

# student success



## Graduate Catalog

2006–2008

EASTERN  
NEW MEXICO  
UNIVERSITY

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

### **Accreditation**

Eastern New Mexico University is accredited by the Higher Learning Commission and is 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.

### **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 non-discrimination policy should contact the Associate Director of Personnel/Affirmative Action and Grievance Officer, ENMU Station 2, 1500 S. Ave. K, 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 2006

Aug. 28 (M)	Instruction begins
Aug. 28-Sept. 1 (M-F)	Drops, adds, and late registration at the Office of the Registrar
<b>Sept. 4 (M)</b>	<b>Labor Day</b>
Sept. 5 (T)	Registration canceled for non-payment
Sept. 15 (F)	Last day to apply for fall graduation
Sept. 22 (F)	Last day to withdraw from eight-week classes
Oct. 16–20 (M-F)	Midterm exams
Oct. 23 (M)	Second eight-week classes begin
Nov. 3 (F)	Reading copy of thesis due
Nov. 3 (F)	Last day to withdraw from a class or from the University
Nov. 5 (Su)	Spring registration for currently enrolled students begins
<b>Nov. 23–24 (Th-F)</b>	<b>Thanksgiving recess</b>
Dec. 4 (M)	Final copy of thesis due
Dec. 4 (M)	Report of comprehensive exams due
Dec. 8 (F)	Last day of instruction
Dec. 9–15 (Sa-F)	Final Exams
Dec. 15 (F)	Last day of semester
Dec. 16 (Sa)	Commencement

### Spring 2007

<b>Jan. 15 (M)</b>	<b>Martin Luther King Jr. Day</b>
Jan. 16 (T)	Instruction begins
Jan. 16–19 (T-F)	Late registration and drop/add
	<b>Martin Luther King Jr. Day</b>
Jan. 23 (T)	Registration canceled for non-payment
Feb. 2 (F)	Last day to apply for spring graduation and commencement
Feb. 9 (F)	Last day to withdraw from first eight-week classes
<b>Feb. 19 (M)</b>	<b>Presidents' Day</b>
Mar. 5–9 (M-F)	Midterm exams
Mar. 12 (M)	Second eight-week classes begin
Mar. 23 (F)	Last day to withdraw from a class or from the University
Mar. 26–Apr. 1 (M-Su)	Spring Break

### Fall 2007

Aug. 27 (M)
Aug. 27–Aug. 31 (M-F)
<b>Sept. 3 (M)</b>
Sept. 4 (T)
Sept. 14 (F)
Sept. 21 (F)
Oct. 15–19 (M-F)
Oct. 22 (M)
Nov. 2 (F)
Nov. 2 (F)
Nov. 4 (Su)
<b>Nov. 22–23 (Th-F)</b>
Dec. 3 (M)
Dec. 3 (M)
Dec. 7 (F)
Dec. 8–14 (Sa-F)
Dec. 14 (F)
Dec. 15 (Sa)

### Spring 2008

Jan. 14 (M)
Jan. 14–18 (M-F)
<b>Jan. 21 (M)</b>
Jan. 22 (T)
Feb. 1 (F)
Feb. 8 (F)
<b>Feb. 18 (M)</b>
Mar. 3–7 (M-F)
Mar. 10 (M)
Mar. 21 (F)
Mar. 24–30 (M-Su)

**Spring 2007 (Continued)**

Apr. 6 (F)	Reading copy of thesis due
Apr. 8 (Su)	Fall/Summer registration for currently enrolled students begins
Apr. 30 (M)	Final copy of thesis due
Apr. 30 (M)	Report of comprehensive exams due
May 4 (F)	Last day of instruction
May 5–11 (Sa-F)	Final exams
May 11 (F)	Last day of semester
May 12 (Sa)	Commencement

**Summer 2007**

June 4–June 29	First four-week session
June 4–July 27	Eight-week session
June 6 (W)	Last day to withdraw from any first four-week session course
June 15 (F)	Last day to apply for summer graduation
June 28–June 29 (Th-F)	Final exams for first four-week session
June 29 (F)	Reading copy of thesis due
June 29 (F)	Last day to withdraw from any eight-week session course
July 2 (M)	Registration and first day of class for second four-week session
July 2-5 (M–R)	Late registration and drop/add for second four-week session

**July 4 (W)**

July 2–July 27	Second four-week session
July 13 (F)	Last day to withdraw from any second four-week session course
July 16 (M)	Final copy of thesis due
July 16 (M)	Report of comprehensive exams due
July 21 (Sa)	Independence Day holiday make-up class for second four-week session
July 26–27 (Th-F)	Final exams for second four-week session and eight-week session

**Spring 2008 (Continued)**

Mar. 28 (F)
Apr. 6 (Su)
Apr. 28 (M)
Apr. 28 (M)
May 2 (F)
May 3–9 (Sa-F)
May 9 (F)
May 10 (Sa)

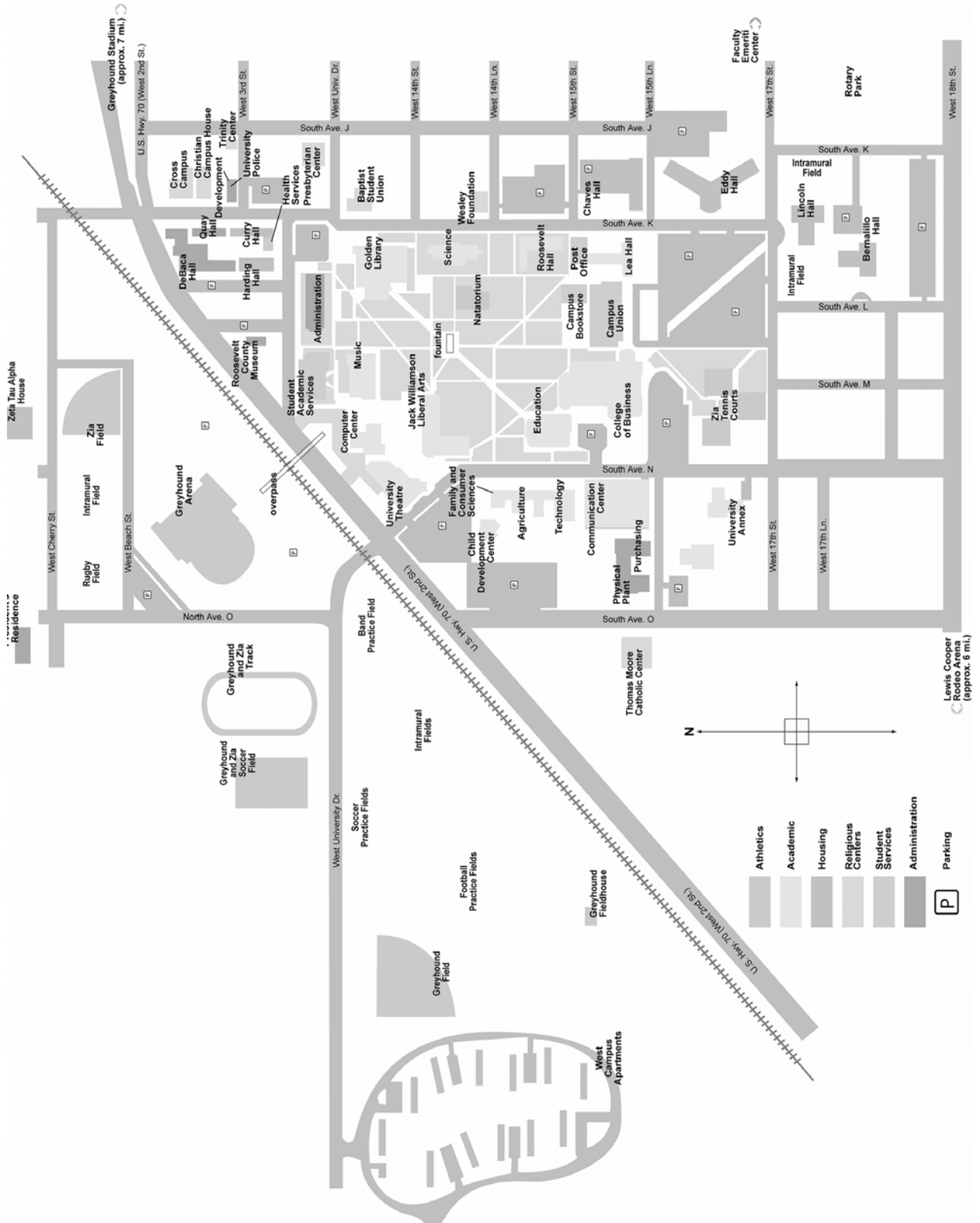
**Summer 2008**

June 2–27
June 2–July 25
June 4 (W)
June 13 (F)
June 26–27
June 27 (F)
June 27 (F)
June 30 (M)
June 30–July 2 (M-W)

**July 4 (F)**

June 30–July 25
July 11 (F)
July 14 (M)
July 14 (M)
July 19 (Sa)
July 24–25 (Th-F)

*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.*





## Board of Regents

Bill Richardson, Governor of New Mexico .....	Ex Officio Member
Jay Gurley .....	President of the Board
Alva Carter .....	Vice President of the Board
Diego Espinoza .....	Secretary/Treasurer of the Board
Pauline Ponce .....	Member
Marshall Stinnett .....	Member

## Administration

Steven G. Gamble .....	President
Robert A. Vartabedian .....	Vice President for Academic Affairs
Scott Smart .....	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
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: Regina Aragon, Stephen Durand, Newton Hilliard, Mary Kallus, Taylor Marcell, Darren Pollock, Cheri Quinn, Christopher Stasheff, John Stockmyer, Linda Sumption, Linda Weems; ex officio: Phillip Shelley.

The committee also has three graduate student representatives, one each from the Colleges of Education, Business, and Liberal Arts and Sciences.

## Deans of the Colleges

John Groesbeck .....	Business
Jerry Harmon .....	Education and Technology
Michael Sitton .....	Fine Arts
Mary Ayala .....	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 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>
<b>College of Business</b>	Business Administration		M.B.A.
<b>College of Education and Technology</b>	Counseling		M.A.
	Education	Bilingual Education Education Administration Educational Technology Elementary Education English as a Second Language Pedagogy and Learning Reading/Literacy Secondary Education	M. Ed.
	Physical Education	Sport Administration Sport Science	M.S.
	School Counseling		M. Ed.
	Special Education		M.S.E.
<b>College of Liberal Arts and Sciences</b>	Anthropology		M.A.
	Biology	Applied Ecology Botany Cell, Molecular Biology and Biotechnology Education Microbiology Zoology	M.S.
	Chemistry	Analytical Chemistry Biochemistry Inorganic Chemistry Organic Chemistry Physical Chemistry	M.S.
	Communicative Arts and Sciences		M.A.
	Communicative Disorders	Speech–Language Pathology	M.S.
	English		M.A.
	Mathematics		M.A.

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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, and branch/community colleges in Roswell, New Mexico, and 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, and
- 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 the World Wide Web and 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 southeastern 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 offering courses on the Internet, including two-way video conferencing. 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 13 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 annually reviews 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 University president.

### **Graduate Faculty**

Designation as graduate faculty is determined by academic qualifications and experience, college recommendations, 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, and 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 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 program 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 program records office, as well as the Office of the Graduate School, 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 10 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 GPA of 3.00; 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, 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.

## **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 for reasons of academic dishonesty 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, except those applicants seeking to be admitted as Visiting Scholars or for Post-Graduate Professional Development (see non-degree classifications section of the catalog) must request an official transcript from each institution previously attended be forwarded directly to the Graduate School. Transcripts in a student's possession will not be accepted. Those students applying as Visiting Scholars are required to provide a

letter from their home institution indicating that they are degree seeking students in good academic standing in lieu of transcripts. Those students applying for Post-Graduate Professional Development status are required to provide an official copy of a transcript indicating that a graduate degree has been previously awarded.

All application materials should be forwarded to: Graduate School, ENMU Station 24, Administration Building, Room 216, 1500 S. Ave. K Portales, NM 88130, (505) 562-2147.

## Timely Completion of the Admission 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 applications. 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 Admission

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

1. complete a formal application to the Graduate School,
2. provide an independent evaluation of each official transcript 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 and
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. The distinction between regular and conditional status is based on a variety of factors including a student's cumulative grade point average (GPA) and required leveling requirements. A student's cumulative GPA is an arithmetic average of all undergraduate course work attempted at all undergraduate institutions prior to the attainment of the baccalaureate degree:

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 3.00 in major and 3.00 cumulative overall;
  - B. if nine graduate hours have been attempted, have a cumulative graduate GPA of at least 3.00.
2. **Conditional Status:** This status includes students who have met all the admission requirements of the Graduate School and:
  - A. have a cumulative undergraduate GPA of less than 3.00 but more than 2.50; 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 3.00, 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 six 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. **Post-Baccalaureate:** Students holding a baccalaureate degree who wish to enroll in undergraduate courses for personal or professional development, but who do not intend to pursue a master's degree.
4. **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).
5. **Visiting Scholar:** Students who are currently enrolled in a graduate program at a university other than ENMU, who are in good standing at their home institution and who wish to take course work from ENMU with the intent of transferring such work to their home institution. Please be aware that it is a student's responsibility to make sure that course work taken at ENMU will be accepted by their home institution.
6. **Post-Graduate Professional Development:** Students who hold a graduate degree and who seek to take courses for professional development purposes.

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 College of Education and Technology.

Non-degree classification precludes receiving a graduate assistantship, graduate fellowships or financial aid.

## 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 GPA of 3.00 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 Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the U.S. Office of Education concerning alleged failures by the institution to comply with the act.

According to FERPA, the institution can release information without written student consent in the following instances:

1. School officials with legitimate educational interest.
2. Other schools to which a student is transferring.
3. Specified officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid to a student.
5. Organizations conducting certain studies for or on behalf of the school.
6. Accrediting organizations.
7. To comply with judicial order or lawfully issued subpoena.
8. Appropriate officials in cases of health and safety emergencies.
9. State and local authorities, within a juvenile justice system, pursuant to specific State Law.
10. The final results of any institutional disciplinary proceedings for a crime of violence or non-forcible sex offense, if the institution determines that the student committed a violation of its rules or policies with respect to the crime.
11. Information to the parent or legal guardian regarding a student's violation of any law or institutional rule or policy governing the use or possession of alcohol or a controlled substance if the student is under 21 and the institution determines that the student has committed a disciplinary violation.

To have directory information withheld, a student must complete the non-disclosure form, which can be obtained and filed at the Office of the Registrar within the first two weeks of the semester. The institution has established the following as Directory Information: name, mailing addresses, telephone numbers, email addresses, 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.

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

Other information regarding disclosure of student data is available at the Office of the Registrar.



## 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 and the graduate coordinator before the end of the first semester of enrollment. This degree plan is to be filed in the Office of the Graduate School.

Any graduate course taken prior to filing a degree plan must be approved by the graduate advisory committee and the graduate coordinator 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 and the graduate dean, and completion of 12 hours of graduate coursework.

At the time of advancement to candidacy, the student must have a cumulative graduate GPA of 3.00. 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 and the graduate coordinator. 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 and the graduate coordinator, 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 or the Master of Education (M.Ed.), or the Master of Special Education (M.S.E.) degrees in the College of Education and Technology.

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 coursework. The thesis plan requires a minimum of 24 hours of graduate coursework 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 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, and the graduate coordinator, 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.

If a student's proposed research involves collecting data from or on human subjects, the proposal must be submitted to and approved by ENMU's Human Subjects Committee before it can be approved by the graduate dean. If the proposed research involves collecting data from or on vertebrates (other than humans), the proposal must be submitted to and approved by ENMU's Animal Care and Use Committee before it can be approved by the graduate dean. Please contact the Graduate School for directions on how to submit proposals to either of these two committees.

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.

Students who have registered for thesis (599) hours to prepare their prospectus must submit an acceptable prospectus to the Graduate School before the beginning of the following semester or they will not be allowed to register for additional thesis hours. Such a situation does not absolve the student of the continuous enrollment requirement and additional thesis enrollment will be required once the prospectus is submitted in order to cover the non-enrollment period.

### **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 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 produced.

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, signed by all members of the graduate advisory committee and the graduate coordinator, must be submitted to the Graduate School 10 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 3.00 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 and the graduate coordinator must be sent to the graduate dean and to the student 10 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 coursework 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 3.00 in all courses taken as a graduate student.

The cumulative 3.00 GPA rule shall apply to the following: (a) the GPA for all graduate coursework taken; (b) the GPA for all graduate coursework taken in the field of study; and (c) all coursework taken to complete the graduate degree, including all leveling coursework on the degree plan.

No degree plan may include more than three hours of graduate coursework 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 3.00 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 1–11 hours and whose cumulative GPA is below 3.00, but at or above a 2.50, will be placed on probation by the dean of the Graduate School. The probationary students must raise their cumulative graduate GPA to a 3.00 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 3.00 in her or his major or with a cumulative overall GPA of less than 3.00. The Graduate School will deny further enrollment to any student whose GPA is below 2.50.

## 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, any of its branches or learning centers or any other university 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 or mathematics programs. Such students may register for appropriate courses for graduate credit (400/500, 500) if they: 1) are enrolled in the final semester of their undergraduate work, 2) are taking sufficient work to complete all requirements for the baccalaureate degree, 3) have a cumulative GPA of at least 3.00 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 12 hours and six hours maximum in one four-week summer session with a total of nine 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 committee 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, all the assigned work has been properly and correctly done and 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 three 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 GPA 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 a faculty member is responsible for and has authority over grades 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 GPA. 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 GPA 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 status 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 the Graduate School in writing of their intention to withdraw.

A student who is forced by an emergency to leave the University without officially withdrawing should notify the Graduate School 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 they audit. Students may audit a course or courses while concurrently enrolled in other courses for credit. 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 (ITV) 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 Graduate School offers off-campus master's degree programs in education, English and business in several communities in the region. These programs may require the student to travel to the Portales campus for coursework 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.

## **Applying for Graduation**

Graduate students completing their degrees must apply for graduation with their Graduate Coordinator 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 and the graduate dean. Graduate students on the thesis plan must submit complete approved final copies of the thesis to the Graduate School 10 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 3.00 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 Veteran's 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 Feb. 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 (3.00) 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, and the student has at least a 2.75 undergraduate cumulative GPA. 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. If the assistant has been given a teaching assignment, the workload is six credit hours per semester during the regular academic year. Departments have the discretion to offer less than full-time appointments and may choose to make appointments on a semester by semester basis. A limited number of assistantships are available during the summer session and require 10 hours of work per week or teaching one three-credit-hour course. Full-time graduate assistants desiring outside employment must 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 a graduate assistant, 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 graduate assistantship must enroll in 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 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 coursework 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 3.00), or
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 may provide some limited financial aid.

To ensure 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.

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 financial 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 financial 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 3.00 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: Office of Student Financial Aid, ENMU Station 20, 1500 S. Ave. K, Portales, NM 88130.

## 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 due by the Friday after classes begin unless arrangements have been made with the Office of Student Accounts. Students may request an installment payment plan and pay one-fourth of the total charges initially, with the balance payable in three equal monthly installments. A \$10 fee will be assessed for using the payment plan. Student registration is not complete and enrollment is not official until payment and/or payment arrangements are 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 by the payment deadline, published in the current class schedule. Once payment and/or arrangements have been made, a confirmation code will be entered on the student's account by the Office of Student Accounts or the Cashier. This confirmation code 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 keep their address updated in the Office of the Registrar or Office of Student Accounts. 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 (800) FOR-ENMU, extension 5.

## Withdrawal from the University – Financial Responsibility

Once a student registers, the student is responsible for the total charges assessed regardless of whether the installment 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 who is 65 years of age or older and a New Mexico resident may be eligible for a senior citizen discount. The cost per credit hour up to six hours will be \$5. The Office of Admissions requires evidence of eligibility.

## Tuition and Student/Course Fee Refund Policy

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

The refund schedule for fall and spring (16-week classes):

- a. Refund of 100% through day 5.
- b. Refund of 75% through day 10.
- c. Refund of 50% through day 15.
- d. Refund of 25% through day 20.

Specific dates are published each semester in the class schedule.

Refund percentages vary for the eight-week classes and summer session classes. Refer to the class schedule for specifics.

## 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 payment arrangements are not made on a timely basis, the account may be placed with a collection agency. Collection fees, interest, court costs and attorney fees may be added to the account, for which the debtor may be responsible.

## Methods of Payment

Checks or money orders should be made payable to Eastern New Mexico University and mailed to: Business Office, ENMU Station 4, 1500 S. Ave. K, 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 Cashier Office in the Administration Building.
2. Drop box in front of the Administration Building.
3. Call the Cashier Office with a payment by credit card (VISA, Master Card, American Express, or 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/she 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 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, room 107.

## Graduate Student and Family Housing

The University offers housing to fit the needs of almost every student, single or married. The University realizes 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 the first 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 (505) 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, the insurance is optional for other students.

**Fees**

Please refer to the class schedule for special fees, such as thesis binding, as these fees are subject to change.



## 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 online 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 lifelong learning.

The Golden Library's online 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 online 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 Services 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 online suggestions box, e-mail, in writing or in person to the director of the library or any professional librarian.





# COLLEGE OF BUSINESS

## Business Administration

<b>Graduate Faculty:</b>	William Brunsen	Kenneth Sanders
	Alan Chmura	Gene Smith
	John Groesbeck	Sue Stockley
	David Hemley	John Stockmyer
	Gerardus Huybregts	Lee Weyant
	Steven Palmer	Zuopeng Zhang

## 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.

Admission into the program is based on several criteria: prior admission to the Graduate School, the candidate's undergraduate GPA the candidate's prior work experience and the results attained on the Graduate Management Admissions Test (GMAT). The GMAT requirement is waived for candidates who have an overall undergraduate GPA of 3.0 or higher.

### **MBA Candidacy Requirements**

MBA students seeking advancement to candidacy must follow the general provisions for Candidacy outlined in the graduate catalog. Additionally, students must meet the following requirements of the College of Business:

1. Application for candidacy must be filed with the MBA Graduate Coordinator prior to the completion of 12 graduate hours. Forms are available from the MBA Graduate Coordinator.
2. To be admitted to MBA Candidacy, students must:
  - a. complete all undergraduate prerequisites identified at the time of admission to the MBA program, and

- b. submit a GMAT. The GMAT requirement is waived for candidates who have an overall undergraduate GPA of 3.0 or higher.
3. Students not accepted for MBA Candidacy may not register for MBA courses beyond 12 graduate credit hours.

### **MBA Program Description**

The MBA program has several components: skill competency, undergraduate common body of knowledge, core classes and approved electives. Students pursuing the non-thesis option complete eight core classes (24 hours) and three approved electives (nine hours). Students completing the thesis option have eight core courses (24 hours), one approved elective (three hours) and the thesis (six hours).

### **Skill Competency**

Students entering the ENMU MBA must possess quantitative and computer skills. The College of Business (COB) recognizes these skills may be acquired and mastered through a variety of lifelong learning activities. Rather than list a prescribed set of courses, the ENMU MBA requires students to:

- a. have quantitative skills equal to those achieved through a course in College Algebra; and
- b. have computer skills in navigating the Internet, downloading and file manipulation from the Internet, word processing, spreadsheets and presentation software application.

The ENMU MBA integrates these skills throughout the curriculum. Students lacking these skills, as demonstrated in classroom performance, will be asked by the MBA Graduate Coordinator to complete the necessary undergraduate course equivalent.

### Common Body of Knowledge

An underlying assumption of the ENMU MBA degree is students who enter the program have an academic background that would enable them to successfully complete the degree. The following ENMU undergraduate courses, or their equivalents, are the common body of knowledge requirements for the MBA degree:

ACCT	211	Introduction to Managerial Accounting
ACCT	212	Introduction to Financial Accounting
BUS	315	Business Law I
BUS	330	Production & Operations Management
ECON	221	Principles of Macro Economics
ECON	222	Principles of Micro Economics
FIN	311	Corporation Finance
MGT	313	Organizational Behavior
MKT	301	Principles of Marketing
STAT	213	Statistical Methods I

**Note:** Many of the undergraduate common body of knowledge courses or equivalents are offered at other institutions of higher learning. Students should consult with the graduate coordinator to determine acceptability of courses offered by other institutions.

Candidates with deficiencies in the undergraduate common body of knowledge will be required to demonstrate competency in the deficient area before being permitted to register for a graduate course that requires that base knowledge. The COB believes students should 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 and complete the common body of knowledge course(s) at ENMU with a grade of "C" or higher.

2. 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.
3. Enroll and complete the graduate level Foundation Courses offered in the COB which reflect the content of specific undergraduate common body of knowledge courses.
4. 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.

### Foundation Courses

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 Web-based courses, BUS 582 through BUS 588. This sequence of courses, when combined with STAT 213, will meet the leveling requirements.

BUS	582	Foundations of Management
BUS	583	Accounting 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

### MBA Program Requirements

#### Core requirements

The following eight core courses must be completed for graduate credit by each candidate:

ACCT	551	Managerial Accounting
BUS	518	Managerial Research Methods
BUS	553	Strategic Management
ECON	525	Managerial Economics
FIN	541	Managerial Finance
MGT	501	Production Mgt and Quant Analysis
MGT	513	Organizational Behavior
MKT	517	Marketing Management

The graduate coordinator will evaluate undergraduate work related to the core prior to admission to determine undergraduate common body of knowledge courses required and the appropriateness of enrollment in the MBA core courses. Appropriate substitutes to core requirements must be approved by the student'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 COB ordinarily 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 COB 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 COB, except with prior written approval of the graduate coordinator for the COB.

No student may enroll in or accumulate more than nine credit hours of graduate courses in the COB 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, or 3) obtain written permission of the dean of the COB or his or her designated representative.

Full-time students with undergraduate degrees in business ordinarily complete degree requirements in two years. 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 12 months after completing the last academic course in the degree plan. Only students accepted for MBA Candidacy are eligible to complete the Comprehensive exam.

**Graduate Assistantships**

The COB offers a limited number of Graduate Assistantship (GA) positions. In addition to the Graduate School requirements for GAs, the COB:

1. offers GA positions on a semester-by-semester basis,
2. requires individuals seeking a GA position within the College to file an application with the MBA coordinator, and
3. requires MBA Candidacy status for continuation of GA assignment beyond 12 graduate credit hours.





## Counseling

**Graduate Faculty:** Douglas Main  
Jeannette Otero

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

**Degree:** Master of  
**Education**

**Major:** School Counseling

### Admission Requirements

Admission to the Graduate School does not mean the applicant is admitted to a specific Master's Degree program. Consideration for admission is based upon the following criteria:

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.00.
3. A letter of application specifying degree program to the College of Education and Technology along with a detailed essay. The essay should specify motivation for becoming a counselor, professional goals, assessment of students' personal assets and liabilities, and life experiences that might be useful in their work as counselors.
4. The submission of three letters of recommendation attesting to the applicant's motivation and ability to succeed in a graduate counseling program. Two of the three letters may be professional references; the third may be a personal reference.
5. An admission interview with the Counseling Program Coordinator.
6. The successful completion of COUN 501 Professional Orientation in Counseling with a grade of "B" or higher.

**Note:** When students do not meet the preceding requirements and are denied admission, a written letter of appeal may be submitted to the Graduate Admissions and Retention Committee, College of Education and Technology, ENMU Station 25, 1500 S. Ave. K, Portales, NM 88130.

Admission to the Counseling Program does not guarantee successful completion of the graduate program. Inquiries along with correspondence, including letters of application and recommendation should be sent to the Counseling Program Coordinator, College of Education and Technology, ENMU Station 25, 1500 S. Ave. K, Portales, NM 88130.

## Requirements for Advancement to Candidacy

Please refer to Page 20 for requirements for candidacy.

### The Degree Plan

Students prepare their degree plans in accordance with degree requirements, their professional development goals and advice from their assigned advisors. Students must develop and file a signed degree plan 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 and the college dean, and filed with the Office of the Graduate School, Administration Building, room 216. The student will not officially be 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:

1. Complete COUN 501 with a grade of "B" or higher during the first nine hours of enrollment.
2. Obtain a grade of "A" or "B" in all courses specified in the degree plan.
3. Apply no more than nine hours of transfer credit from another university to the degree plan (See catalog section on Transfer 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 starting an internship. The Graduate Advisory Committee and graduate dean must approve request for transfer credits. Internship credits from other institutions will not be accepted or applied to the degree plan.
4. Apply no more than 12 graduate credit hours completed prior to admission to the College of Education and Technology to the degree plan.
5. Apply no extension credit 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 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 students' 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.

9. Students may begin the internship component of the program of study only when all coursework has been successfully completed with a grade of “A” or “B” and upon successful completion of the Counselor Preparation Comprehensive Examination (CPCE).
10. Students may take the Counselor Preparation Comprehensive Examination (CPCE) during the last semester of coursework. The CPCE is administered every semester and costs \$35.00

### 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) a mid-point review that documents successful student progress.

Students who fail to demonstrate basic knowledge, interpersonal and counseling skills may be asked to seek remediation. Students who continue to demonstrate unsatisfactory progress may be suspended or asked to terminate the program, or may be placed on inactive status (see the appropriate section on condition for readmission in graduate catalog).

### Graduation Requirements

1. Candidates must complete all coursework included in the program of study or approved substitutions prior to beginning the internship component of the program. Students must also pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a national standardized examination based on eight knowledge areas of the National Counselor Examination for Licensure and Certification (NCE) prior to enrolling in the internship.

2. Students must successfully complete the requirements for a 600-hour (Master of Education) or 1000-hour (over two semesters) (Master of Arts) internship. Students are required to purchase liability insurance.

## Licensure Requirements

### A. Counseling

The Master of Arts with a major in Counseling prepares students to pursue licensure as a professional mental health counselor. The 60-credit curriculum provides coursework consistent with the core area standards established by the Council for Accreditation of Counseling and Related Programs (CACREP). The counseling program is NOT accredited by CACREP at this time. Eastern New Mexico University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Mental health counseling licensure requirements may differ in each state. Students are encouraged to contact the licensing agencies of states in which they may want to apply for licensure and ask about specific coursework or other requirements necessary for licensure in that state.

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

Information about certification as a National Certified Counselor can be obtained from the National Board of Certified Counselors (Terrace Way, Suite D, Greensboro, NC 27403-3660).

### B. School Counseling

The Master of Education in School Counseling is designed for individuals interested in becoming an elementary or secondary school counselor. The 48-hour degree program, which is aligned with CACREP standards, provides academic coursework for licensure/certification as a K-12 school counselor in New Mexico.

**Note:** Licensing is a state regulatory agency function and may differ from state to state.

## Course Requirements

For the Master of Arts in Counseling, the following are required:

<b>Core Courses</b>		<b>Credit hours</b>
COUN	501 Professional Orientation in Counseling .....	3
COUN	502 Abnormal Psychology for Counselors .....	3
COUN	525 Mental Health Ethics, Law and Practice .....	3
COUN	530 Assessment .....	3
COUN	533 Research Seminar .....	3
COUN	542 Career and Lifestyle Development .....	3
COUN	544 Theories of Counseling .....	3
COUN	545 Family Counseling .....	3
COUN	547 Group Counseling .....	3
COUN	549 Facilitation and Intervention Techniques for Counselors .....	3
COUN	555 Human Growth and Development .....	3
COUN	556 Cross-Cultural Counseling .....	3
COUN	575 Counseling Assessment .....	3
COUN	578 Case Management .....	3
	Electives (e.g. Crisis Intervention, Group II, Disability) .....	6
COUN	597 Practicum in Counseling .....	3
COUN	598 Internship/Seminar .....	9
	Total Hours .....	60

## Course Requirements

For the Master of Education in School Counseling, the following are required:

<b>Core Courses</b>		<b>Credit hours</b>
COUN	501 Professional Orientation in Counseling .....	3
COUN	502 Abnormal Psychology for Counselors .....	3
COUN	510 Foundations and Contextual Dimensions of School Counseling .....	3
COUN	530 Assessment .....	3
COUN	533 Research Seminar .....	3
COUN	542 Career and Lifestyle Development .....	3
COUN	544 Theories of Counseling .....	3
COUN	545 Family Counseling .....	3
COUN	547 Group Counseling .....	3
COUN	549 Facilitation and Intervention Techniques for Counselors .....	3
COUN	555 Human Growth and Development .....	3
COUN	556 Cross-Cultural Counseling .....	3
COUN	575 Counseling Assessment .....	3
COUN	580 Counseling Children and Adolescents .....	3
COUN	597 Practicum in Counseling .....	3
COUN	598 Internship/Seminar .....	3
	Total Hours .....	48

## Education

<b>Graduate Faculty:</b>	Mary A. Arth	Katherine Good	Kathleen Pittman
	Rebecca S. Davis	Jerry Harmon	Cheri L. Quinn
	Joseph DiLella	Amy C. Hazelrigg	Michael F. Shaughnessy
	Jerry Everhart	Romelia Hurtado de Vivas	Charles R. Waggoner
	Eugenia Flores	Mark Isham	Robin A. Wells
	Elizabeth A. Galligan	Douglas Morris	Patricia Whitney
	Alan W. Garrett	Kathleen Peca	

<b>Degree:</b>	<b>Master of Education</b>
<b>Major:</b>	<b>Education</b>
<b>Concentration:</b>	<b>Curriculum and Instruction</b>
<b>Emphases:</b>	<b>Bilingual Education</b>
	<b>Educational Technology</b>
	<b>Elementary Education</b>
	<b>English as a Second Language</b>
	<b>Pedagogy and Learning</b>
	<b>Reading/Literacy</b>
<b>Concentration:</b>	<b>Educational Studies</b>
<b>Emphases:</b>	<b>Education Administration</b>
	<b>Secondary Education</b>

The education graduate programs offered by the College of Education and Technology are predicated on a conceptual framework that aligns Theory and Research for Effective Practices and Commitment (TREC). TREC represents our shared journey toward excellence as members of a community of lifelong learners. The college offers five graduate degree programs: the Master of Education, the Master of Special Education (described on Page 56 of the catalog), Master of Education with a major in School Counseling, Master of Arts in Counseling (described on Page 42), and Master of Science in Physical Education (described on Page 54 of the catalog). The Master of Education degree (M.Ed.) allows for two concentrations with respective emphases 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 Education Graduate Programs in the College of Education and Technology

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 coursework until all requirements for admission are fulfilled.

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.00. Grade point averages between 2.80 and 2.99 will be considered for “conditional” admission; if accepted, students must earn a minimum GPA of 3.00 with no grade less than a “B” during their first semester.
3. A letter of application to the Educational Studies Graduate Coordinator or the Curriculum and Instruction Graduate Coordinator. The letter should specify the intended area of emphasis and how an advanced degree in education will advance their 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. A photocopy of the student's teaching license or admission into regular or alternate licensure program.
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 education dean's secretary or a program graduate coordinator.
7. Acceptance into the Education Administration program requires documentation of a Level II New Mexico teaching license.
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.

**NOTE: Admission to the education graduate programs does not guarantee successful completion of the graduate program. Inquiries along with correspondence, including letters of application and recommendation, should be sent to either the Educational Studies or Curriculum and Instruction Graduate Coordinator, College of Education and Technology, ENMU Station 25, 1500 S. Ave. K, 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 the **advice of their assigned advisors**. Students must develop and sign a 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 and the graduate coordinator, and filed in the Office of the Graduate School (Administration Building, room 216). Degree plans should be turned into the department Graduate Coordinator to be filed in the Graduate School. The student will not be recognized officially as a 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:

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 core requirements specified in the degree plan. One grade of "C" may be earned on one **content** course.
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 a request for transfer credits.**
4. Apply **no extension credit to the degree plan.**
5. Apply no more than 6 graduate credit hours completed prior to admission to a graduate program in 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. The student's graduate advisory committee must provide written approval for any course substitutions. After candidacy, substitutions for required courses must be approved in writing by the student's graduate advisory committee, the graduate coordinator, the department chair and graduate dean. Approval of substitutions is final only after documentation has been approved by the graduate dean.

#### **Requirements for Graduation**

1. Candidates must complete either a student teaching experience of six or more semester hours, or ELED 523 Induction to Teaching, or SED 597 Internship and pass the required licensure examinations or must present their valid teaching license to graduate from the program.
2. Students must validate their ability to synthesize content of their master's degree coursework 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. Note: Students may obtain the content question guidelines from the appropriate graduate coordinator or the College of Education and Technology dean's secretary at any point in their program. Students should attend the Comprehensive Exam Workshop at least one semester prior to taking the exam. **In order to begin preparing, students must contact their advisors a semester prior to taking the comprehensive exam.**

- 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 from the College of Education and Technology graduate coordinators or the College of Education and Technology dean's secretary. 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 department graduate coordinator who will convene the 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, contact the departmental graduate coordinator.

### Licensure Information

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

The student is responsible for contacting the Professional Licensure Unit of the New Mexico Public Education Department 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.

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, New Mexico Public Education Department, 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, students 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.

Requirements for licensure in Education Administration may be fulfilled through the specific degree or licensure program. Requirements for licensure as a school administrator in New Mexico include a master's degree, a New Mexico Level III A 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.

## Alternative Licensure

### Overview

Alternative licensure provides another route to New Mexico teaching licensure for participants who have completed a bachelor's or master's degree and meet certain other requirements. In order to convert the alternative license to a standard teaching license, the probationary teacher must complete a one-to-three-year school district mentorship program approved by the New Mexico Public Education Department. You may either contact the New Mexico Public Education Department at (505) 827-6587 or visit their web site at <http://www.ped.state.nm.us>. These alternative licensure programs address relevant elementary, secondary and special education entry level competencies as approved by the Public Education Department. Additionally, these programs adhere to TREC, the conceptual framework for educator preparation programs at Eastern New Mexico University.

### Application Checklist

- Apply and be accepted to the ENMU Graduate School and to a College of Education and Technology graduate program.
- Meet with an advisor in education for additional requirements and information.
- Bring an unofficial transcript of your bachelor's/ master's degree to your meeting with your advisor.
- Submit an application to the Teacher Education Program before enrolling in classes for the elementary licensure only.
- Meet the requirements of a minimum cumulative 3.00 GPA in your bachelor's or master's program or 2.80–2.99 GPA for conditional admission to a College of Education and Technology graduate program).
- File an alternative licensure degree plan with assistance from an advisor to the assigned alternative licensure advisor for the program you are entering before enrolling in classes.

## Elementary Education

### Suggested Course Schedule

#### A. Initial Semester: (classes must be completed with a "B" or higher)

- BLED 578 Teaching Multicultural Heritage of the Southwest (3 hours)
- RED 493 TPS/Methods of Integrated Curriculum I A and B (6 hours)
- ELED 412 Methods for Integrated Curriculum II (6 hours)

- Attend a Student Teacher Application meeting (dates/times/locations of the meetings are listed in the fall schedule)
- Submit an application to student teach to the Teacher Education Program.
- Complete 30-hour endorsement area prior to spring semester
- Submit documentation of successful completion of the New Mexico Teacher Assessment of Basic Skills section
- Submit documentation of successful completion of the New Mexico Teacher Assessment Content Knowledge section

#### B. Second Semester

- Report to your cooperating teacher on the first district-identified calendar day, ELED 523 Induction to Teaching (M–F), (course requires that you remain in your assigned classroom when not engaged in other University coursework)
- Attend all student teaching (ELED 523) seminars and cohort meetings
- Pass all other sections of the New Mexico Teacher Assessment
- Complete a reading course from the following:
 

RED	587	Balanced Literacy
RED	570	Emergent Literacy
RED	517	Advanced Reading Theory
RED	518	Content Area Literacy, or
RED	550	Whole Language/Theory/ Practice/Evaluation, or

 other advisor-approved substitution(s)
- \* For other schedule options, consult with your assigned advisor.

### Requirements for ELED 523

Prior to enrolling in ELED 523, students must complete a 30-hour endorsement area as required by the Public Education Department. Student also must pass the Basic Skills and Content Knowledge sections of the New Mexico Teacher Assessment before enrolling in ELED 523. (Students must pass all portions of the NMTA to become licensed in New Mexico). To complete ELED 523 successfully, students must pass the Elementary Competency portion of the NMTA.

Two courses, BLED 578 and RED 587, are prerequisites or co-requisites to ELED 523. ELED 523 provides students with a student-teaching type program directed by an experienced teacher in a public school setting. An instructor will offer special seminars throughout the student teaching experience to assist with classroom issues including management, instruction, communication and professionalism in schools. Students should reserve the spring semester for professional

courses with no other job, courses or duties that may interfere with successful completion, and students must maintain a 3.00 GPA throughout the program.

## Secondary Education

The Alternative Secondary Licensure Program provides rigorous and substantial preparation for beginning teachers.

It synthesizes theory and practice to enable beginning teachers to offer effective instruction and classroom experience that will impact their students' lives in positive ways.

The Alternative Secondary Licensure Program consists of 15 semester hours of graduate coursework and a full-time one-semester internship in a public secondary school or a full-time one-semester teaching experience for which three additional semester hours of graduate credits are earned. The program is designed so that the student may engage on an intensive summer session of coursework, followed by additional coursework and their internship. The program normally can be completed in a single calendar year. Other configurations also are possible.

## Program of Study

EDF	515	Theories of Learning and Motivation
EDF	530	Assessment
EDF	538	Instructional Design
BLED	578	Teaching Multicultural Heritage of the Southwest
RED	518	Content Area Literacy
SED	597	Internship

Note: Students must be admitted to the program and complete EDF 515, EDF 530, and EDF 538 prior to registration for SED 597. Students must apply to SED 597 the semester prior to enrolling in SED 597. Deadlines are early. Please contact an advisor to apply.

## Special Education

The Alternative Special Education Licensure Program provides training and preparations for the beginning teacher who wishes to teach in the special education setting. It synthesizes theory and practice to enable teachers to use effective instructional practices and provides classroom experiences that will impact their students' lives in positive ways.

## Program of Study

RED	510	Literacy Assessment and Evaluation
RED	518	Content Area Literacy
SPED	501*	Exceptional Student in the Regular Classroom
SPED	534	Mental Retardation: Theory to Practice <b>OR</b>
SPED	539*	Classroom and Behavior Management
SPED	540	Learning Disabilities: Theory to Practice,
SPED	547*	Internship in Special Education**
SPED	548	Behavior Disorders: Theory to Practice

\*These courses (SPED 501, SPED 539, and SPED 547) do NOT count towards a Masters Degree in Special Education at Eastern New Mexico University.

\*\* This course can only be taken upon successful completion of all courses on the Special Education Alternative Licensure Degree Plan.

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

### Curriculum and Instruction Concentration

#### Core Requirements for emphases in Bilingual Education, English as a Second Language, Educational Technology, Elementary Education, Pedagogy and Learning, and Reading/Literacy.

##### Educational Research

CI 521 Teacher as Researcher ..... 3

##### Assessment of Human Learning

CI 591 Seminar in Curriculum, Instruction, and Assessment ..... 3

##### Culture of Education

CI 531 Critical Pedagogy and Educational Reform ..... 3

Total Core Hours ..... 9

### Bilingual Education Emphasis

#### Required Emphasis Courses

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

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/SPAN 515 Hispanic Literature and Culture ..... 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 578 Teaching Multicultural Heritage of the Southwest ..... 3

BLED 593 Topics in Bilingual Education/Linguistics ..... 3

BLED 590 Graduate Project, **or**

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 PED for an endorsement in Bilingual Education.

### English as a Second Language Education Emphasis

#### 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 English as a Second Language Teacher ..... 3

BLED 580 ESL Methods ..... 3

BLED 593 Topics: in Bilingual Education: Linguistics ..... 3

BLED 578 Teaching Multicultural Heritage of the Southwest ..... 3

Total Emphasis Hours ..... 18

#### Nine hours from the following:

BLED 515 Hispanic Literature and Culture ..... 3

BLED 573 Early Childhood Bilingualism ..... 3

SOC/EDF 535 Sociology of Education ..... 3

BLED 590 Graduate Project, **or**

BLED 599 Master's Thesis ..... 6

Total Hours ..... 36

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

## Educational Technology Emphasis\*

\*Seek advisor approval before pursuing this route.

### Required Courses

BLED	578	Teaching Multicultural Heritage of the Southwest .....	3
CI	540	Instructional Leadership .....	3
RED	518	Content Area Literacy .....	3

### Technology-Focused Courses (18 hours)

Eighteen (18) 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

### Required Emphasis Courses

BLED	578	Teaching Multicultural Heritage of the Southwest .....	3
CI	540	Instructional Leadership .....	3
ELED	511	Trends in Science and Mathematics Education .....	3
ELED	540	Creativity Across the Curriculum .....	3
RED	581	Advanced Studies and Instructional Applications in Language Arts .....	3
		Total Emphasis Hours .....	15

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

ELED/ENG/			
RED/SED	507	Teaching Writing .....	6
ELED	569	Workshop in Elementary Education .....	3
ELED	579	Individual Research in Elementary Education .....	3
ELED	593	Topics in Elementary Education .....	3
RED	510	Literacy Assessment and Evaluation .....	3
RED	520	Multiple Literacies .....	3
RED	570	Emergent Literacy .....	3
RED	587	Balanced Literacy .....	3
SPED	540	Learning Disabilities: Theory to Practice .....	3
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

With concentration in:

Bilingual Education/English as a Second Language - 15 hours

Elementary Education - 15 hours

Education Foundations-hours

Instructional Technology-5 hours

Reading/Literacy-15 hours

12 hours of electives in consultation with advisor.

Total Hours .....

36

## Reading/Literacy Emphasis

### Required Emphasis Courses

BLED	538	Language Arts and the Teacher of English as a Second Language .....	3
RED	510	Literacy Assessment and Evaluation .....	3
RED	517	Advanced Reading Theory/Philosophical and Historical Foundations of Reading ..	3
RED	518	Content Area Literacy <b>or</b>	
RED/ELED	581	Advanced Studies and Instructional Applications in Language Arts.....	3
RED	570	Emergent Literacy, <b>or</b>	
RED	587	Balanced Literacy .....	3
		Total Emphasis Hours .....	15

### Non-thesis option:

Choose six hours of Reading electives from one of three tracks depending on career goals:

#### Reading Specialist

RED	505	Family Literacy .....	3
RED	507	Teaching Writing .....	6
RED	516	Literacy Assessment and Instruction for Special Populations .....	3
RED	550	Whole Language: Theory/Practice/Evaluation.....	3

#### Reading Coordinator/Literacy Facilitator

RED	505	Family Literacy .....	3
RED	507	Teaching Writing .....	6
RED	540	Leadership and Literacy Programs .....	3
RED	550	Whole Language: Theory/Practice/Evaluation.....	3

#### Literacy Teacher Educator

RED	507	Teaching Writing .....	6
RED	512	Critical Literacy .....	3
RED	520	Multiple Literacies .....	3
RED	540	Leadership and Literacy Programs .....	3
RED	550	Whole Language: Theory/Practice/Evaluation .....	3

#### Thesis/Project Option:

RED	590	Graduate Project, <b>or</b>	
RED	599	Master's Thesis .....	6

Total Hours .....

36

## Educational Studies Concentration

### Core Requirements for emphases in Education Administration and

#### Secondary Education

EDF	500	Methods of Documentary Research .....	3
EDF	501	Curriculum: Theory into Practice .....	3
EDF	515	Theories of Learning and Motivation .....	3
EDF	530	Assessment .....	3
EDF	537	History of Educational Thought .....	3

Total Core Hours .....

15

## Education Administration Emphasis

### Required Emphasis Courses

A minimum of 18 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 .....	21



**Secondary Education Emphasis****Option One — Content:**

EDF	538	Instructional Design .....	3
BLED	578	Teaching the Multicultural Heritage of the Southwest .....	3
Plus		15 graduate hours in a New Mexico endorsement area for a 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:**

EDF	538	Instructional Design .....	3
BLED	578	Teaching the Multicultural Heritage of the Southwest .....	3
Plus		15 graduate hours selected from RED, SED, SPED or other areas with prior advisor approval.	

## Physical Education

**Graduate Faculty:** Mary Drabbs  
S. Alan Lephart  
Taylor Marcell

**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 on 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 coursework.
2. Coursework 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, strength and conditioning coaches, clinical exercise physiologists, 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 18–21 hours of core curriculum and 9 hours of graduate coursework 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 coursework. For guidelines concerning comprehensive examinations, please refer to the section on Graduate Examinations on p. 23 of this catalog. A minimum of 36 hours of graduate credit must be satisfactorily completed to meet degree requirements for graduation.

## Core Curriculum (18-21 hours)

HPE	501	Research in Physical Education .....	3
HPE	503	Professional Writing .....	3
HPE	510	Psychosocial Aspects of Sports .....	3
HPE	533	Management/Organization in Sport/Physical Education .....	3
HPE	538	Sport Law .....	3
HPE	589	Internship, or .....	3
HPE	599	Thesis .....	6

## Emphasis Areas (Approved Courses)

### Sport Administration (9 hours)

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

### Sport Science (9 hours)

HPE	511	Motor Learning .....	3
HPE	521	Physiology of Sport and Exercise .....	3
HPE	525	Applied Biomechanics .....	3

### Approved Electives (6-9 hours)

HPE	516	Coaching of Sport .....	3
HPE	528	Motion Analysis for Coaches .....	3
HPE	535	Exercise Prescription .....	3
HPE	540	Scientific Principles of Strength and Conditioning .....	3
HPE	575	Women's Sport/Wellness Issues .....	3
STAT	513	Statistical Analysis II .....	3

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

Total Hours	
Core Requirements	18–21 hours
Emphasis Hours	9 hours
Electives	<u>6–9</u> 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.

**NOTE:** Three credits for an internship may be included on the degree plan—either as part of the core requirements or as an elective. No practicum credits may be included on the degree plan.

## Graduate Assistantships in the Department 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, ENMU Station 17, 1500 S. Ave. K, 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 30).

## Special Education

**Graduate Faculty:** Katherine Good  
Michael F. Shaughnessy  
Robin A. Wells

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

The Department of Educational Studies 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 coursework 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) ..... 9
4. To meet licensure requirements, the student must have a concentration of 24 hours in a subject matter area that qualifies for an endorsement for a teaching license (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:** David Batten  
Kathy Durand  
Stephen Durand  
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 3.00. 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 2.70 with at least a 3.00 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 3.00 and a 3.25 cumulative average in graduate anthropology coursework.

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

An applicant's transcripts will be reviewed along with the vitae 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 GPA of 3.00. In addition, every student must successfully complete all core course requirements before being allowed to enroll for Colloquium and to submit the thesis prospectus.

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, Zooarchaeology; Spatial Analysis; Quantitative Methods, Plains Archaeology, Geoarchaeology, Historic Preservation and Cultural Resource Management.



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

## 1. Required Graduate Anthropology courses:

ANTH 500	Modern Concepts in Anthropology .....	3 cr. (F)
ANTH 501	Anthropological Research Foundations .....	3 cr. (F)
ANTH 505	Basic Quantitative Methods in Anthropology .....	1 cr. (F)
ANTH 506	Advanced Quantitative Methods in Anthropology .....	3 cr. (S)
ANTH 550	Recent Developments in Archaeological Theory .....	3 cr. (S)
ANTH 583	Graduate Field Research .....	3 cr. (Su)
ANTH 597	Colloquium (thesis prospectus and colloquium) .....	1 cr.
ANTH 599	Master's Thesis (including defense) .....	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.

**Method Courses**

504, 518, 520, 521, 522,  
541, 542, 575, 585, 586

**Area Courses**

523, 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.

2. Thesis prospectus and colloquium.
3. Thesis.
4. Thesis defense.

## Biology

**Graduate Faculty:** Youngkoo Cho  
 Kenwyn R. Cradock  
 Gregory S. Keller  
 Zhiming Liu  
 Marvin M. F. Lutnesky  
 Darren A. Pollock  
 Manuel F. Varela  
 Nicholas J. D. Wright

**Degree:** Master of Science  
**Major:** Biology

**Emphases  
 (thesis plan):** Applied Ecology  
 Botany  
 Cell, Molecular Biology and Biotechnology  
 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 Department of Biology.
4. Submit a statement of research interest(s) to the Department of Biology.
5. Submit at least two letters of recommendation to the Department of Biology.
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 Requirement for degree of Master of Science with a major 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 percent 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).
7. **Oral final examination:** defense of thesis and assessment of thesis student's knowledge in area of emphasis (final semester of enrollment; thesis plan only).

## Chemistry

**Graduate Faculty:** James P. Finley  
Newton P. Hilliard  
Robert D. Long  
Juchao Yan

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

The degree of Master of Science with a major 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 with a major 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. 24 graduate credit hours in coursework which includes nine credit hours chosen from the following list of core courses, plus 15 credits in 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:
    - CHEM 510 Advanced Analytical Chemistry
    - CHEM 513 Advanced Physical Chemistry
    - CHEM 522 Advanced Inorganic Chemistry
    - CHEM 541 Physical Organic Chemistry
    - CHEM 552 Biochemistry
 A maximum of four credit hours from areas other than chemistry can be applied to graduation requirements. Courses taken for audit cannot be applied to graduation requirements.
  - b. two credit hours of Graduate Seminar CHEM 591 (Students are expected to attend all departmental seminars in addition to enrolling in the seminar course).
  - c. six credit hours Master's Thesis, CHEM 599.

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 the 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.
4. Written final comprehensive examination: to assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment.
5. This plan is primarily for continuing education of professional students (e.g., teachers). Students may not change from thesis to non-thesis plans without permission from the graduate faculty in chemistry. Permission will only be granted for extenuating circumstances.

### 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. thirty graduate credit hours in coursework which includes four credit hours chosen from the following list of core courses, plus 21 credits in 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. A maximum of four credit hours from areas other than chemistry can be applied to graduation requirements. Courses taken for audit cannot be applied to graduation requirements:
 

CHEM	510	Advanced Analytical Chemistry
CHEM	513	Advanced Physical Chemistry
CHEM	522	Advanced Inorganic Chemistry
CHEM	541	Physical Organic Chemistry
CHEM	552	Biochemistry
  - b. two credit hours of Graduate Seminar, CHEM 591 (Students are expected to attend all departmental seminars in addition to enrolling in the seminar course.)
3. Oral final comprehensive examination: A verbal assessment of the student's knowledge of chemistry and related emphasis areas 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.

## Communicative Arts and Sciences

<b>Graduate Faculty:</b>	Patricia Dobson	Janet Roehl
	John Kirby	Anthony Schroeder
	Margaret Kirby	Christopher Stasheff
	Kevin Mitchell	Robert A. Vartabedian

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

The Master of Arts with a major 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; a cover letter specifying area of interest; three letters of recommendation; and a writing sample on file with the Department of Communicative Arts and Sciences prior to the beginning of graduate-level work. The graduate 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. 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 512	Philosophical Foundations of Media
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 and Research
COMM 508	Seminar in Rhetoric
COMM 513	Media Criticism
COMM 515	Ethics of Public Communication
COMM 522	Directing for Television
COMM 522L	Directing for Television Laboratory
COMM 528	Media Management
COMM 547	Organizational Communication
COMM 555	Intercultural Communication
COMM 560	Public Relations Cases and Campaigns
COMM 570	Interpersonal Communicative Behavior
COMM 575	Gender Communication
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:** Adrienne Bratcher  
Phillip Million  
Suzanne Swift  
Linda Weems

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

The Master of Science degree with a major in communicative disorders (CDIS) provides for advanced training in the assessment and treatment of speech, language, swallowing 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 Communicative Disorders program. 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 specific courses required for leveling are currently under review. Applicants should consult the Graduate Coordinator for more information.

The application deadline for fall admission is March 1 and the application deadline for spring admission is Oct. 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 GPA.
2. Graduate GPA (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 with a Major in Communicative Disorders**

The thesis program requires 43 hours of coursework and six credits of thesis. Specific course requirements are listed below. The student must pass a comprehensive written examination, and an oral defense of the thesis.

The non-thesis program requires 46 credits of coursework as listed below. 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 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. To exercise this option, students must attend a NESPA preparation workshop the regular semester prior to taking the examination. Students must present an original copy of the NESPA scores to the CDIS program director by the last semester of enrollment.

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.

Students will be exited from the CDIS Program if no coursework or 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 coursework. Any graduate transfer credits from other institutions must be from CAA-accredited programs and approved by the CDIS program.

**Course requirements for thesis option:**

All of the following courses are core requirements. As such, they must be completed with a grade of "B" or better.

CDIS	500	Research Methods in Communicative Disorders .....	3
CDIS	501	Beginning Practicum in Speech–Language Pathology .....	1
CDIS	502	Intermediate Practicum in Speech–Language Pathology .....	1
CDIS	503	Advanced Practicum in Speech–Language Pathology .....	1
CDIS	506	Professional Issues in Communicative Disorders .....	1
CDIS	511	Articulation/Phonological Disorders .....	2
CDIS	512	Voice Disorders .....	3
CDIS	516	Language Disorders I .....	2
CDIS	517	Language Disorders II .....	2
CDIS	525	Fluency Disorders .....	2
CDIS	526	Neurogenic Speech Disorders .....	3
CDIS	527	Craniofacial Anomalies .....	2
CDIS	528	Dysphagia .....	2
CDIS	530	Aphasia and Related Disorders .....	2
CDIS	531	Advanced Audiology .....	3
CDIS	532	Language Disorders Following Traumatic Brain Injury .....	2
CDIS	540	Oral Motor Disorders .....	2
CDIS	550	Augmentative and Alternative Communication .....	2
CDIS	554	Current Trends in Communicative Disorders .....	1
CDIS	589	Internship in Speech-Language Pathology .....	6
CDIS	599	Master’s Thesis .....	6
		Total credit hours .....	49

**Course requirements for nonthesis option:**

All of the following courses are core requirements. As such, they must be completed with a grade of "B" or better.

CDIS	500	Research Methods in Communicative Disorders .....	3
CDIS	501	Beginning Practicum in Speech–Language Pathology .....	1
CDIS	502	Intermediate Practicum in Speech–Language Pathology .....	1
CDIS	503	Advanced Practicum in Speech–Language Pathology .....	1
CDIS	506	Professional Issues in Communicative Disorders .....	1
CDIS	511	Articulation/Phonological Disorders .....	2
CDIS	512	Voice Disorders .....	3
CDIS	516	Language Disorders I .....	2
CDIS	517	Language Disorders II .....	2
CDIS	525	Fluency Disorders .....	2
CDIS	526	Neurogenic Speech Disorders .....	3
CDIS	527	Craniofacial Anomalies .....	2
CDIS	528	Dysphagia .....	2
CDIS	530	Aphasia and Related Disorders .....	2
CDIS	531	Advanced Audiology .....	3
CDIS	532	Language Disorders Following Traumatic Brain Injury .....	2
CDIS	540	Oral Motor Disorders .....	2
CDIS	550	Augmentative and Alternative Communication .....	2
CDIS	554	Current Trends in Communicative Disorders .....	1
CDIS	565	Special Project .....	3
CDIS	589	Internship in Speech-Language Pathology .....	6
		Total credit hours .....	46

## English

**Graduate Faculty:** Nina Bjornsson  
Patrice Caldwell  
Michael Donaghe  
Antony Oldknow  
Ollie Oviedo  
Linda Sumption  
Patricia Thatcher

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

The Master of Arts degree with a major 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, 251 and 252) 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 coursework concurrently with their graduate coursework, 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 coursework and six thesis credit hours. Before beginning work on the thesis, students must pass a four-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. Students who fail the comprehensive examination are eligible to retake it one time only. This retake must be done the following semester, but may not be done before then. 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, in consultation with the thesis director and other committee members. Students 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 Theory; 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  
Thomas Brown  
Anne Cable  
John George  
Mir Mortazavi

**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 or 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 with a major in mathematics, a student must choose a thesis or a non-thesis plan. The thesis plan requires a minimum of 27 credit hours of coursework and six credits for the thesis. The non-thesis plan requires 33 credit hours of coursework. 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.

**B.S./M.A. Plan**

The B.S./M.A. Plan allows students to complete their B.S. and M.A. degrees in mathematics in five years, possibly including two summer terms. Students may apply for this program during the last semester of their junior year to take a limited number of graduate courses during their senior year. These courses will be taken along with any courses needed to complete the B.S. degree. Students will need to apply for admission to the graduate program during the last semester of their senior year. Upon acceptance into the graduate program any 500 level courses taken during the student's senior year will count towards the M.A. degree.



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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 previously 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. Prerequisite: Entry into the MBA program and completion of MBA common body of knowledge requirements.

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

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of MBA coordinator required. (TBA)

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

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

### 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 523 The Archaeology of Complex Societies (3).**

Investigation of the archaeological signatures of socio-economic complexity worldwide, followed by the in-depth examination and evaluation of theories that explain rise of such societies.

#### **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). Typically 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 field experience 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. 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 and endangered species. Occasional field trips. Concurrent enrollment: BIOL 504L. (Alt F)

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

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

- BIOL 505L Wildlife Management Laboratory (1).** Concurrent enrollment: BIOL 505. (Alt S)
- BIOL 509 Microbial Physiology (3).** Physiological, metabolic, and nutritional characteristics of microorganisms. Concurrent enrollment: BIOL 509L. (Alt F)
- BIOL 509L Microbial Physiology Laboratory (1).** Concurrent enrollment: BIOL 509. (Alt F)
- 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. (Alt F)
- BIOL 510L Plant Systematics Laboratory (1).** Concurrent enrollment: BIOL 510. (Alt F)
- 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. (Alt S)
- 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 515 Plant Physiological Ecology (3).** Life processes of plants and their responses to a changing environment, including water relations, mineral nutrition, photosynthesis, and respiration. Concurrent enrollment: BIOL 515L. (Alt S)
- BIOL 515L Plant Physiological Ecology Laboratory (1).** Concurrent enrollment: BIOL 515. (Alt S)
- 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. Concurrent enrollment: BIOL 521L. (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. Concurrent enrollment: BIOL 522L. (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 (3).** An in-depth look at human physiological systems with particular emphasis on current research and system pathology. Concurrent enrollment: BIOL 524L. (Alt S)
- BIOL 524L Advanced Human Physiology Laboratory (1).** Concurrent enrollment: BIOL 524. (Alt S)
- 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. (Alt S)
- 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. Concurrent enrollment: BIOL 530L. (Alt S)
- BIOL 530L Limnology and Freshwater Biology Laboratory (1).** Concurrent enrollment in BIOL 530. (Alt S)

- 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. (Alt F)
- BIOL 533 Neurobiology (3).** An in–depth look at the function of the human nervous system including current research techniques such as model systems utilizing genetics, advanced electrophysiology, and optical imaging of neuronal function. Concurrent enrollment: BIOL 533L. (Alt S)
- BIOL 533L Neurobiology Laboratory (1).** Concurrent enrollment: BIOL 533. (Alt S)
- 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. (Alt F)
- 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. (Alt S)
- BIOL 550 Virology (3).** Characteristics, structure, identification and clinical relevance of viruses. Concurrent enrollment: BIOL 550L. (Alt S)
- BIOL 550L Virology Laboratory (1).** Techniques in classical, molecular and medical virology. Concurrent enrollment: BIOL 550. (Alt S)
- BIOL 560 Landscape Ecology and GIS (3).** An introduction to the study of large–scale ecological patterns and processes, including examination of spatial heterogeneity at the landscape level and practical use of Geographic Information Systems (GIS) to analyze and predict landscape patterns. Concurrent enrollment: BIOL 560L. (Alt S)
- BIOL 560L Landscape Ecology and GIS Laboratory (1).** Concurrent enrollment: BIOL 560. (Alt S)
- BIOL 562 Evolution (3).** Causes of micro– and macro–evolutionary 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. (Alt S)
- 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).** See description under GEOL 575. (F)
- 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. (F)
- BIOL 582 Biological Literature (2).** Library readings and reports; use of bibliographies, indices, and technical journals; preparation of scientific papers. (F)
- BIOL 592 Graduate Seminar (2).** Selected topics in modern biology. (May be repeated for a maximum of 4 cr.). (S)
- 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. (S)
- BLED 505 Reading and the Bilingual Child (3).** Acquisition of literacy skills by students whose dominant language is other than English. (Instruction in Spanish.) (F)
- BLED/SPAN 515 Hispanic Literature and Culture (3).** This course will examine cultural aspects unique to Hispanic literature and culture. It will introduce folktales, short stories, poetry, handouts, and films on the different aspects of Hispanic literature and



culture. Class will be held in a seminar discussion. (Instruction in Spanish.)

**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.) (Su)

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

**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. (S)

**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. (Su)

**BLED 578 Teaching Multicultural Heritage of the Southwest (3).** Examines the historical, linguistic and cultural factors that influence the Southwest; practicing and prospective educators engage in developing units and exploring resources which focus upon contributions of various ethnic groups. (S,F)

**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 by the advisory committee must be received prior to the semester taken. (F)

**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: STAT 213.

**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 common body of knowledge requirements.

**BUS 550 Employment Law (3).** Analyzes the employer--employee relationship, employer liability, theories of discrimination, major employment legislation, cases, regulations, and management practices. The objective is to prepare managers to recognize legal issues regarding the employer--employee relationship in order to avoid potential legal liability. Prerequisites: Completion of all MBA common body of knowledge requirements for acceptance into an ENMU graduate program. (TBA)



**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 MBA coordinator required. (TBA)

**BUS 582 Foundations of Management (1).** A web-based course providing essential managerial concepts and their application. This course may be used to meet MBA undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (TBA)

**BUS 583 Accounting Foundations for Management (1).** A web-based course providing essential accounting principles and concepts and their applications, including financial statements. This course may be used to meet MBA undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (TBA)

**BUS 585 Marketing Foundations for Management (1).** A web-based 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 undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (TBA)

**BUS 586 Legal Foundations of Management (1).** A web-based 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 undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (TBA)

**BUS 587 Economic Foundations of Management (1).** A web-based 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 undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (TBA)

**BUS 588 Financial Foundations of Management (1).** A web-based 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 undergraduate common body of knowledge 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 and approval of the MBA Graduate Coordinator. (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. (TBA)

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

## 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 511 Physical Chemistry/Thermodynamics**

**(3).** Thermodynamics and an introduction to statistical mechanics and kinetics, applications to atomic and molecular systems. Prerequisite: Consent of Instructor. (S)

**CHEM 512 Physical Chemistry/Quantum Mechanics**

**(3).** An introduction to quantum mechanics and spectroscopy with applications to atomic and molecular systems. 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 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 542 Advanced Organic Chemistry**

**(3).** Survey of reactions and techniques of modern organic syntheses (pharmaceuticals and natural products), including methods of characterization and use of the chemical literature. (Alt S)

**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 550 Instrumental Analysis**

**(4).** Survey of advanced analytical techniques and analytical method development, focusing on hands-on training with modern instruments in spectroscopy, separation, and electroanalytical techniques. Prerequisites: Consent of the instructor. (F)

**CHEM 552 Biochemistry**

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

**CHEM 553 Advanced Biochemistry**

**(3).** A study of metabolic pathways, including biosynthesis and degradation of cellular components, biosynthesis of

secondary metabolites, and degradation of xenobiotic materials. Prerequisites: CHEM 452/552 or equivalent or consent of instructor. (S)

**CHEM 555 Enzymes**

**(3).** A detailed study of the structure, mode of action, and kinetics of enzymes. Prerequisite: CHEM 452/552 or equivalent or consent of the instructor. (Alt F)

**CHEM 557 Bioenergetics**

**(3).** A detailed study of the structure, mode of action, and energetics of the energy producing pathways of prokaryotic and eukaryotic cells. (Alt F)

**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 Quintilian to modern rhetorical principles; the relationship of classical rhetoric to that of modern theories of communication.

**COMM 512 Philosophical Foundations of Media (3).** The dynamic relationship of the press to society as framed by mass communication theory and leading intellectual thought. Course will focus on the rights and responsibilities of the mass media. Topics include newsworthiness and objectivity, the right of free speech and press, power of the press, press responsibility and the role of today's media in a democracy.

**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 (1-3).** 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 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. (S)

**CDIS 501 Beginning Practicum in Speech–Language Pathology (1).**

Supervised clinical experience including evaluating patients, administering speech/language therapy, holding parent conferences, and maintaining records. Practicum experiences will be obtained at the ENMU Clinic or at sites that are directly supervised by ENMU CDIS faculty. 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. (F, S)

**CDIS 502 Intermediate Practicum in Speech–Language Pathology (1).**

Supervised clinical experience including evaluating patients, administering speech/language therapy, holding parent conferences, and maintaining records. Practicum experiences will be obtained at the ENMU Clinic, at sites that are directly supervised by ENMU CDIS faculty or at off–campus sites that accept intermediate–level student clinicians. 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: Successful completion of CDIS 501 and appropriate skill level on the KASA. (F, S)

**CDIS 503 Advanced Practicum in Speech–Language Pathology (1).**

Supervised clinical experience including evaluating patients, administering speech/language therapy, holding parent conferences, and maintaining records. Practicum experiences

will be obtained at the ENMU Clinic, at sites that are directly supervised by ENMU CDIS faculty, or at off–campus sites that accept intermediate– or advanced–level student clinicians. 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: Successful completion of CDIS 502 and appropriate skill level on the KASA. (F, S)

**CDIS 506 Professional Issues in Communicative Disorders (1).**

Issues related to the field of speech–language pathology including ethical issues and considerations and relevant federal and state law. Issues of credentials, including certification, licensure and specialty recognition are also reviewed. (F)

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

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

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

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

**CDIS 516 Language Disorders I (2).**

Evaluation and intervention for children and adolescents having language disorders based on language samples and other informal assessment procedures.

**CDIS 517 Language Disorders II (2).**

Evaluation and intervention for children and adolescents having language disorders based on standardized and other formal assessment procedures.

**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 (3).** Current concepts and special considerations in studying and managing speech disorders related to neurological deficits. (F)
- CDIS 527 Craniofacial Anomalies (2).** Evaluation, pathomorphology, remedial management, and clinical procedures with persons presenting orofacial 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 in adults. (F)
- CDIS 529 Neurogenic Language Disorders (3).** Current concepts and special considerations in studying and managing language disorders related to neurological deficits. (S)
- CDIS 530 Aphasia and Related Disorders (2).** Characteristics, causes, assessment, and treatment of individuals with aphasia and related disorders, including right hemisphere damage and dementia. (F)
- 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 532 Language Disorders Following Traumatic Brain Injury (2).** Characteristics, mechanisms of injury and considerations for assessment and treatment of individuals following traumatic brain injury. (S)
- 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 (2).** Characteristics, causes, assessment, observation, and treatment of oral motor disorders in children with emphasis on swallowing and feeding disorders. Sensory integration/motor development, adaptive positioning, and specialized feeding equipment is also reviewed. (F)
- CDIS 550 Augmentative and Alternative Communication (2).** Current concepts, special considerations and therapeutic strategies for facilitating communication in physically/cognitively disabled and non-speaking individuals. (S)
- CDIS 554 Current Trends in Communicative Disorder (1).** Examination of current trends in the field of speech-language pathology, including technological developments, legal issues and policy changes. (S)
- 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 (6).** Supervised clinical experience in evaluation and therapy at a cooperating institution, with selected study in pertinent areas. Prerequisite: Consent of CDIS faculty, regular status, proof of professional liability insurance, current TB test and vaccinations as required by site.
- 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 Management Information Systems (3).** The Manager's role in system selection/procurement, system implementation, policy development, and use of information in business. Prerequisite: Entry into the MBA program and completion of MBA common body of knowledge requirements. (TBA)

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

**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.) (TBA)

## Computer Science

**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 562 Computer Networks (3).** Structure, implementation, theoretical underpinnings, and applications of computer networking. Topics may include network structures and architecture, protocols, error handling, security, routing, compression. 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. 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 500 School Counseling for Non-majors (3).** Orients educators to the developmental comprehensive school counseling program. Consultation, partnering, and teaming with school counselors is emphasized. This course will not count toward a degree in counseling.

**COUN 501 Professional Orientation in Counseling (3).** Designed to introduce the student to the following aspects of the counseling profession: history, professional roles, functions, and relationships with other human service providers; standards for competent practice, professional organizations, primarily ACA and its divisions; professional certification, licensure, and accreditation practices and standards. The course will include an overview of theory, practice, methods and basic principles used by counselors in various settings.

**COUN 502 Abnormal Psychology for Counselors (3).** 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 510 Foundations and Contextual Dimensions of School Counseling (3).** Provides foundational knowledge and skills for the practice of school counseling. Counseling program development, implementation and evaluation will be provided using the ASCA National Model: A Framework for School Counseling Programs. Additional topics include: historical background, the role, function and responsibilities of school counselors, ethical and



legal consideration, program management skills, and collaboration, consultation, coordination and counseling skills. Emphasis will be placed on local, state and national counselor competencies and standards. Prerequisite: COUN501

**COUN 525 Mental Health Ethics, Law and Practice (3).** Professional, ethical and legal issues that affect the practice of counseling will be introduced. Ethical decision-making, understanding and applying ethical codes and laws will be emphasized and practiced. Prerequisite COUN 501 and permission of instructor.

**COUN/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.

**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 542 Career and Lifestyle Development (3).** Examines major career and life-style developmental theories. Practice in the use of instruments and activities that assess career interest, aptitude, feasibility and decision-making is stressed. Prerequisites: COUN 501

**COUN 544 Theories of Counseling (3).** Provides students with an overview of basic theoretical approaches to counseling. The historical, philosophical, societal, cultural, economic, and political dimensions of counseling theory are included, as well as current trends in counseling; roles, functions and professional identity of counselors; ethical and legal issues related to the practice of counseling. Prerequisites: COUN 501, 530, 555.

**COUN 545 Family Counseling (3).** Provides an understanding of family systems theory and major models of family interaction. Common family counseling scenarios are simulated and prominent therapeutic interaction skills are practiced. Prerequisite: COUN 501, 544

**COUN 547 Group Counseling (3).** Group dynamics are examined from a theoretical and experiential perspective. This course emphasizes the practice of basic interaction skills, particularly those skills that are indicative of therapeutic group facilitation, or leadership. Each student participates in a group counseling experience. Prerequisite: COUN 501, 544, 549.

**COUN 549 Facilitation and Intervention Techniques for Counselors (3).** Essential interviewing and counseling skills necessary to develop a therapeutic relationship are taught and practiced throughout the course. Skills include core counseling skills, intentional interviewing, intervention strategies, counseling techniques and stages of effective counseling. Counselor characteristics that influence the helping process will be examined. Prerequisite: COUN 501, 544

**COUN 555 Human Growth and Development (3).** 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 (3).** Cultural and social issues that may influence the counseling experience are emphasized. Students will practice skills designed to increase counselor awareness, sensitivity and responsiveness to cultural difference. Prerequisite: COUN 501, 544

**COUN 575 Counseling Assessment (3).** Provides students with an understanding of the techniques and instruments most often used for assessment in counseling. Basic statistical and measurement concepts are reviewed, such as reliability; validity, central tendency, variability, correlations, frequency distributions, norm and criterion referenced assessment, and standardized and non-standardized testing. Ethical, legal and multicultural dimensions of assessment are overviewed, including strategies for selecting, administering, and interpreting instruments. Emphasis is placed on clinical and environmental evaluation. Prerequisites: COUN 501 and EDF 530.

**COUN 578 Case Management (3).** Offers the student specific principles and models of case conceptualization for initiating, maintaining and terminating counseling sessions, including: conducting an intake interview, biopsychosocial assessment, crisis intervention, treatment planning, and caseload management. Ethical and legal considerations are overviewed, including: diversity issues, clinical supervision, managed care practices, and expert witness status. Prerequisite COUN 501, 502, 549.

**COUN 579 Individual Research (1-3).** Independent Study. Prerequisite: Permission from the Counseling Programs Coordinator. (May be repeated for a maximum of 3 cr.)

**COUN 580 Counseling Children and Adolescents (3).** Provides a conceptual framework for developmentally appropriate counseling interventions for children, adolescents and their families. Ethical and legal considerations that involve counseling minors are examined. Prerequisite: COUN 501, 544, 549.

**COUN 593 Topics in Counseling (1-3).** As Announced.

**COUN 597 Practicum in Counseling (3).** Supervised counseling experience working directly with clients in a planned, recorded and evaluated setting. Prerequisite: Successful completion of coursework and/or permission of Counseling Program Coordinator.

**COUN 598 Internship/Seminar (3-12).** Students perform counseling in schools or mental health agencies under the supervision of faculty and approved site supervisor(s). Students must attend weekly on-campus seminars. Prerequisite: Successful completion of required courses for the Master of Arts in Counseling or the Master of Education in School Counseling; successful completion of the CPCE and permission from the Counseling Programs Coordinator.

## 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. (F)

**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 Seminar in Curriculum, Instruction, and Assessment (3).** An in-depth examination of interrelated issues that involve curriculum, instruction, and assessment. Emphasis on alternative assessment strategies, interpretation of assessment data, and data-driven changes in curriculum and instruction. (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. Prerequisite: Entry into the MBA program and completion of MBA common body of knowledge requirements.

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

**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. (TBA)

## Education Administration

**EDAD 525 Personnel (3).** Present strategies for staff recruitment, pre-service 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/COUN 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 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 Trends in Science and Mathematics Education (3).** Examination of cognitive theories for understanding of science and mathematics. In-depth look at trends including literacy, problem-solving, inquiry, discovery and technology applications in the modern elementary classroom. (Su)

**ELED/RED 520 Multiple Literacies (3).** In-depth study of the multiple literacies that learners and readers encounter today, including linguistic and nonlinguistic texts. Within this context, the courses will examine the impact of technology, multiple sign

systems, semiotics and various genres including multicultural children's literature on reading and learning in current classrooms. Prerequisite: RED 517. (Alt F)

**ELED 523 Induction to Teaching (4).** Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. Prerequisites: BLED 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).** 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. Prerequisite: Consent of instructor. (S)

**ELED/FCS 565L Child Guidance Laboratory (1).** Supervises 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. Prerequisite: Consent of instructor.



**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/RED 581 Advanced Studies and Instructional Applications in Language Arts (3).** A comprehensive study, based on principles of child growth and development and latest research in best practices of the language arts for the elementary and middle school. Major areas of consideration are trends, materials and techniques, and the integration of curriculum including the fine arts. The inter-relationships of the communicative arts are given primary emphasis. Prerequisite: RED 517. (S)

**ELED/FCS 582 Methods of Early Childhood Education (4).** Developmental appropriate curriculum, material and methods for the early childhood classroom. Those who have taken FCS 482 may not register for FCS/ELED 582. Prerequisite: EDF 501 or 538. (F)

**ELED/FCS 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)

**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.

**ENG 547 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.

**FCS/SOC 515 Problems in the Family (3).** Marital difficulties and tensions; application in the field.

**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.

**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. Prerequisites: Social Psychological Aspects of Dress, Adolescent Psychology, Social Psychology, or an equivalent course.

**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.

**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.

**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 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: Entry into the MBA program and completion of MBA common body of knowledge requirements.

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

**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. (TBA)

## 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**

**(3).** Introduction to professional literature and design/methods including basic statistical techniques used in HPE and sport; development of a research question/problem, and an outline of literature review and research methods pertinent to the research problem.

**HPE 503 Professional Writing (3).**

The development of a three–chapter research proposal including informed consent and appropriate data analysis methods. Research and writing in a variety of styles for different professional venues. Prerequisite: HPE 501.

**HPE 510 Psychosocial Aspects of Sports**

**(3).** Sociological issues and psychological principles related to sport, including ethics, motivation, performance, aggression, leadership, communication, group dynamics and current issues.

**HPE 511 Motor Learning (3).**

Study of the theory, principles and factors involved in the development, learning and control of motor skills. Prerequisite: Undergraduate leveling course or consent of instructor.

**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 will observe and assist with planning, organizing, routine duties, maintaining records; and 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 will assist with planning, organizing, carrying out major project(s); evaluation of outcome/performance and 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 Physiology of Sport and Exercise**

**(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).**

Biomechanical analysis of movement that includes synthesis of the laws and principles of motion, while using biomechanical principles and a motion analysis system. Prerequisite: Undergraduate leveling course or consent of instructor.

**HPE 528 Motion Analysis for Coaches (3).**

In–depth technological training on motion analysis systems, via computer technology, for the purpose of instructing coaches, teachers, trainers and other professionals involved in analyzing movement.

**HPE 532 Facilities and Event Management**

**(3).** Appropriate procedures in marketing and managing sport facilities and sport events.

**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 535 Exercise Prescription (3).**

Application of human movement principles to developing physical activity/exercise programs for health-related and performance-related fitness. Includes training principles, assessment techniques and conditioning programs for various populations.

**HPE 538 Sport Law (3).** Laws and policies pertaining to physical education, intramural, recreation and athletic programs.

**HPE 540 Scientific Principles of Strength and Conditioning (3).** Principles and applications in the development and administration of strength, endurance, flexibility, speed and agility 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. Prerequisite: Undergraduate leveling course or consent of instructor.

**HPE 548 Sport Marketing (3).** 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 crs).

**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. Must have satisfactorily completed 15 hours of graduate coursework before enrolling. (graded satisfactory/unsatisfactory)

**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.

## 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 Management and Quantitative Analysis (3).**

Production/Operations Management (POM) includes the application of quantitative techniques for managerial decision making. Prerequisite: Entry into the MBA program and completion of MBA common body of knowledge requirements.

**MGT 503 Human Resources Management**

**(3).** Formulation and implementation of human resources policies to support organizational strategy. Prerequisite: BUS 582 or equivalent. (TBA)

**MGT 513 Organizational Behavior (3).**

Application of management theory for the development of individual, group, and organizational effectiveness. Prerequisite: Entry into the MBA program and completion of MBA common body of knowledge requirements.

**MGT 536 Labor–Management Relations (3).**

Study of the collective bargaining process and the development of policies for effective labor relations. Prerequisite: Completion of MBA common body of knowledge requirements. (TBA)

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

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of MBA coordinator required. (TBA)

**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. Prerequisites: Entry into the MBA program and completion of MBA common body of knowledge requirements.

**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: Entry into the MBA program and completion of MBA common body of knowledge requirements. (TBA)

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

Independent study. (May be repeated for a maximum of 3 cr.) Prerequisite: Approval of MBA coordinator required. (TBA)

**MKT 591 Graduate Seminar (1-3).**

Topics as announced. (May be repeated for a maximum of 6 cr. with consent of instructor.) (TBA)

**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. (TBA)

**Mathematics****MATH 501 Advanced Calculus I (3).**

Sequences, limits, functions of several variables, differentiation.

**MATH 502 Advanced Calculus II (3).** Series, integration, 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: Consent 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 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 569 Workshop in Music (1-3).**

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

**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.)

**Music Education****MUED 576 Elementary Music: Materials/Techniques (3).**

Study of Kodaly, Orff, and Weikart materials, methods and techniques appropriate for the elementary music specialist.

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

## Professional Technical Education

**PTE 569 Workshop in Professional Technical Education (1-3).** As announced. (May be repeated for credit.)

**PTE 579 Individual Research in Professional Technical Education (1-3).**

As announced. (May be repeated for credit.)

**PTE 593 Topics in Professional Technical Education (1-3).**

As announced. (May be repeated for credit.)

## Psychology

**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 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.

## 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. Prerequisite: RED 517. (Alt S)

**ELED/ENG/SED 507 Teaching Writing (6).** Prerequisites: Admission by application only. Application deadline is April 1. (Su)

**RED 510 Literacy Assessment and Evaluation (3).** Emphasis on naturalistic, authentic classroom based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Major component will be the struggling reader within the regular classroom setting. Supervised instruction and the development of a student portfolio is required in on-campus clinic setting. Prerequisite: RED 517 (Su)

**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. Prerequisite: RED 517. (Alt S)

**RED 516 Literacy Assessment and Instruction for Special Populations (3).** Naturalistic, authentic assessment strategies and the integration



of instructional strategies with assessment investigated with struggling readers and writers, K–8. Emphasis on best practices and current research as applied to special populations of students including learning disabilities, developmental delays, second language learners, gifted and talented students, physically challenged and social/emotional behavioral issues. Supervised instruction is required in on-campus clinic setting. Prerequisites: RED 510, 517. (F)

**RED 517 Advanced Reading Theory/Philosophical and Historical Foundations of Reading (3).** Emphasis on theoretical frameworks for reading including psycholinguistics, sociolinguistics, anthropology, constructivism, and progressive education as well as the historical foundations of reading instruction in the United States. Course is designed to provide an understanding of the reading process and evaluation of past and current approaches to teaching reading in the elementary and middle school setting. (S, Su)

**RED 518 Content Area Literacy (3).** Methods for teaching reading/writing in the content areas K–12. Emphasis integrating literacy across the disciplines using children's and young adult literature. Exploration of a variety of genres of literature and appropriate strategies for content area instruction. Prerequisite: RED 517 or consent of instructor for Alternate Licensure. (F, S, Su)

**RED/ELED 520 Multiple Literacies (3).** In-depth study of the multiple literacies that learners and readers encounter today, including linguistic and nonlinguistic texts. Within this context, the course will examine the impact of technology, multiple sign systems, semiotics, and various genres including multicultural children's literature on reading and learning in current classrooms. Prerequisite: RED 517. (Alt F)

**RED 522 Pedagogy of College Reading (1).** Methods for teaching Reading 100 at ENMU presented. Prerequisite: Consent of instructor. (F)

**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. Prerequisite: RED 517. (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: RED 517. (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. Prerequisite: RED 517, may be taken concurrently. (F)

**RED/ELED 581 Advanced Studies and Instructional Applications in Language Arts (3).** A comprehensive study, based on principles of child growth and development, age-appropriate practice, qualitative research in psycholinguistics and child development. Prerequisite: RED 517, may be taken concurrently. (F)

**RED 587 Balanced Literacy (3).** Provides current research on a balanced literacy approach. Study of writing and reading development from childhood to adulthood using methods and materials for fostering phonemic awareness, word study, spelling and language investigations within a literature-based, writing-centered pedagogy. Prerequisite: RED 517. (S)

**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).** 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)

**SED/ELED 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)

**SED/ELED 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)

**SED/ELED 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.

**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 (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 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 510 Mexican Culture and Civilization: Immersion (3).** An intensive study of Mexican culture and civilization, with special attention to Mayan culture in the Yucatan, as part of a total immersion study program in Mexico. (Su)

**SPAN 511 Mexican Literature: Immersion (3).** An intensive study of Mexican literature as part of a total immersion study program in Mexico. Course content will vary. (Su)

**SPAN/BLD 515 Hispanic Literature and Culture (3).** This course will examine cultural aspects unique to Hispanic literature and culture. It will introduce folktales, short stories, poetry, handouts, and films on the different aspects of Hispanic literature and culture. Class will be held in a seminar discussion. (Instruction in 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 591 Seminar in Spanish Studies (3).**

Intensive study of a designated topic in Spanish–language literature or linguistics. Course content will vary. A. Latin American Literature. B. Peninsular Literature. C. Spanish Language Studies. (F, S)

**SPAN 593 Topics in Spanish (1-3).**

As announced. (May be repeated for credit with instructor/advisory committee/coordinator approval.)

## 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. Will not count toward graduate degree in special education or for certification in SPED. (Su)

**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 or consent of instructor.

**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. Prerequisite: Six hours in special education coursework, or consent of instructor.

**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. Prerequisite: Six hours in special education coursework or consent of instructor.

**SPED 534 Mental Retardation: Theory to Practice (3).**

Research and principles of mental retardation; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods and materials.

Prerequisite: Six hours in special education coursework or consent of instructor.

**SPED 539 Classroom and Behavior Management (3).**

Major concepts and techniques of effective classroom and behavior management utilizing technologies for applied behavior analysis and the theories and methods of positive behavior support. Issues focusing on manifestations determinations, functional behavior assessment and behavior intervention plans will be presented as well as information on token economics and behavioral level systems to apply in the classroom.

**SPED 540 Learning Disabilities: Theory to Practice (3).**

Research and principles of learning disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods and materials. Prerequisite: Six hours in special education coursework or consent of instructor.

**SPED 543 Communication and Collaboration Methods (3).**

Leadership skills, collaboration, communication, transition and coordination with other professionals and families of exceptional students.

**SPED 547 Internship in Special Education (3).**

During the last semester of the Alternative Licensure Program, students will complete SPED 547–Internship. The internship course will act as the student teaching component for the Alternative Licensure Program. During the internship experience, students will complete projects with components from all previous course work. Students will be observed by an Internship co-operating teacher as well as an ENMU supervising instructor a minimum of three times (combined) throughout the semester. This course does NOT count towards a Masters Degree in Special Education at Eastern New Mexico University. (F, S)

**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. Prerequisite: Six hours in special education coursework or consent of instructor. (S)

**SPED 569 Workshop in Special Education (1-3).**

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

**SPED 570 Special Theory to Practice Courses**

**(1-3).** Theory to Practice investigates disabilities commonly seen in the public school classroom. The topical courses will offer students knowledge and skills to work with students diagnosed with the variety of disabilities investigated. Theory and research will be coupled with active practice in the classroom. SPED 570 may be repeated for credit as the topical offerings vary. SPED 570 course will fulfill elective credit in the master's level program or may be used as continued learning courses.

A. ADHD/TBI	3 credits
B. TBI	1 credit
C. ADHD	1 credit
D. Autism/Asperger's Syndrome	1-3 credits
E. Medical Problems in Classroom	1-3 credits
F. Seizures and Epilepsy	1 credit
G. Sensory Integration	1-3 credits
H. Early Child/ Special Education	3 credits

**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 580 Professional Educator (1-3).** The needs of special educators are as varied as the students in the classroom. Continual professional enrichment is required to stay abreast of the newest topics, needs and demands of the discipline. SPED 580 will provide up-to-date relevant topical courses which can be used for electives in the master's of special education degree, or as professional development enrichment course work. SPED 580 may be repeated for credit as the topical offerings vary.

A. Section 504 of the Vocational Rehabilitation Act of 1973	1 credit
B. Pre-referral Process and Interventions	1-3 credits
C. Working with Paraprofessionals	1-3 credits
D. Transition	1-3 credits
E. Language Development	3 credits
F. Disability Awareness	3 credits
G. Process of Special Education	1-3 credits
H. FBA/BIP	1-3 credits
I. Positive Behavior Supports	1-3 credits
J. Working with Non-verbal Students	1-3 credits
K. Part C Intervention	1-3 credits

**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 514 Nonparametric Methods (3).** Distribution-free techniques, based on order statistics and ranks; nonparametric tests of statistical hypotheses. Prerequisite: STAT 513 or consent of instructor. (Alt S)

**STAT 515 Survey Sampling Methods (3).** Basic sampling designs (random, cluster, stratified, multi-stage); selection of the appropriate design and sample size. A survey will be undertaken by the class. Prerequisite: STAT 513 or consent of instructor. (Alt F)

**STAT 517 Introduction to Operation Research (3).** Philosophy and techniques of operation research. Linear programming, simplex method and duality; transportation and assignment problems; game theory; introduction to dynamic programming; PERT and CPM. Applications to business and industrial problems. Prerequisite: 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.)

## 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.)





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**Graduate School**



## University Faculty

- David Batten** – Assistant Professor of Anthropology (1997) – B.S., Colorado State University; M.A., Ph.D., University of New Mexico.
- Daniel Acheson-Brown** – 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** – Professor of Computer Science (1992) – B.S., M.S., Ph.D., University of Missouri-Columbia.
- Hamid Allamehzadeh** – Associate Professor of Technology (1998) – B.S., M.S., Ph.D., University of Oklahoma.
- William Andersen** – Associate Professor of Physics (1995) – B.S., Baylor University; Ph.D., Massachusetts Institute of Technology.
- Regina Aragon** – Graduate Coordinator; Professor of Mathematics (1993) – B.A., M.A., Ph.D., University of Colorado.
- Mary Arth** – Assistant Professor of Elementary Mathematics (2002) – B.A., M.A., Ph.D., University of Wyoming.
- Mary Fanelli Ayala** – Dean, College of Liberal Arts and Sciences; Professor of Spanish (2006) – 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.
- Suzanne Balch-Lindsay** – Associate Professor of History (1995) – B.A., M.A., Ph.D., Texas Tech University.
- Christopher Beaty** – Assistant Professor of Music (2000) – B.S., Austin Peay State University; M.M., University of Cincinnati; D.M.A., University of Memphis.
- Anne Beck** – Assistant Professor of Theatre (2003) – B.F.A., Cornish Institute; M.F.A., Columbia University; Ph.D., The City University of New York.
- Ina Best** – Instructor of Mathematics (2002) – B.S., M.A., Eastern New Mexico University.
- Nina G. Bjornsson** – Chair, Department of Languages and Literature; Assistant Professor of English (1999) – B.A., M.A., Colorado State University; Ph.D., University of Arizona.
- Melissa J. Blevins** – Professor of Criminal Justice (2001) – B.S., M.S., Arizona State University; Ed.D., Nova Southeastern University.
- Adrienne Bratcher** – Assistant Professor of Communicative Disorders (2002) – B.S., M.S., Eastern New Mexico University.
- Thomas R. Brown** – Chair, Department of Mathematics; Associate Professor of Computer Science (2000) – B.S., M.S., Illinois State University; Ph.D., University of New Mexico.
- William H. Brunsen** – Professor of Finance (1987) – B.S., Eastern New Mexico University; M.A., Ph.D., University of Nebraska.
- Stella Buie** – Assistant Professor of Theatre (2005) – B.F.A., M.F.A., University of Southern Mississippi.
- 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; M.A., Ph.D., University of California.
- Tracy A. Carr** – Associate Professor of Music (1999) – B.M., University of Rhode Island; M.M., Miami University; D.M.A., University of Southern California.
- Alan Chmura** – Assistant Professor of Computer Information Systems (2004) – B.A., College of Wooster; M.S., Case Western Reserve University; Ph.D., 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.
- James Constantopoulos** – Chair, Department of Physical Sciences; 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** – Associate 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.
- Kenwyn Cradock** – Assistant Professor of Biology (2005) – B.S., M.S., University of Natal; Ph.D., Ohio State University.
- Mark Dal Porto** – Associate Professor of Music (2001) – B.A., M.A., California State University; D.M.A., The University of Texas at Austin.
- Rebecca Davis** – Assistant Professor of Special Education (2006) – B.S., New Mexico State University; M.C.D., Louisiana State University Medical Center; Ed.D., Texas Tech University.
- Joseph DiLella** – Assistant Professor of Bilingual Education (2005) – B.A., University of California at San Diego; M.A., San Diego State University; Ph.D., Claremont Graduate School.
- 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; Associate 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** – Graduate Coordinator; Professor of Anthropology (1991) – B.A., Purdue University; M.A., Eastern New Mexico University; Ph.D., University of Washington.
- Donald C. Elder** – Professor of History (1995) – B.A., University of Northern Iowa; M.A., Ph.D., University of California-San Diego.
- William G. Erf** – Professor of Art (1987) – B.F.A., Ohio State University; M.F.A., State University of New York.
- Robin T. Ervin** – Chair, Department of Family and Consumer Sciences and Agriculture; Professor of Agriculture (2003) – B.S., M.E.A., University of California at Riverside; Ph.D., Oklahoma State University.
- Jerry Everhart** – Associate Professor of Elementary Education (1995) – B.S., M.A., Ed.D., East Carolina University.
- James Finley** – Assistant Professor of Chemistry (2002) – B.A., Southern Illinois University; Ph.D., University of Chicago.
- Mary Finneran** – Associate Professor of Art (1988) – B.S., Ball State University; M.F.A., University of Arizona.
- Elizabeth Galligan** – Assistant Professor of Bilingual Education (2002) – B.A., University of New Mexico; M.A., University of California at Los Angeles; Ph.D., University of New Mexico.
- Steven G. Gamble** – President; Professor of History (2001) – B.A., M.A., Ph.D., Texas Tech University.
- Alex Garman** – Assistant Professor of History (2004) – B.A., M.A., University of Kansas; Ph.D., University of Missouri.
- Alan W. Garrett** – Professor of Secondary Education and Education Foundations (1992) – B.S., University of Oklahoma; M.Ed., Abilene Christian University; Ph.D., The University of Texas at Austin.
- John George** – Assistant Professor of Mathematics (2002) – B.A., Texas Tech University; M.S., Ph.D., University of Illinois at Urbana-Champaign.
- Gerald A. Gies** – Chair, Department of History, Humanities, and Social Sciences; Associate Professor of History (1995) – B.A., M.A., Florida Atlantic University; Ph.D., Florida State University.
- Linda Ann Gies** – Professor of History (1990) – B.A., University of California, Riverside; M.A., Ph.D., University of California, Santa Barbara.
- Leslie Anne Gill** – Chair, Department of Psychology and Political Science; Associate Professor of Psychology (1996) – B.A., Loyola Marymount; M.A., Ph.D., Southern Illinois University.
- Katherine Good** – Assistant Professor of Special Education (2001) – B.S., M.S.E., Eastern New Mexico University; Ed. D., Texas Tech University.

- John Groesbeck** – Dean, College of Business; Professor of Economics (2006) – B.A., Boise State University; M.S.S., Utah State University; Ph.D., University of Illinois.
- Jerry Harmon** – Dean, College of Education and Technology; Professor of Education (2005) – B.A., Huron University; M.S., Black Hills State University; Ph.D., Oregon State University.
- Amy C. Hazelrigg** – Assistant Professor of Elementary Education (2003) – B.A., M.S., M.A., Indiana University; Ph.D., University of New Mexico
- David D. Hemley** – Professor of Finance (2006) – B.A., M.A., Northern Illinois University; M.B.A., Regis University; Ph.D., Colorado State University.
- Newton Hilliard** – Graduate Coordinator; Associate Professor of Chemistry (2000) – B.S., Wayland Baptist University; M.S., Baylor University; Ph.D., Texas Tech University.
- Gregory Hobbs** – Instructor of Computer Information Systems (2002) – B.S., M.A., Eastern New Mexico University.
- Don Holladay** – Assistant Professor of Religion (2002) – B.A., McMurry College; M.Th.D., Min., Perkins School of Theology, Southern Methodist University.
- Romelia Hurtado de Vivas** – Assistant Professor of Bilingual Education (2006) – B.A., University of Washington; M.Ed., Columbia University; M.A., Colorado State University; Ph.D., University of New Mexico.
- Gerardus Huybregts** – Professor of Management (1988) – B.A., M.B.A., Ph.D., University of California, Los Angeles.
- Mark M. Isham** – Associate Professor of Education (1982) – B.A., Lea College; B.S., Bemidji State College; Ph.D., The University of Texas at Austin.
- Douglas Scott Jarvis** – Instructor of Religion (1999) – B.A., Lubbock Christian University; M.S., Abilene Christian University.
- Catherine M. Jennings** – Assistant Professor of Art (2005) – B.A., Smith College; M.F.A., University of Pennsylvania; Ph.D., Texas Tech University.
- Caryl Lynn Johnson** – Associate 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** – Professor of Psychology (1981) – B.S., Oklahoma City University; M.S., Oklahoma State University; Ph.D., Iowa State University.
- Mary K. Kallus** – Assistant Professor of Reading Education (2003) – B.A., M.Ed., Ed.D., Texas Tech University.
- Gregory Keller** – Assistant Professor of Biology (2002) – B.S., Alma College; M.A., College of William and Mary; Ph.D., Pennsylvania State University.
- John Kennedy** – Associate Professor of Music (2000) – B.M., University of Texas at El Paso; M.M., New Mexico State University; Ph.D., Texas Tech University.
- John Kirby** – Instructor of Communication (2003) – B.A., University of Notre Dame; M.S., Boston University.
- Margaret Kirby** – Assistant Professor of Communication (2004) – B.A., George Mason University; J.D. Campbell University.
- S. Alan Lephart** – Assistant Professor of Physical Education (2005) – B.S. Ed., Ohio University; M.S. Ed., University of Illinois; Ph.D., Ohio State University.
- Zhiming Liu** – Graduate Coordinator; Associate Professor of Biology (1998) – B.A., Shanghai Fisheries University; M.S., South China Normal University; M.S., University of Washington; Ph.D., Texas Tech University.
- Paul Lockman** – Professor of Sociology (1984) – B.A., Indiana University of Pennsylvania; M.A., University of New Hampshire; Ph.D., University of Colorado.
- Robert D. Long** – Associate Professor of Chemistry (2000) – B.S., Southern Illinois University; Ph.D., Washington University, St. Louis.
- Marvin M. F. Lutnesky** – Chair, Department of Biology; Professor of Biology (1992) – B.S., M.S., San Diego State University; Ph.D., University of Hawaii.
- Felipe Macias** – Professor of Theatre (1987) – B.A., St. Edwards University; M.F.A., University of Mississippi.
- Patricia Maguire** – Interim Director of Extended Learning; Assistant Professor of Computer Information Systems; (1990) – B.B.A., M.B.A., Eastern New Mexico University.

- Douglas Main** – Assistant Professor of Counseling (2004) – B.S., Mid America Nazarene College; M.S., Fort Hayes State University; Ph.D., University of Arkansas.
- Roberto Mancusi** – Assistant Professor of Music (2004) – B.M., Simpson College; M.M., Ph.D., University of Missouri–Kansas City.
- Phillip C. Million** – Chair, Department of Health and Human Services; Associate Professor of Communicative Disorders (1992) – B.S., Phillips University; M.S., Ph.D., University of Oklahoma.
- Kevin Mitchell** – Assistant Professor of Communication (2004) – B.S., Northern Arizona University; M.A., Northern Illinois University.
- John Montgomery** – Director, Agency for Conservation Archaeology; Assistant Dean, College of Liberal Arts and Sciences; Professor of Anthropology (1984) – B.A., University of Arizona; M.A., Texas Tech University; Ph.D., University of Colorado.
- Douglas Morris** – Assistant Professor of Reading (2005) – B.M., Ohio State University; M.M. Ed., Hart School of Music, University of Hartford.
- Mir Mortazavi** – Associate Professor of Mathematical Sciences (2000) – B.A., Karaj College of Mathematics and Economics/Management; M.B.A., Oklahoma City University; M.S., Central Washington University; Ph.D., University of Wyoming.
- Maureen Muhlbauer** – Chair, Department of Arts, Professor of Art; (1991) – B.F.A., Texas Christian University; M.F.A., Maryland Institute College of Art.
- Renee Neely** – Assistant Vice President for Academic Affairs; Professor of Psychology (1975) – B.A., M.A., Ed.S., Eastern New Mexico University; Ph.D., University of Northern Colorado.
- Michael O'Conner** – Instructor of Agriculture (2002) – B.S., M.A., New Mexico State University.
- Antony Oldknow** – Professor of English (1987) – B.A., M.Ed., University of Leeds; M.S., University of Edinburgh; Ph.D., University of North Dakota.
- Merlene Olmsted** – Professor of Family and Consumer Sciences (1992) – B.A., Walla Walla College; M.A., Loma Linda University, Riverside; Ph.D., Gonzaga University.
- John Olsen** – Chair, Department 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.
- Jeannette Otero** – Assistant Professor of Counseling (2004) – B.A., M.A., New Mexico Highlands University; Ed.D., University of New Mexico.
- Ollie Oviedo** – Associate Professor of English (1989) – B.A., Baruch College, The City University of New York; M.A., The New School for Social Research; Ph.D., New York University.
- Barbara Palantone** – Assistant Professor of Social Work (2005) – B.A., Fordham University; M.S.W., New Mexico Highlands University.
- Steven Palmer** – Assistant Professor of Business Law/Management; (2004)–B.A., M.B.A., J.D., Creighton University.
- Jason Paulk** – Director of Choral Activities; Assistant Professor of Music (2005)–B.M.E., Stetson University; M.M., Westminster Choir College; D.M.A., University of Oklahoma.
- Kathleen Peca** – Professor of Education Administration (1988) – B.A., Loyola University; M.A., Northeastern Illinois University; Ed.D., Northern Illinois University.
- Robert W. Pierce** – Director, Electron Microscopy Facility; Professor of Geology (1982) – A.B., Monmouth College; M.S., Ph.D., University of Illinois.
- Kathleen Pittman** – Associate Professor of Reading (2005) – B.S., Jacksonville State University; M.A., Ph.D., University of Alabama.
- Andrew D. Pollock** – Assistant Professor of Biology (2001) – B.S., M.S., University of Manitoba; Ph.D., University of Alberta.
- Cheri L. S. Quinn** – Associate Professor of Education Foundations (2001) – B.A., San Jose State University; M.S., Ed.D., Oklahoma State University.
- Tamara Raatz** – Associate Professor of Music (2001) – B.M.E., Baylor University; M.M., University of Michigan; D.M. A., Eastman School of Music.
- Janet Roehl** – Professor of Journalism (1993) – B.A., Northern Arizona University; M.A., Ph.D., Arizona State University.
- Shirley Rollinson** – Chair, Department of Religion; Assistant Professor of Religion (1999) – B.S., London University; M.Div., Trinity Episcopal School of Ministry; Ph.D., London University.



- James Rutland** – Instructor of Music (1994)– B.S., Tennessee Tech University; M.M.Ed., University of Northern Texas.
- Duane W. Ryan** – Director of Broadcasting; Associate Professor of Communication (1967) – A.B., California State University, Long Beach; M.A., Brigham Young University.
- Kenneth K. Sanders** – Assistant Professor of Economics (2001) – B.A., M.A., New Mexico State University; Ph.D., Utah State University.
- Todd Scalise** – Assistant Professor of Art (2005) – B.F.A., Temple University; M.F.A., Boston University.
- Janeice Scarbrough** – Chair, Department of Theatre and Dance; Associate Professor of Theatre (1992) – B.I.S., New Mexico State University; M.F.A., Yale University.
- Anthony B. Schroeder** – Professor of Communication (1976) – B.A., Adams State College; M.A., University of Arizona; Ph.D., University of Michigan.
- Dustin Seifert** – Instructor of Music (2000) – B.M.Ed., University of Akron; M.M.Ed., University of Illinois.
- Elizabeth Self** – Professor of Psychology (1994) – B.A., San Diego State University; M.A., Ph.D., University of Kansas.
- Gregory P. Senn** – 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., M.S. Ed., Bank Street College of Education; M.S., College of New Rochelle; Ph. 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.
- Darron Smith** – Assistant Professor of Agriculture (2005) – B.S., Pennsylvania State University; Ph.D., West Virginia University.
- Gene Smith** – Assistant Professor of Accounting (2002) – B.S., M.B.A., Case Western Reserve University.
- Christopher Stasheff** – Graduate Coordinator; Associate Professor of Communication (2001) – B.A., M.A., University of Michigan; Ph.D., University of Nebraska.
- Alan Stata** – Associate Professor of Sociology (2002) – B.A., Northeastern University; M.S.W., Boston University; Ph.D., Florence Heller School.
- Sue Stockly** – Assistant Professor of Economics (2004) – B.A., M.B.A., College of Santa Fe; M.S., Ph.D., University of Texas.
- 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** – Coordinator, Student Learning Assessment; Professor of Political Science (1988) – B.A., California State University, Stanislaus; M.A., Ph.D., University of Iowa.
- 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.
- Linda Sumption** – Graduate Coordinator ; Assistant Professor of English (2003) – B.A., Augustana College; M.A., New York University; Ph.D., The City University of New York.
- Suzanne Swift** – Assistant Professor of Communicative Disorders (1999) – B.S., Eastern New Mexico University; M.S., University of Texas at El Paso; Ed.D., Texas Tech University.
- Patricia Thatcher** – Director of University Writing Programs; Associate Professor of English (2004) – B.S., M.A., Eastern New Mexico University; Ph.D., Indiana University of Pennsylvania.
- Thomas Togli** – Assistant Professor of Professional and Technical Education (2006) – A.S., Pima Community College; B.S., Northern Arizona University; M.Ed., Eastern New Mexico University; Ed.D., New Mexico State University.
- Manuel F. Varela** – Associate Professor of Biology (1997) – B.A., University of New Mexico; M.S., Ph.D., University of New Mexico School of Medicine.
- Robert Vartabedian** – Vice President for Academic Affairs; Professor of Communication (2005) – B.S., California State University; M.A., Wichita State University; Ph.D., University of Oklahoma.



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- Charles R. Waggoner** – Assistant Professor of Education; (2004) – B.A., M.S., Ed.S., Western Illinois University; Ph.D., University of Iowa.
- Linda Weems** – Graduate Coordinator; Professor of Communicative Disorders; (1995) – B.S., Eastern New Mexico University; M.S., Ph.D., University of Oklahoma Health Sciences Center.
- Robin Wells** – Assistant Professor of Special Education (2004) – B.S., M.S., Central Missouri State University; Ph.D., University of Kansas.
- Lee E. Weyant** – Graduate Coordinator; Associate Professor of Management (2001) – B.S., Shippensburg University; M.S., St. Mary's University; D.B.A., Nova Southeastern University.
- Patricia Whitney** – Associate Professor of Reading Education (2000) – B.A., Mount Saint Mary's College; M.A., San Francisco State University; Ed.D., The University of British Columbia.
- Jean Wozencraft-Ornellas** – Professor of Music (1984) – B.M., Oberlin College; M.M., Bowling Green State University; D.M., Florida State University.
- Nicholas J.D. Wright** – Assistant Professor of Biology (1998) – B.A., Ph.D., University of Southampton, England.
- Juchao Yan** – Assistant Professor of Chemistry (2002) – B.S., Jilin University; Ph.D., Changehun Institute of Applied Chemistry.
- Zuopeng Zhang** – Assistant Professor of Computer Information Systems (2005) – B.E., Tongji University; M.A., Shanghai University of Finance Economics; Ph. D., Pennsylvania State University.

## EMERITI FACULTY

**Mercedes Agogino** – Professor Emerita of Physics  
**Timothy Ashmore** – Professor Emeritus of Communication  
**Donald Averill** – Associate Professor Emeritus of Chemistry  
**Arlene Berne** – Associate Professor Emerita of English  
**Stanley Berne** – Associate Professor Emeritus of English  
**Albert A. Bettina** – Dean Emeritus, College of Education and Technology; Professor Emeritus of Industrial Education  
**Milbur Bolin** – Associate Professor Emeritus of Economics  
**Meda Boutwell (Clovis Campus)** – Director Emerita of Library  
**Duane Bowen** – Professor Emeritus of Music  
**Phillip Buscemi** – Professor Emeritus of Biology  
**William Calton** – Professor Emeritus of Mathematics and Computer Science  
**Dudley Cash** – Associate Professor Emeritus of Agriculture  
**Charles Chambers** – Assistant Professor Emeritus of Agriculture  
**Cecil Clotfelter** – Associate Professor Emeritus of Library Science  
**Paul Coggins** – Professor Emeritus of English  
**Dale Davis** – Professor Emeritus of Marketing  
**Joyce Davis** – Professor Emerita of Family and Consumer Sciences  
**Herman T. Decker** – Professor Emeritus of Humanities  
**Bonnie Dickenson** – Associate Professor Emerita of Family and Consumer Sciences  
**Thurman Elder** – Professor Emeritus of Mathematics and Computer Sciences  
**Bill D. Engman** – Professor Emeritus of Education  
**Ezra L. Estes** – Assistant Professor Emeritus of Electronics  
**Gail Ferguson** – Assistant Professor Emerita of Communicative Disorders  
**Doris Fleming** – Professor Emerita of Business Education  
**Frances Fleming** – Assistant Professor Emerita of Health and Physical Education  
**Hetrick A. Foss** – Associate Professor Emeritus of Business Education  
**Ronald D. Fowler** – Associate Professor Emeritus of History  
**Maria S. Friesen** – Associate Professor Emerita of Business Education  
**Everett Frost** – Professor Emeritus of Anthropology, President Emeritus  
**Janet Frost** – Professor Emerita of Anthropology  
**Billy K. Gaedke, Jr.** – Instructor Emeritus of Educational Studies  
**Antonio L. Gennaro** – Professor Emeritus of Biology  
**David Gerig** – Professor Emeritus of Music  
**David M. Goin** – Associate Professor Emeritus of Industrial Education  
**Ray Gormley** – Assistant Professor Emeritus of Marketing  
**Charles Gurwell** – Lecturer Emeritus of Modern Languages  
**Henry Hahn** – Professor Emeritus of Psychology  
**Dale Hamlett** – Professor Emeritus of Art  
**Douglas Jackson** – Professor Emeritus of Mathematics and Computer Information Systems  
**Newel M. Jorgensen** – Associate Professor Emeritus of Biology  
**William M. Joy** – Assistant Professor Emeritus of Health and Physical Education  
**B. B. Lees** – Associate Professor Emeritus of Health and Physical Education  
**Jullia Rosa Lopez-Emslie** – Professor Emerita of Bilingual Education  
**Ben K. Luck** – Professor Emeritus of Psychology  
**Betty C. Lyon** – Professor Emerita of Mathematics  
**Natividad Macaranas** – Professor Emerita of Psychology  
**Vern Maddox** – Instructor Emeritus in Building Construction Trades  
**Galina Maguire** – Associate Professor of Emerita of Art  
**Robert Matheny** – Professor Emeritus of History  
**Glenn McCoy** – Professor Emeritus of Religion  
**Wanda McCracken** – Assistant Professor Emerita of Education  
**Laura McGuire** – Assistant Professor Emerita of Library Science  
**Howard B. Melton** – Vice President Emeritus of Student Affairs; Professor Emeritus of Education

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**Mary Lee Morris** – Assistant Professor Emerita of Library Science  
**Myrtha Pages** – Assistant Professor Emerita of Bilingual Education  
**Donald V. Paschke** – Professor Emeritus of Music  
**Gary Pfaffenberger** – Professor Emeritus of Biology  
**Richard Propes** – Associate Professor Emeritus of Mathematical Sciences  
**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  
**Patrick Rucker** – Professor Emeritus of Theatre  
**Andy Sae** – Professor Emeritus of Chemistry  
**Kathleen Salter** – Professor Emerita of Mathematics  
**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  
**Penny Stewart-Fawcett** – Associate Professor Emerita of English  
**Milton Swenson** – Professor Emeritus of Music  
**Candido Tafoya** – Associate Professor Emeritus of Modern Languages  
**Robert Taylor** – Professor Emeritus of Biology  
**Paul Turpen** – Assistant Professor Emeritus of Humanities  
**J. Richard Waite** – Professor Emeritus of Theatre  
**Eldon Walker** – Associate Professor Emeritus of Communication  
**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  
**Margaret M. Willen** – Associate Professor Emerita of Modern Languages  
**Richard S. Willen** – Associate Professor Emeritus of Sociology  
**Jack Williamson** – Professor Emeritus of English  
**David Willoughby** – Professor Emeritus of Music  
**Vern Witten** – Associate Professor Emeritus of Mathematics  
**William Wood** – Professor Emeritus of Music



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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
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**References**

Name	Position	Address	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please list any enclosures included with this application \_\_\_\_\_

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

**Notes**

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