or</b>	
ELED	599	Master's Thesis .....	6
Total Hours .....			36

## Pedagogy and Learning Emphasis

### Core Requirements

#### Educational Research

CI	521	Teacher as Researcher, <b>or</b>	
EDF	500	Methods of Documentary Research .....	3

#### Assessment of Human Learning

RED	510	Literacy Assessment, <b>or</b>	
EDF	530	Assessment .....	3

#### Culture of Education

CI	531	Critical Pedagogy and Educational Reform <b>or</b>	
EDF	537	History of Educational Thought .....	3
Total Core Hours .....			9

**With concentration in:**

Bilingual Education/English as a Second Language–15 hours  
 Elementary Education–15 hours  
 Education Foundations–15 hours  
 Instructional Technology–15 hours  
 Reading/Literacy–15 hours

**12 hours of electives in consultation with advisor.**

**Reading/Literacy Emphasis****Core Requirements****Educational Research**

CI 521 Teacher as Researcher, **or**  
 EDF 500 Methods of Documentary Research ..... 3

**Assessment of Human Learning**

RED 510 Literacy Assessment, **or**  
 EDF 530 Assessment ..... 3

**Culture of Education**

CI 531 Critical Pedagogy and Educational Reform **or**  
 EDF 537 History of Educational Thought ..... 3  
 Total Core Hours ..... 9

**Required Emphasis Hours**

21 hours of the following courses, with prior advisor approval:

BLED 505 Reading and the Bilingual Child ..... 3  
 CI 591 Graduate Seminar in Curriculum & Instruction ..... 3  
 EDF 578 Teaching Multicultural Heritage of the Southwest ..... 3  
 ELED/  
 ENG 596 Methods of Teaching Secondary English ..... 3  
 RED/ENG/  
 ELED/SED 507 Teaching Writing, **or** ..... 6  
 RED 519 The Literacy Connection ..... 3  
 RED 505 Family Literacy ..... 3  
 RED 510 Literacy Assessment ..... 3  
 RED 512 Critical Literacy ..... 3  
 RED 517 Transactional Theories of Reading ..... 3  
 RED 518 Content Area Literacy ..... 3  
 RED/ELED 520 Multicultural Literacies ..... 3  
 RED 550 Whole Language: Theory/Practice/Evaluation ..... 3  
 RED 570 Emergent Literacy ..... 3  
 RED 587 Classroom Techniques in Elementary Reading ..... 3  
 RED 593 Topics in Reading ..... 3

Six hours of additional RED electives, **or**

RED 590 Graduate Project, **or**  
 RED 599 Master's Thesis ..... 6

Total Hours ..... 36



## Secondary Education Emphasis

### Core Course Requirements

EDF	500	Methods of Documentary Research .....	3
EDF	530	Assessment .....	3
EDF	537	History of Educational Thought .....	3

### Supportive Courses

EDF	501	Curriculum: Theory Into Practice .....	3
EDF	515	Theories of Learning and Motivation .....	3
EDF	538	Instructional Design .....	3
EDF	578	Teaching the Multicultural Heritage of the Southwest .....	3

**Option one Content:** 12 to 15 graduate hours in New Mexico endorsement area for secondary teaching license. Other education coursework if needed for a total of 36 semester hours. All electives are to be taken after obtaining advisor approval.

**Option two Methodology:** 15 graduate hours selected from SED, SPED, EDAD, RED, BLED, or other areas with prior advisor approval.

## Physical Education

**Graduate Faculty:** Mary Drabbs  
Cheryl Holloway  
Daniel Pilon

**Degree:** Master of Science  
**Major:** Physical Education  
**Emphases:** Sport Administration  
Sport Science

The Department of Health and Physical Education offers programs of study leading to the master of science degree (thesis or non-thesis) with a major in physical education. Students will select an area of emphasis from (1) sport administration, or (2) sport science. Courses to complete the program of study will be selected by the student and the student's graduate advisor in conjunction with faculty advisory committee approval.

### Admission Requirements

Requirements for admission to the program include the following:

1. General admission requirements must be met as set forth by the Graduate School (refer to Section – Admissions, see page 15).
2. If a student does not have an undergraduate degree in Physical Education, the student must complete required leveling courses (up to 15 credit hours) before being accepted to regular status in the program.
3. An applicant needs to submit names and telephone numbers for two references who will attest to the applicant's ability to do graduate work in physical education.

Each applicant will be evaluated according to the criteria listed above by the HPE graduate coordinator. Regular status cannot be attained until all admission requirements have been met.

### The Degree Plan

All graduate students within the Department of Health and Physical Education must comply with the following policies:

1. A degree plan, developed and approved by the student and the student's graduate advisor, must be filed with the Graduate School during the first semester of graduate course work.
2. Course work taken prior to acceptance for final candidacy does not automatically become part of the final degree plan.

### Degree Requirements

The sport administration emphasis is designed for current and prospective coaches, teachers and athletic directors. It is intended as a practicum-based program; therefore, a thesis is not required. A graduate student who chooses this option may elect to write a thesis, however. The sport science emphasis is intended for athletic trainers or as preparation for doctoral study, and a thesis is strongly suggested although a graduate student may choose to substitute an internship.

Each student must complete a 21-24 hour core curriculum and 9-12 hours of graduate course work in the student's area of emphasis (sport administration or sport science). The student must satisfactorily complete a written and an oral comprehensive examination over all graduate course work. A minimum of 36 hours of graduate credit must be satisfactorily completed to meet degree requirements for graduation.

## Core Curriculum (21-24 hours)

EDF	500	Methods of Documentary Research .....	3
HPE	501	Research in Physical Education .....	1
HPE	503	Professional Writing .....	2
HPE	512	Sociology of Sport .....	3
HPE	513	Sport Psychology .....	3
HPE	533	Management/Organization in Sport/Physical Education .....	3
HPE	538	Sport Law .....	3
HPE	589	Internship, <b>or</b> .....	3
HPE	599	Thesis .....	6

## Emphasis Areas (Approved Courses)

### Sport Administration (9 hours)

HPE	532	Sport Facilities .....	3
HPE	542	Program/Curriculum Design .....	3
HPE	548	Sport Marketing .....	3

### Sport Science (12 hours)

HPE	511	Motor Learning .....	3
HPE	521	Sport Physiology .....	3
HPE	525	Applied Biomechanics .....	3
STAT	500	Statistical Analysis I .....	3

### Approved Electives

HPE	516	Coaching of Sport .....	3
HPE	575	Women's Sport/Wellness Issues .....	3

Electives from other graduate programs may be approved upon consultation with student's advisor and the department graduate coordinator.

Total Hours	
Core Requirements	21-24 hours
Emphasis Hours	9-12 hours
Electives	0-6 hours
Minimum Graduation	36 hours

**NOTE:** Requirements for graduation: In addition to completion of all coursework and internship (if any), students must complete a comprehensive examination (with written and oral components) covering the major areas of study.

## Graduate Assistantships in the School of Health and Physical Education

Graduate assistantships are available for outstanding students who wish to broaden their professional experience while pursuing a master's degree in physical education. Assistantships are available in a number of areas of expertise including teaching, intramural/recreation supervision, athletic training, athletic administration with athletic director and coaching. Individuals interested in being considered for an assistantship should forward a letter of application, official transcripts, and three current professional letters of recommendation to the Graduate Coordinator of Health and Physical Education, Eastern New Mexico University, Station 17, Portales, NM 88130.

Individuals who have been formally admitted to the Graduate School and who meet the eligibility guidelines established by the Graduate School regarding graduate assistantships will be given consideration for an assistantship. Final selections will be based upon academic preparation, professional experience, recommendations and specific needs of the department. Ordinarily, appointments as graduate assistants are not granted to the same student for more than two years of full-time assistantship equivalency (see page 29).

## Special Education

**Graduate Faculty:** Diana N. Pyle  
Michael Shaughnessy

**Degree:** Master of Special Education  
**Major:** Special Education

The School of Education offers a Master of Special Education degree with two options: Option one: 36 semester hours of coursework and a written comprehensive examination. Option two: 36 semester hours including 30 hours of course work and a thesis or project of six hours. General and specific admission requirements, guidelines for preparing degree plans, and other policies are the same as those for the Master of Education degree (see requirements in the Education section of the Graduate Catalog.)

The Master of Special Education degree is designed to prepare professionals who have an

undergraduate education background. If the student is not licensed in special education, he or she will need to take the following leveling courses (which will not count toward his or her master's degree): SPED 300, 330, 338, 411, 412, 413, 445 and 447 (students who are licensed in elementary or secondary education will not have to take SPED 445 and 447). Students seeking only licensure in special education will take the 30 hour licensure program as described in the undergraduate catalog. The licensure program includes the leveling courses stated above and requires a minimum of 30 semester hours.

The Master of Special Education degree must include the following:

1. Education Foundations (9 cr.): EDF 500, EDF 515, and EDF 530.
2. Special education courses (18 cr.).
 

SPED 503	Special Education Law .....	3
SPED 505	Severe and Profound Disabilities: Theory to Practice, <b>or</b>	
SPED 509	Gifted: Theory to Practice .....	3
SPED 534	Mental Retardation: Theory to Practice .....	3
SPED 540	Learning Disabilities: Theory to Practice .....	3
SPED 543	Communication & Collaboration Methods .....	3
SPED 548	Behavior Disorders: Theory to Practice .....	3
3. Approved elective(s).
4. To meet licensure requirements, the student must have a concentration of 24 hours in a subject matter area (this requirement is usually met within the undergraduate degree).

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**College of Liberal Arts and Sciences**



## Anthropology and Applied Archaeology

**Graduate Faculty:** Stephen Durand  
Janet Frost  
John Montgomery  
Phillip Shelley

**Degree:** Master of Arts  
**Major:** Anthropology

To be admitted with regular graduate status for a Master of Arts degree in anthropology, the student must hold a bachelor's degree in anthropology or a related area with a cumulative GPA of at least 3.0. To be admitted with conditional status for a Master of Arts degree in anthropology, a student must hold a bachelor's degree with a cumulative GPA of 2.7 with at least a 3.0 cumulative average in anthropology courses taken as an undergraduate. If the student has taken graduate work, he or she must have a graduate cumulative GPA of at least 3.0 and a 3.25 cumulative average in graduate anthropology course work.

A non-degree graduate student must receive departmental approval to enter graduate anthropology courses.

An applicant's transcripts will be reviewed along with the vita to determine if leveling courses are necessary. Generally every incoming graduate student must be able to demonstrate a basic knowledge of the four subfields of Anthropology: linguistics, physical anthropology, archaeology, and cultural anthropology. If a student has taken and satisfactorily passed such courses or can show field experiences in an area, then leveling courses will not be imposed. Up to 10 hours of leveling courses may be required depending upon the transcript review. Each applicant must submit to the graduate program at least two current letters of reference, a letter of application, a vitae which includes all of their discipline-related experience, and an example of their writing. All application materials will be reviewed by the Anthropology graduate faculty to determine a student's admissibility to the graduate program.

In order to qualify for a Master of Arts degree, the student must have completed a thesis and maintain a cumulative graduate grade point average of 3.0. In addition, every student must pass candidacy examinations before being allowed submit the prospectus for the thesis.

A reading knowledge of an approved foreign language or computer literacy may be required if determined appropriate by the anthropology graduate faculty to a student's area of specialization.

A degree plan must be prepared for each student according to the guidelines set by the University for graduate studies. Faculty expertise, research interests and the breadth of courses offered will help the student to create a degree plan that can focus on areas of traditional relevance to anthropology, areas represented in the program, or contemporary directions in anthropology. Research areas in the department include: Southwest Archaeology; Paleoindian Studies; Lithic Technology; North American Indians; Quantitative Methods; Plains Archaeology, Geoarchaeology, Women, Oceania; Historic Preservation, and Cultural Resource Management.



**Thesis Plan:****General Requirements:**

1. Required Graduate Anthropology courses (36 credit hours) must include:

ANTH 500	Modern Concepts in Anthropology .....	3 cr.
ANTH 501	Anthropological Research Foundations .....	3 cr.
ANTH 505	Introduction to Quantitative Methods in Anthropology .....	1 cr.
ANTH 506	Advanced Quantitative Methods in Anthropology .....	3 cr.
ANTH 550	Recent Developments in Archaeological Theory .....	3 cr.
ANTH 583	Graduate Field Research .....	3 cr.
ANTH 597	Colloquium .....	1 cr.
ANTH 599	Master's Thesis .....	6 cr.

Additional hours to total 36 must be selected, in consultation with graduate advisor, from Area and Methods courses (see below). Both categories should be as equally represented as possible.

2. Candidacy exams.
3. Thesis prospectus and colloquium.
4. Thesis.
5. Thesis defense.

**Method Courses**

504, 518, 520, 521,  
541, 542, 575, 585, 586

**Area Courses**

532, 560,  
561, 562, 564

The following courses can count in either category; specifics determined at time of enrollment in consultation with and approval of graduate advisor: 510, 569, 579, 584, 593, 596.

**Biology****Graduate Faculty:**

Youngkoo Cho  
Zhiming Liu  
Marvin M. F. Lutnesky  
Darren A. Pollock  
Manuel F. Varela  
Nicholas J. D. Wright

**Degree:**

**Master of Science**

**Major:**

**Biology**

**Emphasis****(thesis plan):**

**Applied Ecology**  
**Botany**  
**Cell and Molecular Biology**  
**Microbiology**  
**Zoology**

**Emphasis****(non-thesis plan):**

**Education**

The degree of Master of Science in biology offers a combination of advanced study in general biology and specialization in an area tailored to the interest of the student. To begin a master of science program in biology, a student must:

1. Meet Graduate School admission requirements.
2. Have earned a bachelor's degree.
3. Submit GRE scores to the Biology Department.
4. Submit a statement of research interest(s) to the Biology Department.
5. Submit at least two letters of recommendation to the Biology Department.
6. Be approved by the graduate faculty in the Department of Biology. Students lacking sufficient background in biology may be admitted with the stipulation that leveling courses will be completed in addition to degree requirements.

### Specific Requirements for degree of Master of Science in Biology:

1. **Preliminary examination:** to assess writing skills and knowledge of general biology .
2. **Required courses:** 24 cr. (thesis plan) or 26 cr. (non-thesis plan) in biology or a related field (exclusive of requirements in 3, 4 and 5 below), including the following core courses:  
 BIOL 513 Conservation Biology (3)  
**or**  
 BIOL 528 Biotechnology (3)  
 BIOL 562 Evolution (3)  
 BIOL 582 Biological Literature (2)  
 BIOL 592 Graduate Seminar (2)  
 A minimum of 50% of the degree plan will be composed of graduate-only courses (not 400/500).

3. **Knowledge of statistics:** STAT 500 (3 cr.) and STAT 513 (3 cr.), or an equivalent academic training (exclusive of the requirements in #2 above).
4. **Knowledge of research methods:** BIOL 599 Master's Thesis (6 cr.; thesis plan only), or BIOL 579 Individual Research (3 cr.; non-thesis plan only).
5. **Knowledge of education (non-thesis plan only):** two graduate courses (6 cr. minimum) from the College of Education and Technology. Courses must be chosen in consultation with and approved by the student's graduate committee.
6. **Written final comprehensive examination:** to assess non-thesis student's knowledge in area of emphasis (final semester of enrollment; non-thesis plan only).

## Chemistry

**Graduate Faculty:** Newton P. Hilliard  
Robert D. Long

**Degree:** Master of Science  
**Major:** Chemistry  
**Emphases:** Chemistry (Analytical, Bio, Inorganic, Organic, Physical)

The degree of Master of Science in Chemistry offers advanced study in the classical subdisciplines of chemistry (Analytical, Biochemistry, Inorganic, Organic, and Physical). The program of study is designed to prepare students for the job market and for further study in Ph.D. programs. To begin the Master of Science program in Chemistry, a student must:

1. Meet Graduate School admission requirements.
2. Have earned a bachelor's degree.
3. Have completed basic courses in general (one year), organic (one year), and analytical (one semester) chemistry together with calculus (one year) and physics (one year).
4. Submit a personal statement including career goals to the department.
5. Submit at least two letters of recommendation to the department.

6. Be approved by the department graduate faculty.

Students lacking sufficient background in chemistry may be admitted with the stipulation that appropriate leveling courses will be completed in addition to graduate degree requirements. A first-semester graduate student must take field examinations in analytical, inorganic, organic and physical chemistry on the first available dates prior to initial graduate enrollment. Students who fail any of these examinations must take an appropriate undergraduate-level course and obtain at least a "B" grade in the course before being allowed to enroll in graduate-level courses in that area. Students who fail to take these examinations will not be allowed to enroll in graduate-level courses.

Specific requirements for the degree of Master of Science in Chemistry:

### Thesis Plan

1. Preliminary examinations: to assess writing skills and overall knowledge of chemistry (to be taken prior to the first semester of enrollment). American Chemical Society placement examinations will be used to assess chemistry proficiency.
2. Required courses:
  - a. 30 graduate credit hours in chemistry (classical) which includes 12 credit hours chosen from the following list of core courses:
 

CHEM 510	Advanced Analytical Chemistry
CHEM 513	Advanced Physical Chemistry
CHEM 422/522	Advanced Inorganic Chemistry
CHEM 541	Physical Organic Chemistry
CHEM 452/552	Biochemistry.
  - b. 2 credit hours of Graduate Seminar CHEM 591 (Students are expected to attend all departmental seminars in addition to enrolling in the seminar course.)
  - c. 6 credit hours Master's Thesis, CHEM 599.
  - d. Graduate-level electives in Chemistry or other related areas (e.g., Mathematics, Computer Science, Biology) planned by the student and his or her graduate advisory committee.
3. M.S. Thesis: refer to Graduate School for specific thesis guidelines and timetables.
4. Oral final comprehensive examination: a verbal assessment of the student's knowledge of chemistry and related emphasis areas during final semester of enrollment (includes oral defense of thesis).
5. Written final comprehensive examination: to assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment.

### Non-Thesis Plan

1. Preliminary examinations: to assess writing skills and overall knowledge of chemistry and the physical sciences (to be taken prior to first semester of enrollment). American Chemical Society placement examinations will be used to assess chemistry proficiency.

### 2. Required courses:

- a. 32 graduate credit hours in chemistry which includes 12 credit hours chosen from the following list of core courses:
 

CHEM 510	Advanced Analytical Chemistry
CHEM 513	Advanced Physical Chemistry
CHEM 422/522	Advanced Inorganic Chemistry
CHEM 541	Physical Organic Chemistry
CHEM 452/552	Biochemistry.
  - b. 2 credit hours of Graduate Seminar, CHEM 591 (Students are expected to attend all departmental seminars in addition to enrolling in the seminar course.)
  - c. 3 credit hours of Individual Research, CHEM 579.
  - d. Graduate-level electives in chemistry or other related areas (e.g., Mathematics, Computer Science, Biology) planned by the student and his or her graduate advisory committee.
3. Oral final comprehensive examination: A verbal assessment of the student's knowledge of chemistry and related emphasis areas during final semester of enrollment.
  4. Written final comprehensive examination: to assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment.

### BS/MS Plan

Qualified students entering the ENMU chemistry program at the undergraduate level will be allowed to apply to the Graduate School during the last semester of the Junior year to take a limited number of graduate courses for credit at the 500 level. These courses will be above, and in addition to, the required coursework for the bachelor's degree. Admission to the BS/MS plan will be based on a review of academic performance through the junior year. Upon receipt of the bachelor's degree and admission to the graduate program, those 500 level courses will be counted toward the graduate degree program thereby allowing students to complete both the B.S. and M.S. degrees in five to five and a half years instead of the normal six to seven years.

## Communication

**Graduate Faculty:** Janet Roehl  
Anthony Schroeder  
Christopher Stasheff

**Degree:** Master of Arts  
**Major:** Communication

The Master of Arts in Communication offers advanced study in broadcasting, journalism, public relations and communication studies.

Students seeking this degree must have a minimum of a minor in an area of communication or an undergraduate major in political science, the social sciences, English or marketing; three letters of recommendation; and a writing sample on file with the Department of Communicative Arts and Sciences prior to or concurrent with the beginning of graduate-level work. The advisory committee will identify deficiencies and leveling courses that may be required.

The major is sufficiently flexible to allow graduate courses to be taken outside the department to support the career objectives of the students. Students may complete six hours outside the department with the approval of their graduate advisory committee.

Students may select either a thesis program or a non-thesis program. The thesis option is encouraged, especially if the students plan to continue in graduate study leading to a doctoral degree.

The thesis program consists of 24 semester hours plus a six-hour thesis. Traditional quantitative and qualitative, as well as creative theses are encouraged. Students wishing to identify a concentration should, in consultation with their graduate advisory committee, take three courses in the area of interest and write a related thesis or special project. The candidates must complete a thesis (topic to be approved by the Graduate Faculty) and successfully pass an oral defense of the thesis, and written and oral comprehensive exams. Students electing the thesis option may not enroll in COMM 585 Special Project.

The non-thesis program consists of 36 semester hours. Candidates may complete six hours outside the department with the approval of their graduate advisory committee. The program must include COMM 585 (Special

Project). The candidate will complete both a written and an oral comprehensive examination.

All graduate students must be consecutively enrolled for at least one credit hour per semester until they complete the requirements for their degree.

### Requirements for the Master of Arts in Communication

Communication Core (12 cr.)

- COMM 501 Communication Studies
- COMM 502 Communication Research Foundation
- COMM 513 Media Criticism
- COMM 545 Communication Theory

Additional hours to total 24 plus six thesis hours for the thesis program, or to total 36 for the non-thesis program (must include COMM 585) may be selected with approval of the graduate advisory committee from the following courses. Others may be approved by the committee.

- COMM 503 Computer Assisted Journalism
- COMM 504 Small Group Process: Theory & Research
- COMM 508 Seminar in Rhetoric
- COMM 515 Ethics of Public Communication
- COMM 522 Directing for Television
- COMM 522L Directing for Television Lab
- COMM 528 Media Management
- COMM 530 International Communication
- COMM 547 Organizational Communication
- COMM 555 Intercultural Communication
- COMM 560 Public Relations Cases and Campaigns
- COMM 570 Interpersonal Communicative Behavior
- COMM 577 Communication in the Family
- COMM 579 Individual Research
- COMM 585 Special Project
- COMM 591 Graduate Seminar
- COMM 593 Topics in Communication
- COMM 599 Master's Thesis

## Communicative Disorders

**Graduate Faculty:** Phillip Million  
Linda Weems

**Degree:** Master of Science  
**Major:** Communicative Disorders  
**Emphasis:** Speech-Language  
**Pathology**

The Master of Science degree in Communicative Disorders (CDIS) provides for advanced training in the assessment and treatment of speech, language and hearing disorders. The CDIS Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), and as such, enables the students to meet the academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) granted by ASHA. The master's degree is required as part of the minimum requirements to serve as a Speech-Language Pathologist in virtually all public school, medical, or other private settings. Speech-Language Pathologists work with a variety of ages (i.e., birth through old age), clients with various disorders (e.g., language, articulation, fluency, voice and hearing disorders), and in a wide range of settings (e.g., public schools, preschools, private clinics, hospitals, rehabilitation centers).

### Application for Admission

Candidates must apply to the Program in Communicative Disorders in addition to the Graduate School application. Materials required before admission can be considered are three recommendation forms which must be completed by faculty, a two-page letter of application addressing the student's career and professional goals, and a GRE score on file with the Department of Communicative Disorders. The CDIS Program requires an undergraduate degree in Communicative Disorders with a cumulative GPA of at least 3.00 for "regular" admission into the program. Students having an undergraduate degree in Communicative Disorders but with a cumulative GPA less than 3.00 may be considered for "conditional" admission; if accepted they will be required to enroll as a full-time student with a minimum of nine hours and earn a minimum GPA of 3.00 with no grade less

than a "B" during their first semester of matriculation. Students not having an undergraduate degree in Communicative Disorders may also be considered for "conditional" admission into the program, but will have to complete a sequence of leveling courses, as determined by their advisory committee, with a GPA no less than 3.00 for eventual "regular" status in the program.

The application deadline for Fall admission is March 1 and the application deadline for Spring admission is October 15.

### Competitive Criteria for Acceptance

Due to enrollment limitations, the number of openings for admission into the program may vary from semester to semester. If an opening(s) is (are) available, the CDIS faculty will review all qualified applicants based on the competitive criteria listed below for acceptance into the program. These criteria are evaluated (not necessarily listed in rank order of importance) to determine the student's potential for successfully completing the Master of Science degree:

1. Undergraduate grade point average
2. Graduate grade point average (if any)
3. Three ENMU CDIS recommendation forms (from faculty, preferably CDIS if applicable)
4. Two-page letter of application, judged for content and technical writing skills
5. GRE score

An applicant will be: (1) accepted into the CDIS Program; (2) not accepted into the CDIS Program; or (3) placed on a waiting list for future consideration. A student placed on the waiting list may take a maximum of six hours of CDIS graduate credit at ENMU.

### **Requirements for the Master of Science Degree in Communicative Disorders**

The thesis program requires 35 hours of course work and 6 credits of thesis including: CDIS 500, 511, 512, 522, 523, 525, 526, 527, 528, 529, 531, 535, 593 and 599. The student must pass a comprehensive written examination, and an oral defense of the thesis.

The non-thesis program requires 41 credits of course work including: CDIS 500, 511, 512, 522, 523, 525, 526, 527, 528, 529, 531, 535, 565, 593 and three hours of electives as determined by the advisor. The student must pass written and oral comprehensive examinations.

Other courses may be recommended by the student's graduate advisory committee, particularly related to undergraduate deficiencies.

Successful completion (a passing score as determined by ASHA) of the National Examination in Speech Pathology and Audiology (NESPA) may be substituted for the written and oral comprehensive examinations. Students must present an original copy of the NESPA score to the CDIS program director by the last semester of enrollment to exercise this option. Students who do not receive a passing score or who do not take the NESPA by the last semester of enrollment must successfully complete written and oral comprehensive examinations to complete their degree requirements.

All students must complete and orally present a portfolio of their graduate work to the graduate committee during their last semester of enrollment. Portfolio material should include a synthesis paper that summarizes the students' learning experience and future goals, a letter of application, a resume, examples of clinical testing, evaluation and progress reports, student presentation handouts, a major research paper, evidence of student research, and other examples of original student work. Successful completion of oral comprehensive examinations or an oral defense of a thesis may be substituted for the oral presentation of the portfolio.

All students must complete the current clinical requirements for ASHA's CCC-SLP before the master's degree will be conferred. Students must earn a "B" or better for practicum hours in order for clinical clock hours to be counted for certification requirements. A listing of the requirements may be obtained through the CDIS program office.

### **Non-Retention from the Program**

All students are required to abide by the rules and regulations of the program as specified in the Graduate Student Handbook. Failure to do so may result in delay of graduation, or possible expulsion from the program. Students must remain in regular standing, as specified by the Graduate School. In addition to Graduate School requirements, the CDIS Program will deny further enrollment (expulsion) to any student who is placed on suspension for a second time by the graduate dean.

Students will be exited from the CDIS Program if no course work nor practicum is successfully completed for a 24-month period. An exited student will have to reapply to the CDIS Program and be accepted back into the program on a competitive basis in order to continue.

### **Limitations on Graduate Coursework**

Students not formally accepted into the graduate CDIS Program (e.g., non-degree graduates, seniors) may take a maximum of six hours of CDIS graduate credit at ENMU. Seniors must get written permission from the Graduate Dean before enrolling in graduate course work. Any graduate transfer credits from other institutions must be from CAA-accredited programs.



## English

**Graduate Faculty:** Nina Bjornsson  
Patrice Caldwell  
Michael Donaghe  
Antony Oldknow  
Ollie Oviedo  
Colin Ramsey  
Jerald Spotwood

**Degree:** Master of Arts  
**Major:** English

The Master of Arts degree in English offers the opportunity for formal study of literary texts as well as critical and cultural theory. The graduate curriculum in English prepares students for professions in teaching, publishing, and for entering a Ph.D. program in English and related fields. Graduate study in English requires extensive reading in selected works of poetry, prose and drama as well as the writing of carefully researched, thoughtful analyses of these works.

### Admission Requirements

Applicants to the Master of Arts program are expected to have a Bachelor of Arts in English, although well-qualified applicants from other disciplines are eligible for admission. All students seeking admission must make formal application to the Graduate School and submit an academic writing sample to the Department of Languages and Literature. Those applying for assistantships must also submit three current letters of recommendation.

Once students are admitted to the Graduate School and their applications for the M.A. program in English are submitted to the Department of Languages and Literature, the graduate coordinator for English will evaluate the applicants' undergraduate records to determine their admission status, their need for leveling courses, and their foreign language proficiency. Graduates with B.A. or B.S. degrees from other disciplines who have had few English courses, other than freshman English, will be required to take a maximum of 12 hours of leveling courses (Eng. 221, 222, 311, and 312) concurrently with their graduate work.

Foreign language proficiency is required of M.A. students in English. Reading knowledge of a modern language can be demonstrated in one of four ways: A student who has successfully completed two years of college-level modern language courses (receiving no grade lower than "C") will be considered to have reading proficiency. (Any grade lower than "C" earned in any of the undergraduate modern language courses will need to be made up **or** compensated for by passing a reading proficiency test in that language.) For students who have not already studied a modern language, this requirement may be met by taking four semesters of French or Spanish course work concurrently with their graduate course work, or by passing (with a grade of "B") a test devised by members of the modern language faculty. As a fourth alternative, students may offer the scores they have earned on an approved national, standardized foreign language examination.

International students can demonstrate fluency in their native language by passing a standardized national exam or by passing, with a grade of "B" or better, a translation project read by a qualified reader, arranged for by the student.

After being admitted to the program, but before enrolling in any courses, students should have an interview with the graduate coordinator to develop a degree plan and to become familiar with the expectations of the graduate English faculty.



A student admitted to the Graduate School with non-degree status may enroll in graduate English courses; however, no more than six graduate credits earned while the student held non-degree status may be applied toward the requirements for the degree once he or she has gained regular admission.

A transfer graduate student may apply no more than nine graduate hours of English courses toward the M.A. degree, provided these courses are approved by the student's graduate committee, the graduate coordinator, and the graduate dean.

### **Masters Exam and Masters Thesis Requirements**

Master of Arts students in English must complete a minimum of 24 credit hours of course work and six thesis credit hours. Before beginning work on the thesis, students must pass a two-hour written exam based on a reading list set by the graduate faculty. This exam will be given during the third week of the spring and fall semesters. After completing the exam, and after receiving approval for a thesis prospectus from the student's thesis committee, the graduate coordinator, and the graduate dean, students may begin work on the thesis, a project generally 50-60 pages in length, focused on a specific author, genre or period. Students, in conjunction with their committee, may also opt to write a creative writing thesis.

Candidates must defend the thesis in a two-hour oral exam covering the thesis topic and the core area related to the thesis. Students who fail the oral examination are eligible to retake the examination one time only. This retake may occur only within the student's six-year limit. The second exam may not be taken before the following semester and before remediation of any deficiencies identified by the graduate advisory committee. Candidates who fail the exam the second time are no longer eligible to participate in graduate study in the program as degree-seeking students.

### **Core Areas of Study**

All candidates for the M.A. in English must take English 500, Literary Research; English 502, Bibliography and Methods; English 560, Seminar: Literature before 1800; and English 590, Seminar: Literature after 1800. All English graduate students' formal degree plans must include a minimum grade of "B" on these four core courses. Furthermore, the degree plan must show no more than one three-hour course with the grade of "C." All candidates for the M.A. who hold teaching assistantships must take English 501, Pedagogy of College Writing.

## Mathematics

**Graduate Faculty:** Regina Aragon  
Tom Brown  
Anne Cable  
Thurman Elder  
Mir Mortazavi  
Richard Propes  
Kathleen Salter  
Christopher Stuart

**Degree:** Master of Arts  
**Major:** Mathematics

The Master of Arts degree offers students who hold the Bachelor of Arts or Bachelor of Science degree in mathematics or a related field, an opportunity to broaden their knowledge in several fields of mathematics and in the applications of mathematics. The program is designed to prepare graduates for careers in teaching, business, industry, government, or for entering a Ph.D. mathematics program.

### Admission to the Program

To enter the Master of Arts program a student should have a Bachelor of Arts or Bachelor of Science degree in mathematics or a related field and satisfy all entrance requirements of the Graduate School. The student should have completed a standard calculus sequence and courses in linear algebra, differential equations and abstract algebra. It is recommended that students also have a year course in advanced calculus. Students who are admitted without having all of the prescribed undergraduate courses must make up these deficiencies at the beginning of their studies and these leveling courses will not be counted toward the Master of Arts degree.

Once admitted to the Graduate School, but prior to enrolling in any courses, students should have an interview with the mathematics graduate coordinator to develop a preliminary degree plan and to become familiar with the expectations of the graduate mathematics faculty. A transfer graduate student may apply no more than nine hours toward the Master of Arts degree and these courses must be approved by the student's graduate committee, the graduate coordinator and the graduate dean.

### Degree Requirements

For the Master of Arts degree in mathematics a student must choose a thesis or a non-thesis plan. The thesis plan requires a minimum of 27 credit hours of course work and six credits for the thesis. The non-thesis plan requires 33 credit hours of course work. In either plan a maximum of nine credit hours may be taken in a related field if approved by the graduate coordinator and the student's graduate committee. All students in the mathematics Master of Arts program are required to take:

- (1) one of the analysis sequences, MATH 501 and 502, or MATH 505 and 506
- (2) one of the sequences MATH 511 and 512 (algebra), or MATH 523 and 524 (partial differential equations)
- (3) MATH 544 Research in Mathematics

The remaining coursework is determined by the student and the student's graduate committee.

The student selecting the thesis plan must consult with his or her graduate committee about the thesis topic. This topic must be approved by all members of the committee. The student will make an oral presentation on the results of the thesis. A student selecting the non-thesis plan is required to satisfactorily complete a written graduate project. The nature of this project shall be determined by the student's graduate committee.

### M.A. Examinations

The Master of Arts degree in mathematics requires the student to pass three comprehensive exams: one in analysis, one in algebra or in partial differential equations, and the third one in an area determined by the student and the student's graduate committee. Each of these exams is scheduled for approximately two hours.

## Psychology

**Graduate Faculty:** Fred Cordova  
Leslie Gill  
V. Scott Johnson  
Reneé Neely  
Elizabeth Self

The Department of Psychology offers graduate work leading to a Master of Arts degree in psychology with an emphasis in general psychology. This degree would prepare students to pursue further graduate study at institutions granting the Ph.D. It would also prepare students to teach undergraduate courses at some community colleges that require master's level qualifications. The American Psychological Association policy is that "only those who have completed a doctoral training program ... are qualified to independently provide unsupervised direct delivery of professional services, including preventive, assessment, and therapeutic services." Therefore, completion of this degree will **not** qualify a student to provide such services. The mission of the graduate psychology faculty is to educate students in general scientific, empirical research knowledge and methods within the field of psychology as a whole.

**Degree:** Master of Arts  
**Major:** Psychology

### Admission Requirements

Admission to the Graduate School does not mean the applicant is admitted to this specific Master's Degree program. Consideration for admission to this degree program is based on three criteria. They are:

1. Prior admission to the Graduate School.
2. The submission of three letters of recommendation attesting to the applicant's ability to do graduate work in psychology.
3. A satisfactory combination of undergraduate GPA and Graduate Record Examination scores to be determined as follows:

In the following, a cumulative undergraduate GPA refers to the applicant's total undergraduate hours.

- a. Applicants with a cumulative GPA of at least 3.0 must score a minimum of 900 total on the GRE Verbal and Quantitative tests to be admitted to the program with

Regular Status as defined by Graduate School policy for Regular Status.

- b. Applicants with a cumulative undergraduate GPA that is between 2.5 and 2.99 and a minimum score of 900 total on the GRE Verbal and Quantitative tests may be admitted to the program with Conditional Status as defined by Graduate School policy for Conditional Status. Per Graduate School policy, Regular Status is achieved through successful completion of nine graduate hours with a cumulative graduate GPA of 3.0. Graduate assistantships may be awarded for one semester (per Graduate School policy) at the discretion of the departmental graduate advisory committee.
- c. Applicants with a cumulative undergraduate GPA of at least 3.0 and a GRE Verbal and Quantitative total score that is less than 900 with Verbal and Quantitative subtest scores each at least 300, may be admitted to the program with a Hold on Advancement to Candidacy. In addition to Graduate School policy for advancement to candidacy, program criteria for Advancement to Candidacy will be contingent upon successful completion of leveling coursework to include (but not limited to) the following: (1) Verbal GRE subtest score between 300 and 449 requires a "B" letter grade or better in **both** ENG 325 and ENG 410; and/or (2) Quantitative GRE subtest score between 300 and 449 requires a "B" letter grade or better in STAT 500. All leveling coursework must be completed successfully within the first 12 hours of regular (program-required) Psychology graduate coursework. The graduate advisory committee will review all instances of failure to meet these criteria for advancement to candidacy and the committee's decision may include suspension from the program. The graduate advisory committee must indicate in writing the criteria for regaining admission to the program with regular status.

Applicants wishing to begin graduate study in the fall semester should submit a full application by May 10. Applicants wishing to begin graduate

study in the spring should submit a full application by December 10. A full application consists of 1) application materials required by, and sent directly to the Graduate School, as described in the Graduate Catalog, 2) three letters of recommendation sent directly to the Graduate Coordinator of Psychology, Department of Psychology, to be received no later than the above date; and 3) official documentation of having taken the Graduate Record Examination. If there is documentation of having taken the GRE, but the official results have not been received by the above application deadlines, and if all the other application materials have been received, the application will remain open until official GRE results have been received, but no later than the first day of the semester in which the student is applying for first enrollment.

Anyone applying for admission after these due dates will be considered to be applying for the subsequent academic semester and the next deadline, a semester later, will be used. Any applicant denied admission because of not meeting the above requirements, who wants to re-apply for admission at a later date, must repeat the entire application process and submit a full application as described above.

An applicant who has been accepted by the Graduate School of Eastern New Mexico University, but has not been accepted into this program, and who wants to begin graduate course work may take graduate hours as a “non-degree seeking” student.

If such a student is subsequently admitted into the program, no more than six hours of course work will be accepted toward fulfillment of degree requirements. Such students are strongly encouraged to meet with the departmental graduate coordinator before enrolling, in order to ensure the applicability of such course work to a potential graduate degree.

**All applicants must realize that admission into the program does not guarantee retention or successful completion of the graduate program.**

### **Retention Requirements**

Retention in the program will be based on three factors: 1) development of, and adherence to, an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below; 2) satisfactory progress through the program as indicated by maintaining an overall graduate grade point

average of 3.0 in courses on the degree plan, **and** by performing at the “C” level in no more than 6 graduate hours, with no grades below a “C”; and 3) completion of at least **six** graduate psychology credit hours every 12 months.

Progress of each student toward degree completion, in accordance with above three factors, will be reviewed annually by department faculty. Students not meeting all of these requirements may be suspended or asked to terminate the program, or may be placed on inactive status (see the appropriate section on conditions for readmission in this Graduate Catalog see page 16). If unsatisfactory progress is due to extenuating circumstances (e.g. hospitalization, severe illness, etc.) the faculty will require appropriate documentation for consideration of retention.

## Course Requirements

For the Master of Arts in Psychology, the following course work is required:

<b>Core Courses</b>		<b>Credit hours</b>
PSY	502	Abnormal Psychology ..... 3
PSY	511	Theories of Personality ..... 3
PSY	518	Issues and Ethics in Psychology ..... 3
PSY	521	Multicultural Psychology ..... 3
PSY	533	Seminar in Experimental Design ..... 3
PSY	555	Developmental Psychology ..... 3
PSY	567	Physiological Psychology ..... 3
PSY	581	Seminar in Advanced Social Psychology ..... 3
STAT	513	Statistical Analysis II
PSY	599	Master's Thesis ..... 6
		Core Hours ..... 33
<b>Elective courses</b> (to complete a total of 42 hours)		
PSY	515	Theories of Learning ..... 3
PSY	561	Social Determinants of Gender Role Behavior ..... 3
PSY	579	Individual Research ..... 3
PSY	593	Topics in Psychology ..... 3

## Graduation Requirements

Graduation is contingent upon successful completion of the required curriculum for the degree plan; the maintenance of a 3.0 cumulative grade point average in courses on the degree plan; and **satisfactory completion of a thesis and thesis defense**. To be eligible to defend the thesis, a candidate must be in good standing as a graduate student, must have maintained a 3.0 cumulative grade point average in all graduate coursework on the degree plan, and must have completed all course requirements as described in the degree plan, unless a petition for a substitution is approved by the graduate

coordinator. The thesis will be orally defended before a three person committee and any interested parties in either the fall or spring semester. The composition and responsibilities of the thesis committee are as delineated in the guidelines for graduate study set by the University. Students will be allowed to repeat the defense of the thesis once if failed the first time. Failure to pass the thesis defense a second time will result in automatic termination of the student's graduate program.

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**Course Descriptions**



## Course Descriptions

Graduate degrees are not offered in all the following areas, but courses may be taken for graduate credit. Please consult degree requirements listed above for master's degree-granting programs.

### Accounting

#### **ACCT 551 Managerial Accounting (3).**

Presentation, analysis and interpretation of accounting data for use in planning, organizing, actuating and controlling business activities.

#### **ACCT 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Consent of instructor.

#### **ACCT 593 Topics in Accounting (1-3).**

As announced. (May be repeated for a maximum of 6 cr. with consent of instructor.

### Agriculture

#### **AG 569 Workshop in Agriculture (1-3).**

As announced. (May be repeated for a maximum of 6 cr.)

### Anthropology

#### **ANTH 500 Modern Concepts in Anthropology (3).**

Contemporary theoretical and methodological approaches in cultural anthropology with background on their origin and philosophical foundations.

#### **ANTH 501 Anthropological Research Foundations (3).**

Construction of Anthropological research designs, hypothesis formulation, sampling, data collection, data reduction and reporting.

#### **ANTH 504 Human Osteology (3).**

Hands-on identification and analysis of human skeletal remains, with a focus on archaeological applications. Prerequisite: Consent of instructor.

#### **ANTH 505 Basic Quantitative Methods in Anthropology (1).**

Anthropological and archaeological applications of basic techniques of statistical description and inference.

#### **ANTH 506 Advanced Quantitative Methods in Anthropology (3).**

Advanced quantitative techniques in archaeology including multivariate techniques, graphical methods of data presentation, and spatial analysis. Heavy emphasis on the use of microcomputer to analyze and display archaeological data. Prerequisite: ANTH 505.

#### **ANTH 510 Internship in Applied Anthropology (3-6).**

Provides hands-on experience in a non-academic setting for specific areas of interest; i.e., Cultural Resource Management. Prerequisite: Consent of instructor.

#### **ANTH 518 Zooarchaeology (3).**

Techniques for the identification of faunal remains and review of important theoretical issues in zooarchaeology. Prerequisite: Consent of instructor.

#### **ANTH 520 Advanced Flintworking and Lithic Analysis (3).**

For the experienced flintworker; advanced techniques and applying results of experimental flintworking to analysis.

#### **ANTH 521 Laboratory Analysis in Archaeology (3).**

Practical laboratory procedures in archaeology.

#### **ANTH 522 Imaging in Anthropology (3).**

Provide students with the ability to communicate data visually. Techniques explored include technical photography in the field and laboratory, artifact and specimen illustration, the design of scientific graphics, and constructing a poster for a scientific meeting.

#### **ANTH 532 Indians of the Southwest (3).**

Native American tribes of New Mexico and Arizona from the time of Spanish contact to the present.

#### **ANTH 541 Historic Preservation (3).**

Federal and state laws and regulations; procedures for managing and protecting archaeological sites and artifacts; philosophical basis of historic preservation in the United States; ethical considerations; and Federal and State regulatory administration.

#### **ANTH 542 Cultural Resource Management Applications (3).**

Federal and state contract procedures; proposal and budget preparation; preparing a memorandum of agreement; Section 106 compliance procedures; preparing cultural resource management reports; and curation administration.

#### **ANTH 550 Recent Developments in Archaeological Theory (3).**

Advances in archaeological theory from the mid-1960s through present with emphasis on anthropological archaeological theories.



**ANTH 560 Paleoindians in the New World (3).** Investigation of archaeological evidence of Paleoindians from earliest dated materials to the Archaic periods.

**ANTH 561 Archaeology of the Southwest (3).** Intensive examination of prehistory of southwestern United States from the advent of horticulture to the Spanish Entrada.

**ANTH 562 Archaeology of Mexico and Middle America (3).** The prehistory of Mexico and middle America.

**ANTH 564 Hunter-Gatherer Archaeology of the West (3).** A seminar on pre-agricultural adaptations in the western U.S. (Great Basin, Southwest, Great Plains). Topically the course will cover paleoenvironments, culture history, technology, and settlement and subsistence.

**ANTH 569 Workshop in Anthropology (1-3).** As announced. (May be repeated for a maximum of 3 cr.)

**ANTH/BIOL/GEOL/PHYS 575 Scanning Electron Microscopy (2).**

**ANTH 579 Individual Research (1-3).** Independent study. A. Archaeology. B. Ethnology. C. Linguistics. D. Physical Anthropology. E. Technical-Topical Anthropology. (May be repeated for a maximum of 4 cr.) Prerequisite: Approval of graduate advisory committee.

**ANTH 583 Graduate Field Research (6).** Supervised or original field problem of graduate caliber research in one or more of the major divisions of anthropology. Prerequisite: Approval of graduate advisory committee (only 3 hours applied to Graduate Degree).

**ANTH 584 Graduate Readings in Anthropology (1-2).** Independent study. A. Archaeology. B. Ethnology. C. Linguistics. D. Physical Anthropology. E. Technical-Topical Anthropology. (May be repeated for a maximum of 6 cr.) Prerequisite: Approval of graduate committee.

**ANTH 585 Geoarchaeology (3).** Geological theory and approach to site formation, preservation, destruction, and transformation processes.

**ANTH 586 Geoarchaeological Analysis (3).** Geoarchaeological analyses of site matrix; stone tool raw material analyses; landscape archaeology. Prerequisite: ANTH 585.

**ANTH 593 Topics in Anthropology (1-3).** As announced. (May be repeated for credit.)

**ANTH 596 Graduate Seminar in Anthropology (1-3).** Offered at intervals with specific topics for discussion. (May be repeated for credit.)

**ANTH 597 Colloquium (1).** Professional presentations of and defense of Thesis Prospectus. Enrollment restricted to students who have passed comprehensive examinations. Prerequisites: Consent of instructor/advisory committee/coordinator.

**ANTH 599 Master's Thesis (1-6).** No more than 6 cr. in 579 and 583 may be applied toward thesis content. (ANTH 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Art

**ART 569 Workshop in Art (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**ART 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**ART 593 Topics in Art (1-3).** As announced. (May be repeated for credit.)

## Biology

**BIOL 501 Concepts in Life Sciences (3).** Modern interpretation at the cellular, organism, and population levels. Designed for a master of education degree.

**BIOL 504 Fisheries Management (3).** Theory, methods, and philosophy of fisheries management emphasizing sport fisheries, commercial fisheries, and endangered species. Occasional field trips.

**BIOL 504L Fisheries Management Laboratory (1).** Concurrent enrollment: BIOL 504. (F)

**BIOL 505 Wildlife Management (3).** Theory, methods, and philosophy of wildlife management emphasizing game, nongame and endangered species. Occasional field trips scheduled. Concurrent enrollment in BIOL 505L. (S)

**BIOL 505L Wildlife Management Laboratory (1).** Concurrent enrollment: BIOL 505. (S)

**BIOL 509 Microbial Physiology (3).** Physiological, metabolic, and nutritional characteristics of microorganisms. Concurrent enrollment: BIOL 509L.

- BIOL 509L Microbial Physiology Laboratory (1).** Concurrent enrollment: BIOL 509.
- BIOL 510 Plant Systematics (3).** An introduction to the principles of classification within the plant kingdom, including methods of collection and preservation and the process of identifying unknown plant materials. Concurrent enrollment: BIOL 510L.
- BIOL 510L Plant Systematics Laboratory (1).** Concurrent enrollment: BIOL 510.
- BIOL 511 Herpetology (3).** Biology and classification of amphibians and reptiles. Occasional field trips. Concurrent Enrollment: BIOL 511L. (Alt S)
- BIOL 511L Herpetology Laboratory (1).** Concurrent enrollment: BIOL 511.
- BIOL 513 Conservation Biology (3).** Ecological, population, and genetic factors that influence biological diversity. Topics include theoretical concepts and management of ecosystems, habitats, and endangered species. (Alt F)
- BIOL 514 Histology (3).** Examination and functional interpretation of cell, fibers, and matrix of tissues of the human body. Concurrent enrollment: BIOL 514L. (S)
- BIOL 514L Histology Laboratory (1).** Concurrent enrollment: BIOL 514. (S)
- BIOL 515 Plant Physiology (3).** Life processes of plants and their responses to a changing environment, including water relations, mineral nutrition, photosynthesis, and respiration. Concurrent enrollment: BIOL 515L.
- BIOL 515L Plant Physiology Laboratory (1).** Concurrent enrollment: BIOL 515.
- BIOL 517 Biogeography (3).** The study of the temporal and spatial patterns of the distribution of organisms and the ecological and evolutionary processes responsible for those patterns. (Alt F)
- BIOL 518 Medical Entomology (3).** Roles of insects in direct causation of disease in humans and animals; roles of insects as vectors of disease organisms; epidemiology and replication cycles of vector-borne pathogens of major medical importance. (Alt S)
- BIOL 521 Principles of Immunology (3).** Host-parasite relationships and mechanisms of immunity. (Alt. F)
- BIOL 521L Principles of Immunology Laboratory (1).** Immunochemical techniques widely used in immunology laboratories. Concurrent enrollment: BIOL 521. (Alt F)
- BIOL 522 Medical Microbiology (3).** Microorganisms involved in disease; medical microbiology identification, symptomatology, vectors, and pathology. (Alt. S)
- BIOL 522L Medical Microbiology Laboratory (1)** Isolation, identification and characterization of medically important microorganisms. Concurrent enrollment: BIOL 522. (Alt. S)
- BIOL 524 Advanced Human Physiology (4).** Human physiological systems with particular emphasis on current research areas including neurobiology, optical imaging and cell communication. Concurrent enrollment: BIOL 524L.
- BIOL 524L Advanced Human Physiology Laboratory (1).** Concurrent enrollment: BIOL 524.
- BIOL 525 Molecular Biology (3).** Nucleic acid chemistry and enzymology, and recombinant technology of prokaryotes and eukaryotes. Concurrent enrollment: BIOL 525L. (Alt S)
- BIOL 525L Molecular Biology Laboratory (1).** Experimental techniques in isolating and manipulating DNA and RNA, bacterial growth and transformation and protein expression, purification and analysis. Concurrent enrollment: BIOL 525.
- BIOL 527 Developmental Biology (3).** The genetic control of development in both animal and plant model systems. Genes involved in segmentation, gastrulation, neurogenesis, muscle formation, patterning and flowering. Concurrent enrollment: BIOL 527L (Alt F)
- BIOL 527L Developmental Biology Laboratory (1).** Concurrent enrollment in BIOL 527. (Alt F)
- BIOL 528 Biotechnology (3)** Current molecular biology techniques used in research will be described, discussed, and applied to the specific need of the graduate student. (Alt S)
- BIOL 530 Limnology and Freshwater Biology (3).** Study of freshwater habitats, and the ecology, distribution and identification of common freshwater organisms of the Southwest. (F)
- BIOL 530L Limnology and Freshwater Biology Laboratory (1).** Concurrent enrollment in BIOL 530. (F)

**BIOL 531 Mammalogy (3).** Biology and classification of mammals. Occasional weekend field trips scheduled. Concurrent enrollment: BIOL 531L. (Alt F)

**BIOL 531L Mammalogy Laboratory (1).** Concurrent enrollment: BIOL 531.

**BIOL 536 Ichthyology (3).** Biology and classification of fishes. Occasional field trips. Concurrent enrollment: BIOL 536L. (Alt F)

**BIOL 536L Ichthyology Laboratory (1).** Concurrent enrollment: BIOL 536.

**BIOL 539 Teaching in Biology (1).** Methods, resources, lesson plans in teaching biology; lecture and laboratory. Designed for students interested in gaining further experience and classwork toward teaching licensure. (F)

**BIOL 542 Ornithology (3).** Biology and classification of birds. Occasional field trips scheduled. Concurrent enrollment: BIOL 542L. (Alt S)

**BIOL 542L Ornithology Laboratory (1).** Concurrent enrollment: BIOL 542.

**BIOL 550 Virology (3).** Characteristics, structure, identification and clinical relevance of viruses. (Alt. S)

**BIOL 550L Virology Laboratory (1).** Techniques in classical, molecular and medical virology. Concurrent enrollment: BIOL 550. (Alt. S)

**BIOL 562 Evolution (3).** Causes of micro- and macroevolutionary change, speciation and cladogenesis, including aspects of morphology, physiology, genetics and ecology. (Alt F)

**BIOL 564 Animal Behavior (3).** Genetics, anatomical-physiological, ecological, and evolutionary aspects of animal behavior.

**BIOL 569 Workshop in Biology (1-3).** As announced. (May be repeated for a maximum of 4 cr.)

**BIOL/ANTH/GEOL/PHYS 575 Scanning Electron Microscopy (2).**

**BIOL 579 Individual Research (1-3).** Independent Study. A) Bacteriology. B) Mycology. C) Vascular plants. D) Animal physiology. E) Entomology. F) Invertebrate zoology. G) Plant ecology. H) Animal ecology. I) Freshwater biology. J) Plant physiology. K) Photography for biologists. L) Ichthyology. M) Herpetology. N) Ornithology. O) Mammalogy. P) Microbial ecology. Q) Parasitology. R) Electron microscopy. S) Molecular Biology. T) Applied Ecology. (May be repeated for a maximum total of 4 cr.) Prerequisite: Consent of instructor.

**BIOL 582 Biological Literature (2).** Library readings and reports; use of bibliographies, indices, and technical journals; preparation of scientific papers.

**BIOL 592 Graduate Seminar (2).** Selected topics in modern biology. (May be repeated for a maximum of 4 cr.)

**BIOL 593 Topics in Biology (1-3).** As announced. (May be repeated for credit.)

**BIOL 599 Master's Thesis (1-6).** (BIOL 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Bilingual Education

**BLED 501 Bilingual Education: Theory to Practice (3).** A critical comprehensive investigation of current issues and trends affecting bilingual education.

**BLED 505 Reading and the Bilingual Child (3).** Acquisition of literacy skills by students whose dominant language is other than English.

**BLED 525 The Role of the Parent in the Bilingual Classroom (3).** Provides strategies for involving parents in the learning process at home and at school. (Instruction in Spanish.)

**BLED 530 Language Assessment and Placement of Bilingual Students (3).** Identification and development of evaluation procedures as entry/exit criteria for bilingual students.

**BLED 534 Content Area Instruction in Bilingual Education (3).** Development of instructional strategies to be used in the teaching of the content areas. (Instruction in Spanish.)

**BLED 538 Language Arts and the Teacher of English as a Second Language (3).** Development of listening, speaking, reading and writing skills within a language arts program for bilingual students.

**BLED 569 Workshop in Bilingual Education (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.) (May be repeated for a maximum of 3 cr.)

**BLED 573 Early Childhood Bilingualism (3).** First and second language acquisition with reference to the young linguistically diverse child utilizing case studies and current research to include legal developments, family and school partnerships and parental rights.

**BLED 579 Individual Research (1-3).**

Prerequisite: Consent of instructor. (May be repeated for a maximum of 4 cr.).

**BLED 580 ESL Methods (3).** An overview of theory and methods for improving the language skills of learners of English as a Second Language. (Alt. S)

**BLED 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**BLED 593 Topics in Bilingual Education (1-3).** As announced. (May be repeated for a maximum of 6 cr.) Prerequisite: Approval for this course must be received prior to the semester taken.

**BLED 599 Master's Thesis (1-6).** (BLED 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Business Administration

**BUS 501 Business and Society (3).**

Relationship among individuals, business, and government institutions with emphasis on value and goal conflict. Examines social responsibility of business ethics, value systems in business, business in literature, historical concepts of business, public welfare, and social policy concepts as they affect administrators. Prerequisite: Acceptance into an ENMU graduate program.

**BUS 518 Managerial Research Methods (3).**

A research project-based course involving the concepts, tools and techniques used in applying the scientific method in the business environment. Topics include: scientific method; research process; types of research; questionnaire design; statistical tests; analysis and presentation of results. Prerequisite: MGT 501 is recommended.

**BUS 531 International Business (3).**

Environmental, economic, political and social constraints on doing business abroad; effects of overseas business investments on domestic and foreign economies; foreign market analysis and operational strategy of a firm; management problems and development potential of international operations. Prerequisite: Completion of all MBA leveling courses.

**BUS 550 Employment Discrimination Law (3).** Analyzes the employer-employee relationship, employer liability, theories of discrimination, major employment legislation,

cases, regulations, and management practices. The objective is to recognize and avoid discrimination based on age, sex, color, race, national origin, religion or disability. Prerequisites: Completion of all MBA leveling requirements or acceptance into an ENMU graduate program.

**BUS 553 Strategic Management (3).** A top-management view leading to formulation of general policies for the organization; objectives, plans for achievement, organizing administrative personnel to meet objectives, implementation of programs, measurement of results, and re-appraisal of objectives, plans, and action patterns. Prerequisite: Final semester standing only.

**BUS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of graduate coordinator required.

**BUS 581 Quantitative Foundations for Management (1).**

A self-paced course providing concepts of algebra that are essential for graduate study in Business. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 582 Foundations of Management (1).**

A self-paced course providing essential managerial concepts and their application, including leadership, motivation, and communication. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 583 Accounting Foundations for Management (1).**

A self-paced course providing essential accounting principles and concepts and their applications, including financial statements. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 584 Statistical Foundations for Management (1).**

A self-paced course providing essential statistical concepts and their application. Includes measures of central tendency, normal distribution and probability. This course may be used to meet MBA leveling requirements. This course may **not** be used to



fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 585 Marketing Foundations for Management (1).** A self-paced course providing essential marketing concepts that are required for graduate study in Business, including marketing mix, price elasticity, and the product life cycle. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 586 Legal Foundations of Management (1).** A self-paced course providing essential legal concepts, including classification of law, legal rights, and contracts, that are essential for graduate study in Business. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 587 Economic Foundations of Management (1).** A self-paced course providing essential economic principles and concepts and their application, including GNP, government spending, inflation, unemployment, and monetary systems, that are essential for graduate study in Business. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 588 Financial Foundations of Management (1).** A self-paced course providing essential financial principles and concepts and their application, including short-term and long-term financing, financial analysis, dividend policy, and investment decisions, that are essential for graduate study in Business. This course may be used to meet MBA leveling requirements. This course may **not** be used to fulfill the 33 hours of graduate coursework required for the MBA. Prerequisite: Entry into the MBA program. (TBA)

**BUS 593 Topics in Business Administration (1-3).** As announced. (May be repeated for a maximum of 6 cr. with consent of advisor and graduate coordinator.) Prerequisite: Consent of advisor and the graduate coordinator.

**BUS 599 Master's Thesis (1-6).** (BUS 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Business Education

**BED 593 Topics in Business Education (1-3).** Topics as announced. Prerequisite: Graduate status.

## Chemistry

**CHEM 510 Advanced Analytical Chemistry (3).** Advanced theory and techniques in analytical chemistry focusing on aspects not covered in regular analytical chemistry courses including: flow injection analysis (FIA), solution equilibria in the presence of interacting species, and low signal-to-noise techniques. Prerequisite: Consent of instructor. (S)

**CHEM 513 Advanced Physical Chemistry (3).** Advanced concepts in physical chemistry focusing on the structure and dynamics of chemical systems. Prerequisite: One year of undergraduate physical chemistry. (Alt F)

**CHEM 522 Advanced Inorganic Chemistry (3).** Physical chemical principles applicable to inorganic systems. Prerequisite: Consent of instructor.

**CHEM 525 Materials Chemistry (3).** An introduction to advanced materials chemistry including bioorganic materials, nanocomposites, shape memory wires, ceramics, zeolites, semiconductors, superconductors, aerogels, non-linear optical materials, liquid crystals, and fullerenes. (Alt S)

**CHEM 531 Molecular Spectroscopy (3).** Theory and practice of molecular spectroscopy. Applications in vibrational, electronic, and nuclear magnetic resonance spectroscopy.

**CHEM 539 Teaching in Chemistry (1).** Methods, resources, lesson plans in teaching chemistry; lecture and laboratory work.

**CHEM 541 Physical Organic Chemistry (3).** Electronic structure of organic molecules, effect of structure on reactivity, reaction mechanisms and methods to determine them, different types of reactions. Prerequisite: Consent of instructor.

**CHEM 545 Polymer Chemistry (3).** Exposition of the chemical and physical properties of polymers together with methods of preparation and characterization of polymeric materials.

**CHEM 552 Biochemistry (3).** The chemistry of biomolecules, enzyme catalysis, metabolism and molecular genetics. Prerequisite: Consent of instructor.

**CHEM 563 Advanced Preparations (1-4).** Laboratory work and conferences; preparation and synthesis of compounds; important reactions, special techniques, and apparatus. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**CHEM 569 Workshop in Chemistry (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**CHEM 579 Individual Research (1-3).** Independent study. Report required. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**CHEM 591 Graduate Seminar (1).** Selected topics presented by students; techniques in development and presentation of topics. Students are required to attend other seminars, including those presented by outside speakers. (May be repeated for a maximum of 2 cr.) Prerequisite: Consent of instructor.

**CHEM 593 Topics in Chemistry (1-3).** Graduate topics in analytical, inorganic, organic, physical or biological chemistry. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of chemistry graduate advisory committee.)

**CHEM 599 Master's Thesis (1-6).** (CHEM 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Communication

**COMM 501 Communication Studies (3).** Introduction to the research process, planning, sources, style and reporting. Identification of the problem and literature reviews will be emphasized. (F)

**COMM 502 Communication Research Foundation (3).** Methodology of qualitative and quantitative communication research, with an emphasis on design, sampling, data collection and interpretation of statistical analysis in communication research. Prerequisite: COMM 501. (S)

**COMM 503 Computer Assisted Journalism (3).** A systematic approach to investigative reporting using computer and internet technologies. Emphasis is on in-depth reporting. Will include web publishing.

**COMM 504 Small Group Process: Theory and Research (3).** Communicative behavior as a function of group dynamics; theoretical and empirical communicative behavior variables in problem solving, encounter, and therapeutic groups.

**COMM 508 Seminar in Rhetoric (3).** Rhetorical theory from Aristotle, Cicero and Quintillian to modern rhetorical principles; the relationship of classical rhetoric to that of modern theories of communication.

**COMM 513 Media Criticism (3).** Examination of contemporary perspectives and theoretical approaches to media criticism.

**COMM 515 Ethics of Public Communication (3).** Ethical theory will be examined as it relates to the practice of public communication. Students will focus on major philosophical systems and current ethical issues in the discipline.

**COMM 522 Directing for Television (3).** Advanced planning and production of television programs with emphasis on direction, with practical experience in directing various types of television programs. Concurrent enrollment: COMM 522L.

**COMM 522L Directing for Television Laboratory (NC).** Advanced directing techniques for both studio and electronic field production. Concurrent enrollment: COMM 522.

**COMM 528 Media Management (3).** Study of management processes of media entities. Special attention given to personnel relationships, programming, advertising, community relations, economic and legal problems. Case study emphasized.

**COMM 545 Communication Theory (3).** Processes of communicative behavior and supportive research. The nature of information processing by humans includes perceptual processes, symbolization processes, message orientation, and the channels for display of self in interpersonal, public, and mass communication settings.

**COMM 547 Organizational Communication (3).** Basic concepts related to communication in organizations; management philosophy translated into communicative behavior or interpersonal, group, and public nature; effective communication in organizations and approaches to solving organizational communication problems using a systems perspective.

**COMM 555 Intercultural Communication**

(3). Interaction process among and across cultures; how culture is influenced by the language and how language through its cultural dimensions influences communication behavior; stereotype effect on the self-image, communicative styles, and nonverbal behaviors.

**COMM 560 Public Relations Cases and Campaigns (3).**

Selected public relations case studies and a directed public relations campaign project with local and/or regional client organization.

**COMM 569 Workshop in Communication**

(3). As announced. (May be repeated for a maximum of 6 cr.)

**COMM 570 Interpersonal Communicative Behavior (3).**

The function of communication in the process of developing and maintaining an individual self-image, relationships, and roles in groups and society; transactional states in relationships, gaming strategies, emotional and social isolation, communicative behaviors among and with youth and elderly.

**COMM 575 Gender Communication (3).**

Explores variations in communicative behavior related to biological sex and psychological gender. Examines male and female communication issues in relationships, organizations, and the media.

**COMM 577 Communication in the Family**

(3). Examines the theory and research exploring the family process and communication in a variety of family types.

**COMM 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**COMM 585 Special Project (3).**

Guided study in a specific area of Communication. Extensive research and writing is expected. Last semester of enrollment.

**COMM 591 Graduate Seminar (1-3).** (May be repeated for a maximum of 4 cr.)**COMM 593 Topics in Communication**

(1-3). As announced. (May be repeated for credit.)

**COMM 599 Master's Thesis (1-6).** (COMM

599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

**Communicative Disorders****CDIS 500 Research Methods in Communicative Disorders (3).**

An introduction to research methodology in Communicative Disorders and basic experimental design. Focus is on the major types of descriptive and experimental research in speech-language pathology and the application of statistical reasoning. (F)

**CDIS 511 Articulation/Phonological Disorders (2).**

Current concepts and special considerations in studying and managing articulation/phonological disorders. (S)

**CDIS 512 Voice Disorders (3).**

Current concepts and special considerations in studying and managing voice disorders including alaryngeal speech. (S)

**CDIS 521 Neuroanatomy of Speech and Language (3).**

Normal and pathological neuroanatomy and neurophysiology of speech and language. (F)

**CDIS 522 Language Disorders (3).**

Current concepts and special considerations in studying and managing language disorders with emphasis on children and adolescents. (S)

**CDIS 523 Practicum in Speech-Language Pathology (1-4).**

Supervised clinical experience, evaluating patients, holding parent conferences, administering speech-language therapy, and maintaining records. Attendance at a one-hour clinicians' meeting each week is required. Students must earn a grade of "B" or better in order to count clock hours obtained for ASHA requirements. (May be repeated for credit.) Prerequisite: Admission to the graduate program.

**CDIS 525 Fluency Disorders (2).**

Current concepts and special considerations in studying and managing fluency disorders including stuttering and other related disorders. (S)

**CDIS 526 Neurogenic Speech Disorders (2).**

Current concepts and special considerations in studying and managing speech disorders related to neurological deficits. (F)

**CDIS 527 Craniofacial Anomalies (3).**

Evaluation, pathomorphology, remedial management, and clinical procedures with persons presenting orificial clefts and other related disorders. (F)

**CDIS 528 Dysphagia (2).**

Current concepts and special considerations in studying normal swallowing and in understanding, diagnosing, and treating swallowing disorders across the life-span. (S)



**CDIS 529 Neurogenic Language Disorders (3).** Current concepts and special considerations in studying and managing language disorders related to neurological deficits. (S)

**CDIS 531 Advanced Audiology (3).** Advanced concepts in pathologies of the peripheral and central auditory system. Behavioral and physiologic evaluation procedures with emphasis on screening of auditory function. Considerations in the management of the hearing-impaired.

**CDIS 533 Medical Aspects of Communicative Disorders (3).** Selected topics in medicine and health care that are important for the speech-language pathologist and audiologist. (S)

**CDIS 535 Practicum in Audiology (1-4).** Supervised experience in the administration of routine tests and the screening of auditory function, maintenance of clinic equipment and records, and the management and counseling of hearing impaired clients. (May be repeated for credit.) Prerequisite: Admission to graduate program.

**CDIS 540 Oral Motor Disorders (3).** Characteristics, causes, assessment, observation, and treatment of oral motor or feeding disorders in children and adults who have communicative disorders. (Alt S or Alt Su)

**CDIS 550 Augmentative and Alternative Communication (3).** Current concepts, special considerations and therapeutic strategies for enabling nonspeaking/physically disabled individuals to communicate. (F)

**CDIS 565 Special Project (3).** Guided study in a specific area of communicative disorders. Extensive research and writing is expected. Prerequisite: CDIS 500 and consent of instructor.

**CDIS 569 Workshop in Communicative Disorders (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**CDIS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr. in either area.) A) Audiology B) Speech-Language Pathology. Prerequisite: Consent of instructor.

**CDIS 589 Internship in Speech-Language Pathology (3).** Supervised clinical experience in evaluation and therapy at a cooperating institution, with selected study in pertinent areas. (May be repeated for a maximum of 6 cr.) Prerequisite: Consent of CDIS faculty, proof of professional liability insurance, and regular status.

**CDIS 593 Topics in Communicative Disorders (1-3).** As announced. (May be repeated for credit.)

**CDIS 599 Master's Thesis (1-6).** (CDIS 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Computer Information Systems

**CIS 500 CIS Management (3).** Management, control and application of computer-based information systems in business. The Manager's role in information systems, system selection/procurement, system implementation, policy development, and role or use of information in business. Prerequisite: Consent of instructor.

**CIS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Consent of instructor.

**CIS 593 Topics in Computer Information Systems (1-3).** As announced. (May be repeated for a maximum of 6 cr. with consent of advisor and graduate coordinator.)

## Computer Science

**CS 502 Models and Simulations (3).** Creation, testing and utilization of simulation techniques in the development of practical models for decision-making. Prerequisite: Consent of instructor.

**CS 504 Automata, Languages, and Computability (3).** Basic concepts from finite automata, context free languages, Turing machines and computability. Prerequisite: Consent of instructor.

**CS 551 Design and Analysis of Algorithms (3).** Techniques for analyzing performance of algorithms; principles and concepts of algorithm design. Prerequisites: Consent of instructor. (S)

**CS 557 Database Theory (3).** Theory of databases, including physical organization, conceptual design, relational database theory and SQL. Prerequisite: Consent of instructor.

**CS 561 Operating Systems (3).** Theory of operating systems. Topics include processes, file systems, memory management and I/O. Prerequisite: Consent of instructor.

**CS 569 Workshop in Computer Science (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**CS 570 Compiler Design (3).** Theory and practice of compiler design. Scanning, grammars, parsing, semantics, intermediate representations, code generation, optimization.

Prerequisite: Consent of instructor.

**CS 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**CS 593 Topics in Computer Science (1-3).**

As announced. (May be repeated for credit.)

## Counseling

**COUN 501 Professional Orientation in Counseling Skills and Issues (4).** A

laboratory course in basic (1) counseling skills and (2) professional counseling issues. Successful completion of this course is required before admission into the Master of Arts in Counseling, and the Master of Education in School Guidance programs. Prerequisite: Permission from the graduate coordinator of counseling.

**COUN 502 Abnormal Psychology for Counselors (3).** This course is designed to

give counselors an understanding of maladaptive behavior patterns. Etiology, diagnosis and treatment of emotional disturbances are emphasized. Students will also become familiar with the relevant diagnostic manual. Prerequisite: COUN 501.

**COUN 522 Principles of Guidance (3).** The

goals, roles, and responsibilities of a school counselor are explored. Strategies needed to develop a comprehensive school guidance program are given particular emphasis. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 525 Mental Health Ethics, Law and Practice (4).** A laboratory course in which

ethical and legal mental health circumstances are reviewed and simulated. Prescriptive ethical behavior on the part of a counselor is practiced. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 533/EDF 500 Research Seminar/Methods of Documentary Research (3).**

The fundamentals of research design are reviewed. Analysis of published research relevant to counseling is emphasized, particularly research exploring treatment modalities. Prerequisite: COUN 501.

**COUN 535 Intervention and Consultation in Schools (4).** This course presents a

variety of scenarios in which the school counselor must act as a coordinator, facilitator and/or mediator. How the school counselor advocates for a student when the school counselor consults with parents, teachers, administrators, community professionals is given particular attention. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 542 Career and Lifestyle Development**

**(4).** A laboratory course that examines major career and life-style developmental theories. Practice in the use of instruments and activities that assess career interest, aptitude and feasibility is stressed. Prerequisites: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 544 Theories and Techniques of Counseling (4).** This course reviews the basic

theoretical foundations of major approaches to counseling. As a laboratory course, it also emphasizes practice in techniques essential to basic, competent counseling. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 545 Family Counseling (4).** A

laboratory course in which major family counseling approaches are reviewed. Common family counseling scenarios are simulated and prominent therapeutic interaction skills are practiced. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 547 Group Counseling I (4).** Group

dynamics are examined from a theoretical and experiential perspective. As a laboratory course, this course emphasizes the practice of basic interaction skills, particularly those skills that are indicative of therapeutic group facilitation, or leadership. Each student is required to participate in a group counseling experience. Students taking Group Counseling **must** take Group Counseling II in the semester immediately following Group Counseling I. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 548 Group Counseling II (4).** A

laboratory course continuing the practice of skills gained in Group Counseling I. Prerequisite: COUN 501, COUN 547, and permission from the graduate coordinator of counseling.

**COUN 555 Human Growth and Development**

**(3).** This course reviews the span of human psychological growth as it is influenced by developmental predisposing needs. Students will explore their own preconceptions relevant to adaptive human growth, and they will synthesize interventions useful in counseling circumstances. Prerequisite: COUN 501.

**COUN 556 Cross-Cultural Counseling (4).**

A laboratory course emphasizing cultural and social issues that may influence the counseling experience. Students will practice skills designed to increase counselor awareness, sensitivity and responsiveness to cultural difference. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 575 Counseling Assessment (4).**

This laboratory course will acquaint students with assessment tools and procedures for evaluating social, cognitive, emotional and somatic client concerns. Particular attention and practice is put on performing intake assessment summaries. Assessing lethality and abuse will also be stressed. Prerequisite: COUN 501 and permission from the graduate coordinator of counseling.

**COUN 579 Individual Research (1-3).**

Independent Study. Prerequisite: Permission from the graduate coordinator of counseling. (May be repeated for a maximum of 3 cr.)

**COUN 593 Topics in Counseling (1-3).**

As Announced. Prerequisite: Permission from the graduate coordinator of counseling.

**COUN 598 Internship/Seminar (5-12).**

Students perform counseling in schools or mental health agencies under the supervision of faculty and staff members. Students must attend on-campus seminars in which the primary focus is to review their on-site counseling work. Prerequisite: Successful completion of all other required courses for the Master of Arts in Counseling, or the Master of Education in School Guidance; successful completion of the written comprehensive exam; and permission from the coordinator of counseling.

**Curriculum and Instruction**

**CI 521 Teacher as Researcher (3).** Teacher research as systematic, intentional inquiry into one's own teaching practice which includes the framing of research questions and development of the necessary tools for collection and analysis of data.

**CI 531 Critical Pedagogy and Educational Reform (3).**

Students analyze and critique hegemonic practices in education. Marginalization, alienation, violence, poverty and "othering" will be examined as structural mechanisms designed to selectively empower and oppress students in educational settings. (S)

**CI 540 Instructional Leadership (3).**

Educational leaders contribute to students' success through informed decision-making and practice. This course focuses on developed and emerging curricular and instructional practices that contribute to student achievement. (F)

**CI 591 Graduate Seminar in Curriculum and Instruction (3).**

Selection and in depth study of an issue in the public schools. (Alt S)

**Economics****ECON 525 Managerial Economics (3).**

Application of economic theory to problems of business management; profit, demand, cost competition, employment of factors of production and capital budgeting. An analytic as well as a case approach are employed to analyze managerial decision-making. Prerequisite: Consent of instructor.

**ECON 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of graduate coordinator required.

**ECON 593 Topics in Economics (1-3).**

As announced. (May be repeated for a maximum of 6 cr. with consent of advisor and the graduate coordinator.) Prerequisite: Consent of advisor and the graduate coordinator.

**Education Administration**

**EDAD 525 Personnel (3).** Present strategies for staff recruitment, preservice training and staff development.

**EDAD 526 Leadership (3).** Examination of current literature and major writers relative to theories of leadership. All students will develop a personal set of goals for the development of their own "leadership style."

**EDAD 535 Systems Communication (3).**

Identification of systems of interest (including community, parents, students, teachers, administrators and the media) and developing communications that promote involvement, interest, ownership, and commitment.

**EDAD 560 Policy Analysis (3).** A study of the legal, legislative and fiscal requirements that must be incorporated into the governance of a school system. The process of critical analysis and citizen involvement in a democracy will be applied.

**EDAD 569 Workshop in Education Administration (1-3).** As announced. Only workshops in administration area of education are acceptable for credit on administrative certificate. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.)

**EDAD 579 Individual Research (1-3).** Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**EDAD 582 School Administration (3).** General school administrative responsibilities in a culturally diversified society with special emphasis on the development of budgets that fulfill state and federal requirements at the program, building and district levels. (F)

**EDAD 583 Applied Research in Education Administration (1-3).** Practical treatment of contemporary problems in education administration. Group or individual studies. Only studies in administration are applicable for credit in administration. (May be repeated for a maximum of 6 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**EDAD 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**EDAD 591 Graduate Seminar in Education Administration (2).** Only seminars in administration are applicable for credit in administration. (May be repeated for a maximum of 6 cr.) Prerequisite: Consent of instructor.

**EDAD 593 Topics in Education Administration (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**EDAD 597 Internship I (3).** Experience working in a public school setting under supervision of a public school administrator. The internship must include a minimum of 120 clock hours in the fall semester. Prerequisite: Consent of graduate advisor and coordinator of administrative internships. (See Internship Manual for requirements)

**EDAD 598 Internship II (3).** Experience working in a public school administration setting under supervision of a public school administrator. The internship must include a minimum of 120 clock hours in the spring semester. Prerequisite: Consent of graduate advisor and coordinator of administrative internship. (See Internship Manual for requirements)

**EDAD 599 Master's Thesis (1-6).** (EDAD 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Education Foundations

**EDF 500/COUN 533 Methods of Documentary Research/Research Seminar (3).** Introduction to educational research including historical, descriptive and experimental designs. Students will be required to design and write a research report on some aspect of educational thought or practice.

**EDF 501 Curriculum: Theory Into Practice (3).** Theory and principles of curriculum development in the public school.

**EDF 515 Theories of Learning and Motivation (3).** A comparison of behavioristic, cognitive, gestalt, and constructivist theories; motivational techniques; their applications to classroom learning.

**EDF 530 Assessment (3).** Assessment procedures and interpretation of basic measurement, grading and scoring; development of test writing skills leading to program development for teachers at all levels.

**EDF/SOC 535 Sociology of Education (3).**

**EDF 537 History of Educational Thought (3).** Origin and development of the educational system from ancient to modern times as conditioned by social, political, religious, cultural, and economic changes.

**EDF 538 Instructional Design (3).** Theory and application of instructional design process in various educational settings. Emphasis on designing quality instruction to maximize student academic learning.

**EDF 569 Workshop in Education Foundations (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.) Prerequisite: Consent of instructor.



**EDF 578 Teaching Multicultural Heritage of the Southwest (3).** Cultural factors influencing development of southwestern United States; practicing and prospective educators engage in developing units and exploring resources which focus upon contributions of various ethnic groups.

**EDF 579 Individual Research (1-3).** Independent study in education foundations. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**EDF 583 Field Studies in Education Foundations (1-3).** (May be repeated for a maximum of 6 cr. with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**EDF 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**EDF 591 Graduate Seminar in Education Foundations (1-3).** Problems in education foundations. (May be repeated for a maximum of 4 cr.) Prerequisite: Permission of graduate advisory committee.

**EDF 593 Topics in Education Foundations (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**EDF 599 Master's Thesis (1-6).** (EDF 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Elementary Education

**ELED/ENG/RED/SED 507 Teaching Writing (6).** Participants explore a number of research-based approaches to the teaching of writing. Participants present successful teaching strategies in the area of writing across the curriculum and write extensively. Prerequisites: Admission by application only. Application deadline is April 1. (Su)

**ELED 511 Teaching Mathematics and Science (3).** Examination of cognitive theories for understandings of science and mathematics; instructional strategies which emphasize conceptual knowledge, hands-on activities and problem solving; use of technology in the classroom. (S)

**ELED 515/RED 519 The Literacy Connection: Teaching Writing and Reading (3).** Study of writing and reading development from childhood to adulthood, using varied strategies for teaching reading, understanding the reading-writing connection,

organizing the classroom to teach reading and writing, creating written products, and examining assessment of reading and writing.

**ELED/RED 520 Multicultural Literacies (3).**

**ELED 523 Induction to Teaching (4).** Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. Prerequisites: EDF 578, RED 587, Consent of Field Placement Coordinator. Hours may be applied toward Master's degree with emphasis in Bilingual, Elementary, English as a Second Language or Reading/Literacy education. (F, S)

**ELED/SED 532 Technology Integrated Curriculum (3).** The focus for this course is to support educators in designing lessons and courses that focus on developing and deepening student understanding while incorporating technology resources. (Su)

**ELED/SED 535 The Technology Rich Environment (3).** This course is designed to implement units supported by technology, within a classroom setting, perform action research using advanced curriculum design and enhance technology skills within a K-12 classroom. Prerequisite: ELED 532. (F)

**ELED/SED 537 Technology Leadership (3).** This course is designed to support educators as they transition into becoming an instructional technology leader within their school and district. Prerequisites: ELED 532, and 535. (S)

**ELED/SED 540 Creativity Across the Curriculum (3).** A study of the theoretical and practical aspects of creativity. Introduction to major definitions, theories and research, techniques for teaching, adapting curriculum, instruments, enhancing personal creativity and encouraging creativity in children.

**ELED/FCS 565 Child Guidance (3).**

**ELED/FCS 565L Child Guidance Laboratory (1).**

**ELED 569 Workshop in Elementary Education (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.)

**ELED 579 Individual Research in Elementary Education (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**ELED/FCS 582 Methods of Early Childhood Education (4).**

**ELED 583 Field Studies in Elementary Education (1-3).** (May be repeated for a maximum of 6 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**ELED/FCS 584 Practicum in Early Childhood Education (6).**

**ELED 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**ELED 591 Graduate Seminar in Elementary Education (1-3).** Selection and study of a problem in the elementary school. A research report is required. Prerequisite: Permission of graduate advisory committee.

**ELED 593 Topics in Elementary Education (1-3).** As announced. (May be repeated with permission of advisor.)

**ELED 599 Master's Thesis (1-6).** (ELED 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## English

**ENG 500 Literary Theory (3).** Introduction to some of the theoretical and philosophical texts and literary movements that inform and influence the reading of literature. Prerequisite: Graduate standing. Required for all graduate students in English. (Alt F)

**ENG 501 Pedagogy of College Writing (3).** Practical and theoretical approaches to the teaching of writing on the college level. Prerequisite: Graduate standing. Required for all graduate teaching assistants in English.

**ENG 502 Bibliography and Methods (3).** Introduction to the research tools and methodology of literary scholarship. Prerequisite: Graduate standing. Course required for all graduate students in English. (Alt F)

**ENG/ELED/RED/SED 507 Teaching Writing (6).** Offered in conjunction with the High Plains Writing Project. Prerequisite: Admission by application only. Application deadline is April 1.

**ENG 526 American Authors/Genres/Themes (3).** Selected authors, literary forms, or unifying cultural or ideological concepts as represented in American literature. See schedule for specific course content. May be repeated for credit. Prerequisite: Graduate standing.

**ENG 530 British Authors/Genres/Themes (3).** Selected authors, literary forms, or unifying cultural or ideological concepts as represented in British literature. See schedule for specific course content. May be repeated for credit. Prerequisite: Graduate standing.

**ENG 539 World Authors/Genres/Themes (3).** Selected authors, literary forms, or unifying cultural or ideological concepts as represented in World literature. See schedule for specific course content. May be repeated for credit. Prerequisite: Graduate standing.

**ENG 545 English Language Studies (3).** Intensive study designed to enhance student's knowledge of linguistic structure and/or English language history. See schedule for specific course content. May be repeated for credit. Prerequisite: Graduate standing.

**ENG547 Literary and Cultural Studies (3).** Organizing principles, ideologies or symbols in relation to specific cultural contexts. Not limited to literary texts. See schedule for specific course content. May be repeated for credit. Prerequisite: Graduate standing.

**ENG 560 Seminar: Literature before 1800 (3).** Topics to be announced. May be repeated for credit because topic varies. Prerequisite: Graduate standing. Required for all graduate students in English. (Alt S)

**ENG 569 Workshop in English (1-3).** As announced. (May be repeated for a maximum of 6 credit hours) Prerequisite: Graduate standing.

**ENG 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Graduate standing and consent of instructor.

**ENG 590 Seminar: Literature after 1800 (3).** Topics to be announced. May be repeated for credit because topic varies. Prerequisite: Graduate standing. Required for all graduate students in English. (Alt S)

**ENG 593 Topics in English (1-3).** As announced. (May be repeated for credit.) Prerequisite: Graduate standing.

**ENG 596 Methods of Teaching Secondary English (3).** Materials, methods, and procedures for improvement of instruction in composition: addresses specific problems connected with teaching mechanics, language structure, organization, and the interpretation and appreciation of literature. Prerequisite: Graduate standing.

**ENG 599 Master's Thesis (1-6).** Must total 6 credit hours for graduate degree. Prerequisite: Graduate standing and consent of graduate advisory committee.

## Family and Consumer Sciences

**FCS 513 Families at Risk (3).** Family stress and effective coping mechanisms that relate to normative transitions and crisis events. Effective parenting strategies. (Su 03)

**FCS/SOC 515 Problems in the Family (3).** Marital difficulties and tensions; application in the field. (Su 04)

**FCS 520 Strategic FCS Program Management (3).** Philosophy and development of FCS middle and secondary school programs based on state and national standards. Use of FCCLA in the classroom. Preparation of students for world of work. Computer applications. (Su 02)

**FCS 560 Adolescent Identity and Relationships (3).** Social, psychological, cultural influences and demands on the adolescent, particularly in relation to clothing, appearance, language and diet. Development of the self and interpersonal relationships.

**FCS/ELED 565 Child Guidance (3).** The teacher in guidance; parent-teacher relationships; interagency cooperation. Those who have previously taken FCS 465 may not enroll in FCS 565. Concurrent enrollment: FCS 565L. Prerequisites: Consent of instructor. (S)

**FCS/ELED 565L Child Guidance Laboratory (1).** Supervised observation and teaching of young children in the Child Development Center. Includes planning and implementing experiences with young children. Those who have previously taken FCS 465 may not enroll in FCS 565. Concurrent enrollment: FCS 565. Prerequisites: Consent of instructor. (S)

**FCS 569 Workshop in Family and Consumer Sciences (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.)

**FCS 571 Nutritional Influences on Health (3).** Current research on the nutritional results of social and economic influences on food choices, including fad diets and nutrition for athletic performance. Strategies for influencing positive food choices. (Su 02)

**FCS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**FCS 580 FCS Classroom Management Techniques (3).** For groups of career and technical teachers interested in improving student behavior management techniques; curriculum modifications for exceptional students; use of cooperative learning; eliciting parental and community support. Fifteen hours observation in an FCS middle or high school classroom during the spring **prior** to summer school. (Su 04)

**FCS 581 Curriculum Methods in FCS (3).** Distance education course. Emphasis is placed on curriculum, methods and techniques, resources, and facilities for teaching vocational Family and Consumer Sciences at the middle and high school levels. Those who have previously taken FCS 479 may not register for FCS 581. Prerequisite: EDF 501 or 538. (F, S, Su)

**FCS/ELED 582 Methods of Early Childhood Education (4).** Developmentally appropriate curriculum, materials and methods for the early childhood classroom. Those who have previously taken FCS 482 may not register for FCS/ELED 582. Prerequisite: EDF 501 or 538. (F)

**FCS/ELED 584 Practicum in Early Childhood Education (6).** Placement in an early childhood program. Supervised observation, planning, teaching, evaluation of learners, and working with parents of young children. Prerequisite: FCS/ELED 565/565L or 482. (F, S, Su)

**FCS 586 G.R.A.D.S Teaching Strategies (2).** Application of current teaching theories and concepts to the G.R.A.D.S classroom. Interactive and hands-on applications. Taught in Socorro, NM. Those who have previously taken this course at the undergraduate level, may not register for FCS 586. Prerequisite: EDF 501 or 538. (Su)

**FCS 586L G.R.A.D.S Teaching Strategies Laboratory (1).** Lesson plan development and application of lesson plans in the actual classroom. Recommended changes to lesson plans based on actual classroom experience.

**FCS 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.



**FCS 591 Internship (3).** Minimum of 240 clock hours of on-the-job experience intended for the teacher to better prepare students for employment in one of the following areas: food service; hospitality; clothing design; fashion merchandising. (F, S, Su)

**FCS 593 Topics in Family and Consumer Sciences (1-3).** As announced. (May be repeated for credit.)

## Finance

**FIN 541 Managerial Finance (3).** Business organization and structure; techniques and problems of decision-making for efficient management, a basis for planning and controlling in relation to enterprise objectives. Prerequisite: FIN 311 and all prerequisites thereto; MGT 501 is recommended.

**FIN 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of graduate coordinator required.

**FIN 593 Topics in Finance (1-3).** As announced. (May be repeated for a maximum of 6 cr. with consent of advisor and the graduate coordinator.) Prerequisite: Consent of advisor and the graduate coordinator.

## French

**FR 579 Individual Research (1-3).** Graduate level independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

## Geography

**GEOG 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**GEOG 593 Topics in Geography (1-3).** As announced. (May be repeated for credit.)

## Geology

**GEOL 510 Environmental Geology (3).** The human relationship to the geological environment: resources, utilization, and exploitation; how geological processes past and present have altered economic sociological patterns. Prerequisite: Consent of instructor.

**GEOL 520 Environmental Geochemistry (3).** Review of basic chemical concepts. Geochemistry of natural waters, soil, and the atmosphere. Water, soil, and air pollution, hazardous waste, and toxicology. Prerequisites: Consent of instructor. (Alt S)

**GEOL 524 Geology Summer Field Camp (8).** Geological field procedures, techniques, and instrumentation used in eight weeks of field work in the classic geological areas of the Southwest: Arizona, New Mexico, Utah and Colorado. Prerequisite: GEOL 152/152L.

**GEOL 539 Teaching in Earth Sciences (1).** Methods, resources, safety and lesson plans in teaching geology lecture and laboratory. Prerequisite: Consent of instructor. Open only to students working toward teaching licensure.

**GEOL 554 Geochemistry (3).** Application of chemical principles to the study of geologic systems; aqueous geochemistry; crystal chemistry; surface chemistry; thermodynamics; oxidation-reduction; radioactive and stable isotopes; kinetics.

**GEOL 569 Workshop in Geology (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**GEOL/ANTH/BIOL/PHYS 575 Scanning Electron Microscopy (2).** Basic concepts of electron optics, resolution, scanning theory and image formation in the operation of the scanning electron microscope. Laboratory work will include SEM general maintenance, scope alignment, sample preparation and photographic procedures. Individual projects will be assigned. One hour lecture and three hours laboratory weekly. Lab fee charged to cover laboratory material.

**GEOL 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**GEOL 582 Geology of New Mexico (2).** The stratigraphic, structural and geomorphic history of New Mexico. Field trip required. Prerequisite: Consent of instructor.

**GEOL 584 Geology of Western National Parks (3).** National parks in the American West: structure, stratigraphy, and physiographic evolution.

**GEOL 593 Topics in Geology (1-3).** As announced. (May be repeated for credit.)

## Greek

### **GR 579 Individual Research: (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**GR 593 Topics in Greek (1-3).** As announced. (May be repeated for credit.)

## Health and Physical Education

### **HPE 501 Research in Physical Education**

**(1).** Selected readings from journals and other professional literature designed to increase familiarity with sport, physical education, and health research; identification of research topic for research writing class.

**HPE 503 Professional Writing (2).** The development of a three-chapter research proposal. Research and writing in a variety of styles for different professional venues. Prerequisite: EDF 500 and HPE 501.

**HPE 511 Motor Learning (3).** Study of the theory, principles and factors involved in the learning and performance of motor skills. Prerequisite: Undergraduate leveling course or consent of instructor.

**HPE 512 Sociology of Sport (3).** The nature, meaning, and expression of people in sport, with emphasis on American culture; includes sport origins, classifications, literature, notable persons; theories of ethics, aesthetics, reality, and freedom.

**HPE 513 Sport Psychology (3).** Application of psychological principles as they relate to sport, including motivation, performance, aggression, personality, group dynamics and current issues.

**HPE 516 Coaching of Sport (3).** Methods and principles of coaching individual and team sports at the secondary and post-secondary levels, including discipline techniques, program planning, decision making skills, ethics, budget management and public relations.

**HPE 518 Practicum I: Topics (1-3).** Supervised experiences with faculty, coach, staff. Students observe; assist with planning, organizing, routine duties, maintaining records; attend meetings. Prerequisite: Consent of instructor, department, and graduate advisory committee.

**HPE 519 Practicum II: Topics (1-3).** Supervised experiences with faculty, coach, staff. Students assist with planning, organizing, carrying out major project(s); evaluation of outcome/performance; attend

meetings. Prerequisites: HPE 518 and consent of instructor, department, and graduate advisory committee.

### **HPE 520 Practicum III: Topics (1-3).**

Supervised experiences with faculty, coach, staff. Students assume major responsibility for project/event; evaluate outcome; help prepare for meetings. Prerequisites: HPE 518, 519, and consent of instructor, department and graduate advisory committee.

**HPE 521 Sport Physiology (3).** Physiological adaptations, mechanisms of change of function taking place as a result of exercise. Physiological and environmental factors influencing human performance. Specificity training for a particular sport. Prerequisite: Undergraduate leveling course or consent of instructor.

**HPE 525 Applied Biomechanics (3).** An in-depth application of biomechanical concepts and principles for the teaching, coaching, and analysis of specific movements as they relate to sport and rehabilitation. Prerequisite: Undergraduate leveling course or consent of instructor.

**HPE 532 Sport Facilities (3).** Appropriate procedures in planning, designing, financing, using and managing sport facilities.

**HPE 533 Management /Organization in Sport/Physical Education (3).** Exploration of theories pertaining to management and leadership; includes the study of traditional content areas (planning, organizing, staffing, budgeting, etc.) and the role of administration as applied to sport and physical education programs.

**HPE 538 Sport Law (3).** Laws and policies pertaining to physical education, intramural, recreation and athletic programs.

**HPE 542 Program/Curriculum Design (3).** Program designs and implementation, examines trends influencing curriculum design. Provides design and implementation approaches directed toward the physical education setting. Curriculum evaluation strategies, the role of leadership in curriculum development and the incorporation of educational needs.

**HPE 548 Sport Marketing (3).** Course is designed to acquaint students with the principles of marketing when applied to sports, recreation and institutional fund-raising.

**HPE 569 Workshop in Physical Education (1-6).** As announced. (May be repeated for a maximum of 6 cr.).

**HPE 575 Women's Sport/Wellness Issues**

(3). Survey of selected topics and issues in women's sports and wellness.

**HPE 579 Individual Research (1-3).**

Independent study. Prerequisite: Consent of instructor. (May be repeated for a maximum of 3 cr.)

**HPE 589 Internship (3).** Practical work experience in an area related to student's area of interest.**HPE 591 Graduate Seminar (1-3).** As announced.**HPE 593 Topics in Physical Education**

(1-3). As announced.

**HPE 599 Master's Thesis (1-6).** The thesis submitted must provide evidence of sound scholarly method and demonstrate the student's capacity for research. (Six credit hours of HPE 599 must be satisfactorily completed to meet degree requirements.)**Hebrew****HEB 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**HEB 593 Topics in Hebrew (1-3).** As announced. (May be repeated for credit.)**History****HIST 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**HIST 593 Topics in History (1-3).** As announced. (May be repeated for credit.)**Humanities****HUM 569 Workshop in Humanities (1-3).**

As announced. (May be repeated for a maximum of 4 cr.)

**HUM 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**HUM 593 Topics in Humanities (1-3).** As announced. (May be repeated for credit.)**Management****MGT 501 Production Mgt and Quant Analysis (3).**

Production/Operations Management includes the identification of the functions of POM and the application of quantitative techniques. Other topics include limitations of the management science methodology, linear programming, simulation, regression analysis and project management.

**MGT 503 Human Resources Management**

(3). Formulation and implementation of human resources strategy, including legal aspects of human resource management, staffing, training and development, compensation, labor relations, and performance appraisal. Prerequisite: BUS 582.

**MGT 513 Organizational Behavior (3).**

Application of the theory of Organizational Behavior to develop the skills needed for individual and managerial effectiveness in the organization. The course includes worker motivation, leadership, group and intergroup relations, problem solving styles, conflict management, and interpersonal communication. Prerequisite: BUS 582.

**MGT 536 Labor-Management Relations**

(3). Principal statutes, administrative board decisions, and common law applications to the problems of labor management relations; impact of collective bargaining and labor contracts to managerial decision-making; labor and management rights and duties under current labor legislation; wage structures and federal and state laws affecting wages. Prerequisite: Completion of all MBA leveling courses.

**MGT 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of graduate coordinator required.

**Marketing****MKT 517 Marketing Management (3).**

Marketing and its importance in the economy and the firm. This course integrates the marketing functions and demonstrates the increasing complexity of the modern marketing system.

**MKT 531 International Marketing (3).**

Management of the marketing functions within the global environment. The course addresses the challenges in marketing to different

environments with varying consumer behavior patterns and institutions. Prerequisite: MKT 517.

**MKT 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of graduate coordinator required.

**MKT 591 Graduate Seminar (1-3).** Topics as announced. (May be repeated for a maximum of 6 cr. with consent of instructor.)

**MKT 593 Topics in Marketing (1-3).** As announced. (May be repeated for a maximum of 6 cr. with consent of advisor and graduate coordinator.) Prerequisite: Consent of advisor and graduate coordinator

## Mathematics

**MATH 501 Advanced Calculus I (3).**

Sequences, limits, functions of several variables, integration.

**MATH 502 Advanced Calculus II (3).** Series, differentiation, transformations. Prerequisite: MATH 501.

**MATH 505 Analysis I (3).** Real and complex number systems, set theory, sequences, series, continuity, differentiation. Prerequisite: Consent of instructor.

**MATH 506 Analysis II (3).** Sequences of functions, Fourier series, function of several variables, Euclidean and Hilbert spaces, measurable spaces, Riemann and Lebesgue integrals. Prerequisite: MATH 505.

**MATH 507 Introduction to Complex Variables (3).** Concepts of complex integration, differentiation and mappings.

**MATH 509 Numerical Analysis I (3).** Finite differences, interpolation summations, difference equations, solution of equations, numerical integration and differentiation, numerical solution of differential equations.

**MATH 510 Numerical Analysis II (3).** Least squares approximation of functions by polynomials and orthogonal functions; numerical solutions of eigenvalue-eigenvector problems.

**MATH 511 Modern Algebra I (3).** Group theory, Sylow theorems, ring theory.

**MATH 512 Modern Algebra II (3).** Vector spaces, modules, fields, field extensions, elements of Galois theory. Prerequisite: MATH 511.

**MATH 513 History of Mathematics (3).** Concepts, symbols, and operations in mathematics; mathematical history in the teaching and learning of mathematics.

**MATH 515 Set Theory (3).** Sets covering the elementary notions of sets and operations on sets, equivalence.

**MATH 520 Combinatorial Analysis (3).**

Enumeration techniques: permutations, combinations, occupancy problems, generating functions, inclusion and exclusion, recurrence relations, Polya's theory of counting. Prerequisite: One year of calculus or permission of instructor.

**MATH 522 Graph Theory (3).** Trees, networks, cycles and circuits, planarity, colorability, matching, independence. The emphasis is on algorithms. Prerequisite: Consent of instructor.

**MATH 523 Partial Differential Equations I (3).** Partial differential equations; Fourier series; techniques for solving heat, wave, and potential equations.

**MATH 524 Partial Differential Equations II (3).** Fourier integrals; partial differential equations in higher dimensions; numerical solutions; selected topics as time permits. Prerequisites: MATH 523.

**MATH 525 Mathematical Logic (3).** Quantifiers, deductive proofs, predicate calculus, Godel's theorem.

**MATH 529 Teaching of Mathematics (3).** Methodology in secondary mathematics. Classroom management, lesson plans, testing, evaluation, grades and record keeping, curriculum, teaching high school algebra and general mathematics.

**MATH 542 Theory of Numbers (3).** Divisibility, congruences, quadratic residues, number theoretic functions, Diophantine equations, Farey fractions, algebraic numbers.

**MATH 544 Research in Mathematics (3).** A reading course in the research literature in Mathematics. Each student will be expected to present a seminar and/or a paper on a research area.

**MATH 551 Linear Algebra (3).** Advanced topics in linear algebra: topics include vector spaces, matrix algebra, inner product spaces, algebraic eigenvalue problems, Jordan forms, and computations with matrices.

**MATH 569 Workshop in Mathematics (1-3).** As announced. (May be repeated for a maximum of 4 cr.)

**MATH 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.



**MATH 591 Graduate Seminar (1-3).** (May be repeated for a maximum of 4 cr.)

**MATH 593 Topics in Mathematics (1-3).** As announced. (May be repeated for credit.)

**MATH 599 Master's Thesis (1-6).** (MATH 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Music

### Music Ensembles (1)

MUS 526 Ensemble

A. Choral

B. Instrumental

C. Band

D. Orchestra

### Applied Music (1-3)

**Private lessons.** One half-hour lesson per week for 1 cr. One-hour lesson per week for 2 cr. One-hour lesson plus a seminar per week or equivalent for 3 cr. (May be repeated for credit.)

MUS 508 Private Lessons/Non-Major

MUS 509 Private Lessons/Secondary Instrument

MUS 510 Voice

MUS 520 Piano

MUS 530 String Instruments

MUS 540 Woodwind Instruments

MUS 550 Brass Instruments

MUS 558 Composition

MUS 560 Percussion Instruments

MUS 590 Organ

**MUS 500 Research Methods (2).** Proficiency in various levels of scholarly writing styles, library usage, sources and bibliographical searches; statistical concepts related to teaching and research; methods of research. (Alt. Su)

**MUS 505 Survey in Music History (2).** A survey of historical periods including western and non-western musics designed to meet the specific needs of the student. Seminar format utilized to encourage practical applications and individual research projects, papers and class participation. (Alt. Su)

**MUS 507 Advanced Conducting (2).** Techniques of instrumental and choral conducting including historical and stylistic analyses, score study, and interpretive gesture. May be repeated once with consent of instructor. Prerequisite: Consent of instructor. (Alt. Su)

**MUS 509 Private Lessons/Secondary Instrument (1-3).** Private lessons for music majors on instruments (and voice) other than their principal instrument. Prerequisite: Consent of instructor. (F,S, Su)

**MUS 551 Analytical Techniques (2).** Analysis of music from various style periods and genres, including 20th-century music and styles.

**MUS 556 Concepts in Music Theory (2).** Advanced study of theoretical concepts in music including rhythm, melody, harmony, texture and formal structures. Prerequisite: Consent of instructor. (Alt. Su)

**MUS 569 Workshop in Music (1-3).** As Announced. (May be repeated for a maximum of 3 cr.).

**MUS 573 Rehearsal and Performance in Music Theatre (1).** Techniques of music theatre for students participating in operas and musicals. Requires rehearsals and performance in productions. (May be repeated for credit.)

**MUS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**MUS 593 Topics in Music (1-3).** As announced. (No specific topic may be repeated for credit.)

**MUS 594 Graduate Recital (2).** A public performance in partial fulfillment of approved graduate study in one of the following areas: a) solo performance in major area; b) lecture recital in major area; c) pedagogy recital, i.e., presentation of a recital composite of candidate's private studio. All three options require written documentation as approved by the advisory committee. In the case of a lecture recital, a written version must be approved by the committee prior to the event.

**MUS 596 Graduate Project (2-4).** A project chosen by the student and approved by his or her graduate advisory committee for topic, credit hours, content of formal paper, and final product. Options may include: a lecture or recital; a major pedagogical project; transcription of a composition; a research paper. May be repeated once for a maximum of 4 credits.

**MUS 599 Master's Thesis (1-6).** (MUS 599 credit must total 6 cr. for thesis option graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Music Education

**MUED 517 Advanced Choral Literature (3).**

Study of choral genres from the Renaissance to the present.

**MUED 531 Heritage of the March (3).**

Historical and analytical survey of marches for band. Marches for groups of all ability levels will be presented and discussed. (Alt Su)

**MUED 532 Repertoire of the Band (3).** An intensive study of music for band, including a historical overview and intensive score study of representative works. (Alt Su)

**MUED 533 Beginning Band Materials/Techniques (3).** Selective survey of materials for beginning instrumental music programs. Techniques will be presented for recruiting and retaining students. Performance, listening, and analysis will be provided. (Every third summer)

**MUED 534 Intermediate Band Materials/Techniques (3).** A comprehensive survey of the literature for the intermediate band program. A criteria for selecting and evaluating methods will be developed and new approaches to instruction presented. (Every third summer)

**MUED 535 The Complete Band Conductor (3).** Practical study of the administration, materials, organization, and teaching techniques for high school instrumental music programs. (Every third summer)

**MUED 565 Advanced Pedagogy (3).** An in-depth study of the organization and development of a private studio with special emphasis on literature for the area of specialization. Students will intern under the tutelage and direct supervision of an applied area instructor.

**MUED 574 Foundations of Music Education (3).** The historical, philosophical, and psychological aspects of music education. Assessment of theoretical and practical considerations in public school curricula.

**MUED 576 Elementary Music: Materials/Techniques (3).** Study of Kodaly, Orff, and Weikart materials, methods and techniques appropriate for the elementary classroom

teacher and elementary music specialist. (Every third summer)

**MUED 581 Advanced Vocal Pedagogy (3).**

Advanced study in vocal technique and vocal health for the studio and ensemble. Practical teaching experience. Prerequisite: Consent of instructor.

**MUED 584 Teaching Music Appreciation and Fundamentals (3)** Designed to prepare the student to teach music appreciation or general music at the junior high, senior high, and undergraduate levels.

**MUED 586 Junior High Choral Materials/Techniques (3).** Selective survey of materials and literature for the junior high choral program. Strategies and techniques for working with changing voices, class discipline, effective programming and sight reading. (Every third summer)

**MUED 588 High School Choral Materials/Techniques (3).** Selective survey of materials and literature for the high school choral program. Discussion and activities to include such topics as: voice building, rehearsal techniques, choral program management and ensemble development. (Every third summer)

**MUED 589 Choral Tone, Technique, and Tradition (3).** Study of rehearsal techniques as they relate to performance practice/style problems of the musical periods. Activities include score analysis, reading, listening and discussion. (Alt Su)

## Philosophy

**PHIL 569 Workshop in Philosophy (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**PHIL 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**PHIL 593 Topics in Philosophy (1-3).** As announced. (May be repeated for credit.)

## Physical Sciences

**PHSC 593 Topics in Physical Science (1-3).** As announced. (May be repeated for credit.)

## Physics

**PHYS 501 Nuclear Physics (3).** Experimental evidence and theories of nuclear physics; radioactivity, natural and artificial; nuclear



reactions; radiation safety. Prerequisite: One year of college physics and one semester of calculus or consent of instructor.

**PHYS 521 Electricity and Magnetism (3).**

Vector calculus treatment of electrostatics, magnetostatics, properties of dielectrics and magnetic materials, Maxwell's equations, and electromagnetic radiation. Prerequisite: Consent of instructor. (ALT F)

**PHYS 535 Quantum Physics (3).**

Applications of quantum theory to atomic physics, spin and other topics. Prerequisite: Consent of instructor. (Alt S)

**PHYS 539 Teaching in Physics (1).**

Methods, resources, lesson plans in teaching physics; lecture and laboratory. Prerequisite: Consent of instructor. Open only to students working toward teaching licensure.

**PHYS 569 Workshop in Physics (1-3).**

As announced. (May be repeated for a maximum of 6 cr.)

**PHYS/ANTH/BIOL/GEOL 575 Scanning Electron Microscopy (2).**

**PHYS 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**PHYS 593 Topics in Physics (1-3).**

As announced. (May be repeated for credit.)

## Political Science

**PSCI 569 Workshop in Political Science (1-3).**

As announced. (May be repeated for a maximum of 6 cr.)

**PSCI 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**PSCI 593 Topics in Political Science (3).**

As announced. (May be repeated for credit.)

## Psychology

**PSY 502 Abnormal Psychology (3).**

Normal and abnormal behavior, etiology, psychodynamics, transient stress reactions, psychophysiological reactions, affect disorders and the functional psychoses. Prerequisite: Consent of graduate coordinator.

**PSY 511 Theories of Personality (3).**

Personality theories with emphasis on description, dynamics and determinants of personality. Prerequisite: Consent of graduate coordinator.

**PSY 515 Theories of Learning (3).**

A study of the principles of learning and how they relate to understanding behavior. Review of classical and instrumental conditioning, verbal learning, theories of learning, and applications of learning theory to behavior.

Prerequisite: Consent of graduate coordinator.

**PSY 518 Issues and Ethics in Psychology (3).**

Seminar concerning the field of psychology as it relates to current ethical, social, legal and medical issues. Emphasis is placed on the role of the psychologist in research, academic, and applied settings.

Prerequisite: Consent of graduate coordinator.

**PSY 521 Multicultural Psychology (3).**

Varieties and causes of individual, group and multicultural differences. Prerequisite: Consent of department. (Alt F)

**PSY 533 Seminar in Experimental Design (3).**

A review of the fundamentals of research design. Includes analysis of published research and exercises in the design of research in selected areas. Prerequisite: A course in statistics or experimental design and consent of graduate coordinator.

**PSY 555 Developmental Psychology (3).**

The developmental processes of humans across their life spans. Prerequisite: Consent of graduate coordinator.

**PSY 561 Social Determinants of Gender Role Behavior (3).**

Seminar reviewing current and classic research on sources of gender role socialization and internalization, including family modeling, education, peer and media influences.

Prerequisite: Consent of graduate coordinator.

**PSY 567 Physiological Psychology (3).**

The relationship between psychological process and physiological activity; neurophysiological mechanisms present in behavior. Prerequisite: Consent of graduate coordinator.

**PSY 569 Workshop in Psychology (1-3).**

As announced. (Will not count toward graduate degree.)

**PSY 579 Individual Research (1-3).**

Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of graduate coordinator.

**PSY 581 Advanced Social Psychology (3).**

Advanced study of major topics in the field of social psychology, involving the effects of others on individual behavior and thought processes. Prerequisite: Consent of graduate coordinator.

**PSY 593 Topics in Psychology (1-3).** As announced. (May be repeated for a maximum of 6 cr. with consent of graduate coordinator.)

Prerequisite: Consent of graduate coordinator.

**PSY 599 Master's Thesis (1-6).** (PSY 599 credit must total 6 cr. for graduate degree.)

Prerequisite: Consent of graduate coordinator of psychology and prospectus approved by the student's graduate advisory committee.

## Reading Education

**RED 505 Family Literacy (3).** Study of families, children, communities, and school literacy practices. Focus on developing strategies for fostering school family literacy programs through an emphasis on ethnographic research and teaching of social equity. (Alt S)

**RED/ELED/ENG/SED 507 Teaching Writing (6).** Prerequisites: Admission by application only. Application deadline is April 1.

**RED 510 Literacy Assessment (3).** Emphasis on interpretive and analytical means of literacy evaluation. Focus will be placed on the authentic assessment of developmental readers and writers and the interrelationships between assessment and instruction. (Alt F)

**RED 512 Critical Literacy (3).** Literacy examined for its critical potential as symbolic action: words rethinking worlds. Focus placed on the pedagogy of critical literacy as it pertains to a variety of educational settings. (Alt S)

**RED 516 Literacy and Special Needs Students (3).** Literacy research for special needs students examined. Methods/strategies of current literacy pedagogy for identified special needs students (e.g., developmental delays, learning disabilities) in both inclusion and "pull-out" settings presented. (Su)

**RED 517 Transactional Theories of Reading (3).** Methods of teaching transactional reading with literature K-12 presented. Relationships between readers, authors and texts, reader-response, and efferent and aesthetic purposes for reading to stimulate deeper reading comprehension explored. (Alt F)

**RED 518 Content Area Literacy (3).** Methods for teaching reading/writing in the content areas K-12. Emphasis placed on writing across the curriculum and reading across the disciplines.

**RED 519/ELED 515 The Literacy Connection: Teaching Reading and Writing (3).**

**RED/ELED 520 Multicultural Literacies (3).**

In-depth examination of literacy presented through intersections of language, literature, technology and semiotics. Literacy examined as a cultural phenomenon mediated through multiple sign systems. (Alt S)

**RED 522 Pedagogy of College Reading (1).** Methods for teaching Reading 100 at ENMU presented. Prerequisite: Consent of instructor. (F)

**RED 530 Practicum in Reading (1-3).** Individually arranged and supervised experiences in reading. (May be repeated for a maximum total of 6 cr.)

**RED 540 Leadership and Literacy Programs (3).** Organization, supervision, management, and outcome-based assessment of K-12 literacy programs presented. Successfully fostering best practices and professional development for schools and districts explored. (Alt S)

**RED 550 Whole Language: Theory/Practice/Evaluation (3).** Emphasis on theoretical background in psycholinguistics, sociolinguistics, anthropology and progressive education as a basis for qualitative and naturalistic research, developmentally appropriate practice and authentic assessment. Prerequisite: (Alt Su)

**RED 569 Workshop in Reading (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.)

**RED 570 Emergent Literacy (3).** Emergent literacy in context of family, language, community and culture. Family literacy issues from birth to age 7, early reading and writing development, age-appropriate practice, qualitative research in psycholinguistics and child development.

**RED 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to semester taken.

**RED 583 Field Studies in Reading (1-3).** (May be repeated with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**RED 587 Balanced Literacy (3).** Provides current research on balanced literacy approaches. Methods and materials for fostering phonemic awareness, word study, spelling and language investigations within a literature-based, writing-centered pedagogy will be presented.

**RED 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**RED 593 Topics in Reading (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**RED 599 Master's Thesis (1-6).** (RED 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Religion

**REL 569 Workshop in Religion (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**REL 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**REL 593 Topics in Religion (1-3).** As announced. (May be repeated for credit.)

## Secondary Education

**SED/ELED/ENG/RED 507 Teaching Writing (6).** Prerequisites: Admission by application only. Application deadline is April 1.

**SED/ELED 532 Technology Integrated Curriculum (3).**

**SED/ELED 535 The Technology Rich Environment (3).**

**SED/ELED 537 Technology Leadership (3).**

**SED/ELED 540 Creativity Across the Curriculum (3).**

**SED 569 Workshop in Secondary Education (1-3).** As announced. (Up to 3 cr. may count toward graduate degree with prior approval of graduate advisory committee.)

**SED 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**SED 583 Field Studies in Secondary Education (1-3).** (May be repeated with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SED 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program.

**SED 593 Topics in Secondary Education (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**SED 597 Internship I (3).** Field-based teaching experiences in a public secondary school that has a state approved mentorship program; provides opportunities to develop skills in state board of education approved secondary teaching competencies. Prerequisites: Admission to Alternative Secondary Licensure Program, EDF 500, 515, 530, and 538. (F)

**SED 598 Internship II (3).** Field-based teaching experiences in a public secondary school that has a state approved mentorship program; provides opportunities to develop skills in state board of education approved secondary teaching competencies. Prerequisites: Admission to Alternative Secondary Licensure Program, EDF 500, 515, 530, and 538. (S)

**SED 599 Master's Thesis (1-6).** (SED 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Sociology

**SOC/FCS 515 Problems in the Family (3).** Marital difficulties and tensions; application in the field.

**SOC/EDF 535 Sociology of Education (3).** Educational institutions and problems in teaching practices in schools.

## Spanish

**SPAN 569 Workshop in Spanish (1-3).** As announced. (May be repeated for a maximum of 4 cr.)

**SPAN 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**SPAN 593 Topics in Spanish (1-3).** As announced. (May be repeated for a maximum of 4 cr.)

## Special Education

**SPED 501 Exceptional Student in the Regular Classroom (3).** Overview of special education and various disabling conditions; designed to help regular classroom teachers identify and work with exceptional children. (For non-special education majors.)

**SPED 503 Special Education Law (3).** The study of the legal development of special education and the current legal requirements in providing a free appropriate education to students with disabilities. Prerequisites: SPED 501.

**SPED 505 Severe and Profound Disabilities: Theory to Practice (3).** Research and principles of severe and profound disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, adaptive devices, methods, and materials. Prerequisites: SPED 501.

**SPED 509 Gifted: Theory to Practice (3).** Research and principles of gifted and talented education; definitions, identification, characteristics, classifications, prevalence, curricula, management, methods, and materials. Prerequisites: SPED 501.

**SPED 534 Mental Retardation: Theory to Practice (3).** Research and principles of mental retardation; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods and materials. Prerequisites: SPED 300 or 501.

**SPED 540 Learning Disabilities: Theory to Practice (3).** Research and principles of learning disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods, and materials. Prerequisites: SPED 501.

**SPED 543 Communication and Collaboration Methods (3).** Leadership skills, collaboration, communication, transition and coordination with other professionals and families of exceptional students.

**SPED 548 Behavior Disorders: Theory to Practice (3).** Research and principles of behavior disorders/emotional disturbance; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods, and materials. Prerequisites: SPED 501.

**SPED 569 Workshop in Special Education (1-3).** As announced. (May be repeated for a maximum of 3 cr.)

**SPED 579 Individual Research (1-3).** (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SPED 583 Field Studies in Special Education (1-3).** As announced. Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SPED 590 Graduate Project (1-6).** A graduate project designed as a culminating exhibition of mastery of the content of the student's program. (SPED 590 credit must total 6 cr. for graduate degree.) Students may register for 1-3 hours per semester to reach the total required.

**SPED 593 Topics in Special Education (1-3).** As announced.

**SPED 599 Master's Thesis (1-6).** (SPED 599 credit must total 6 cr. for graduate degree.) Prerequisite: Consent of graduate advisory committee. Students may register for 1-3 hours per semester to reach the total required.

## Statistics

**STAT 500 Statistical Analysis I (3).** Basic statistical research methodology; techniques of statistical inference. Prerequisites: Graduate standing; not open to students majoring in mathematics.

**STAT 503 Probability and Mathematical Statistics I (3).** Probability theory, discrete and continuous probability distributions, mathematical expectation, joint distributions, and moment generating functions.

**STAT 504 Probability and Mathematical Statistics II (3).** The theory of estimation, prediction and hypothesis testing. Prerequisite: STAT 503.

**STAT 513 Statistical Analysis II (3).** One and two-sample tests and associated confidence intervals for means and proportions; one and two-way analysis of variance; correlation and regression methods, contingency tables. Prerequisite: STAT 500 or consent of instructor.

**STAT 531 Design of Experiments (3).** The design and analysis of statistical experiments and the theory of linear models; analysis of variance techniques. Prerequisite: Consent of instructor.

**STAT 532 Statistical Packages (3).** Large data sets analyses with the aid of the programmed statistical package SAS (Statistical Analysis System). Prerequisite: STAT 531.

**STAT 569 Workshop in Statistics (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**STAT 579 Individual Research (1-3).** (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**STAT 593 Topics in Statistics (1-3).** As announced. (May be repeated for credit.)

## Technology Education

**TE 569 Teaching of Industrial Subjects (3).** Methods of conducting industrial education classes. Prerequisite: Consent of instructor. (May be repeated for a maximum of 3 cr.)

**TE/VED 579 Individual Research (1-3).** (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**TE 593 Topics in Technology Education (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

## Theatre

**THTR 569 Workshop in Theatre (1-3).** As announced. (May be repeated for a maximum of 6 cr.)

**THTR 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor.

**THTR 593 Topics in Theatre (1-3).** As announced. (May be repeated for credit.)

## Vocational Education

**VED/TE 579 Individual Research (1-3).** (May be repeated for a maximum of 4 cr.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.





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**Graduate School**



**University Faculty**

- Daniel Acheson-Brown** – Chair, Department of Political Science; Associate Professor of Political Science (1994) - B.A., Washburn University; B.S., M.A., Kansas State University; Ph.D., University of Kansas.
- Mohamad H. Ahmadian** – Associate Professor of Electronics Engineering Technology (1992) - B.S., M.S., Ph.D., University of Missouri-Columbia.
- Hamid Allamehzadeh** – Assistant Professor of Technology (1998) - B.S., M.S., Ph.D., University of Oklahoma.
- William Andersen** – Assistant Professor of Physics (1995) - B.S., Baylor; Ph.D., M.I.T.
- Regina Aragon** – Associate Professor of Mathematics (1993) - B.A., M.A., Ph.D., University of Colorado.
- Donald F. Averill** – Associate Professor of Chemistry (1978) - B.A., M.S., Washington State University; Ph.D., University of Nebraska.
- Mary Fanelli Ayala** – Chair, Department of Languages and Literature; Associate Professor of Spanish (1992) - B.A., LaSalle University; M.A., Ph.D., Temple University.
- Rosemary Bahr** – Associate Professor of Sociology (1987) - B.S., Brigham Young University; M.S., Ph.D., Washington State University.
- Nina G. Bjornsson** – Assistant Professor of English (1999) - B.A., M.A., Colorado State University; Ph.D., University of Arizona.
- Melissa J. Blevins** – Associate Professor of Criminal Justice (2001) - B.S., M.S., Arizona State University; Ed.D., Nova Southeastern University.
- Ronald E. Blevins** – Assistant Professor of Accounting (2001) - B.A., Seattle University; M.B.A., Arizona State University; Ph.D., New Mexico State University.
- Ellen Bral** – Chair, Department of Nursing; Associate Professor of Nursing (1994) - B.S.N., St. John College; M.S., Boston College; Ph.D., New York University.
- Daniel A. Brown** – Assistant Professor of Agriculture (1996) - B.S., M.S., Pittsburg State University; Ph.D., Oklahoma State University.
- Tom R. Brown** – Assistant Professor of Computer Science (2000) - B.S., Illinois State University; M.S., Illinois State University; Ph.D., University of New Mexico.
- William H. Brunsen** – Graduate Coordinator; Professor of Finance; (1987) - B.S., Eastern New Mexico University; M.A., Ph.D., University of Nebraska.
- Janet K. Buzzard** – Associate Professor of Computer Information Systems (1996) - B.S., Missouri Southern State College; M.S., Pittsburg State University; Ed.D., Oklahoma State University.
- Anne M. Cable** – Associate Professor of Computer Science (1997) - B.A., State University of New York; M.S., Ph.D., University of New Mexico.
- Patrice Caldwell** – Executive Director of Planning and Analysis/Institutional Renewal; Associate Professor of English (1980) - B.A., University of Southern California, Los Angeles; M.A., Ph.D., University of California.
- Tracy A. Carr** – Assistant Professor of Music (1999) - B.M., University of Rhode Island; M.M., Miami University; D.M.A., University of Southern California.
- Youngkoo Cho** – Assistant Professor of Biology (2001) - B.S., Chonbuk National University; M.S., University of Arizona; Ph.D., South Dakota State University.
- Jeanne B. Cobb** – Associate Professor of Reading Education (2002) - B.S., Western Carolina University; M.S., Ed.D., University of Tennessee.
- James Constantopoulos** – Associate Professor of Geology; Curator, Miles Mineral Museum. (1990) - B.S., California State University/Northridge; M.S., Ph.D., University of Idaho.
- J. Vitelio Contreras** – Assistant Professor of Spanish (1998) - B.A.; M.A., University of California Santa Barbara; Ph.D., University of New Mexico.
- Fred Cordova** – Professor of Psychology (1992) - B.A., Eastern New Mexico University; M.Ed., Pan American University; Ph.D., University of New Mexico.
- Mark Dal Porto** – Assistant Professor of Music (2001) - B.A., M.A., California State University; D.M.A., The University of Texas at Austin.

- Dale N. Davis** – Professor of Marketing; (1982) - B.S., Berry College; M.B.A., D.B.A., Georgia State University.
- Gregory R. Demarco** – Instructor of Religion (1998) - B.A., Charleston Southern University; M.Div., Southeastern Baptist Theological Seminary; D.M., Luther Rice Theological Seminary.
- Michael W. Donaghe** – Associate Professor of English (1984) - B.A., University of Oklahoma; M.A., Oklahoma State University; Ph.D., Purdue University.
- Mary E. Drabbs** – Chair, Department of Health and Physical Education; Graduate Coordinator; Assistant Professor of Health and Physical Education (1997) - B.S., Western Montana College; M.S., Eastern Washington University; Ed.D., The University of Texas.
- Stephen Durand** – Associate Professor of Anthropology (1991) - B.A., Purdue University; M.A., Eastern New Mexico University; Ph.D., University of Washington.
- Donald C. Elder** – Chair, Department of History and Humanities; Associate Professor of History (1995) - B.A., University of Northern Iowa; M.A., Ph.D., University of California.
- I. Thurman Elder** – Dean, College of Liberal Arts and Sciences; Professor of Mathematics (1966) - B.S., M.A., Eastern New Mexico University; Ph.D., Texas Tech University.
- Gregory Erf** – Professor of Art (1987) - B.F.A., Ohio State University; M.F.A., State University of New York.
- Jerry Everhart** – Graduate Coordinator; Associate Professor of Elementary Education (1995) - B.S., M.A., Ed.D., East Carolina University.
- Mary Finneran** – Associate Professor of Art (1988) - B.S., Ball State University; M.F.A., University of Arizona.
- Gretchen Foley** – Assistant Professor of Music (1999) - B.M., B.M.E., Memorial University; Ph.D., University of Western Ontario
- Janet O. Frost** – Graduate Coordinator; Professor of Anthropology (1970) - A.A., College of Southern Utah; B.A., University of Utah; M.A., Ph.D., University of Oregon.
- Steven G. Gamble** – President; (2001) - B.A., Texas Tech University; M.A., Texas Tech University; Ph.D., Texas Tech University.
- Alan W. Garrett** – Chair, Department of Educational Studies and Special Education; Associate Professor of Secondary Education and Education Foundations (1992) - B.S. in physics, University of Oklahoma; M.Ed., Abilene Christian University; Ph.D., The University of Texas at Austin.
- Donna Gee** – Chair, Department of Curriculum and Instruction; Professor of Elementary Education; (1990) - B.S., Lubbock Christian University; M.Ed., Ed.D., Texas Tech University.
- Phil Geraci** – Associate Professor of Art (1993) - B.F.A., M.F.A., School of Museum, Boston.
- David Gerig** – Interim Dean, College of Fine Arts; Professor of Music; (1984) - B.A., Goshen College; M.M., University of Iowa; D.M.A., University of Illinois.
- Gerald A. Gies** – Assistant Professor of History B.A., M.A., Florida Atlantic University; Ph.D., Florida State University.
- Linda Ann Gies** – Associate Professor of History (1990) - B.A., University of California, Riverside; M.A., Ph.D., University of California, Santa Barbara.
- Leslie Anne Gill** – Graduate Coordinator; Assistant Professor of Psychology (1996) - B.A., Loyola Marymount; M.A., Ph.D., Southern Illinois University.
- Raymond A. Gormley** – Assistant Professor of Marketing/VSO Director (1974) - B.B.A., M.Ed., Eastern New Mexico University.
- David D. Hemley** – Assistant Professor of Finance (1998) - B.A., Northern Illinois University; M.A., Northern Illinois University; M.B.A., Regis University; Ph.D., Colorado State University.
- Newton Hilliard** – Assistant Professor of Chemistry (2000) - B.S., Wayland Baptist University; Ph.D., Texas Tech University
- Tobin Hitt** – Instructor of Religion (1999) - B.A., Dartmouth College; J.D., University of Bridgeport; M.Div., Holy Apostles Seminary.
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- Douglas Scott Jarvis** – Instructor of Religion (1999) - B.A., Lubbock Christian University; M.S., Abilene Christian University.
- Caryl Lynn Johnson** – Assistant Professor of Family and Consumer Sciences (1998) - B.S., Austin Peay State University; M.S.Ed., Eastern Illinois University; Ed.D., University of Houston.
- V. Scott Johnson** – Associate Professor of Psychology (1981) - B.S., Oklahoma City University; M.S., Oklahoma State University; Ph.D., Iowa State University.
- K. Paul Jones** – Vice President for Academic Affairs (2000) - B.A., University of Missouri - Kansas City; M.I.A., Columbia University, School of International Affairs; Ph.D., University of Wisconsin - Madison.
- Marcus E. Kellerman** – Instructor Computer Information Systems and Management (1997) - B.M.E., University of Detroit; M.B.A., University of New Mexico; ACBSP Certification, New Mexico Highlands University.
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- Paul Lockman** – Professor of Sociology (1984) - B.A., Indiana University of Pennsylvania; M.A., University of New Hampshire; Ph.D., University of Colorado.
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- Felipe Macias** – Chair, Department of Theatre and Dance; Professor of Theatre (1987) - B.A., St. Edwards University; M.F.A., University of Mississippi.
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- Galina McGuire** – Associate Professor of Art (1995) - B.A., University of Maryland; M.A., M.F.A., University of Oregon.
- Phillip C. Million** – Graduate Coordinator; Associate Professor of Communicative Disorders; (1992) - B.S., Phillips University; M.S., Ph.D., University of Oklahoma.
- John Montgomery** – Director, Agency for Conservation Archaeology; Chair, Department of Anthropology and Applied Archeology; Associate Professor of Anthropology (1984) - B.A., University of Arizona; M.A., Texas Tech University; Ph.D., University of Colorado.
- Dena L. Moore** – Assistant Professor of Counseling (2002) - B.S., M.S.E., John Brown University.
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- John Olsen** – Director, School of Music; Professor of Music (1989) - B.M., Hartt College of Music; M.M., Manhattan School of Music; D.M.A., University of Southern California.
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- Kathleen Peca** – Professor of Education Administration (1988) - B.A., Loyola University; M.A., Northeastern Illinois University; Ed.D., Northern Illinois University.
- Robert W. Pierce** – Chair, Department of Physical Sciences; Director, Electron Microscopy Facility; Associate Professor of Geology (1982) - A.B., Monmouth College; M.S., Ph.D., University of Illinois.
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- Darren A. Pollock** – Assistant Professor of Biology (2001) - B.S., M.S., University of Manitoba; Ph.D., University of Alberta.
- Richard E. Propes** – Associate Professor of Mathematics (1982) - B.A., Eastern New Mexico University; Ph.D., Kansas State University.
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- Tamara Raatz** – Assistant Professor of Music (2001) - B.M.E., Baylor University; M.M., University of Michigan; D.M. A., Eastman School of Music.
- Colin T. Ramsey** – Assistant Professor of English (2000) - B.A., University of Iowa; M.A., University of Arkansas-Little Rock; Ph.D., University of Missouri.
- Janet Roehl** – Graduate Coordinator; Associate Professor of Journalism (1993) - B.A., Northern Arizona University; M.A., Ph.D., Arizona State University.
- Shirley Rollinson** – Assistant Professor of Religion (1999) - B.S., London University; M.Div., Trinity Episcopal School of Ministry; Ph.D., London University.
- Patrick Rucker** – Professor of Theatre (1976) - B.F.A., University of Texas; M.F.A., University of Oklahoma; Ph.D., Texas Tech University.
- John James Rutuelo** – Assistant Professor of Theatre (2001) - B.F.A., The University of Texas at Austin; M.F.A., The Pennsylvania State University.
- Duane W. Ryan** – Director of Broadcasting; Associate Professor of Communication (1967) - A.B., California State University, Long Beach; M.A., Brigham Young University.
- Kathleen C. Salter** – Chair, Department of Mathematics; Professor of Mathematics (1972) - B.S., University of Detroit; M.S., Ph.D., Northwestern University.
- Kenneth K. Sanders** – Assistant Professor of Economics (2001) - B.A., M.A., New Mexico State University; Ph.D., Utah State University.
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- Anthony B. Schroeder** – Chair, Department of Communicative Arts and Sciences; Professor of Communication (1976) - B.A., Adams State College; M.A., University of Arizona; Ph.D., University of Michigan.
- Elizabeth Self** – Associate Professor of Psychology (1994) - B.A., San Diego State University; M.A., Ph.D., University of Kansas.



- Gregory P. Senn** – Associate Professor of Art (1986) - B.S., University of Wisconsin-Platteville; M.F.A., West Texas State University.
- Michael F. Shaughnessy** – Professor of Special Education (1983) - B.A., Mercy College; M.S.Ed., P.D., Bank Street College of Education; M.S., College of New Rochelle; Ed.D., University of Nebraska.
- Phillip H. Shelley** – Dean, Graduate School; Professor of Anthropology (1979) - B.A., New Mexico State University; M.A., University of Northern Colorado; Ph.D., Washington State University.
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- Christopher Stasheff** – Associate Professor of Communication (2001) - B.A., M.A., University of Michigan; Ph.D., University of Nebraska.
- John Stockmyer** – Assistant Professor of Marketing (2002) - B.S.E., Central Missouri State University; M.B.A., Rockhurst University; Ph.D., University of Missouri.
- Sue Strickler** – Associate Professor of Political Science (1988) - B.A., California State University, Stanislaus; M.A., Ph.D., University of Iowa.
- Christopher E. Stuart** – Graduate Coordinator; Assistant Professor of Mathematics (1998) - B.A., University of New Mexico; M.Ed., Ph.D., New Mexico State University.
- M. Francine Stuckey** – Director, Child Development Center; Professor of Family and Consumer Sciences (1974) - B.S., M.S., Kansas State University; Ph.D., Texas Tech University.
- Rudy S. Tarpley** – Assistant Professor of Agriculture (1998) - B.S. in Agriculture, New Mexico State University; M.Ed. in Agricultural Extension and Education, Mississippi State University; Ph.D. in Education, Mississippi State University.
- Manuel F. Varela** – Assistant Professor of Biology (1997) - B.A., University of New Mexico; M.S., Ph.D., University of New Mexico School of Medicine.
- Jose Villarreal, Jr.** – Associate Professor of Computer Information Systems (2001) - B.S., M.B.A., Ph.D., Texas A&M University.
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- Lee E. Weyant** – Assistant Professor of Management (2001) - B.S., Shippensburg University; M.S., St. Mary's University; D.B.A., Nova Southeastern University.
- Jean Wozencraft-Ornellas** – Professor of Music (1984) - B.M., Oberlin College; M.M., Bowling Green State University; D.M., Florida State University.
- Patricia Whitney** – Associate Professor of Elementary Education (2000) - B.A., Mount Saint Mary's College; M.A., San Francisco State University; Ed.D., The University of British Columbia.
- Nicholas J.D. Wright** – Assistant Professor of Biology (1998) - B.A., Ph.D., University of Southampton, England.



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**Timothy Ashmore** – Professor Emeritus of Communication  
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**Ralph R. Black** – Professor Emeritus of Industrial Education  
**Milbur Bolin** – Associate Professor Emeritus of Economics  
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**Charles Chambers** – Assistant Professor Emeritus of Agriculture  
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**Dale Hamlett** – Professor Emeritus of Art  
**William Hawk** – Associate Professor Emeritus of Anthropology  
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**Natividad Macaranas** – Professor Emerita of Psychology  
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**Robert Matheny** – Professor Emeritus of History  
**David S. McClary** – Assistant Professor Emeritus of Computer Information Systems  
**Glenn McCoy** – Professor Emeritus of Religion  
**Wanda McCracken** – Assistant Professor Emerita of Education

**Laura McGuire** – Assistant Professor Emerita of Library Science  
**Charles Meister** – President Emeritus and Professor Emeritus of English  
**Howard B. Melton** – Vice President Emeritus of Student Affairs and Professor Emeritus of Education  
**John Morris** – Associate Professor Emeritus of History  
**Mary Lee Morris** – Assistant Professor Emerita of Library Science  
**Vera Murphey** – Professor Emerita of Family and Consumer Sciences  
**Myrtha Pages** – Assistant Professor Emerita of Bilingual Education  
**Dorothy Parker** – Associate Professor Emerita of History  
**Donald V. Paschke** – Professor Emeritus of Music  
**James H. Penrod** – Professor Emeritus of English  
**Gary Pfaffenberger** – Professor Emeritus of Biology  
**Carl Richardson** – Professor Emeritus of Health and Physical Education  
**Edward Richter** – Assistant Professor Emeritus of Library Science  
**Linda J. Robinson** – Professor Emerita of English  
**William J. Rosin** – Professor Emeritus of Industrial Education  
**Andy Sae** – Professor Emeritus of Chemistry  
**Victoria Sanchez** – Assistant Professor Emerita of Management  
**William Jack Scott** – Associate Professor Emeritus of Health and Physical Education  
**Jack Secor** – Professor Emeritus of Biology  
**Ram Sharma** – Professor Emeritus of Chemistry  
**Bill Sheridan** – Assistant Professor Emeritus of Journalism  
**Dan Spalding** – Associate Professor Emeritus of Mathematics  
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**Milton Swenson** – Professor Emeritus of Music  
**Candido Tafoya** – Associate Professor Emeritus of Modern Languages  
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**Floren Thompson** – Professor Emeritus of Music  
**Garland Tipps** – Professor Emeritus of Sociology  
**Peggy Tozer** – Associate Professor Emerita of Library Science  
**Paul Turpen** – Assistant Professor Emeritus of Humanities  
**J. Richard Waite** – Professor Emeritus of Theatre  
**Eldon Walker** – Associate Professor Emeritus of Communication  
**Forrest A. Walker** – Professor Emeritus of History  
**Mary Jo Walker** – Assistant Professor Emerita of Library Science  
**Nancy N. Warr** – Associate Professor Emerita of English  
**Howard Webster** – Professor Emeritus of Education  
**Arthur Welker** – Assistant Professor Emeritus of Music  
**George Wheeler** – Associate Professor Emeritus of Education  
**Charles Wiley** – Professor Emeritus of Art  
**Jack Williamson** – Professor Emeritus of English  
**Richard Willen** – Associate Professor Emeritus of Sociology  
**David Willoughby** – Professor Emeritus of Music  
**Carroll K. Wilson** – Professor Emeritus of Mathematics  
**Vern Witten** – Associate Professor Emeritus of Mathematics  
**William Wood** – Professor Emeritus of Music  
**Fredrick A. Wuori** – Professor Emeritus of Economics

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**Graduate School**

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Eastern New Mexico University  
**Application for Graduate Assistantship**

Date \_\_\_\_\_ Semester of Application \_\_\_\_\_

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Degree(s) Held \_\_\_\_\_ Year(s) Awarded \_\_\_\_\_

University \_\_\_\_\_ Location \_\_\_\_\_

Major(s) \_\_\_\_\_ Minor (s) \_\_\_\_\_

Degree Sought at ENMU \_\_\_\_\_

**Work Experience**

List in chronological order, beginning with most recent employment

Position	Organization	Address	Dates	Supervisor
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**References**

Name	Position	Address	Phone
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Please list any enclosures included with this application \_\_\_\_\_

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I agree not to engage in other remunerative activities without permission from the Dean of the Graduate School while I hold an assistantship.

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Signature of Applicant