

# Eastern New Mexico **UNIVERSITY**

## 2012–14 Graduate Catalog



**EASTERN  
NEW MEXICO  
UNIVERSITY**

**Student Success**  
that's what it's all about!

Graduate School  
Eastern New Mexico University  
Portales, New Mexico 88130  
575-562-2147  
[www.enmu.edu/academics/graduate](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, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, [www.ncahlc.org](http://www.ncahlc.org), 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. The Bachelor of Science in Nursing Completion Program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC).

**Memberships**

The University is a member of the American Association of Colleges for Teacher Education, 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 Affirmative Action and Compliance Officer, ENMU Station 21, 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 14.

*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.*

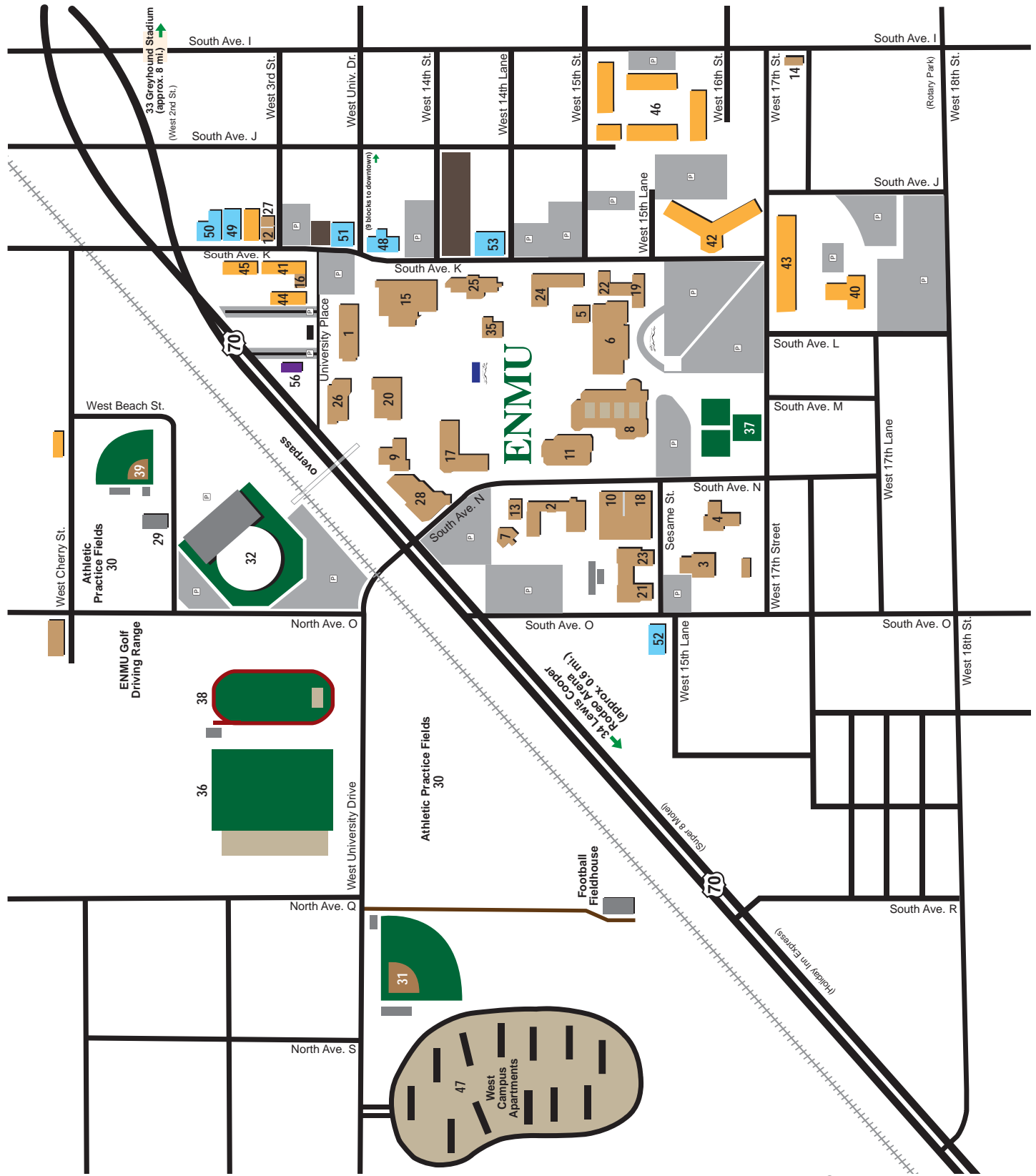
*The information contained within this catalog is a description of programs and courses active at the time of publication. The catalog is not intended to be construed as contractual in nature.*

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### ENMU Legend

- 1 – Administration (ADM)
- 2 – Art and Anthropology (AA)
- 3 – Art Annex (AAX)
- 4 – Agriculture (AG)
- 5 – Campus Bookstore (BKST)
- 6 – Campus Union (CUB)
- 7 – Child Development Center (CDC)
- 8 – College of Business (COB)
- 9 – Computer Center (UCC)
- 10 – Communication Center (COM)
- 11 – Education (ED)
- 12 – ENMU Foundation (DEV)
- 13 – Family and Consumer Sciences (FCS)
- 14 – Council of Prof. Emeriti (COPE)
- 15 – Golden Library (LIB)
- 16 – Health Services (CUR)
- 17 – Jack Williamson Liberal Arts (JWLA)
- 18 – KENW Broadcasting Center (COM)
- 19 – Lea Hall (LH)
- 20 – Music (MB)
- 21 – Physical Plant (PP)
- 22 – Post Office (PO)
- 23 – Purchasing (PUR)
- 24 – Roosevelt Hall (RH)
- 25 – Science (S)
- 26 – Student Academic Services (SAS)
- 27 – University Police (UP)
- 28 – University Theatre Center (UTC)
- 29 – Athletic Weight Training Facility (AWTF)
- 30 – Athletic Practice Fields (APF)
- 31 – Baseball Field (BF)
- 32 – Greyhound Arena (GA)
- 33 – Greyhound Stadium (GS)
- 34 – Lewis Cooper Rodeo Arena (LCA)
- 35 – Natatorium Aquatic Center (NAT)
- 36 – Soccer Field (SF)
- 37 – Tennis Courts (CTS)
- 38 – Track and Field (TRK)
- 39 – Zia Softball Field (ZSF)
- 40 – Bernalillo Hall (BH)
- 41 – Curry Hall (CUR)
- 42 – Eddy Hall (EH)
- 43 – Guadalupe Hall (GH) (opening 2013)
- 44 – Harding Hall (HH)
- 45 – Quay Hall (QH)
- 46 – San Juan Village (SJV – A, B, C, D)
- 47 – West Campus Apartments (WC)
- 48 – Baptist Student Union (BSU)
- 49 – Christian Campus House (CH)
- 50 – Church of Christ Student Center (CC)
- 51 – Presbyterian Center (PCMC)
- 52 – Thomas More Newman Center (TMNC)
- 53 – Wesley Foundation (WF)
- 54 – Blackwater Draw Site (BWDS)  
(Site located 8 miles northwest of main campus on NM467)
- 55 – Blackwater Draw Museum (BWDM)  
(Museum located 8 miles east of main campus on Hwy 70)
- 56 – Roosevelt County Museum (RCM)



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## Board of Regents

Susana Martinez, Governor of New Mexico.....	Ex Officio Member
Randy Harris.....	President of the Board
Brett Leach.....	Vice President of the Board
Santana Chavez.....	Secretary/Treasurer of the Board
Chad Lydick.....	Member
Marshall Stinnett .....	Member

## Administration

Steven G. Gamble .....	President
Jamie Laurenz.....	Vice President of Academic Affairs
Scott Smart .....	Vice President of Business Affairs
Judith Haislett .....	Vice President of Student Affairs
Ronnie Birdsong .....	Vice President for University Relations and Enrollment Services
Patrice Caldwell.....	Executive Director of Planning and Analysis/Institutional Renewal

## Graduate School

Linda Weems .....	Dean
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## The Graduate Council

The Graduate Council 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 Council may do so by contacting the Graduate School.

Faculty members are: Rebecca Davis, Amanda Davis Gatchet, Kathleen Donalson, Zach Jones, David Kilby, D. Veena Parboteeah, Leslie Paternoster, Penny Sanders, Linda Sumption, Suzanne Swift, Thomas Toglia, Sarah Wall, Juchao Yan; ex officio: Linda Weems.

The council also has four graduate student representatives, one from each college containing one or more graduate programs.

## Deans of the Colleges

Gene Smith, Interim .....	Business
Jerry Harmon.....	Education and Technology
Joseph Kline .....	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.

All graduate students at ENMU are to comply with the student Code of Conduct as posted in the Student Handbook on the web at [www.enmu.edu/services/student-affairs](http://www.enmu.edu/services/student-affairs).

## Graduate Programs

College	Major	Emphasis	Degree
College of Business	Business Administration		M.B.A.
College of Education and Technology	Counseling		M.A.
	Education	Bilingual Education Education Administration Educational Technology Elementary Education English as a Second Language Pedagogy and Learning Professional Technical Education Reading/Literacy Secondary Education	M. Ed.
	Physical Education	Sport Administration	M.S.
	School Counseling		M. Ed.
	Special Education		M.S.E.
College of Fine Arts	Communication		M.A.
College of Liberal Arts and Sciences	Anthropology		M.A.
	Biology		M.S.
	Chemistry		M.S.
	Communicative Disorders	Speech-Language Pathology	M.S.
	English		M.A.
	Nursing	Nursing Education	M.S.N.

## Graduate Certificate Programs

College	Major	Certificates
College of Education and Technology	Education	Alternative Licensure in Elementary Education Alternative Licensure in Secondary Education Alternative Licensure in Special Education

## 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.

ENMU, a state institution offering associate's, 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.

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 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 online course offerings, which include both synchronous and asynchronous delivery methods. ENMU's lecture capture technology enhances the quality of the online courses offered by our graduate programs. In addition, ENMU provides students with the capability to collaborate with one another, while participating in distance learning. ENMU's commitment to distance learning is campus-wide. Golden Library provides extensive electronic and human support to distance learning students; campus services, such as advising, financial aid and other support services, are also available to distance learning students.

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 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 a variety of majors, as well as several 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 Council. The graduate dean has other responsibilities and duties that are stated in this catalog or are inherent by the nature of the office.

### **Graduate Council**

The Graduate Council, composed of graduate coordinators from each graduate program (see Page 8), has the responsibility for recommending policies, programs and plans for the Graduate School. This council continually reviews the graduate programs, evaluates curricular proposals, acts on petitions and approves candidates for graduation. The Graduate Council 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 regular graduate faculty is determined by academic qualifications and experience, college and Graduate School recommendations, with final approval by the Vice President for Academic Affairs. Associate graduate faculty status may be awarded to those individuals who do not hold a terminal degree but who have professional backgrounds that make them qualified to teach specific courses. Temporary status may be awarded to individuals who do not have the qualifications for regular or associate status (for a limited period of time to address a specific, short-term need of a program). It is expected that individuals with temporary status will receive specific guidance or mentoring by the program.

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. They are eligible for serving on graduate committees. Renewal of graduate faculty appointments are made as part of regular program review and are based on whether the faculty member is actively participating on student advisory committees, teaching graduate courses and being involved in professional activities.

## **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. All graduate students at ENMU are to comply with the student Code of Conduct as posted in the Student Handbook on the web at [www.enmu.edu/services/student-affairs](http://www.enmu.edu/services/student-affairs). For specific student responsibilities see page 5.

Each program maintains student records in an area designated by the program. During the first semester of enrollment, students should verify their records are in the appropriate office and their records are accurate and current. Students are responsible for understanding and adhering to all University, Graduate School and program policies. The Office of the Graduate School, graduate dean, graduate coordinators and graduate faculty are available to students to clarify policies and assist students in obtaining appropriate information.

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;
3. they have completed successfully all degree requirements as specified by the program

including, but not limited to, comprehensive examinations, integrative experiences, thesis defense and thesis final copy;

4. their degree is conferred within six years from the semester of enrollment in first course appearing on degree plan;
5. their curricular requirements are governed by one catalog;
6. they have a minimum cumulative graduate GPA of 3.00;
7. they have no more than one "C" in courses on the degree plan, all other grades are a "B" or better, and grades in core courses are a "B" or better; and
8. 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 Council 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 Student Code of Conduct covers all expectations for student

conduct, sanctions, adjudication processes and the student rights and responsibilities. Graduate students will be held responsible for abiding by the Student Code of Conduct while at ENMU. The Student Code of Conduct can be found in the Student Handbook which is on the ENMU website at [www.enmu.edu/services.student-affairs](http://www.enmu.edu/services.student-affairs). 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 penalties for academic misconduct will be determined at the discretion of the faculty member of record or will be determined by policies established by the academic program. The policies, processes and penalties established by a faculty member or an academic unit will be contained in the course syllabi and/or in a student handbook provided by the academic unit. 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) considers 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 wish to appeal a lowered or failing grade given because of academic dishonesty should follow Part C of the grade appeal process.

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 Council 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. Misrepresentation on the application or during the admission process is grounds for denial of admission and/or future enrollment.

### 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 or online at [www.enmu.edu/future-students/applyNow.html](http://www.enmu.edu/future-students/applyNow.html).

### 2. 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 an undergraduate 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  
575-562-2147.

## 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. 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 for one semester. Applicants with an "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 course work 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.

International applicants are encouraged to apply early. See the subsection "International Student Admission" found later in this section.

## 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. 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.

Each graduate program may have particular admission standards and program requirements that are 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 ensures 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

### Admission Deferral

Students who have been admitted by a graduate program are admitted for the semester noted on their admission letter and form. Students who are unable to enroll for the semester of admission but wish to begin the graduate program at a later semester must submit a request for deferral to the graduate coordinator of their degree program. This request must contain the semester that they plan to begin and can be for no more than one (1) year from the semester of admission. If the request is approved by the graduate coordinator of the degree program, it will be forwarded to the Graduate School. When the deferral period has elapsed, students must contact the Graduate School office to be reactivated. Students who do not return at the approved time but wish to attend at a later date must follow the Renewal of Application procedure described below.

### Renewal of Application

If more than one year has passed since initial application, a new application, with all components required at the time of application renewal, must be submitted.

### Readmission 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. Summer semesters may be included at the discretion of the program. In addition, some programs will require reconsideration and readmission by the program, in addition to readmission by the Graduate School. Students should consult with the graduate coordinators of their programs about the ramifications of inactivity for two or more semesters. 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

The policies regarding suspension from graduate study are found on page 18. Students who have been suspended from graduate study due to unsatisfactory academic progress may petition the graduate school to continue enrolling as non-degree seeking students. Students may re-apply for degree seeking status and will be considered for re-admission by the program to which they are applying. Acceptance into a degree program will be determined by the program based on the student's entire academic history.

Discover 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 outside the U.S. unless the applicant has a degree from a United States university or college,
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 IBT scores with a minimum score of 79 or official IELTS scores with a minimum score of 6.0 or verification of completion of the highest level of an intensive English program, and
6. complete admission process in the degree program.

Students who have obtained a University degree from an English-speaking country or can document that all instruction at a University was in English are exempted from #5 above.

An international student must be formally accepted into a graduate program before an I-20 will be issued. The visa interview and issuance of the visa will not occur until after the student obtains the I-20 from the University. As the process for obtaining the visa may take several weeks, students are strongly urged to begin the application process at least 90 days prior to the beginning of the semester for which they are applying. Students who are unable to obtain a visa within a timeframe that allows them to be on campus by the date on the I-20 must request a new



I-20 from the Graduate School for the next semester. Approval to arrive after the start of the semester will not be granted.

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 the 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 2.499; 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 five categories:

1. Licensure/Certification: Students who are enrolling in courses for teacher licensure or professional certification purposes, but who do not currently wish to pursue a master's degree.

2. Provisional: Students who are enrolling in leveling courses in preparation for admission into a graduate program, but who have not been admitted as degree seeking.
3. Academically Deficient: Students who wish to pursue a master's degree, but whose previous academic record is below the minimum accepted for degree classification (cumulative undergraduate GPA of less than 2.5).
4. Applicants with a graduate GPA of less 3.00 but greater than 2.499, but who were not admitted conditionally.
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.

Generally, no more than nine credit hours completed while classified non-degree will be allowed on an official degree plan if a change of status is requested and approved. Some programs may allow only six hours taken as non-degree on a degree plan; students should consult with the graduate coordinator of the program to determine the maximum number of hours allowed.

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, with the exception of students who are pursuing licensure or certification. Licensure/certification and provisional students may be eligible for financial aid.

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

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

1. contact the Graduate School office to initiate a change of status;
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 11.) Generally, no more than nine credit hours completed while classified non-degree will be allowed on an official degree plan.

## Changing Graduate Programs

Transfer between graduate programs 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 11.) 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 approval of transfer credits for completion of degree requirements is not guaranteed; approval is at the discretion of the graduate program.

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, the program's graduate coordinator and the graduate dean.

## Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act provides eligible students with certain rights with respect to their education records. Education records mean those records that are directly related to a student and maintained by ENMU or by a party acting for ENMU, with some exceptions. Eligible students in attendance at ENMU include students attending in person and those attending by other means, such as by paper correspondence, videoconference, satellite and internet.

For additional information about your rights as a student under FERPA, please see:

1. ENMU's Annual Notice to Students Regarding FERPA Rights; and
2. ENMU's Notice Designating Directory Information Under FERPA.

These Notices can be accessed by students at [www.enmu.edu/FERPA](http://www.enmu.edu/FERPA).

Students may also contact the Office of the Registrar for additional information regarding their rights under FERPA.

Office of the Registrar

ENMU Station 5  
1500 S. Ave. K  
Portales, NM 88130

Phone: 575-562-2175

Fax: 575-562-2566

Email: [Registrar.Office@enmu.edu](mailto:Registrar.Office@enmu.edu)

## 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 course work.

At the time of advancement to candidacy, the student must have a cumulative graduate GPA of 3.00. The student's degree program must: (a) meet all of the requirements of the chosen catalog, (b) include any undergraduate deficiencies and required courses specified on the student's evaluation for admission, (c) include all examinations and information requirements and (d) 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 in which 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.

### **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 30 hours of graduate course work. The thesis plan requires a minimum of 24 hours of graduate course work plus a six-hour thesis. The thesis topic must be 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 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, 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 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 live 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, formal reports of progress and submission of the completed manuscript. 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 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 candidate must present a reading copy of the final draft of the thesis approved by the graduate advisory committee to the graduate dean for final approval before an oral defense of thesis 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 four weeks prior to the last day of the fall, spring or summer semesters. Drafts submitted past these deadlines will be considered for future semester completion.

## Final Thesis

Two original paper copies of the approved final thesis, signed by all members of the graduate advisory committee and the graduate coordinator, and one electronic copy on USB drive or CD must be submitted to the Graduate School five 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.

Comprehensive examinations or other integrative experience may be required of all students, but are required of those electing the non-thesis plan. The specific format of the comprehensive examination and/or integrative experience will be determined by program graduate faculty and subject to review by the graduate dean. 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 defense of the thesis is required for the thesis plan.

The first attempt of the comprehensive examinations or integrative experience must be taken within 12 months after completing the last course 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 or integrative experience 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 or integrative experience. Students who fail the final examination or integrative experience are eligible to retake the examination or integrative experience one time only. This retake may occur only within the student's six-year limit. The second exam or integrative experience 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 or integrative experience the second time are automatically dismissed and are no longer



eligible to participate in graduate study in the program as degree-seeking students. The grading of the comprehensive examination or integrative experience may not be appealed.

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

When such an appeal is received, the graduate dean shall appoint a committee consisting of graduate faculty to hear the appeal and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to ensure that University policies and procedures were followed and make a final determination about the dismissal or suspension of the student.

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

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

## Second Master's Degree

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

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

## Standards of Scholarship

Because members of the graduate faculty continually strive to achieve excellence for the Graduate School, they have set high standards for themselves and their students. Graduate faculty members 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 course work taken; (b) the GPA for all graduate course work taken in the field of study; and (c) all course work taken to complete the graduate degree, including all leveling course work on the degree plan.

No degree plan may include more than three hours of graduate course work with a grade of "C" and students must achieve a "B" or better in all core courses listed on their degree plan. Courses in which a "D" or "F" is earned will be included in the GPA calculation but will not count toward meeting degree requirements. Some programs may have more restrictive standards.

## Academic Standing Regular Status

Students who maintain a cumulative GPA of 3.0 or better have demonstrated satisfactory academic progress and are considered to be in good academic standing. In addition, to maintain regular standing, students must 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, students will be placed on probation if their cumulative GPA falls below a 3.0. While on probation, students must obtain advisor approval prior to registration in order to develop an appropriate course of action for returning to good standing.

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. Students who are on probation for two consecutive semesters of enrollment will be dismissed from degree-seeking status. It is imperative, therefore, that students work closely with their advisors and/or graduate coordinators to develop a strategy that will maximize their potential for returning to good standing.

## Suspension

Students who are on academic probation for two consecutive semesters will be dismissed from degree-seeking status. Students may petition the Graduate School to be allowed to register as non-degree seeking (Students classified as non-degree seeking are ineligible for financial aid.)

## 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 student's 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 must be numbered 500 (or above for transfer courses) to be counted toward the graduation degree. 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. Students who complete the 400 level course of a pair of cross-listed courses may not take the 500 level to meet 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.

### Graduate Study by Undergraduate Students

Courses numbered 500 are not open to undergraduate students unless they are seniors in their last 12 hours of enrollment for their undergraduate work or have been accepted into the BS/MS chemistry programs. Such students may register for appropriate courses for graduate credit (400/500, 500) if they: (a) are enrolled in the final 12 hours of their undergraduate work, (b) are taking sufficient work to complete all requirements for the baccalaureate degree, (c) have a cumulative GPA of at least 3.00 and (d) are approved

by the instructor, graduate coordinator and Graduate School. Students wishing to earn graduate credit on this basis must obtain approval from the graduate dean in order to register. The total combined enrollment in undergraduate and graduate work must not exceed 16 hours for the regular semester or nine hours for the summer session. **Graduate work taken under this provision may not be used to meet undergraduate degree requirements.**

### Maximum Enrollments

A normal maximum amount of credit earned by a graduate student per regular semester is twelve hours and six hours maximum in one four-week summer session with a total of 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 advisor, the graduate coordinator and 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 student's graduate advisory committee are submitted to the Graduate School for approval. In the event the request is approved, the student accepts all regulations, requirements and curricula in the new catalog.

Once the graduate dean approves a student's request to change to the new catalog, the student 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. The work to make up an "I" must be completed by the time specified on the incomplete contract form to which the instructor and student have agreed.
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 will be given for inadequate work or work not completed according to the timeframe established on the contract form. 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 to improve the GPA by voiding the previously received grade. The following regulations will apply:

1. The original and any repeat courses must be from an ENMU campus.
2. A course of one type may never be repeated by a course of another type (e.g., a directed study for a regularly scheduled classroom course).
3. All course enrollments and grades will appear on the transcript but only the highest grade earned will be used to calculate the grade point average. Where there is a difference of hours of credit or of course number level, the value of the repeat course with the highest grade will be used for the purpose of calculating the cumulative GPA and in determining the satisfaction of degree requirements.
4. A grade of "I" for a repeat course will not replace a previous grade.
5. Withdrawal from a repeat course shall cause the repeat to be canceled and the previous academic record shall remain valid. The student may choose to repeat the course again after the withdrawal.
6. Repeat courses are completed during the six-year time period allowed for completed graduate degree requirements unless an extension has been recommended by the Graduate Council and approved by the graduate dean.

### Administrative Drop

A student who preregisters for courses that require successful completion of a prerequisite (which the student is currently taking) and then fails the prerequisite may be administratively dropped from the course that requires successful completion of the prerequisite. The student will receive an e-mail regarding this process so other arrangements can be made (all correspondence will be sent to the student's enmu.edu e-mail).

Students found lacking the required prerequisites for a course may be administratively dropped. Students will be informed of the problem no later than the first day of class and allowed to change their schedules accordingly. If the student does not drop, the instructor may initiate the administrative process with the approval of the respective dean; however, if the student is allowed to remain in the class, that student will be assigned the grade earned in the course.

### **Adding or Dropping Courses**

A student may change his/her registration by adding and/or dropping courses within the deadlines set in the University class schedule. International students must have approval of their academic advisor and international advising officer before making any changes to their class schedules.

All students are encouraged to discuss changes in their registration with an advisor prior to making the changes. Registration changes may result in delay of graduation or loss of financial aid.

Courses that are dropped within the add/drop time period will not appear on the student's transcript.

### **Course Withdrawal**

A student may change his/her registration by withdrawing from a course within the deadlines set in the University class schedule. Students must contact the Registrar's Office in order to withdraw from a course. Informing the advisor and/or instructor does not constitute withdrawal. A course from which a student withdraws will appear on the student's transcript with a grade of "W."

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

Graduate students must notify the Graduate School in writing of their intention to withdraw from the University.

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 six 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.

### **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 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 five 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 Graduate Office 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 for the College in which the degree will be awarded.

**Veterans' Standards of Progress**

The State Approving Agency in Santa Fe, New Mexico approves courses in the Undergraduate and Graduate catalogs for veterans claiming benefits under the Montgomery GI Bill. Entitlement programs are offered for honorably discharged veterans, active duty personnel and dependants of medically discharged or disabled veterans. For application and certification, the potential recipient must interview with the Veterans Administration Certifying Official (VACO) and provide required documentation for approval from the Veterans Administration Regional Office (VARO). Once approval has been granted, the student must follow the VARO written guidelines given at the time of the interview which included satisfactory standards of progress. Failure to comply with the VARO guidelines may result in discontinuation of benefits. Eligibility is determined by contacting the VACO at the Office of the Registrar in the Administration Building office 105A.



## 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 or the Graduate School webpage 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 a maximum of 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 course work 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 course work each semester. A summer student who receives a graduate assistantship must enroll in a minimum of three graduate credit hours. It is recommended that full-time graduate assistants take no more than nine credit hours in a regular semester. A full-time graduate assistant may not register for more than 12 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 course work for any reason, written notification must be submitted to the graduate coordinator, graduate advisor, college dean and the graduate dean immediately.

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

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

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

1. completion of degree requirements,
2. unsatisfactory academic performance (including academic dishonesty or allowing the cumulative GPA to fall below 3.00), 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.

## Financial Aid

The Department of Education federal student aid programs are the largest source of student aid in America. Federal student aid can help cover expenses such as tuition and fees, room and board, books and supplies, and transportation. Go to [www.studentaid.ed.gov](http://www.studentaid.ed.gov) for general information.

### Types of Financial Aid

**Merit Based Aid**-Usually a scholarship/assistantship.

**Need Based Aid**-Awarded to students who can show need according to a formula.

**Loans**-borrowed money that has to be paid back over a period of time, usually after a student leaves school. ENMU participates in the following programs for graduate students: Perkins Loan program, the Direct Stafford Unsubsidized Loan program, and the Direct Graduate PLUS Loan program.

Information concerning types of aid and eligibility criteria can be found at [www.enmu.edu](http://www.enmu.edu), or by contacting the Financial Aid office at 575-562-2194.

### FAFSA

Although FAFSA forms become available January 1, the most current financial information must be used. Students should submit the completed IRS tax forms first. The Free Application for Federal Student Aid (FAFSA) is the document needed when seeking federal student aid. A current FAFSA must be on file at the ENMU Office of Financial Aid for any type of federal aid award. This is a free application that is used to determine financial need. Students should complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov) or mail a completed paper form to the federal processor. To be reviewed for financial aid at ENMU, the student must list Eastern New Mexico University as a school of interest. ENMU's school code is 002651.

### Financial Aid Award Process

1. Complete the FAFSA.
2. Receive a Student Aid Report (SAR) by mail or e-mail. ENMU will receive the same information and request additional information from the student if necessary.
3. Complete the admission process.
4. Receive an ENMU Financial Aid and Scholarship Notification (FASN) listing the student's awards and amounts. Sent by mail and ENMU e-mail.
5. Complete additional steps if the student wishes to accept and borrow loans. The student must be enrolled for at least a half-time course of study.
6. Aid is applied to the student's account.

### Awards

Once the FAFSA file is complete, the student will be awarded based on the following:

1. Cost of attendance
2. Other financial assistance
3. Availability of funds

### Cost of Attendance

These components are used to compute financial aid cost of attendance:

- Tuition and fees
- Room and board
- Books and supplies
- Personal and miscellaneous expenses
- Transportation

The estimated cost of attendance is used strictly for financial aid purposes and is not the actual cost to attend ENMU. Please contact the Office of Student Accounts for ENMU's actual cost of attendance.

### Other Financial Assistance (Resources)

Other financial assistance refers to any outside scholarships, assistantships, tuition waivers, stipends, WIA, DVR, State or Federal program award, participation awards, grants or assistance received by the student other than federal financial aid. To report additional resources please e-mail the Financial Aid Office at [financial.aid@enmu.edu](mailto:financial.aid@enmu.edu) or call 575-562-2194 or 1-800-367-3668. Please remember all Financial Aid offers are subject to revision due to changes in policy, law, regulations, errors or funding.

### Availability of Funds

Some funds are limited so they are awarded to those students whose FAFSAs are completed first. New FAFSAs and those which go through the verification process are date stamped and tracked to ensure they go through the award cycle in order.

**Notification**

As soon as a student's FAFSA is processed by ENMU, a Financial Aid and Scholarship Notification will be mailed to the current address and also sent to the ENMU e-mail. Anytime awards are increased, decreased, cancelled or new awards added, the student will receive a new FASN. The student should compare any new notification to the previous one to understand any changes. Registered students should be able to view their awards by logging into MyENMU.

**Aid Disbursement**

ENMU will automatically transfer a student's Financial Aid and Scholarship awards to pay toward allowable University costs. Allowable costs may include: tuition, student fees, room and board, bookstore charges, library fines and returned check fees. Any aid received above allowable University costs will be refunded to the student in the form of a check or direct deposit from the Office of Student Accounts approximately ten days after the beginning of each semester. If a student's Financial Aid and Scholarship awards will not cover the entire semester's expenses, payment arrangements may be made through the Office of Student Accounts.

**Return of Title IV Federal Aid**

The Office of Financial Aid at Eastern New Mexico University is required by the Department of Education to calculate federal financial aid eligibility for students who withdraw, are dismissed or take a leave of absence prior to completing 60 percent of the semester. Federal Title IV Aid includes Pell Grant, Supplemental Educational Opportunity Grant (SEOG), the TEACH Grant, the Perkins Loan, the Stafford Loans and the PLUS loan.

The withdrawal date is defined by the Department of Education as the date the student begins the institutional withdrawal process, last date of recorded attendance, or the mid-point of the term for a student who leaves without notifying the institution.

Students should contact the Office of Financial Aid staff before withdrawing from classes to make sure the consequences are understood. Students may change schools or re-register at Eastern New Mexico University, but they will not be eligible for financial aid at any institution of higher education while they still owe a Title IV refund.

### Satisfactory Academic Progress

Satisfactory academic progress standards (SAP) are measured at the end of each semester to ensure students receiving Title IV federal student financial aid funds-Grants, Workstudy, and Stafford, Perkins and PLUS Loans-are eligible.

### SAP Requirements

Degree	Completion Rate	GPA	Overall Maximum Time Frame	Average to Graduate
Teacher Certification*	67%	2.8	196 attempted hours	Max Time Frame
Master's	67%	3.0	70 attempted hours	46 Earned Hours

### Cumulative Completion Rate

Cumulative completion rate is the percentage of work a student has successfully completed at all post-secondary institutions. All attendance including remedial course work, repeated course work, and periods when students did not receive financial aid are counted in the total hours attempted and other SAP rules.

#### Completion Rate

The percentage of work a student has successfully completed at all institutions.

$$\text{ENMU Completion Rate} = \frac{\text{Overall Hours Passed}}{\text{Overall Hours Attempted}}$$

$$\text{Example: } \frac{72 \text{ Passed}}{85 \text{ Attempted}} = 84\%$$

### Cumulative GPA

Cumulative Grade Point Average (GPA) earned on course work at all post-secondary institutions.

### Maximum Time Frame

Maximum Time Frame is calculated as 150 percent of the hours necessary to complete the degree program and includes all hours attempted at all post-secondary institutions. Title IV Financial Aid eligibility expires when the number of hours a student lacks to graduate added to the number of attempted hours exceeds the maximum time frame limit. Students with progressive history may request extension by submitting an Academic Success Action Plan in conjunction with a current degree plan to the Financial Aid office for review. Students granted an extension must complete all attempted hours with the GPA required by their program—no exceptions. Students pursuing a second bachelor's or master's degree cannot receive a time frame extension.

### Reinstatement

A committee reviews written requests for reinstatement for students who have extreme mitigating circumstances which prevented them from complying with the SAP Policy.

Please review the Financial Aid website at [www.enmu.edu](http://www.enmu.edu) or contact the Office of Financial Aid at 575-562-2194 for more information.

### Fellowships

ENMU offers a limited number of graduate fellowships. For information and applications, contact the Graduate School at 575-562-2147.



## 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 5th business day after classes begin unless arrangements have been made with the Office of Student Accounts. Students may enroll in an online 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.

**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 Provisional Admission into a leveling program. Tuition and Fee Schedules change according to Legislative and/or Board of Regent's 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 may be eligible for a senior citizen discount if he/she is 65 or older and a New Mexico resident. The Office of Enrollment Services requires evidence of this. The cost per credit hour for 1 to 6 hours will be \$5.00. If enrolled for more than 6 hours, students will pay regular price for all hours enrolled.

## 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 90% 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 for 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 on the check.

Other payment options are:

1. Pay online at [www.enmu.edu/onlinepayments](http://www.enmu.edu/onlinepayments)
2. In person at the Cashier Office in 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 Enrollment Services.

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 Enrollment Services in the Student Academic Services 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 575-562-2631 or 575-562-2632.

## 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, 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.

## 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 a PASSPORT network that allows faculty and students to visit and borrow materials from libraries throughout New Mexico. Journal articles and books located in other libraries may be requested through interlibrary loan.

The library is open 99.5 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.

Distance Education students have access to all the collections and services of the library, including a Distance Education librarian to assist them personally.

The Golden Library's online catalog lists 1,600,000 monographic titles (books, U. S. and New Mexico government documents, maps, films, music, etc.) that are available in the library. Bound journal volumes or microform volume equivalents are estimated at 750,000. Students have access to 28,000 online journals. Over 70 online databases cover most fields of study and contain significant full text.

Media Services assists faculty and students by preparing transparencies, 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 Media 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.

## Business Administration

<b>Graduate Faculty:</b>	Pattarapong Burusnukul Timothy Cunha R.T. Ervin David Hemley John Luhman	D. Veena Parboteeah Gene Smith Michael Snipes Sue Stockly John Stockmyer	D. Christopher Taylor
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### Degree: Master of Business Administration

The Mission of the Graduate Business Program in the College of Business (COB) at ENMU is to provide quality, student-focused, graduate business education, using traditional and distance delivery systems, preparing individuals for professional careers, further education and life-long learning. This professionally accredited program is delivered by full-time, doctorally-qualified faculty who use technology as a key component in delivering course content and achieving desired outcomes. The College operates through open and accessible educational structures, which promote meaningful student-faculty interaction, ongoing self-evaluation and continuous improvement.

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the Master of Business Administration (MBA) program 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 to culminate with a comprehensive integrative project and presentation.

### Admission Requirements

Admission into the program is based on several criteria:

1. prior admission to the Graduate School,
2. the applicant's undergraduate GPA of 3.0 or higher,
3. the results attained on the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE). The GMAT/GRE requirement is waived for applicants who have an overall GPA of 3.0 or higher for the Common Professional Component courses, and
4. the completion of the Common Professional Component courses.

### Common Professional Component

An underlying assumption of the ENMU MBA degree is that students who enter the program have the academic background that would enable them to successfully complete the degree. Students with deficiencies 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 requirements of the Common Professional Component (also known as the Common Body of Knowledge) for the MBA degree are the following ENMU undergraduate courses or comparable courses:

ACCT 200	Survey of Accounting, <b>OR</b>
ACCT 201	Introduction to Financial Accounting, <b>AND</b>
ACCT 202	Introduction to Managerial Accounting
BUS 230	Legal Environment of Business
ECON 200	Survey of Economics, <b>OR</b>
ECON 221	Principles of Macroeconomics, <b>AND</b>
ECON 222	Principles of Microeconomics
FIN 315	Managerial Finance I
MGT 313	Management and Organizational Behavior
MKT 201	Principles of Marketing
STAT 213	Statistical Methods I

The COB will accept various forms of documentation of the necessary competencies. MBA students and prospective MBA students should consult with the graduate coordinator to determine the appropriate procedure for meeting the leveling requirements.

### Alternative Methods of Documenting Competency

The list below is not intended to be all-inclusive, but rather a sample of alternative methods of acquiring or demonstrating competency:

1. Enroll in and complete the Common Professional Component course(s) at ENMU or another institution of higher learning with a grade of "C" or higher.
2. Enroll in and complete the graduate level Foundation Courses offered at many other universities which reflect the content of specific Common Professional Component courses.
3. Enroll in and complete other courses of study with prior written approval of the student's graduate advisory committee.



4. Receive a passing grade on equivalent College Level Examination Program (CLEP) exams, including but not limited to the following subjects (and others as they may be approved by the student's graduate advisory committee):
  - Financial Accounting, equivalent to ACCT 201 Introduction to Financial Accounting
  - Introductory Business Law, equivalent to BUS 230 Legal Environment of Business
  - Principles of Macroeconomics, equivalent to ECON 221 Principles of Macroeconomics
  - Principles of Microeconomics, equivalent to ECON 222 Principles of Microeconomics
  - Principles of Management, equivalent to MGT 313 Management and Organizational Behavior
  - Principles of Marketing, equivalent to MKT 201 Principles of Marketing
5. Receive a minimum score of 80% on the final exam for the following equivalent Common Body of Knowledge courses offered by Ivy Software™:
  - Financial Accounting: A Management Perspective, equivalent to ACCT 201 Introduction to Financial Accounting
  - Managerial Accounting, equivalent to ACCT 202 Introduction to Managerial Accounting
  - Business Law Essentials, equivalent to BUS 230 Legal Environment of Business
  - Fundamentals of Economics, equivalent to ECON 200 Survey of Economics
  - Understanding Corporate Finance, equivalent to FIN 315 Managerial Finance I
  - Principles of Management: The Critical Essentials, equivalent to MGT 313 Management and Organizational Behavior
  - Principles of Marketing, equivalent to MKT 201 Principles of Marketing
  - Business Math and Statistics, equivalent to STAT 213 Statistical Methods I
6. The student has earned a BBA degree (or equivalent) from an ACBSP or AACSB accredited program with an undergraduate cumulative GPA of 3.0 or higher. If there is concern about the student's knowledge of specific leveling course content, a competency exam may be required in addition to the transcript indicating prior course completion.

## Degree Plan

The ENMU MBA offers flexible solutions to suit prospective students' individual needs. The program is designed so that it can be completed entirely online. Students who have a BBA degree (or equivalent) typically complete the 30 graduate credit hours of course work within two years. However, students may finish the degree within an academic year (but not less than two semesters) or can take up to six years (the maximum time allowed) to complete the degree. Students who want to complete the program within a year should consult the graduate coordinator for guidance.

Students who do not have a BBA degree (or equivalent) typically require additional time to complete the Common Professional Component courses. Students may begin taking graduate courses as long as they have met the requirements of the corresponding Common Professional Component courses. However, no student may enroll in or accumulate more than nine credits of graduate courses unless they have completed all the Common Professional Component courses or obtained written permission from the graduate coordinator and the dean of the Graduate School. Students will only be admitted into the MBA program when all of the Common Professional Component courses have been completed.

After being admitted into the MBA program, a degree plan will be prepared for each student after the first semester of course work according to the guidelines set by the University for graduate studies. Students must sign the degree plan, followed by the student's graduate advisory committee, the graduate coordinator and the COB dean. The degree plan is then filed with the Graduate School for the graduate dean's signature. When the degree plan has been approved by the graduate dean and 12 graduate hours have been completed, the student will be advanced to candidacy for the MBA degree. Advancement to candidacy is required before a student can register for the comprehensive integrative project or apply for graduation.

The COB accepts graduate transfer credit only from institutions or programs that are professionally accredited by the ACBSP or the AACSB. All requests for transfer credits must be approved by the student's graduate advisory committee, the graduate coordinator, the COB dean and the dean of the Graduate School as part of the official degree plan. The student cannot transfer more than nine graduate credits towards the MBA degree.

## MBA Program Requirements

Students must complete the following eleven courses (30 credits) with a minimum grade of "B" in each course to earn an MBA degree:

ACCT	551	Accounting for Managers
BUS	501	Ethics, Law and Social Responsibility
BUS	518	Managerial Research Analysis
BUS	553	Strategic Management
BUS	554	Comprehensive Integrative Project in Strategic Management
ECON	525	Managerial Economics
FIN	541	Managerial Finance
IS	500	Information Systems for Managers
MGT	501	Production and Operations Management
MGT	513	Organizational Behavior and Management Theory
MKT	517	Marketing Management

BUS 518 should be taken during the first semester of course work, while BUS 553 and BUS 554 can only be taken the very last semester of course work. At least four of these courses, a minimum of two quantitative and two non-quantitative, will be offered each semester. All courses generally include an international component.

## Comprehensive Integrative Project

A comprehensive integrative project and presentation are required for all MBA degree plans and is completed as part of BUS 554. The specific format of the comprehensive integrative project will be determined each academic year by the COB graduate faculty. Only students accepted for MBA candidacy are eligible to complete the comprehensive integrative project and presentation.

Students who fail the comprehensive integrative project are eligible to retake BUS 554 one time only. Students will be provided with a remediation plan, which includes deficiencies and recommendations from COB graduate faculty. Students who fail the comprehensive integrative project the second time are automatically dismissed and are no longer eligible to participate in graduate study in the program as degree-seeking students.

## Non-Degree Continuing Professional Education

Applicants who are classified as non-degree seeking may enroll in graduate-level classes and upon completion will be presented with a transcript of courses completed. These include applicants who:

1. hold a baccalaureate or graduate degree and who have the requisite academic background for a particular class or classes,
2. hold an MBA degree from ENMU or from any other institution professionally accredited by the ACBSP or the AACSB, and
3. seek to take courses for professional development purposes.

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

1. complete a "Change of Status or Major" form, including justification for change and Business Administration as the chosen major,
2. complete six graduate hours with a minimum GPA of 3.00 prior to requesting the change of status, and
3. fulfill all application requirements as set forth by the graduate program.

The change must be approved by the graduate dean upon recommendation of the graduate program. No more than nine credit hours completed while classified non-degree seeking will be allowed on an official degree plan if a change of status is requested and approved.

## 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 both a semester-by-semester basis and an academic-year/annual basis,
2. requires individuals seeking a GA position within the COB to file an application with the graduate coordinator, and
3. requires MBA Candidacy status for continuation of a GA position beyond 12 graduate credits.

## Counseling

**Graduate Faculty:** Lisa Harrell  
Penny Sanders

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

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

### Programs of Graduate Work

Flexibility in program planning for the M.A. and the M.Ed. degrees permits the student to prepare for positions in community agencies, schools and private practice. Both master's degree options require 48 semester hours. With proper advisement, course work required for the degrees may include courses required for New Mexico licensure in professional or school counseling.

### Admission Requirements

Those who apply to the Eastern New Mexico University Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School admissions requirements as described elsewhere in this catalog. 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.
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 must be professional references; the third may be a personal reference.
5. An admission interview with the Counseling Graduate Coordinator or designee.
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:

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

Counseling Graduate Coordinator  
College of Education and Technology  
ENMU Station 25, 1500 S. Ave. K  
Portales, NM 88130.

### 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 and the graduate coordinator and filed with the Office of the Graduate School, Administration Building, room 216. The student will not officially be recognized 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 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 of Credits, Page 14). 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 a request for transfer credits. Internship credits from other institutions will not be accepted or applied to the degree plan.
4. Apply no more than nine graduate credit hours completed prior to admission to the College of Education and Technology to the degree plan (See catalog section on Transfer of Credits, page 14).
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 student's graduate advisory committee chair, 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 course work 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 course work. The CPCE is administered every semester, and there is a nominal fee. If a student does not pass the CPCE on the first attempt, he or she will be allowed to re-take it the following semester on the designated exam date. If a student fails to pass the exam a second time, he or she will not be allowed to continue in the program.

### Retention Requirements

Retention in the program will be based on four factors:

1) development of and adherence to an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below, 2) satisfactory progress through the program as indicated by an "A" or "B" in all courses specified in 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 catalog section on Conditions for Readmission, page 12).

### Graduation Requirements

1. Candidates must complete all course work 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 internship. Students are required to purchase liability insurance.

## Licensure Requirements

### A. Counseling

Prospective students are encouraged to contact the licensing agencies of states in which they may want to apply for licensure and ask about specific course work or other requirements necessary for licensure in that state. Generally, reciprocity among states is attained through licensure or national certification. Information about National Counselor Certification and portability can be obtained from the National Board of Certified Counselors, Terrace Way, Suite D, Greensboro, NC 27403-3660, 336-547-0607, [www.nbcc.org](http://www.nbcc.org).

The counseling curriculum provides course work consistent with the core area standards established by the Council for Accreditation of Counseling and Related Programs (CACREP) in school or community counseling, respectively. The Eastern New Mexico University counseling programs are NOT accredited by CACREP at this time. However, ENMU is regionally accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools. The College of Education and Technology is additionally accredited by the National Council for Accreditation of Teacher Education. Licensure can be pursued in New Mexico through ENMU school or community counseling degrees.

The Master of Education in School Counseling is designed for individuals who wish to pursue licensure as an elementary or secondary school counselor. Information about licensure as a PreK-12 School Counselor or PreK-12 Rehabilitation Counselor in New Mexico can be obtained from the New Mexico Public Education Department, Professional Licensure Bureau, 300 Don Gaspar, Santa Fe, NM 87501, 575-527-5821, [www.ped.state.nm.us/](http://www.ped.state.nm.us/).

The Master of Arts in community counseling is designed for individuals who wish to pursue licensure in community, state agency, or mental health counseling. Information about licensure as a Licensed Mental Health Counselor in New Mexico can be obtained from the New Mexico Regulation and Licensing Department, Counseling and Therapy Practice Board, 2550 Cerrillos Road, Santa Fe, NM 87505, 505-476-4610, [www.rld.state.nm.us/Counseling/index.html](http://www.rld.state.nm.us/Counseling/index.html).

**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:

Core Courses		Credit hours
COUN	501 Professional Orientation in Counseling .....	3
COUN	502 Abnormal Psychology for Counselors .....	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 Pre-Practicum .....	3
COUN	555 Human Growth and Development .....	3
COUN	556 Cross-Cultural Counseling .....	3
COUN	575 Counseling Assessment .....	3
COUN	578 Case Management .....	3
COUN	597 Practicum in Counseling.....	3
COUN	598 Internship/Seminar.....	6
	Electives .....	<u>3</u>
	Total Hours.....	48

## Course Requirements

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

Core Courses		Credit hours
COUN	501 Professional Orientation in Counseling .....	3
COUN	510 School Counseling .....	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 Pre-Practicum .....	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.....	6
	Electives .....	<u>3</u>
	Total Hours.....	48

## Education

<b>Graduate Faculty:</b>	Steven (Boot) Chumbley	Jerry Harmon	Janet Roehl
	Mary Arth Daugherty	Amy C. Hazelrigg	Michael Shaughnessy
	Rebecca S. Davis	Kimberly Hodges	Thomas V. Toglia
	Kathleen Donalson	Romelia Hurtado de Vivas	Charles R. Waggoner
	Jerry Everhart	Mary K. Kallus	Robin A. Wells
	Eugenia Hehr Flores	Douglas Morris	Timothy R. Whicker
	Alan W. Garrett	Kathleen Pittman	Patricia Whitney
	Kathie Good	Cheri L. Quinn	

<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>Professional Technical Education</b> <b>Reading/Literacy</b>
<b>Concentration:</b>	<b>Educational Studies</b>
<b>Emphases:</b>	<b>Education Administration</b> <b>Secondary Education</b> <b>Special Education Pedagogy</b>
<b>Certificate:</b>	<b>Alternative Licensure in Elementary Education</b> <b>Alternative Licensure in Secondary Education</b> <b>Alternative Licensure in Special 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 a 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 47 of the catalog), Master of Education with a major in School Counseling, Master of Arts in Counseling (described on page 34), and Master of Science in Physical Education (described on page 49 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 13) and will not be allowed to register for further graduate course work until all requirements for admission are fulfilled.

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.00. Applicants with 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, the Curriculum and Instruction Graduate Coordinator, or the Professional Technical Education Graduate Coordinator. The letter should specify the

intended area of emphasis and how an advanced degree in education would advance the applicant's career.

4. One letter of recommendation from a supervisor, colleague or educator who can attest to the applicant's professional ability and capacity to complete a graduate program successfully.
5. A photocopy of the applicant's teaching license or confirmation of admission into the regular or alternate licensure program.
6. The Curriculum and Instruction Department requires the 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 applicant's program graduate coordinator.
7. 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, Curriculum and Instruction or Professional Technical Education 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 15 for requirements for advancement to candidacy.

## The Degree Plan

Students must develop and sign a degree plan with their advisor during the first semester of degree-seeking status. Students must ensure that the degree plan is approved by the graduate advisory committee and the graduate coordinator, and filed in the Office of the Graduate School (Administration Building, room 216). Degree plans should be submitted to 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 531 during the first nine hours of degree-seeking status. Curriculum and Instruction majors need to take core courses sequentially: CI 531 first, then CI 591, and last CI 521.

2. Obtain a grade of "A" or "B" in all core requirements specified in the degree plan. One grade of "C" may be earned in one **content** course.
3. Apply no more than nine hours of transfer credit from another university to the degree plan (See catalog section on Transfer of Credits, page 14). Application of transfer credit to the degree plan requires approval from the student's graduate advisory committee, the student's graduate coordinator, and the graduate dean; and must be completed at least one semester prior to the semester of graduation. Transfer credits are not automatic. Not all transfer credits may be applicable to the degree plan. The transfer of credits must be within the six-year limitation for the receipt of a master's degree.
4. Apply **no extension credit to the degree plan.**
5. Apply no more than six graduate credit hours completed prior to admission to a graduate program in education to the degree plan.
6. Apply **no more than six graduate workshop credit hours to the degree plan.** Requires approval from the student's graduate advisor, the student's graduate coordinator and the graduate dean. Not all workshop credits may be applicable 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 chair, 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, ELED 523/524 Induction to Teaching/Seminar, SPED 547 Internship in Special Education, 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

course work by selecting and successfully completing one of the following options:

- a. For the non-thesis option, students will successfully complete a written comprehensive examination. **A grade of "A" or "B" in course work does not ensure passage of the comprehensive examination. (In order to begin preparing, students must contact their advisors a semester prior to taking the comprehensive exam.)**
- b. The graduate thesis option requires prior approval of the student's graduate advisory committee, and the student's graduate advisory committee will evaluate the thesis and the defense. The student, in collaboration with her or his graduate advisory committee, must adhere to University-established guidelines for development and presentation of theses. Copies of theses guidelines may be acquired from the College of Education and Technology graduate coordinators or the Graduate School. Notice of the oral defense of a thesis 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.

### Certificates for Alternative Teacher Licensure

Graduate Certificate programs for completion of requirements for alternative licensure are available for students with a bachelors degree from a field other than Education who wish to obtain a New Mexico teaching license. The certificate programs include Certificate for Alternative Licensure in Elementary Education, Certificate for Alternative Licensure in Secondary Education and Certificate for Alternative Licensure in Special Education. These certificate

programs are described below. Detailed descriptions 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.

Students may pursue both a certificate for alternative licensure and the master's degree concurrently. Students seeking alternative licensure or endorsement that is prerequisite to or separate from the master's degree should prepare a formal alternative licensure plan at the beginning of their program. All hours accrued toward a Certificate for Alternative Licensure may be applied toward the Master's degree provided that the hours have been completed within the 6-year time frame and that the hours are applicable to the degree being sought.

### Alternative Licensure Overview

The Alternative 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 student's lives in positive ways. 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. Students should contact the New Mexico Public Education Department at 505-827-6587 or visit their web site at [www.ped.state.nm.us](http://www.ped.state.nm.us) for current information. ENMU 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.

### Alternative Licensure Application Checklist

- Apply and be accepted to the ENMU Graduate School and to a College of Education and Technology graduate alternative licensure certificate program.
- Meet with an advisor for additional requirements and information and guidance in developing an alternative licensure plan before enrolling in class.



- With an advisor, complete the Alternative Licensure plan for filing with the Teacher Education Program office.
- With an advisor, complete the program of study for the certificate of choice, obtain required signatures and file the plan with the Graduate Coordinator. The Graduate Coordinator will file the signed and completed program of study with the Graduate School.
- 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 alternative licensure only. Elementary alternative licensure students must have a minimum cumulative 2.8 GPA in the chosen endorsement area(s).
- 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).

### Certificate for Alternative Licensure in Elementary Education

The Certificate for Alternative Licensure in Elementary Education requires completion of 21 credit hours of graduate course work (listed below). In addition, the student must have completed specific undergraduate course work that includes 30 semester hours in a combination of language arts, mathematics, science, history, fine and performing arts, and modern, classical and native language. If planning to teach at the middle school level, the student must have a 24-hour endorsement with 12 hours in upper division course work (300-/400-level or higher in the area of study). Students must maintain a 3.0 GPA throughout the program and become the Teacher of Record in a K-8 public school classroom for one school year. Students will work with an advisor to ensure that licensure requirements are completed according to state guidelines.

### Program of Study

- Initial Semester: (classes must be completed with a "B" or higher)
  - ELED 508 Analysis of Elementary Education (3 hours)
  - RED 570 Emergent Literacy
  - Submit documentation of successful completion of the New Mexico Teacher Assessment of Basic Skills test.
- Second Semester
  - RED 518 Content Area Literacy (3 hours)
  - BLEED 578 Teaching Multicultural Heritage of the Southwest (3 hours)

- ELED 511 Trends in Science and Mathematics Education (3 hours)
  - Submit documentation of successful completion of the New Mexico Teaching Assessment Content Knowledge in Elementary Education test.
- Summer Session:
    - SPED 501 Exceptional Students in the Regular Classroom
  - Second Year
    - ELED 523 Induction to Teaching (1 hour)
    - ELED 524 Induction to Teaching Seminar (2 hours), co-requisite to ELED 523.
    - Submit documentation of successful completion of the New Mexico Teaching Assessment Competency (elementary) test.
    - Submit a portfolio documenting knowledge of the elementary licensure competencies from the New Mexico Rules and Regulations (To be completed during ELED 523 and ELED 524.)

### Alternative Licensure in Secondary Education

The Certificate for Alternative Licensure in Secondary Education requires completion of 18 credit hours of graduate course work 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.

### Program of Study

EDF	515	Theories of Learning/Motivation
EDF	530	Assessment
EDF	538	Instructional Design
RED	518	Content Area Literacy
SED	526	The Social Context of Effective Instruction
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.**

### Alternative Licensure in Special Education

The Alternative Special Education Licensure Program provides training and preparation for the beginning teacher who wishes to teach in the special education setting. The program synthesizes theory and practice to enable teachers to use effective instructional practices

and provides classroom experiences that will impact their student's lives in positive ways. The program requires completion of 21 graduate credit hours as listed below.

### Program of Study

RED 510	Literacy Assessment/Evaluation
RED 518	Content Area Literacy
SPED 501	Exceptional Student in the Regular Classroom
SPED 505	Low Incidence Disabilities: Theory to Practice, OR
SPED 539	Classroom/Behavior Management
SPED 540	High Incidence Disabilities: Theory to Practice
SPED 547*	Internship in Special Education
SPED 548	Emotional Disturbance: Theory to Practice

**\*This course can only be taken upon successful completion of all courses on the Special Education Alternative Licensure Plan and successful completion of all NMTA exams as set forth by the New Mexico Public Education Department.**

### Educational Administration Licensure Information

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, completion of an approved educational administration program, a New Mexico Level 3A teaching license, verification of having taught for one year while holding a Level 3A teaching license, and passage of the Educator Administrator Assessment. These courses must be taken as part of a master's degree in education. Educational Administration licensure is not a certificate program.

### Gifted Certification

The four course sequence leading to NMPED certification in gifted education provides additional training and preparation for individuals with extensive experience teaching gifted children. Courses are offered on-line in the spring and fall semesters. Courses may be included in the master's in Special Education degree plan, as well as any other College of Education and Technology graduate program, with prior advisor approval.

### Program of Study

SPED 509	Gifted: Theory to Practice
SPED 510	Consultation, Collaboration, Communication with Gifted
SPED 511	Curriculum for Gifted
ELED/ SED 540	Creativity Across the Curriculum

### National Board for Professional Teaching Standards

National Board Certification is recognized in all 50 states and is one avenue for New Mexico teachers to move from Tier 2 to Tier 3 licensure. The certification process can take up to three years. Individuals wishing to pursue National Board Certification must have a valid teaching license and three years of teaching experience before completing certification. Interested teachers must contact the National Board for Professional Teaching Standards at [www.nbpts.org](http://www.nbpts.org) to begin the application process. The National Board for Professional Teaching Standards will provide all necessary forms and information following acceptance of the applicant. Certification requires submission of four portfolios and the successful completion of six tests at a certified testing center. The ENMU College of Education and Technology offers graduate classes designed to provide a mentoring experience for applicants but final certification is determined by the National Board for Professional Teaching Standards. Depending on the emphasis area, up to nine hours may be applied to a Master's Degree.

**Note:** All hours accrued during an endorsement, certificate or licensure program of study may be applied toward the master's degree provided that the hours have been completed within the 6-year time frame and that the hours are applicable to the degree being sought. Specific course work for these programs of study may be obtained from your advisor.

## 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, Professional Technical Education, and Reading/Literacy.

#### Educational Research

CI	521	Teacher as Researcher .....	3
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#### Assessment of Human Learning

CI	591	Seminar in Curriculum, Instruction and Assessment .....	3
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#### 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	525	The Role of the Parent in the Bilingual Classroom .....	3
BLED	534	Methods of 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
SPAN	One 3 credit	graduate course in literature or culture selected in consultation with advisor .....	3
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	578	Teaching Multicultural Heritage of the Southwest .....	3
BLED	580	ESL Methods .....	3
BLED	593	Topics: in Bilingual Education: Linguistics .....	3
		Total Emphasis Hours .....	18

#### Nine hours from the following:

BLED	515	Hispanic Literature and Culture or .....	3
SPAN		Graduate level Spanish literature class with SPAN prefix .....	
BLED	573	Early Childhood Bilingualism .....	3
BLED	585	Assessment of Educators as Teachers and Leaders I .....	3
BLED	586	Assessment of Educators as Teachers and Leaders II .....	3
BLED	590	TESOL Endorsement Graduate Project .....	3
BLED	593	Topics in Bilingual Education .....	3
BLED	599	Master's Thesis .....	6
SOC/EDF	535	Sociology of Education .....	3
		Total Hours .....	36

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

## Educational Technology Emphasis\*

### Technology-Focused Courses (24 hours)

Twenty four (24) hours of graduate level course work in technology are required for an endorsement in technology in order to be highly qualified. Leveling course work may be necessary depending on prior work in the field of technology.

ELED/SED	527	Overview of Operating Systems for Teachers .....	3
ELED/SED	528	Computer Network Technology for Teachers .....	3
ELED/SED	532	Technology Integrated Curriculum .....	3
ELED/SED	535	The Technology Rich Environment.....	3
ELED/SED	537	Technology Leadership .....	3
ELED/SED	538	IT Project Management for Teachers .....	3
ELED/SED	540	Creativity Across the Curriculum (Technology Section) .....	3
ELED/RED	542	Integrating Technology and Diversity in Literacy Education .....	3

Note: Students should consult with their advisor for additional electives.

## 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	518	Content Area Literacy .....	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	585	Assessment of Educators as Teachers and Leaders I .....	3
ELED	586	Assessment of Educators as Teachers and Leaders II.....	3
ELED	593	Topics in Elementary Education.....	3
ELED	590	Graduate Project, OR .....	
ELED	599	Master's Thesis .....	6
RED	510	Literacy Assessment and Evaluation .....	3
RED	516	Literacy Assessment and Instruction for Special Populations .....	3
RED	520	Multiple Literacies.....	3
RED	524	Children's and Adolescent Literature in the Classroom .....	3
RED	526	Adolescent Literacy.....	3
RED	528	Supporting Writing in the Classroom.....	3
RED	570	Emergent Literacy .....	3
RED	581	Advanced Studies and Instructional Applications in Language Arts.....	3
RED	587	Approaches in Teaching Literacy .....	3
SPED	540	High Incidence Disabilities: Theory to Practice .....	3
SPED	543	Communication and Collaboration Methods .....	3
Total Hours .....			36

## Pedagogy and Learning Emphasis

### Areas: 15 hours in *one of the following*:

- Bilingual Education/English as a Second Language - 15 hours
- Elementary Education-15 hours
- Education Foundations-15 hours
- Educational Technology-15 hours
- Reading/Literacy-RED 517 + 12 RED hours
- Special Education (contact an advisor in Special Education for specific courses)

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

Total Hours .....	36
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## Professional Technical Education (PTE) Emphasis

### Required Emphasis Courses

EDF	538	Instructional Design, <b>OR</b>	
CI	540	Instructional Leadership .....	3
PTE	501	Philosophy and Organization of PTE .....	3
PTE	502	Curriculum Development in PTE .....	3
PTE	503	Teaching Methods in PTE .....	3
PTE	504	Administration and Supervision in PTE .....	3
PTE	505	Professional Technical Education Law .....	3
PTE	506	Assessment and Evaluation in PTE .....	3
RED	518	Content Area Literacy .....	3
SPED	540	High Incidence Disabilities: Theory to Practice .....	3
		Total Emphasis Hours .....	27

## Reading/Literacy Emphasis

### Required Emphasis Courses

BLED/RED	538	Language Arts and the Teacher of English as a Second Language .....	3
RED	510	Literacy Assessment and Evaluation .....	3
RED	512	Critical Literacy .....	3
RED	517	Advanced Reading Theory/Philosophical/Historical Foundations of Reading .....	3
RED	518	Content Area Literacy .....	3
		Total Emphasis Hours .....	15

**Non-thesis option: Choose twelve hours of reading electives.**

**Thesis/Project option: Choose six hours of reading electives plus six hours of thesis/project.**

RED	505	Family Literacy .....	3
RED	507	Teaching Writing: High Plains Writing Project .....	6
RED	516	Literacy Assessment and Instruction for Special Populations .....	3
RED	518	Content Area Literacy .....	3
RED	520	Multiple Literacies .....	3
RED	524	Children's and Adolescent Literature in the Classroom .....	3
RED	526	Adolescent Literacy .....	3
RED	528	Supporting Writing in the Classroom .....	3
RED	542	Integrating Technology and Diversity in Literacy Education .....	3
RED	570	Emergent Literacy .....	3
RED/ELED	581	Advanced Studies and Instructional Application in Language Arts .....	3
RED	585	Assessment of Educators as Teachers and Leaders I .....	3
RED	586	Assessment of Educators as Teachers and Leaders II .....	3
RED	587	Approaches to Teaching Literacy .....	3

### Thesis/Project Option:

RED	590	Graduate Project, plus Comprehensive Exam, <b>OR</b>	
RED	599	Master's Thesis .....	6
		Total Hours .....	36

## Educational Studies Concentration

**Core Requirements for emphases in Education Administration, Secondary Education, and Special Education**

### Pedagogy

EDF	500	Educational Research .....	3
EDF	515	Theories of Learning and Motivation .....	3
EDF	530	Assessment .....	3
EDAD	560	School Law <b>OR</b>	
SPED	503	Special Education Law .....	3
		Total Core Hours .....	12



## Education Administration Emphasis

### Required Emphasis Courses

A minimum of 21 hours selected from the following list:

EDAD	525	Personnel .....	3
EDAD	526	Leadership .....	3
EDAD	535	Systems Communication .....	3
EDAD	582	School Finance .....	3
EDF	536	American Curriculum History. ....	3
EDF	501	Curriculum: Theory to Practice .....	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

Students selecting the thesis option must also complete EDAD 597 Internship I and EDAD 598 Internship II to satisfy academic requirements for New Mexico licensure.

### Secondary Education Emphasis: Non Thesis Option

EDF	501	Curriculum: Theory into Practice .....	3
EDF	536	American Curriculum History .....	3
EDF	538	Instructional Design.....	3
SED	526	The Social Context of Effective Instruction .....	3

Plus 12 graduate hours selected in consultation with the student's academic advisor. Other education course work if needed for a total of 36 semester hours. All electives are to be taken with prior advisor approval.

### Secondary Education Emphasis: Thesis Option

EDF	501	Curriculum: Theory into Practice .....	3
EDF	536	American Curriculum History .....	3
EDF	538	Instructional Design.....	3
SED	526	The Social Context of Effective Instruction .....	3
EDF	599	Masters Thesis.....	6

Plus 6 graduate hours selected in consultation with the student's academic advisor. Other education course work if needed for a total of 36 semester hours. All electives are to be taken with prior advisor approval.

### Special Education Pedagogy Emphasis: Non Thesis

SPED	501	Exceptional Students in the Regular Classroom.....	3
SPED	539	Classroom and Behavior Management .....	3
SPED	540	High Incidence Disabilities: Theory to Practice.....	3
SPED	505	Low Incidence Disabilities: Theory to Practice <b>OR</b> .....	
SPED	548	Emotional Disturbance: Theory to Practice .....	3
SPED	547	Internship in Special Education .....	3
RED	510	Literacy Assessment and Evaluation.....	3
RED	518	Content Area Literacy.....	3
EDF	501	Curriculum: Theory Into Practice.....	3
EDF	536	American Curriculum History OR .....	3

To meet New Mexico licensure requirements, students must have a concentration of 24 hours in a subject matter area that qualifies for an endorsement on a teaching license. These requirements are usually met within the undergraduate degree.

**Special Education Pedagogy Emphasis: Thesis**

SPED	501	Exceptional Student in the Regular Classroom.....	3
SPED	505	Low Incidence Disabilities: Theory to Practice <b>OR</b> .....	3
SPED	539	Classroom and Behavior Management.....	3
SPED	540	High Incidence Disabilities: Theory to Practice .....	3
SPED	548	Emotional Disturbance: Theory to Practice.....	3
SPED	547	Internship in Special Education.....	3
RED	510	Literacy Assessment and Evaluation. ....	3
SPED	599	Masters Thesis.....	6

To meet New Mexico licensure requirements, students must have an additional 3 hours of course work in reading and a concentration of 24 hours in a subject matter area that qualifies for an endorsement on a teaching license. These requirements are usually met within the undergraduate degree.

## Special Education

**Graduate Faculty:** Rebecca S. Davis      Michael F. Shaughnessy  
Kathie Good      Robin A. Wells

**Degree:** Master of Special Education  
**Major:** Special Education  
**Emphases:** Early Childhood Special Education  
General Special Education

The Department of Educational Studies offers a Master of Special Education degree with two emphasis areas: Early Childhood Special Education and General Special Education. The Early Childhood emphasis course work will not satisfy state requirements for a license in Special Education. The Early Childhood Special Education and the General Special Education emphases provide two options: The first option comprises 36 semester hours of course work and a written comprehensive examination. The second option comprises 36 semester hours including 30 hours of course work and a thesis or project of six hours. General and specific admission requirements, guidelines for preparing degree plans, and other policies are the same as those for the Master of Education degree (see requirements in the Education section of the Graduate Catalog.)

### Early Childhood Special Education

This degree program is designed for professionals who may not intend to teach in a public school setting and is best suited for individuals who anticipate working in an early intervention or an early care and education community setting. For those individuals already possessing a teacher license in early childhood, elementary education or special education, this master's degree will enhance

knowledge and skill application for working with infants, toddlers, young children and their families. Although special education licensure may be pursued concurrently, the early childhood special education program does not lead to teacher licensure in special education.

### General Special Education

This degree program is designed to prepare professionals who have an undergraduate special education background. Students not licensed in special education but wanting to complete the Master of Special Education degree program must complete the alternative licensure course work in Special Education concurrently with the master's degree program or complete the following leveling courses (which do not count towards a master's degree) prior to enrolling in graduate courses: SPED 300, SPED 328, RED 350, RED 375, ELED 405, ELED 406, SPED 445 and ELED 460. Students who are licensed in elementary or secondary education will not be required to complete SPED 445 and ELED 460.

### Core Requirements for emphasis in Early Childhood Special Education and General Special Education

EDF	500	Educational Research .....	3
EDF	515	Theories of Learning and Motivation.....	3
EDF	530	Assessment.....	3
SPED	503	Special Education Law .....	3
		Total Core Hours.....	12

### Early Childhood Emphasis: Non Thesis Option

#### Required Courses

SPED	508	Foundations of Early Childhood Special Education .....	3
SPED	512	Language and Learning .....	3
SPED	515	Positive Supports for Learning .....	3
SPED	523	Assessment and Programming for Early Childhood Special Education.....	3
SPED	525	Early Childhood Special Education Program Evaluation .....	3
SPED	543	Communication and Collaboration Methods .....	3

#### Electives

Choose six hours of electives with prior advisor approval.

**Early Childhood Emphasis: Thesis Option****Required Courses**

SPED	508	Foundations of Early Childhood Special Education .....	3
SPED	512	Language and Learning .....	3
SPED	515	Positive Supports for Learning.....	3
SPED	523	Assessment and Programming for Early Childhood Special Education .....	3
SPED	525	Early Childhood Special Education Program Evaluation .....	3
SPED	543	Communication and Collaboration Methods.....	3
SPED	599	Master's Thesis.....	6

**General Special Education Emphasis: Non Thesis Option****Required Courses**

SPED	505	Low Incidence Disabilities: Theory to Practice.....	3
SPED	509	Gifted: Theory to Practice .....	3
SPED	540	High Incidence Disabilities: Theory to Practice .....	3
SPED	548	Emotional Disturbance: Theory to Practice.....	3
SPED	508	Foundations of Early Childhood Special Education OR	
SPED	515	Positive Supports for Learning.....	3
SPED	543	Communication and Collaboration Methods.....	3
SPED	552	Autism Spectrum Disorders .....	3

**Electives**

3 hours of electives approved by the student's graduate advisor.

**General Special Education Emphasis: Thesis Option****Required Courses**

SPED	508	Foundations of Early Childhood Special Education OR	
SPED	515	Positive Supports for Learning... ..	3
SPED	509	Gifted: Theory to Practice OR.....	3
SPED	505	Low Incidence Disabilities: Theory to Practice.....	3
SPED	540	High Incidence Disabilities: Theory to Practice .....	3
SPED	543	Communication and Collaboration Methods.. ..	3
SPED	548	Emotional Disturbance: Theory to Practice.....	3
SPED	552	Autism Spectrum Disorders.....	3
SPED	599	Master's Thesis.....	6

## Physical Education

**Graduate Faculty:** Mary Drabbs  
Sarah J. Wall

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

The Department of Health and Physical Education offers programs of study leading to the Master of Science degree (thesis or non-thesis options) in physical education. Students will select an area of emphasis from 1) coaching or 2) sport administration. The coaching emphasis will focus on practice and performance issues. The sport administration emphasis will focus on management issues. Courses to complete the program of study will be selected by the student and the student's graduate advisor 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 11).
2. For admittance to regular status within the HPE graduate program a GPA greater than or equal to 3.0 is required. Applications including lower GPAs will be admitted at the discretion of the department.
3. If a student does not have an undergraduate degree in Physical Education, the student must complete required background courses (up to nine credit hours) before being accepted to regular status in the program.
4. Applicants to the HPE graduate program must submit the following documents to the Graduate School:
  - A letter of intent that indicates information helpful for admission and advising procedures. For example, degree emphasis to be pursued; full- or part-time status; on-campus or distance; P.E. background.
  - Names and telephone numbers for two references who will attest to the applicant's ability to do graduate work in physical education.

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

## The Degree Plan

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

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

## Degree Requirements

Both degree emphasis options support the following roles:

- Physical education teachers
- Current or prospective sports coaches
- Athletic directors
- Athletic trainers
- Recreational facility managers
- Strength and conditioning coaches.

For those students wishing to prepare for possible doctoral study a thesis is strongly suggested.

A minimum of 36 hours of graduate credit must be satisfactorily completed to meet degree requirements for graduation. All students must complete 18 hours of core curriculum. Students in the coaching emphasis will take 12 hours of graduate course work within the emphasis and 6 hours of approved graduate electives. Students in the sport administration emphasis will take 9 hours of graduate course work within the emphasis and 9 hours of approved graduate electives.

## Final Exam

The student must satisfactorily complete a written exam (which may be in the form of a thesis) and an oral comprehensive examination. The comprehensive exams and the thesis defense are designed to cover all graduate course work. Comprehensive exams may not be taken until all core classes are passed with a "B" or better, and once distributed to the student must be completed within 3 weeks or the student must wait for a new exam the following semester. For guidelines concerning comprehensive examinations, please refer to the section on Graduate Examinations on page 17 of this catalog.



## 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 the athletic director, and coaching. Individuals interested in being considered for an assistantship should forward an application and the names of three current professional references 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 the 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 23).

### Core Curriculum (18 hours)

HPE	502	Review of Research .....	3
HPE	505	Professional Writing .....	3
HPE	510	Social and Psychological Aspects of Sports.....	3
HPE	533	Management and Leadership in Sport .....	3
HPE	537	Ethics in Sport .....	3
HPE	538	Sport Law and Risk Management .....	3

### Emphasis Areas (Approved Courses)

#### Coaching (12 hours)

HPE	506	Theory of Practice .....	3
HPE	507	Physiological Principles of Training.....	3
HPE	508	Biomechanical Assessment of Performance .....	3
HPE	527	Applied Sports Psychology.....	3

#### Sport Administration (9 hours)

HPE	526	Finance of Sport .....	3
HPE	532	Sport and Recreation Facility Management.....	3
HPE	548	Sport Marketing .....	3

### Approved Electives (Coaching = 6 hours; Sport Administration = 9 hours)

Not all the electives listed will be available in a 2-year rotation. No guarantee of specific electives can be given, but sufficient electives will be offered to complete 2-year degree plans. Emphasis classes may be used as electives for the alternate degree plan.

HPE	534	Public Relations in Sport .....	3
HPE	535	Exercise Prescription .....	3
HPE	540	Scientific Principles of Strength and Conditioning.....	3
HPE	542	Program/Curriculum Design.....	3
HPE	575	Women's Sport/Wellness Issues .....	3
HPE	577	Sport and Recreation Event Management .....	3
HPE	589	Internship.....	3
HPE	599	Thesis .....	6

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

NOTE: Three credits for an internship may be included on the degree plan as an elective. No practicum credits may be included on the degree plan.

## Department of Communication

**Graduate Faculty:** Patricia A. Dobson  
Amanda Davis Gatchet  
Roger Davis Gatchet

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

The Master of Arts with a major in communication offers the opportunity for advanced study in media and communication studies. The graduate curriculum prepares students for a variety of professions, including teaching, communication research, and for entering doctoral programs in communication studies and other related fields. Given the prevalent role that media play in society and in everyday life, the curriculum is designed to help students pursue intellectual development and gain critical insights into communication issues so as to better prepare them for challenges in the workplace. Graduate study in communication requires extensive reading and academic writing related to the diverse theoretical approaches and research methodologies that define the field. Students will have the opportunity to pursue research related to faculty interests in interpersonal and familial relationships, persuasive communication, media literacy and criticism, communication and social change, political economy and global media, and the rhetorical dynamics of popular culture.

### Admission Requirements

Students seeking a Master of Arts in Communication are expected to have a Bachelor's degree in Communication from an accredited institution, although well-qualified applicants from other disciplines are eligible for admission.

All students seeking admission must apply to the Communication program in addition to making formal application to the Graduate School. The following materials must be submitted to the Department of Communication; the Communication faculty will review these materials to determine a student's acceptance into the program:

1. Official transcripts illustrating an undergraduate GPA of 3.0 or higher
2. GRE scores
3. Three letters of recommendation (preferably from faculty members familiar with the student)
4. A one-page statement of purpose outlining goals and objectives of graduate work as well as goodness of fit with the Communication program
5. A 10-page academic writing sample

In order to be fully considered for admittance in the fall semester of the academic year following application, students must submit all application materials to both the Graduate School and the department by January 30. Students who do not meet this January 30 deadline may be considered for admittance for the fall semester or the following spring semester based on program availability. Students admitted in the spring semester will be required to enter the program on a part-time basis until the following fall semester, which will add a minimum of one semester to the student's timeline for completion. Once a student is admitted into the Communication program, the Graduate Coordinator will evaluate the applicant's undergraduate records to determine if any leveling or English language proficiency course work will be necessary.

### Graduate Assistantships

A limited number of Graduate Assistantships are available for qualified applicants. When awarding Graduate Assistantships, the primary criterion is whether the applicant will further the educational mission of the department. Graduate assistants in the Department of Communication are hired on a yearly or semester-by-semester basis, depending on the applicant's qualifications and departmental need. Graduate assistants are primarily responsible for teaching lower-division undergraduate communication courses; in some cases they may also work with faculty as research assistants or assisting in other department-related duties as needed. Students interested in applying for a Graduate Assistantship should indicate this in their statement of purpose and submit a Graduate Assistantship Application Form. Because there are only a limited number of assistantships available, applicants must apply to the program by January 30 to be considered for funding. Ultimate responsibility for awarding Graduate Assistantships rests with the Graduate Coordinator in consultation with department faculty.

## Thesis and Non-Thesis Program

Students may select either a thesis or a non-thesis option. The thesis option is encouraged, especially if students plan to continue graduate study leading to a doctoral degree. The Master of Arts degree is sufficiently flexible to allow graduate courses to be taken outside the department to support a student's career or academic objectives. Students may complete six hours outside the department with the approval of their graduate advisory committee.

The thesis program consists of 24 semester hours of course work plus a six-hour thesis. Students wishing to identify a concentration should, in consultation with their graduate advisory committee, take three courses in their area of interest and write a related thesis. Students who elect the thesis option must complete a thesis (topic to be approved by the graduate advisory committee) and successfully pass an oral defense of the thesis. Students who fail

either the written portion or the oral defense of the thesis are eligible to repeat the thesis defense process one time only. Students who fail the second time will be dismissed from the program.

The non-thesis program consists of 36 semester hours of course work. Thesis credits (COMM 599) may not be used to fulfill this course requirement. Students who elect the non-thesis option must complete and orally defend comprehensive examinations in the final semester of course work. Students who fail either the written portion or the oral defense of the comprehensive examination are eligible to retake the examination one time only. Students who fail the second time will be dismissed from the program.

## Course Requirements for the Master of Arts in Communication

### Communication Core (9 cr.)

COMM	502	Communication Research Methods.....	3
COMM	505	Introduction to Graduate Studies in Communication .....	3
COMM	545	Communication Theory .....	3

All students are required to take the nine credit hours associated with the Communication Core. Course substitutions to the Communication Core are not permitted.

In addition to the Communication Core, students may select from the following list of courses offered by the department to total 24 semester hours plus a six-hour thesis for the thesis option or to total 36 semester hours for the non-thesis option.

COMM	506	Intellectual Property and Media.....	3
COMM	507	Small Group Communication.....	3
COMM	513	Media Criticism .....	3
COMM	514	Media, Society and Democracy.....	3
COMM	517	Race, National Identity and Media.....	3
COMM	520	Interpersonal Communication.....	3
COMM	521	Feminist Theory in Communication .....	3
COMM	523	Global Media.....	3
COMM	524	Classical and Contemporary Rhetorical Theory.....	3
COMM	525	Rhetoric and Popular Culture .....	3
COMM	526	Communication and Social Change .....	3
COMM	569	Workshop in Communication.....	3
COMM	577	Communication in the Family .....	3
COMM	579	Individual Research .....	1-3
COMM	591	Graduate Seminar .....	1-3
COMM	593	Topics in Communication.....	1-3
COMM	599	Master's Thesis .....	1-6

## Anthropology and Applied Archaeology

**Graduate Faculty:** Kathy Durand Gore      Andrea McDowell  
David Kilby      John Montgomery

**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 course work.

A non-degree graduate student must receive departmental approval to take 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 following three subfields of Anthropology: biological 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 16 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 curriculum 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 complete 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 archaeology, areas represented in the program, or contemporary directions in archaeology. Research areas in the department include: Southwest Archaeology, Paleoindian Studies, Lithic Analysis, 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	Anthropological Foundations of Archaeology.....	3 (F)
ANTH	501	Anthropological Research Foundations .....	3 (F)
ANTH	502	Presentation and Maps in Anthropology.....	3 (F)
ANTH	506	Advanced Quantitative Methods in Anthropology.....	3 (S)
ANTH	550	Recent Developments in Archaeological Theory .....	3 (S)
ANTH	583	Graduate Field Research.....	3 (Su)
ANTH	597	Colloquium (thesis prospectus and colloquium).....	1
ANTH	599	Master's Thesis (including defense) .....	6

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.

**Methods Courses:** 503, 504, 507, 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

<b>Graduate Faculty:</b>	Matthew A. Barlow	Zhiming Liu
	Youngkoo Cho	Marvin M.F. Lutnesky
	Kenwyn R. Cradock	Darren A. Pollock
	Zach F. Jones	Manuel F. Varela

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

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. Thesis students (Plan A) pursue advanced original research projects with their advisors to demonstrate mastery in a biological discipline. This prepares such students to enter doctoral and professional school programs. Non-thesis students (Plan B) pursue a degree that is intended as a terminal degree for students in professions such as teaching, administration and policy making in the life sciences.

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 either science or statistics may be admitted with the stipulation that leveling courses will be completed in addition to degree requirements.

### Specific Requirements for degree of Master of Science with a major in Biology:

#### Plan A – Thesis

The Thesis option requires completion of a total of 30 credit hours, 24 graduate credit hours of course work and 6 credit hours of thesis. Specific requirements are listed below:

1. Preliminary examination: to assess ability and knowledge of general biology.
2. Required courses: 24 credits, including the following core courses:  
 BIOL 513 Conservation Biology (3), OR  
 BIOL 528 Biotechnology (3)  
 BIOL 562 Evolution (3)

- BIOL 579 Independent Research (3)
- BIOL 582 Biological Literature (3)
- BIOL 592 Research Presentation in Biology (3)

A minimum of 50 percent of the degree plan will be composed of graduate-only courses (not 400/500).

3. Knowledge of research methods: BIOL 599 Master's Thesis (6 credits).
4. Oral final examination: defense of thesis and assessment of thesis student's knowledge of biology (final semester of enrollment).

#### Plan B – Non-thesis

The Non-thesis option requires completion of a total of 36 graduate credit hours as outlined below:

1. **Preliminary examination:** to assess ability and knowledge of general biology.
2. **Required courses:** 36 credits, including the following core courses:  
 BIOL 513 Conservation Biology (3)  
 BIOL 528 Biotechnology (3)  
 BIOL 562 Evolution (3)  
 BIOL 582 Biological Literature (3)  
 BIOL 592 Research Presentation in Biology (3)

A minimum of 50 percent of the degree plan will be composed of graduate-only courses (not 400/500).

**Additional course work:** 15 hours of graduate work in consultation with the student's graduate advisory committee.

**Knowledge of research methods:** BIOL 579, Independent Research (4 credits), and BIOL 580, Graduate Project (3).

3. **Written final comprehensive examination:** to assess non-thesis student's knowledge (final semester of enrollment; non-thesis plan only).



## Chemistry

**Graduate Faculty:** James P. Finley  
Elliott Stollar  
Juchao Yan

**Degree:** Master of Science  
**Major:** Chemistry

The degree Master of Science in Chemistry offers students advanced preparation in the fields of Analytical Chemistry, Biochemistry, Organic Chemistry, and Physical Chemistry. The Thesis option additionally permits pursuit of specific research interests in one of these sub-fields. The thesis option is designed for students preparing for more advanced studies in chemistry (Ph.D.), advanced training for chemistry careers, or preparing for entry to professional schools in related areas. The Non-thesis option is appropriate for students already involved in careers in chemistry, environmental science, medicine, science education or related fields.

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 chemistry (one year), organic chemistry (one year), analytical chemistry (one semester), and biochemistry (one semester) together with calculus (one year) and physics (one year). Students may be admitted with minor deficiencies to be remedied as described below.
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.

All newly admitted chemistry graduate students are evaluated for sufficient undergraduate preparation by the graduate chemistry faculty and may be required to take leveling courses, in addition to degree requirements, to remedy any deficiencies. Determination of appropriate preparation may include review of transcripts, GRE or other standardized exam scores, and preliminary subject examinations and writing skills assessment administered at ENMU (if required).

Upon admission and evaluation, students work with a graduate advisor and committee to create a Degree Plan specifying a course of study (as a Thesis or Non-thesis plan). Changing the plan of study (Thesis or Non-thesis) after the initial degree plan is filed is normally granted only for extenuating circumstances and is subject to approval requirements as noted in the Academic Regulations and Policy section.

### Specific requirements for the M.S. in Chemistry (32 hours thesis, 36 hours non-thesis):

1. **Additional preparation:** Students deemed to have deficiencies in undergraduate preparation or writing skills will take courses specified by their graduate advisory committee to remedy these deficiencies.
2. **Required core courses:** 12 hours of credit in the following courses (any substitutions must be approved by the student's graduate advisory committee and the chemistry graduate coordinator):  
CHEM 508 Protein Biochemistry  
CHEM 510 Advanced Analytical Chemistry  
CHEM 513 Advanced Physical Chemistry  
CHEM 541 Physical Organic Chemistry
3. **Additional required course work:** Courses must be selected with concurrence of the student's graduate advisory committee members.
  - a. **Thesis option:** Minimum of 12 graduate credit hours of course work in addition to 1, 2, 4 and 5 (may not include hours in CHEM 579, 591 or 599). May include a maximum of four hours from related areas (mathematics, biology, education, geology) with permission from the graduate advisory committee.
  - b. **Non-thesis option:** Minimum of 22 graduate credit hours of course work in addition to 1, 2 and 4 (may not include hours in CHEM 591 or 599). May include a maximum of eight hours from related areas (mathematics, biology, education, geology) with permission from the graduate advisory committee.

4. Chemistry Seminar: 2 credit hours of Graduate Seminar CHEM 591 (Students are expected to attend all departmental seminars in addition to enrolling in the seminar course).
5. Thesis (Thesis option only): Minimum of 6 hours thesis credit culminating in a thesis written in accordance with Graduate school thesis guidelines and of sufficient intellectual content and effort to be accepted by the student's graduate advisor, advisory committee, and Graduate Dean. See Graduate School for specific policies, guidelines and timetables.
6. Written final comprehensive examination (Non-thesis option only): To assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment.
7. Oral final comprehensive examination: To assess knowledge of chemistry and related emphasis areas as appropriate. This is conducted by the graduate advisory committee members upon the conclusion of studies – as part of the thesis defense for thesis option and subsequent to the written examination for non-thesis option.

### **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 course work 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. Upon acceptance into the BS/MS program, graduate course enrollments (prior to completion of the B.S. degree) require senior-standing and Graduate Dean approval.

## Communicative Disorders

**Graduate Faculty:** Karen Copple  
Adrienne McElroy Bratcher  
Phillip Million  
Suzanne Swift

Linda Weems  
Dwayne Wilkerson  
Linda Valenti

**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 and swallowing disorders. The CDIS Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), and as such, enables students to meet the academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) granted by ASHA.

Certified speech-language pathologists work with a wide variety of different-aged clients to address a broad spectrum of communication difficulties. This may include clients with language, articulation, fluency, voice, swallowing and hearing disorders, who range in age from infants to the elderly. In addition, speech pathologists may also work in a variety of settings such as schools, private clinics, hospitals, rehabilitation centers, state-agencies and private practice. The master's degree is necessary for employment and licensure as a speech-language pathologist in virtually all public school, medical or private settings.

### Application for Admission

Candidates must apply to the Program in Communicative Disorders in addition to the Graduate School application. Information about CDIS graduate applications can be found at [www.liberal-arts.enmu.edu/health/cdis/graduate-cdis.shtml](http://www.liberal-arts.enmu.edu/health/cdis/graduate-cdis.shtml).

### Materials required before admission include:

- A Graduate School application
- A CDIS Program application
- Official transcripts from all colleges or universities attended.
- GRE scores (taken within 5 years of requested admission)
- Completed responses for required essay questions (please see website for details)

### Send your Graduate School application and official transcripts to:

ENMU Graduate School  
1500 S. Ave. K  
Station #24  
Portales, NM 88130

### Send your CDIS Program application, GRE scores, and essay questions to:

ENMU CDIS Program  
1500 S. Ave. K  
Station #3  
Portales, NM 88130

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, full-time students must earn a minimum GPA of 3.00 with no grade less than a "B" during their first semester of matriculation. Part-time students must earn a minimum GPA of 3.00 with no grade less than a "B" during their first two semesters of matriculation. Students not having an undergraduate degree in Communicative Disorders must complete the sequence of leveling courses listed below before being considered for admission. Specific leveling course deficiencies will be determined in consultation with the Graduate Coordinator upon admission. Other courses may be recommended by the student's graduate advisory committee as needed.

The following courses (or their equivalents) are required for admission into the ENMU CDIS Graduate Program. These courses must be completed with a grade of "C" or better prior to enrollment in specified graduate courses.

- CDIS 250 Speech and Language Development
- CDIS 252 Phonetics
- CDIS 300 Speech-Language  
Anatomy and Physiology
- CDIS 311 Articulation Disorders

- CDIS 332 Language Disorders in Children
- CDIS 342 Basic Audiology
- CDIS 400 Speech Science
- CDIS 421 Neuroscience of Communication
- CDIS 434 Aural Rehabilitation
- CDIS 441 Speech-Language Preclinical
- CDIS 454 Speech and Language Assessment
- STAT 213 Statistical Methods I

Current SLP certification requirements also include one physical science with a lab, one life science with a lab, (must be physics or chemistry) and one social science. Students should be advised that these courses will be required by ASHA prior to the award of the CCC-SLP.

The application deadline for summer/fall admission is February 1. Applicants are only accepted for summer and fall semesters. Beginning course work in summer is strongly advised. Students may not begin course work in spring.

### **Competitive Criteria for Acceptance**

Due to enrollment limitations, the number of openings for admission into the program may vary from semester to semester. The evaluation of all CDIS applicants is completed using a “blind” review process. Identifying information is removed from the applicant’s materials prior to faculty review and random numbers are assigned to applicants. 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 who is not accepted or who is placed on the waiting list may take a maximum of nine hours of CDIS graduate credit at ENMU.

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

All ENMU CDIS graduate students are governed by the policies set forth in both the Graduate Catalog and the CDIS Graduate Student Handbook issued to them during their first semester of enrollment.

The thesis program requires 48 hours of course work and 6 credits of thesis. Specific course requirements are listed below. The student must successfully complete capstone experiences (defined below) and an oral defense of the thesis. The non-thesis program requires 54 credits of course work. Specific course requirements are listed below. The student must successfully complete capstone experiences (defined below). Both the thesis and non-thesis programs require two (2) full years (including summers) of full-time enrollment to complete the degree requirements. Matriculation is generally completed within 7 semesters, depending upon practicum hour accrual.

The recommended full-time rotation is listed below:

Year 1: Summer-Fall-Spring-Summer

Year 2: Fall-Spring-Summer

Students may begin their matriculation in a fall semester if need be, though this may preclude enrollment in subsequent summer practicums and may negatively impact clock hour accumulations.

Successful completion of Graduate Capstone experiences is required prior to graduation approval.

These include:

- A grade of "B" or better in CDIS 590: Graduate Seminar
- Successful completion of all Graduate Research Project requirements to include a grade of B or better in CDIS 573: Clinical Research Colloquium
- A grade of B or better in CDIS 589: Internship in Speech-Language Pathology
- Achievement of all ENMU Knowledge and Skills Acquisition outcomes (KASA)
- Passing marks on the Graduate Student Portfolio
- Submission of an original copy of NESPA scores to the CDIS Program Director by the last semester of enrollment.

### **Requirements for CDIS 590: Graduate Seminar are specified in the syllabus for this course.**

Graduate Research Project requirements are significant and are specified in the Graduate Student Handbook. Students must identify issues relevant to the field of speech-language pathology, complete an extensive literature review, define the problem to be studied, select an appropriate methodology for investigation, select and implement procedures for data collection and analysis, and describe findings, limitations and suggestions for further study. Though data collection does not have to be completed on the ENMU campus, all research must be approved by the ENMU Institutional Review Board and research supervisors must be selected from the faculty at ENMU. Specific graduate research project requirements are detailed in the CDIS Graduate Student Handbook.

CDIS 589 is the final practicum course for ENMU CDIS graduate students. At the end of this internship, students must have accrued a minimum of **400** supervised practicum hours (325 at the graduate level) to include 25 hours of observation and 375 clinical contact hours. These hours must encompass screenings, assessments and treatment hours serving multiple client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Students must show Practicum experience with client/patient populations having various types and severities of communication and/or related disorders, differences and disabilities. ENMU

students must **minimally** complete practicum at the university clinic, a public school and a medical facility prior to graduating. They must further complete hours with clients aged birth through 3rd grade, 4th grade to age 25, and age 26 through the remainder of adulthood.

Achieving all outcomes set forth in the Knowledge and Skills Acquisition checklist is critical to both graduation and the development of entry-level competence in speech-language pathology. Information regarding the ENMU KASA requirements is detailed in the CDIS Graduate Student Handbook.

Portfolio material should include a synthesis paper that summarizes the student's learning experience and future goals, a letter of application, a resume, examples of clinical testing, evaluation and progress reports, student presentation handouts, a major paper, evidence of student research and other examples of original student work. The student must additionally present evidence of NESPA preparation activities, NESPA completion scores and program feedback/survey completion as a part of the portfolio. Specific portfolio requirements are detailed in the CDIS Graduate Student Handbook.

All students must complete the academic and clinical standards for ASHA's CCC-SLP before the master's degree will be conferred. A listing of certification requirements may be obtained through the CDIS Program office.

According to graduate school policy, students must earn a "B" or higher in all core courses. Students may count only one "C" in "non-core" courses toward degree requirements for graduation. The CDIS Program considers all courses except CDIS 500, 557 and 560 to be core.

### **Dismissal from the Program**

All students are required to abide by the rules and regulations of the program as specified in the CDIS 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 dismissed from the CDIS Program if no course work or practicum is successfully completed during a regular semester unless arrangements have been made with and approved by the program. An exited student will have to reapply to the CDIS Program and be considered for acceptance on a competitive basis in order to continue.

### **Limitations on Graduate Course Work**

Students not formally accepted into the graduate CDIS Program (e.g., non-degree graduates, seniors) may take a maximum of 9 hours of CDIS graduate credit at ENMU. Seniors must get written permission from the graduate dean before enrolling in graduate course work. The CDIS Graduate Program does not accept graduate transfer credits toward completion of the degree plan or toward fulfillment of KASA outcomes.



**Course requirements for thesis option:**

CDIS 500	Research Methods in Communicative Disorders .....	3
CDIS 501	Practicum I.....	1
CDIS 502	Practicum II .....	2
CDIS 503	Practicum III.....	3
CDIS 504	Fundamentals of Clinical Practice.....	2
CDIS 505	Practicum IV.....	3
CDIS 511	Articulation/Phonological Disorders.....	3
CDIS 512	Voice Disorders.....	2
CDIS 516	Language Assessment.....	3
CDIS 517	Language Intervention.....	2
CDIS 525	Fluency Disorders .....	2
CDIS 526	Neurogenic Speech Disorders.....	3
CDIS 527	Craniofacial Anomalies .....	2
CDIS 528	Dysphagia .....	2
CDIS 529	Neurogenic Language Disorders .....	3
CDIS 540	Oral Motor Disorders.....	2
CDIS 550	Augmentative and Alternative Communication.....	2
CDIS 554	Current Trends and Professional Issues in Communicative Disorders.....	1
CDIS 589	Internship in Speech-Language Pathology.....	6
CDIS 590	Graduate Seminar .....	1
CDIS 599	Master's Thesis .....	6
	Total credit hours .....	54

**Course requirements for non-thesis option:**

CDIS 500	Research Methods in Communicative Disorders .....	3
CDIS 501	Practicum I.....	1
CDIS 502	Practicum II .....	2
CDIS 503	Practicum III.....	3
CDIS 504	Fundamentals of Clinical Practice.....	2
CDIS 505	Practicum IV.....	3
CDIS 511	Articulation/Phonological Disorders.....	3
CDIS 512	Voice Disorders.....	2
CDIS 516	Language Assessment.....	3
CDIS 517	Language Intervention.....	2
CDIS 525	Fluency Disorders .....	2
CDIS 526	Neurogenic Speech Disorders.....	3
CDIS 527	Craniofacial Anomalies .....	2
CDIS 528	Dysphagia .....	2
CDIS 529	Neurogenic Language Disorders .....	3
CDIS 540	Oral Motor Disorders.....	2
CDIS 550	Augmentative and Alternative Communication.....	2
CDIS 554	Current Trends and Professional Issues in Communicative Disorders.....	1
CDIS 557	Clinical Applications of Research Methods .....	2
CDIS 560	Analytical Approaches to Clinical Research.....	2
CDIS 573	Clinical Research Colloquium.....	2
CDIS 589	Internship in Speech-Language Pathology.....	6
CDIS 590	Graduate Seminar .....	1
	Total credit hours.....	54

## English

**Graduate Faculty:** Edward A. Avila Carol Erwin  
Nina Björnsson Stefan Kiesbye  
Patrice Caldwell Linda Sumption

**Degree:** Master of Arts  
**Major:** English  
**Emphasis:** Literatures and Cultures of Migration

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 course work 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 ENG 503.

Foreign language proficiency is required of M.A. students in English. Reading knowledge of a modern language can be demonstrated in one of four ways: A student who has successfully completed two years of college-level modern language courses (receiving no grade lower than "C") will be considered to have reading proficiency. (Any grade lower than "C" earned in any of the undergraduate modern language courses will need to be made up **or** compensated for by passing a reading proficiency test in that language.) For students who have not already studied a modern language, this requirement may be met by taking four semesters of French or Spanish course

work concurrently with their graduate course work, or by passing (with a grade of "B") a test devised by members of the modern language faculty. As a fourth alternative, students may offer the scores they have earned on an approved national, standardized foreign language examination.

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

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

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

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

### Masters Exam and Masters Thesis Requirements

Master of Arts students in English must complete a minimum of 24 credit hours of course work and six thesis credit hours. Before beginning work on the thesis, students must pass a 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, or before remediation of any deficiencies identified by the graduate advisory committee. 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.

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:

- ENG 500 Literary Theory
- ENG 502 Bibliography and Methods and

Two of the following:

- ENG 540 Migration Landscapes
- ENG 542 Migration Migratory Labor
- ENG 543 Migration: Issues of Travel
- ENG 544 Migration: Figuring  
the Foreign(er)

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 ENG 501 Pedagogy of College Writing.

### **Emphasis in Literatures and Cultures of Migration**

Candidates may choose to add a Migration Emphasis to their official records by successfully completing nine hours in migration studies. Migration courses may also count as regular course credit toward the degree. ENG 540, 542, 543 and 544 investigate a range of texts, including film and the visual arts, music, poetry, prose fiction, autobiography, drama and fiction. These courses explore the significance of migration in the Eastern New Mexico/West Texas region as well as in broad, global communities and international cultural arenas.

## Nursing

**Graduate Faculty:** Leslie Paternoster      Irma Lorraine Goodrich  
Kristin Kuhlmann

**Degree:** Master of Science in Nursing  
**Emphasis:** Education

### Mission Statement

The purpose of the MSN Program at Eastern New Mexico University is to provide a well-balanced liberal arts education including liberal learning, freedom of inquiry and cultural diversity to nurses pursuing their master's degree in nursing education. Our mission includes helping our students build a strong foundation for life-long personal and professional learning.

### Philosophy

The MSN program at Eastern New Mexico University is based on the belief that nursing is both an art and science... a human profession built on the foundations of caring and knowledge. The philosophy of nursing emphasizes the life-long evolutionary process of the nurse, one which promotes the development of a student's knowledge, skills and personal values. The faculty are dedicated to cultivating a sense of professional empowerment, a desire for perpetual learning and a passion for social justice in students. An innovative curriculum using 21st century technology based on the changing healthcare needs of society and the health care delivery system is integral to the commitment to learning and development. The program's philosophy also expresses a dedication to the values inherent in the mission and philosophy of Eastern New Mexico University, of which nursing is an integral part.

Central to the Nursing Program's philosophy are the professional concepts which form the core of the humanistic, intellectual and ethical values associated with a master's education. Caring is the central concept of the practice of professional nursing: empathy, connection and the ability to translate these characteristics into compassionate, sensitive and appropriate care. The ENMU MSN Program defines the four domains of nursing (Person, Health, Environment, and Nursing) as:

**Person**—An individual human being of intrinsic worth, who is part of a family, a community and the world who becomes the focus of nursing whenever a potential or actual health care need exists.

**Health**—Unity of the whole person—body, mind, and spirit; a holistic harmony that includes physical, psychological, social, spiritual and moral realms.

**Environment**—The totality of an environment (physical, geographical and sociocultural), situation, or event with related experiences that give interpretive meanings to guide human expressions and decisions.

**Nursing**—as an art and a science, nursing molds the attitude, intellectual competencies and technical skills of the nurse into the desire and ability to help people cope with their health care needs, whether they are ill or well. The program considers the unique function of the nurse to be knowledgeable caring: using the scientific approach to improve nursing practice, thereby contributing to the health and independence of people through their lifespan.

Nursing Program faculty hold themselves accountable for the quality of the educational program and for promoting safe, effective, holistic, culturally sensitive nursing practice. They are responsible for doing this through teaching, service and scholarship and by collaborating with health care professionals and consumers of health care. As a constituent of Eastern New Mexico University, the Nursing Program shares the university's emphasis of liberal learning, freedom of inquiry and cultural diversity within the nursing program.

### Program Outcomes/Competencies

ENMU MSN Students will:

1. Create and evaluate curricula in both academic nursing education and professional staff development. (PO #1)
2. Apply leadership principles to respond to the growing complexity of health care instruction at all levels. (PO #2)
3. Analyze and evaluate nursing philosophy and methods of qualitative and quantitative research to make evidence-based nursing practice decisions as an educator. (PO #3)
4. Examine and exhibit personal and professional ethics regarding health policy decisions, plans, and actions to be undertaken to achieve quality health care delivery within a society. (PO #4)

5. Formulate a set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals that enables effectiveness in cross-cultural situations. (PO # 5)

### **Program Accreditation**

The BSN program is currently accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC). Application for accreditation of the MSN program will be made to NLNAC according to their established procedures and timelines. NLNAC can be reached via post at

NLNAC

3343 Peachtree Road N.E.

Suite 500

Atlanta, GA 30326

phone 404-975-5000.

### **Admissions**

Applicants will be admitted into the program beginning in Spring, 2013. To apply to the MSN program, applicants must submit a Graduate school application (may be completed and submitted online by going to [www.enmu.edu/future-students/graduate/index.shtml](http://www.enmu.edu/future-students/graduate/index.shtml)). Transcripts for all institutions attended must be submitted, and must indicate completion of a BSN or equivalent degree. (Transcripts should be sent by the institution to: Graduate School, Station 24, Portales, NM 88130). In addition, students should submit GRE scores, a resume, a one-to-three page letter of application and three recommendations directly to the Nursing program at ENMU Station 12, Portales, NM 88130.

Due to enrollment limitations, the number of openings for admission into the program may vary from semester to semester. If openings are available, the nursing 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 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 Recommendations (two preferably from faculty, one professional reference)
4. One-to-three page letter of application, judged for content and professional writing skills.
5. GRE score

An applicant will be 1) accepted into the Nursing Program, 2) not accepted into the Nursing Program, or 3) placed on a waiting list for future consideration.

### **Additional Provisions**

Student should also be advised that MSN classes are online only and delivered using internet technologies (e.g., web-based videoconferencing, presentations and assessments). Although technological assistance is typically available, this model will require a certain degree of technological proficiency with computers and the internet. Additionally, while the nursing program is offered via distance education, some activities may require infrequent travel to the ENMU campus.

Students in the MSN Program must follow all policies and procedures as outlined in the MSN Student Manual. This document is available from the Nursing Program office and will be provided to all students upon initial enrollment in the program.

### **Requirements for the Master of Science in Nursing Degree with an Emphasis in Nursing Education**

The program requires 36 hours total hours of course work. Twelve hours (4 courses) are considered core courses and 24 hours (8 courses) are education based courses.

All students will be required to complete and 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, student presentation handouts, a full course curriculum, evidence of student research and other examples of original student work.

Students must earn a "B" or higher for all requirements in order for the degree to be granted.

### **Non-Retention in the Program**

All students are required to abide by the rules and regulations of the program as specified in the MSN Student Manual. 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 removed from the Nursing Program if no course work is successfully completed during a regular semester unless arrangements have been made with and approved by the program. An exited student will have to reapply to the Nursing Program and be considered for acceptance on a competitive basis in order to continue.

### **Limitations of Graduate Course Work**

Any graduate transfer credit from other institutions must come from NLNAC or CCRN accredited programs and be approved by the Nursing program at ENMU. A minimum of 30 hours must be completed at ENMU.



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**Requirements for the Master of Science in Nursing Degree****Master Core (12 credits)**

NURS	502	Research Methods in Nursing.....	3
NURS	506	Ethical and Legal Views of the Changing Health Care System.....	3
NURS	508	The Nurse Leader: New Perspectives on the Profession.....	3
NURS	510	Nursing Concepts and Theories .....	3

**Education Emphasis Courses (24 credit hours)**

NURS	512	Teaching Strategies for Nurse Educators .....	3
NURS	514	Curriculum Development, Assessment and Evaluation .....	3
NURS	516	Roles, Responsibilities and Relationships of the Nurse Educator.....	3
NURS	518	Teaching with Technologies .....	3
NURS	540	Research Applications in Nursing .....	3
NURS	542	Educational Synthesis Project.....	3
EDF	503	Educational Psychology .....	3
EDF	538	Instructional Design .....	3

## 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 Accounting for Managers (3).**

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

Prerequisites: Entry into the MBA program. (F)

#### **ACCT 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 credits) Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

#### **ACCT 593 Topics in Accounting (1-3).** As announced. Prerequisites: Entry into the MBA program. (TBA)

### Agriculture

#### **AG 569 Workshop in Agriculture (1-3).** As announced. (May be repeated for a maximum of 6 credits.)

#### **AG 593 Topics in Agriculture (1-3).** As announced.

### Anthropology

#### **ANTH 500 Anthropological Foundations of Archaeology (3).** Exploration of cultural anthropology's contributions to the study of human cultural processes and how they have been used by archaeologists. (F)

#### **ANTH 501 Anthropological Research Foundations (3).** Construction of anthropological research designs, hypothesis formulation, sampling, data collection, data reduction and reporting. (F)

#### **ANTH 502 Presentation and Maps in Anthropology (3).** An introduction to methods of data, map, and image creation, organization, and presentation, using simple widely available data storage, word processing, presentation and map-making software. (F)

#### **ANTH 503 Geographic Information Systems for Anthropology (3).** This course introduces students to the theory and techniques of GIS, including data capture and generation, terrain modeling and management analysis, and cartographic output of spatial data. (Even F)

#### **ANTH 504 Human Osteology (3).** Hands-on identification and analysis of human skeletal remains, with a focus on archaeological applications. (Odd S)

#### **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. (S)

#### **ANTH 507 Spatial Analysis in Archaeology (3).**

This course will focus on methods for the systematic study of spatial patterning in archaeological data.

Prerequisite: ANTH 506. (As announced)

#### **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. (F, S, Su)

#### **ANTH 518 Zooarchaeology (3).** Techniques for the identification of faunal remains and review of important theoretical issues in zooarchaeology. (Even S)

#### **ANTH 520 Advanced Lithic Analysis (3).** For the experienced flintworker; advanced techniques and applying results of experimental flintworking to analysis. (Odd F)

#### **ANTH 521 Laboratory Analysis in Archaeology (3).** Practical laboratory procedures in archaeology. (As announced)

#### **ANTH 522 Imaging in Anthropology (3).** Provide students with the ability to communicate anthropological data visually. Techniques covered include photography, graphic design and illustration. (Odd S)

#### **ANTH 523 The Archaeology of Complex Societies (3).** Investigation of the archaeological signatures of socio-economic complexity worldwide, followed by in-depth examination and evaluation of theories that explain the rise of such societies. (Even F)

#### **ANTH 532 Indians of the Southwest (3).** Native American tribes of New Mexico and Arizona from the time of Spanish contact to the present. (Even S)

#### **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. (Even F)

#### **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. (Odd F)

#### **ANTH 550 Recent Developments in Archaeological Theory (3).** Advances in archaeological theory from the mid-1960s

through present with emphasis on anthropological archaeological theories. Prerequisites: ANTH 500 and ANTH 501 (S)

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

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

**ANTH 562 Archaeology of Mexico and Middle America (3).** The prehistory of Mexico and Middle America, with emphasis on the central and southern highlands and the Maya lowlands and highlands. (Odd F)

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

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

**ANTH/BIOL/GEOL/PHYS 575 Scanning Electron Microscopy (2).** See GEOL 575 for course description. (F)

**ANTH 579 Individual Research (1-3).** Independent study in. A. Archaeology. B. Cultural Anthropology. D. Biological Anthropology. E. Technical-Topical Anthropology. (May be repeated for a maximum of 4 credits) Prerequisite: Approval of instructor. (F, S, Su)

**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 instructor (only 3 hours may be applied to graduate degree). (Su, as announced)

**ANTH 584 Graduate Readings in Anthropology (1-2).** Independent study in A. Archaeology. B. Cultural Anthropology. D. Biological Anthropology. E. Technical-Topical Anthropology (May be repeated for a maximum of 4 credits) Prerequisite: Approval of instructor. (F, S, Su)

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

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

**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. (F, S)

**ANTH 599 Master's Thesis (1-6).** (ANTH 599 must total 6 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee. (F, S, Su)

## Art

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

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

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

## Bilingual Education

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

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

**BLLED/SPAN 515 Hispanic Literature and Culture (3).** See SPAN 515 for course description. (Instruction in Spanish.)

**BLLED 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)

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

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

**BLLED/RED 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, Alt Su)

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

**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 credits.)

**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/eled/red/sed/sped 585 Assessment of Educators as Teachers and Leaders I (3).** Provides direction and mentoring for educators desiring to become National Board Certified. (This course may be repeated. Up to six credits may count toward graduate degree with prior approval of graduate advisory committee.) (F, S)

**bled/eled/red/sed/sped 586 Assessment of Educators as Teachers and Leaders II (3).** Provides further discussion and reflection for educators who have completed National Board Certification. (F, S)

**bled 590 TESOL Endorsement Graduate Project (3).** A graduate project designed as a culminating exhibition of mastery of theoretical foundations and teaching practices of Teaching English as a Second Language.

**bled 593 Topics in Bilingual Education (1-3).** As announced. (May be repeated for a maximum of 6 credits) 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 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Biology

**BIOL 501 Concepts in Life Sciences (3).** Analysis and discussion of currently relevant topics in Biology, at the cellular, organismic and population levels. (Odd S)

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

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

**BIOL 507 Teaching Methods in Science (3).** Methods, resources, safety and lesson plans in teaching science lecture and laboratory courses. (F)

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

**BIOL 509L Microbial Physiology Laboratory (1).** Concurrent enrollment: BIOL 509. (Even 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. (Odd F)

**BIOL 510L Plant Systematics Laboratory (1).** Concurrent enrollment: BIOL 510. (Odd F)

**BIOL 511 Herpetology (3).** Biology and classification of amphibians and reptiles. Occasional field trips. Concurrent enrollment: BIOL 511L. (Even S)

**BIOL 511L Herpetology Laboratory (1).** Concurrent enrollment: BIOL 511. (Even 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. (Odd F)

**BIOL 516 Environment, Resources and Policy (3).** Introduction to the biological concepts in environmental and natural resources, and examination of current policies and laws for environmental and natural resources such as wildlife, fisheries, forests, range, land, water and air. (Odd F)

**BIOL 520 Plant Structure and Function (3).** An introduction to the morphological, physiological and ecological diversity of chlorophyll-based photosynthetic life on earth, ranging from unicellular algae to flowering plants. Concurrent enrollment: BIOL 520L. (Even S)

**BIOL 520L Plant Structure and Function Laboratory (1).** Concurrent enrollment: BIOL 520. (Even S)

**BIOL 521 Immunology (3).** Host-parasite relationships and mechanisms of immunity. Concurrent enrollment: BIOL 521L. (Odd F)

**BIOL 521L Immunology Laboratory (1).** Immunochemical techniques widely used in immunology laboratories. Concurrent enrollment: BIOL 521. (Odd F)



**BIOL 522 Medical Microbiology (3).**

Microorganisms involved in disease; medical microbiology identification, symptomatology, vectors and pathology. Concurrent enrollment: BIOL 522L. (Even S)

**BIOL 522L Medical Microbiology Laboratory (1).**

Isolation, identification and characterization of medically important microorganisms. Concurrent enrollment: BIOL 522. (Even 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. (Odd S)

**BIOL 524L Advanced Human Physiology Laboratory (1).**

Concurrent enrollment: BIOL 524. (Odd S)

**BIOL 525 Molecular Biology (3).**

Nucleic acid chemistry and enzymology, and recombinant technology of prokaryotes and eukaryotes. Concurrent enrollment: BIOL 525L. (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. (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. (Even 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. (Even S)

**BIOL 530 Limnology (3).**

Study of freshwater habitats, and the ecology, distribution and identification of common freshwater organisms of the Southwest. (Odd S)

**BIOL 531 Mammalogy (3).**

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

**BIOL 531L Mammalogy Laboratory (1).**

Concurrent enrollment: BIOL 531. (Odd 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. (Even S)

**BIOL 533L Neurobiology Laboratory (1).**

Concurrent enrollment: BIOL 533. (Even S)

**BIOL 536 Ichthyology (3).**

Biology and classification of fishes. Occasional field trips. Concurrent enrollment: BIOL 536L. (Odd F)

**BIOL 536L Ichthyology Laboratory (1).**

Concurrent enrollment: BIOL 536. (Odd F)

**BIOL 541 Advanced Laboratory Instruction (3).**

Hands-on experience in the development and instruction of a laboratory class under the supervision of a faculty member. Students will learn course development and management techniques beyond laboratory instruction. Prerequisites: Graduate student in good standing; GPA of 3.5 or better; departmental approval.

**BIOL 542 Ornithology (3).**

Biology and classification of birds. Occasional field trips scheduled. Concurrent enrollment: BIOL 542L. (Even S)

**BIOL 542L Ornithology Laboratory (1).**

Concurrent enrollment: BIOL 542. (Even S)

**BIOL 550 Virology (3).**

Characteristics, structure, identification and clinical relevance of viruses. Concurrent enrollment: BIOL 550L. (Odd S)

**BIOL 550L Virology Laboratory (1).**

Techniques in classical, molecular and medical virology. Concurrent enrollment: BIOL 550. (Odd 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. (Even S)

**BIOL 562 Evolution (3).**

Causes of micro- and macro-evolutionary change, speciation and cladogenesis, including aspects of morphology, physiology, genetics and ecology. (Even F)

**BIOL 564 Animal Behavior (3).**

Genetics, anatomical, physiological, ecological and evolutionary aspects of animal behavior. (Even S)

**BIOL 569 Workshop in Biology (1-3).**

As announced. (May be repeated for a maximum of 4 credits).

**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 credits). Prerequisite: Consent of instructor. (F)

**BIOL 580 Graduate Project (3).**

A graduate project that is a culminating exhibition of mastery in a biological discipline, including a presentation to the graduate faculty in the Department of Biology. (S)

**BIOL 582 Biological Literature (3).**

Scientific journal readings, intensive writing and oral presentations; regular use of bibliographies, indices and journals to prepare an individualized research prospectus. (F)



**BIOL 592 Research Presentation in Biology (3).**

Selected topics in biology, especially as they relate to the Master's degree and career preparation, and an oral presentation of a research prospectus to the biology faculty. (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 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Business Administration

**BUS 501 Ethics, Law and Social Responsibility**

**(3).** A study of the fiduciary, legal and ethical responsibilities, liabilities and immunities of corporate directors, officers and managers; organizational governance; corporate citizenship; social responsibility; and legal compliance. Students consider conflicts between goals and values and develop a foundation for analyzing and resolving ethical dilemmas. Prerequisites: Entry into the MBA program. (F)

**BUS 518 Managerial Research Analysis (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. The course must be taken during the first semester of course work. Prerequisites: Entry into the MBA program. (F, S, Su)

**BUS 553 Strategic Management (2).**

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 and graduate coordinator consent. (F, S)

**BUS 554 Comprehensive Integrative Project in Strategic Management (1).**

Provides an opportunity for students to apply and integrate the knowledge acquired through course work in the MBA program to make strategic decisions about a company. Must be taken concurrently with or after successfully completing BUS 553. Because students complete the comprehensive capstone experience during this course, it may be repeated one time only. Prerequisite: Final semester standing only and graduate coordinator consent. (F, S)

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

Independent study. (May be repeated for a maximum of 3 credits). Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

**BUS 593 Topics in Business Administration**

**(1-3).** As announced. Prerequisites: Entry into the MBA program. (TBA)

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

(BUS 599 credit must total 6 credits for graduate degree). Prerequisite: Consent of graduate advisory committee. (TBA)

## Chemistry

**CHEM 501 Biochemical Methods (1).**

An integrated biochemical analysis laboratory covering protein crystallization, electrophoresis, protein over-expression, purification and several other biochemical assays. Concurrent enrollment: CHEM 501L. (S)

**CHEM 501L Biochemical Methods Laboratory**

**(1).** Concurrent enrollment: CHEM 501. (S)

**CHEM 507 Electrocatalysis (3).**

Advanced theory and practice in electrocatalysis, focusing on electrocatalysis in fuel cell applications and in-situ techniques for mechanistic studies of the electrocatalytic reactions. (Even F)

**CHEM 508 Protein Biochemistry (3).**

A detailed study of the structure, function and regulation of proteins in biochemistry. (F)

**CHEM 510 Advanced Analytical Chemistry**

**(3).** Advanced theory and techniques in analytical chemistry focusing on aspects not covered in regular analytical chemistry courses including: nuclear magnetic resonance (NMR), solution equilibria in the presence of interacting species and low signal-to-noise techniques. (S)

**CHEM 511 Physical Chemistry/Thermodynamics**

**(3).** Thermodynamics and an introduction to statistical mechanics and kinetics, applications to atomic and molecular systems. (Odd S)

**CHEM 513 Advanced Physical Chemistry (3).**

Advanced concepts in physical chemistry focusing on the structure and dynamics of chemical systems. (Even 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. (F)

**CHEM 542 Advanced Organic Chemistry (3).**

Survey of reactions and techniques of modern organic syntheses (pharmaceuticals and natural products), including use of the chemical literature. (Odd 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. (Even S)

**CHEM 550 Instrumental Analysis (2).** Survey of advanced analytical techniques and analytical method development, focusing on hands-on training with modern instruments in spectroscopy, separation, and electroanalytical techniques. Concurrent enrollment: CHEM 550L. (F)

**CHEM 550L Instrumental Analysis Lab (2).** Two three-hour laboratory meetings per week. Concurrent enrollment: CHEM 550. (F)

**CHEM 553 Advanced Biochemistry (3).** A study of carbohydrate and lipid metabolism as well as photosyntheses. This course focuses on the unifying themes of protein regulation, basic redox chemistry and bioenergetics. (S)

**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.) Credit may only be applied to non-thesis option.

**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.)

**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 hours for thesis option.) Prerequisite: Consent of graduate advisory committee. (May be repeated)

## Communication

**COMM 502 Communication Research Methods (3).** Methodologies of qualitative and quantitative communication research. The philosophical, theoretical and practical aspects of research methods. Prerequisite: COMM 505. (S)

**COMM 505 Introduction to Graduate Studies in Communication (3).** Introduction to the principles and procedures of scholarly research and activity within the Communication field. Methods and tools by which communication research is designed, conducted, interpreted and critically evaluated. Standards for research, writing and professional development at the graduate level. (F)

**COMM 506 Intellectual Property and Media (3).** Examines the role of intellectual property in media and cultural production with a focus on copyright. Starts with discussions on copyright and media in historical perspective and moves

to address media growth, cultural industries, new media and freedom of expression through the lens of intellectual property.

**COMM 507 Small Group Communication (3).** An overview of contemporary theory and research about small groups. The unique processes, purposes, challenges and opportunities of communication within a small group setting. Examines group process from various perspectives, including identity, creativity, shared cognition and memory, decision making, emotion, motivation, socialization and online groups. Emphasis is placed on participation and awareness of behaviors in groups as portrayed in the roles of member, leader and process observer.

**COMM 513 Media Criticism (3).** An examination of various methods, theories and perspectives for analyzing mass mediated texts and representations.

**COMM 514 Media, Society and Democracy (3).** An examination of various theories and inquiries related to media, society and democracy in historical as well as contemporary times. Addresses a series of issues regarding media market and industry, policy and regulation, new technology, as well as journalism and participatory democracy.

**COMM 517 Race, National Identity and Media (3).** An exploration of race and representation in relation to social structures, gender issues, national identities and the workings of media industries.

**COMM 520 Interpersonal Communication (3).** An intensive study of social science theory and research, research methods and current developments in the area of interpersonal communication. Examines major theoretical perspectives and concepts, including communication process and messages, types of relational communication, relational maintenance and dealing with relationship problems.

**COMM 521 Feminist Theory in Communication (3).** A survey of modern variants of feminist theory and an examination of the rhetoric surrounding the project of women's liberation. Encourages students to read rhetorical texts from a feminist standpoint, to recognize implicit rhetorical theories in feminist (and other discourses), and to determine which feminist approaches are appropriate to various kinds of texts.

**COMM 523 Global Media (3).** Critical examination of global cultural and media sectors with an emphasis on history and political economy. Engage with latest research works and trends and develop insights into today's communication industries across national borders.

**COMM 524 Classical and Contemporary Rhetorical Theory (3).** A theoretical-historical survey of major developments and contributions in the Western rhetorical tradition, from Ancient Greece to the present day.

**COMM 525 Rhetoric and Popular Culture (3).**

An introductory theoretical survey of the academic study of rhetoric and popular culture, from the critical-theoretical work of the Frankfurt School to contemporary scholarship. Primary focus will be on developing critical vocabularies for analyzing the diverse texts of popular culture.

**COMM 526 Communication and Social Change (3).**

A survey of U.S. social movements that focuses specifically on how social change agents have used communication and how communication scholars understand social change.

**COMM 545 Communication Theory (3).**

A historical and paradigmatic survey of the major traditions in communication theory, including interpretive, critical, rhetorical and social scientific approaches. Primary focus is on ways of organizing communication theory into disciplinary traditions, including issues of construction, philosophy, perspective, epistemology, theory testing and evidence.

**COMM 569 Workshop in Communication (3).**

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

**COMM 577 Communication in the Family (3).**

An examination of current theory and research surrounding family process and communication, including the manner in which family members communicate, make decisions, negotiate conflict and relate with one another. Focuses on verbal and nonverbal communication skills; traditional to modern approaches to family; family roles, networks and history; and influence of societal norms and social structures.

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

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

**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. Focus is on the major types of qualitative and quantitative research designs used in speech-language pathology and the development of quality literature reviews and research proposals. (F)

**CDIS 501 Practicum I (1).**

Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences and maintaining records. Practicum experiences will be obtained at the ENMU SHROC or at sites that are directly supervised by ENMU CDIS faculty. Attendance at a one-hour clinicians' meeting each week may be required. CDIS 501 enrollment requires that students be available for 2 half days per week, deliver treatment to one client at a single site, and participate in assigned on-campus evaluation/assessment teams. CDIS 501 placements must be 14 weeks in length unless otherwise approved by the Clinical Director. Students must earn a grade of "B" or higher in order to count clock hours obtained for ASHA requirements. (May be repeated for credit.) Prerequisite: First semester enrollment in CDIS 501 requires concurrent enrollment in CDIS 504, admission to the graduate program, and verification of additional requirements as listed on the Practicum Procedures Checklist and Responsibilities Statement. (F, S, Su)

**CDIS 502 Practicum II (1-3).**

Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences and maintaining records. Practicum experiences may be obtained at the ENMU SHROC, at sites that are directly supervised by ENMU CDIS faculty or at off-campus sites such as early intervention or public school sites. CDIS 502 enrollment for 1 credit requires that students be available for 2 half days per week, deliver treatment to one client/a more advanced client at a single setting and participate in assigned on-campus evaluation/assessment teams. CDIS 502 enrollment for 2 credits requires that students be available for 2 half days per week, deliver treatment to multiple clients/more advanced clients at a single setting and participate in assigned on-campus evaluation/assessment teams. CDIS enrollment for 3 credits requires that students be available for 2 full days per week, deliver treatment to multiple clients in both on and off campus settings and participate in assigned on-campus evaluation/assessment teams. CDIS 502 placements must be 14 weeks in length unless otherwise approved by the Clinical

Director. Students must earn a grade of “B” or higher in order to count clock hours obtained for ASHA requirements. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed on the Practicum Procedures Checklist and Responsibilities Statement. (F, S, Su)

**CDIS 503 Practicum III (1-3).** Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences and maintaining records. Practicum experiences may be obtained at the ENMU SHROC, at sites that are directly supervised by ENMU CDIS faculty or at off-campus sites such as public schools, skilled nursing facilities, home health agencies, and outpatient hospitals/clinics and rehabilitation centers. Work with more challenging birth to three clients or with individuals who are medically fragile is also appropriate. CDIS 503 enrollment for 1 credit requires that students be available for 2 half days per week, deliver treatment to more advanced clients in a single setting and participate in assigned evaluation/assessment teams. CDIS 503 enrollment for 2 credits requires that students be available for 2 full days per week, deliver treatment to multiple clients/more advanced clients at a single setting and lead introductory level evaluation/assessment teams. CDIS 503 enrollment for 3 credits requires that students be available for 3 days per week (or the equivalent), deliver treatment to multiple clients/more advanced clients in a single setting or multiple settings, and lead introductory level evaluation/assessment teams or complete introductory level assessments independently. CDIS 503 placements must be 14 weeks in length unless otherwise approved by the Clinical Director. Students must earn a grade of “B” or higher in order to count clock hours obtained for ASHA requirements. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 502, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed on the Practicum Procedures Checklist and Responsibilities Statement. It is recommended that students complete approximately 100 clock hours before enrolling in CDIS 503. (F, S, Su)

**CDIS 504 Fundamentals of Clinical Practice (2).** Issues of clinical practice across medical, educational and community care settings including ethical issues, professionalism and consideration of relevant federal and state law (e.g., disability categories, eligibility for services). Concepts in screening/assessment, goals determination, selecting therapy targets/objectives, service

delivery models, intervention approaches, behavior management, ADLs and counseling in speech-language pathology will be covered, as will various therapy management issues such as universal precautions and clinical practicum procedures (e.g., scheduling, session design, therapeutic techniques/skills, data collection/documentation and professional communications such as progress reporting, client conference procedures, report writing, IEPs, etc.). Procedural guidelines for progressing through ENMU clinical practicums will be covered in this course (e.g., practicum availability/request forms, CPSAs, clock hour logs, agreements to supervise, affiliation agreements, Practicum Procedures Checklist and Responsibilities Statements, and other required documentation). Applications of theory to client care in assessment and treatment will be introduced alongside the use of research to inform clinical practice treatment efficacy (EBP/PICO). Prerequisite: Concurrent enrollment in CDIS 501, admission to the graduate program. (F)

**CDIS 505 Practicum IV (1-3).** Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences and maintaining records. Practicum experiences may be obtained at the ENMU SHROC, at sites that are directly supervised by ENMU CDIS faculty or at off-campus sites such as outpatient hospitals/clinics, rehabilitation centers, acute care settings and specialized clinics/centers. CDIS 505 enrollment for 1 credit requires that students be available for 2 half days per week, work with advanced clients in a single setting and participate in assigned evaluations/assessments. CDIS 505 enrollment for 2 credits requires that students be available for 2 full days per week, deliver treatment to multiple clients/advanced clients at a single setting and lead intermediate to advanced evaluation/assessment teams. CDIS 505 enrollment for 3 credits requires that students be available for 3 days per week (or the equivalent), deliver treatment to multiple clients/more advanced clients in single and/or multiple settings and lead intermediate to advanced evaluation/assessment teams or complete intermediate level assessments independently. CDIS 505 placements must be 14 weeks in length unless otherwise approved by the Clinical Director. Students must earn a grade of “B” or higher in order to count clock hours obtained for ASHA requirements. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 503, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed on the Practicum Procedures Checklist and



Responsibilities Statement. It is recommended that students have completed approximately 200 clock hours before enrolling in CDIS 505. (F, S, Su)

**CDIS 511 Articulation/Phonological Disorders (3).** Current concepts and special considerations in studying and managing articulation/phonological disorders. (Su)

**CDIS 512 Voice Disorders (2).** Current concepts and special considerations in studying and managing voice disorders, including alaryngeal speech. (S)

**CDIS 516 Language Assessment (3).** Formal and informal language evaluation of morphology, syntax, semantics, pragmatics, narratives, literacy, auditory-language processing, problem solving and metalinguistics in children and adolescents. Language samples and other criterion referenced measures will be reviewed, as will standardized assessments, principles of dynamic evaluation and curriculum based/functional assessments. (S)

**CDIS 517 Language Intervention (2).** Intervention strategies for children and adolescents having language disorders (e.g., FIT, preschool, elementary, secondary and DD populations). Issues of bilingualism, language and literacy and special populations such as LD, MR, PDD, CAPD and deaf/HOH will also be explored. (F)

**CDIS 525 Fluency Disorders (2).** Current concepts and special considerations in studying and managing fluency disorders including stuttering, cluttering and other related disorders. (F)

**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).** Pathomorphology, evaluation, remedial management and clinical procedures with persons presenting orofacial clefts and other related disorders. Issues in embryology and genetics as related to syndromes with craniofacial anomalies will also be discussed. (F)

**CDIS 528 Dysphagia (2).** Current concepts and special considerations in studying normal swallowing and in understanding, diagnosing and treating swallowing disorders in adults. (S)

**CDIS 529 Neurogenic Language Disorders (3).** Current concepts and special considerations in assessment, treatment and management of language disorders related to neurological deficits. Characteristics, causes and mechanisms of injury of aphasia, right hemisphere, dementia and traumatic brain injury. (F)

**CDIS 540 Oral Motor Disorders (2).** Characteristics, causes, assessment, observation and treatment of oral motor disorders with emphasis on swallowing and feeding disorders. Sensory integration/motor development, adaptive positioning and specialized feeding equipment is also reviewed. (Su)

**CDIS 550 Augmentative and Alternative Communication (2).** Current concepts, special considerations and therapeutic strategies for facilitating communication and literacy in physically/cognitively disabled and non-speaking individuals. Evaluation, selection and programming/implementation of various symbol sets and systems, adaptive/assistive and augmentative/alternative communication technologies will be discussed. (F)

**CDIS 554 Current Trends and Professional Issues in Communicative Disorders (1).** Examination of current trends and professional issues in the field of speech-language pathology, including technological developments, legal issues and policy changes. (S)

**CDIS 557 Clinical Applications of Research Methods (2).** Advanced course in applied experimental protocols specific to clinical case applications with speech-language pathology clients. The role of research and RTI in assessment/intervention using evidence based practices will be emphasized through critical review of published research. Students will additionally be required to construct research designs for issues in CDIS and determine/author appropriate methodologies for literature reviews completed in CDIS 500. Prerequisite: CDIS 500. (S)

**CDIS 560 Analytical Approaches to Clinical Research (2).** Application of statistical reasoning to multiple research models in speech-language pathology. Specific techniques and analytical practice for non-experimental, quasi-experimental, experimental and qualitative research cases. Interpretation of evidentiary data and determination of appropriate inferences/generalizations and limitations of findings for client diagnosis/POC development. Students will additionally be required to report data with interpretive findings for methodology completed in CDIS 557. Prerequisite: CDIS 557. (S)

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

**CDIS 573 Clinical Research Colloquium (2).** Capstone research course requiring critical analysis and integration/synthesis of research findings (EBP) in clinical dissemination formats. Developing professional presentation and writing skills in grand round, research conference, continuing education, and peer-reviewed journal venues. Students will additionally be required to present and defend their



individual research findings completed in CDIS 560 at a professional research conference. Culminates in submission of student papers to a peer-reviewed journal, construction of a professional poster and the publication of student works in the ENMU CDIS online journal. Prerequisite: CDIS 560. (S)

**CDIS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits 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. Internship experiences may be obtained at off-campus sites such as outpatient hospitals/clinics, rehabilitation centers, acute care settings and specialized clinics/centers. Prerequisite: Successful completion of CDIS 505, completion of 300 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed on the Practicum Procedures Checklist and Responsibilities Statement. CDIS 589 enrollment for 6 credits requires that students be available for a minimum of 4 days per week for at least 10 weeks, deliver treatment to multiple clients/advanced clients at a single setting, and complete intermediate to advanced evaluations/assessments independently. Students must follow the established schedule of the site and a 5 day per week schedule is often required. Prerequisite: Successful completion of CDIS 505, completion of 300 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed on the Practicum Procedures Checklist and Responsibilities Statement. (F, S, Su)

**CDIS 590 Graduate Seminar (1).** Theory to practice in assessment and treatment. Infusing knowledge and research into clinical care and applications in evidence based practice. A student colloquium of findings will culminate this clinical capstone experience. (S)

**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 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Computer Science

**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 credits).

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

**CS 593 Topics in Computer Science (1-3).** As announced. (May be repeated for credit.)

## Counseling

**COUN 501 Professional Orientation in Counseling (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. 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, 533, 544.

**COUN 510 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 considerations;

program management skills; collaboration; consultation; coordination and counseling skills. Emphasis on local, state and national counselor competencies and standards. Prerequisite: COUN 501, 533, 544.

**COUN 533/EDF 500 Research Seminar/Educational Research (3).** See EDF 500 for course description. Can be taken concurrently with 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. Prerequisites: COUN 501, 533, 544.

**COUN 544 Theories of Counseling (3).** 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, 533. Can be taken concurrently with 501

**COUN 545 Family Counseling (3).** 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, 533, 544

**COUN 547 Group Counseling (3).** Group dynamics are examined from a theoretical and experiential perspective. 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, 533, 544.

**COUN 549 Pre-Practicum (3).** Foundation for practicum and internship courses. Essential interviewing and counseling skills necessary to develop a therapeutic relationship are taught and practiced throughout this course. Demonstration of these skills is a prerequisite for enrollment in practicum (COUN 597). Prerequisite: COUN 501, 533, 544, 547.

**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, 533, 544.

**COUN 556 Cross-Cultural Counseling (3).** Cultural and social issues that may influence the counseling experience. Students will practice skills designed to increase counselor awareness, sensitivity and responsiveness to cultural difference. Prerequisite: COUN 501, 533, 544.

**COUN 569 Workshop in Counseling (1-3).** As announced. (May be repeated for credit). Prerequisite: Permission from the Counseling Program Coordinators.

**COUN 575 Counseling Assessment (3).** Assessment and diagnosis in counseling. Emphasis is placed on the techniques and instruments most often used in the assessment of psychopathology, and on the application of the current Diagnostic and Statistical Manual of Mental Disorders. Recommended for students who are intending to pursue clinical licensure in schools and community agencies. Prerequisites: COUN 501, 502, 533, 544.

**COUN 578 Case Management (3).** Principles and models of case conceptualization for those planning to be counselors in community/agency settings. Diagnosis and treatment of maladaptive behavior through the case management process, including: crisis intervention, biopsychosocial assessment, intervention planning, tracking mechanisms, ethical and multicultural considerations, managed care practices and clinical supervision. Prerequisite COUN 501, 533, 544.

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

**COUN 580 Counseling Children and Adolescents (3).** Conceptual framework for developmentally appropriate counseling interventions for children, adolescents and their families. Ethical and legal considerations that involve counseling minors. Prerequisite: COUN 501, 533, 544.

**COUN 581 Theory to Practice Courses (1-3).** The interests and specialty areas of professional counselors vary greatly. These topical courses will offer students knowledge and skills that will assist them in applying theory to practice. Courses will integrate theory and research with active practice in a way that will allow students to expand their professional understanding of a variety of counseling issues. COUN 581 may be repeated for credit as the topical offerings vary. COUN 581 will fulfill elective credit in the master's level program or may be used as a continued learning course.

- |                                 |             |
|---------------------------------|-------------|
| A. Play Therapy                 | 1-3 credits |
| B. Resiliency Development       | 1-3 credits |
| C. Ethical Issues in Counseling | 1-3 credits |

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

**COUN 597 Practicum in Counseling (3).** Facilitates continued development of skills learned in COUN 549. Students develop conceptual and professional skills through a supervised field site experience as they engage in various specified counseling and related activities during a minimum of 100 hours in an agency or educational setting. Satisfactory performance at the field site and during on-campus class meetings must be demonstrated before students can proceed to internship (COUN 598). Prerequisite: COUN 549.

**COUN 598 Internship/Seminar (3).** Extensive supervised experience in a setting closely aligned with student's chosen program. The primary goal is the integration of process, conceptualization, professional and interpersonal skills. Repeated for two, three credit hour courses, each requiring approximately 20 weekly hours (300 each) of field site experience, to meet a master's degree requirement of six internship hours. Prerequisite: COUN 597 and successful completion of CPCE.

## 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, S)

**CI 531 Critical Pedagogy and Educational Reform (3).** Students analyze and critique hegemonic practices in education. Marginalization, alienation, violence, poverty and "othering" examined as structural mechanisms designed to selectively empower and oppress students in educational settings. (F, Su)

**CI 540 Instructional Leadership (3).** Educational leaders contribute to students' success through informed decision-making and practice. 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, Su)

## 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. (F)

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

**ECON 593 Topics in Economics (1-3).** As announced. Prerequisites: Entry into the MBA program. (TBA)

## Education Administration

**EDAD 525 Personnel (3).** Present strategies for staff recruitment, pre-service training and staff development. (S, Su)

**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." (S, Su)

**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. (F, Su)

**EDAD 560 School Law (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. (F, S)

**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 credits 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 Finance (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, S)

**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 credits). 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 credits). Prerequisite: Consent of instructor.

**EDAD 593 Topics in Education Administration (1-3).** As announced. (May be repeated for a maximum of 6 credits).

**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). (F, S, Su)

**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). (F, S, Su)

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

## Education Foundations

**EDF 500/COUN 533 Educational 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. (F, S, Su)

**EDF 501 Curriculum: Theory into Practice (3).** Theory and principles of curriculum development in the public school. (F, S)

**EDF 503 Educational Psychology (3).** Major topics of educational psychology, memory, intelligence, cognition and the areas of social, emotional, language and moral development. Information processing, creativity, problem solving, giftedness, learning differences and cognitive disabilities also considered. (Odd Su)

**EDF 515 Theories of Learning and Motivation (3).** A comparison of behavioristic, cognitive, gestalt and constructivist theories; motivational techniques; their applications to classroom learning. (F, Su)

**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. (F, S)

**EDF/SOC 535 Sociology of Education (3).** See SOC 535 for course description. (Odd F).

**EDF 536 American Curriculum History (3).** Historical antecedents and significant trends in the development of the modern American curriculum, emphasizing major interest groups, proposals and decisions related to the curriculum during the first half of the 20th century. (S)

**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. (F,S)

**EDF 569 Workshop in Education Foundations (1-3).** As announced. (Up to 3 credits 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 credits). Prerequisite: Consent of instructor.

**EDF 583 Field Studies in Education Foundations (1-3).** (May be repeated for a maximum of 6 credits 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 credits). Prerequisite: Permission of graduate advisory committee.

**EDF 593 Topics in Education Foundations (1-3).** As announced. (May be repeated for a maximum of 6 credits).

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



## Elementary Education

### **ELED/ENG/RED/SED 507 Teaching Writing**

**(6).** 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 508 Analysis of Elementary Education**

**(3).** Builds basic knowledge and skills found in the NM Competencies for beginning level elementary teachers. Includes a 45 hour practicum. Designed for students in the Elementary Alternative Licensure Program. Prerequisite: Admission into the alternative licensure program. (F, S)

### **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. (F, S)

### **ELED/RED 520 Multiple Literacies (3).** See RED 520 for course description. (Alt F)

### **ELED 523 Induction to Teaching (1).** Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. Prerequisites: BLED 578, RED 518 or 570. Consent of Field Placement Coordinator. Hours may be applied toward Master's degree with emphasis in Bilingual, Elementary, English as a Second Language, Educational Technology or Reading/Literacy education. (F, S)

### **ELED 524 Induction to Teaching Seminar (2).**

Seminar designed to meet the varying needs of Alternative Licensure students required to prove knowledge in the Elementary competencies for entry level elementary teachers set forth by the New Mexico rules.(F, S)

### **ELED/SED 527 Overview of Operating Systems for Teachers (3).**

An overview of common desktop and server operating systems including Windows, Linux, and MAC OS. Topics include installation, configuration, management, networking and security. (Su)

### **ELED/SED 528 Computer Network Technology for Teachers (3).**

Concepts of data communications hardware, software, protocols, and architecture, as well as concepts of network design and network management at the school level. (F)

### **ELED/SED 532 Technology Integrated**

**Curriculum (3).** The focus 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).**

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).**

Designed to support educators as they transition into becoming an instructional technology leader within their school and district. Prerequisites: ELED 532. (S)

### **ELED/SED 538 IT Project Management for Teachers (3).**

Project management concepts, tools and techniques, including the five project management process groups, the nine project management knowledge areas, and how a skillful project management balances the triple constraints in order to deliver project results on time, within the budget and to the satisfaction of the project stakeholders. (S, Su)

### **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. Part of the four course sequence that leads to the Gifted Certification. (Su)

### **ELED/RED 542 Integrating Technology and Diversity in Literacy Education (3).**

Integration of technology and literacy (reading) in the classroom; explore aspects of diversity in students in the classroom and how to honor this diversity; as well as explore aspects of assessment and evaluation of a literate environment that incorporates technology. (S)

### **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 credits 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 credits). Prerequisite: Consent of instructor.



**ELED/RED 581 Advanced Studies and Instructional Applications in Language Arts (3).** See RED 581 for course description. (S)

**ELED/FCS 582 Methods of Early Childhood Education (4).** See FCS 582 for course description. (F)

**ELED/FCS 584 Practicum in Early Childhood Education (6).** See FCS 584 for course description. (F, S, Su)

**ELED/BLED/RED/SED/SPED 585 Assessment of Educators as Teachers and Leaders I (3).** See BLED 585 for course description. (F, S)

**ELED/BLED/RED/SED/SPED 586 Assessment of Educators as Teachers and Leaders II (3).** See BLED 586 for course description. (F, S)

**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 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Emergency Medical Services Management

**EMSM 569 Workshop in Emergency Medical Services Management (1-3).** As announced. (May be repeated for credit.)

**EMSM 593 Topics in Emergency Medical Services Management (1-3).** As announced. (TBA)

## 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. (Odd 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. (F)

**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. (Even F)

**ENG 503 Graduate Survey of Anglo-American Literature (3).** Intensive reading survey of British and American literary traditions. Designed for comprehensive exam preparation, for students requiring leveling work in literary studies and as a content course for those planning to teach. (Even S)

**ENG/ELED/RED/SED 507 Teaching Writing (6).** See ELED 507 for course description. 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. (Odd F, Odd S)

**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. (Even F, Even S)

**ENG 540 Migration Landscapes (3).** Intensive courses designed to explore the nature and significance of frontiers, borderlands, boundaries and sites of the "foreign." Topics to be announced. May be repeated for credit because topics vary. (Odd Su)

**ENG 542 Migration: Migratory Labor (3).** Intensive textual studies focused on the effects of economic movements, such as colonialism and globalization, upon workers and migration patterns. Topic to be announced. May be repeated for credit because topics vary. (Odd S)

**ENG 543 Migration: Issues of Travel (3).** Intensive courses designed to investigate cultural, historical and theoretical implications of migratory travel, in all its modes and contexts. Topics to be announced. May be repeated for credit because topics vary. (Even S)

**ENG 544 Migration: Figuring the Foreign(er) (3).** Intensive courses designed to explore migration literatures' myriad outsiders, foreigners, outlaws and other marginal subjects. Topics to be announced. May be repeated for credit because topics vary. Prerequisite: Graduate standing. (Even Su)

**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. (Odd F)

**ENG 569 Workshop in English (1-3).** As announced. (May be repeated for a maximum of 6 credit hours)

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

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

**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. (F)

**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).** See SOC 515 for course description.

**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).** See ELED 565 for course description. Prerequisites: Consent of instructor. (S)

**FCS/ELED 565L Child Guidance Laboratory (1).** See ELED 565L for course description. Concurrent enrollment: FCS 565. Prerequisites: Consent of instructor. (S)

**FCS 569 Workshop in Family and Consumer Sciences (1-3).** As announced. (Up to 3 credits 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 credits). 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. (S)

**FIN 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 credits). Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

**FIN 593 Topics in Finance (1-3).** As announced. Prerequisite: Entry into the MBA program. (TBA)

## French

**FR 569 Workshop in French (1-3).** As announced. (May be repeated for credit). Prerequisite: Consent of instructor.

**FR 579 Individual Research (1-3).** Graduate level independent study. (May be repeated for a maximum of 4 credits). Prerequisite: Consent of instructor.

## Geography

**GEOG 569 Workshop in Geography (1-3).** As announced. Prerequisite: Consent of instructor.

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

**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 credits). Prerequisite: Consent of instructor.

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

## Health and Physical Education

**HPE 502 Review of Research (3).** Broad introduction to professional literature on health, physical education, human performance and sport administration topics. Introduction to basic statistical techniques. Students will write article summaries, develop a research question/problem and create a related annotated bibliography.

**HPE 505 Professional Writing (3).** Development of a specific literature review to support research question/problem chosen in HPE 502. Broad introduction to research methodology. Research and writing in a variety of styles (e.g., article critiques, reaction papers) for different professional venues. Prerequisite: HPE 502 passed with a "B" or higher.

**HPE 506 Theory of Practice (3).** Principles and application of motor learning and developmental concepts while coaching/teaching physical activity-related skills. Includes learning environment, practice variability, feedback and other important factors that affect practice of motor skills. Prerequisite: Undergraduate leveling course, HPE 529 or consent of instructor.

**HPE 507 Physiological Principles of Training (3).** Principles and application of physiological and nutritional concepts while coaching/teaching physical activity-related skills. Includes training for aerobic and anaerobic events, periodization, individualized weight goals and other important factors that affect exercise and sport performance. Prerequisite: Undergraduate leveling course, HPE 529 or consent of instructor.

**HPE 508 Biomechanical Assessment of Performance (3).** Principles and application of biomechanical concepts while coaching/teaching physical activity-related skills. Includes anatomical planes, stability, load forces and other important factors that affect assessment of motor skills. Incorporates movement analysis using video. Prerequisite: Consent of the Graduate Coordinator; undergraduate leveling course, HPE 529 or consent of instructor.

**HPE 510 Social and Psychological Aspects of Sports (3).** Current issues in sport and physical activity organizations from a sociological and psychological perspective. Topic emphasis on understanding current issues from both an individual as well as an organizational perspective. Prerequisite: Consent of the Graduate Coordinator.

**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 526 Finance of Sport (3).** Various ways to finance sport, from constructing sport facilities to financing events and operations. Includes budgeting, fund raising, financial statements and the economic impact of sport. Prerequisite: Consent of the Graduate Coordinator. Additionally, prior completion of HPE 533 is strongly recommended.

**HPE 527 Applied Sports Psychology (3).** In-depth understanding of psychological interventions to enhance sports performance in both individual and team sports settings. Prerequisite: Consent of the Graduate Coordinator. Additionally, prior completion of HPE 510 is strongly recommended.

**HPE 529 Science of Human Movement (3).** Fundamental background class for understanding safe coaching techniques. Includes underlying concepts in biomechanics, exercise physiology and motor behavior. Required if undergraduate courses in these three areas of study are not on undergraduate transcript. Typically scheduled during summer session. This course cannot be used for degree requirements. Prerequisite: Consent of the Graduate Coordinator.

**HPE 532 Sport and Recreation Facility Management (3).** Overview of sports facility planning and management, including the design, construction and operation of indoor and outdoor sports and recreation facilities. Topics covered include maintenance, security, scheduling, staffing, crowd control and risk management. Prerequisite: Prior completion of HPE 533 is strongly recommended.

**HPE 533 Management and Leadership in Sport (3).** Theories pertaining to management and leadership including the study of traditional content areas such as planning, organizing, staffing and budgeting, and the role of administration as applied to sport, recreation and physical education programs. Prerequisite: Consent of the Graduate Coordinator.

**HPE 534 Public Relations in Sport (3).** Nature of sport public relations, its relationship to sport marketing and its benefits to sport and sport

organizations. Includes broadcast, print, and electronic media and the role of the internet in sport public relations. Prerequisite: Consent of the Graduate Coordinator.

**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. Prerequisite: Consent of the Graduate Coordinator; undergraduate leveling course, HPE 529 or consent of instructor.

**HPE 537 Ethics in Sport (3).** Theory, role and application of ethics in the decision making process as it relates to sport and sport organizations. Prerequisite: Consent of the Graduate Coordinator. Additionally, prior completion of HPE 533 is strongly recommended.

**HPE 538 Sport Law and Risk Management (3).** Extensive overview of legal principles that apply to sports, recreation and physical activity. A broad range of legal areas, including negligence, constitutional law, statutory law, contracts, antitrust, labor law and risk management. Prerequisite: Consent of the Graduate Coordinator.

**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. Prerequisite: Consent of the Graduate Coordinator; undergraduate leveling course, HPE 529 or consent of instructor.

**HPE 542 Program/Curriculum Design (3).** Program designs and implementation. Examines trends influencing physical education curriculum design, evaluation strategies, the role of leadership in curriculum development and the incorporation of educational needs. Prerequisite: Consent of the Graduate Coordinator.

**HPE 548 Sport Marketing (3).** Principles of marketing when applied to sports, recreation and institutional fund-raising. Prerequisite: Consent of the Graduate Coordinator. Additionally, prior completion of HPE 533 is strongly recommended.

**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. Prerequisite: Consent of the Graduate Coordinator.

**HPE 577 Sport and Recreation Event Management (3).** Principles and practices of planning, funding, operating and evaluating indoor and outdoor sporting events and recreational activities. Includes staffing, budgeting, marketing,



promotion, security and risk management. Prerequisite: Consent of the Graduate Coordinator. Additionally, prior completion of HPE 533 is strongly recommended.

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

**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 course work 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 569 Workshop in Hebrew (1-3).** As announced. (May be repeated for credit). Prerequisite: Consent of instructor.

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

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

## History

**HIST 569 Workshop in History (1-3).** As announced. (May be repeated for credit). Prerequisite: Consent of instructor.

**HIST 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits). 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 credits).

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

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

## Information Systems

**IS 500 Information Systems for Managers (3).** Examines the relationship between information systems and organizational strategy. Introduces key issues in managing information technology and stresses management's role in implementing

information systems to execute the organizational strategy. Prerequisite: Entry into the MBA program. (Su)

**IS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 credits). Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

**IS 593 Topics in Information Systems (1-3).** As announced. Prerequisite: Entry into the MBA program. (TBA)

## Management

**MGT 501 Production and Operations Management (3).** Production/Operations Management (POM) includes the application of quantitative techniques for managerial decision making. Prerequisite: Entry into the MBA program. (S)

**MGT 513 Organizational Behavior and Management Theory (3).** The theory and practice of managing individuals, groups and organizations as well as an investigation into how organizational structures and cultures impact the performance of people. Prerequisite: Entry into the MBA program. (S)

**MGT 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 credits). Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

**MGT 593 Topics in Management (1-3).** As announced. Prerequisite: Entry into the MBA program. (TBA)

## Marketing

**MKT 517 Marketing Management (3).** Marketing and its importance in the economy and the firm. Integrates the marketing functions and demonstrates the increasing complexity of the modern marketing system. Prerequisite: Entry into the MBA program. (S)

**MKT 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 3 credits). Prerequisites: Approval of instructor and graduate coordinator required. (TBA)

**MKT 593 Topics in Marketing (1-3).** As announced. Prerequisite: Entry into the MBA program. (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. Emphasis 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, Gödel'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, including 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 credits).

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

**MATH 591 Graduate Seminar (1-3).** (May be repeated for a maximum of 4 credits).

**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 credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## Music

### Music Ensembles

#### MUS 526 Music Ensembles (1)

- A. Choral
- B. Instrumental
- C. Band
- D. Orchestra

### Applied Music (1-3)

**Private lessons.** One half-hour lesson per week for one credit. One-hour lesson per week for two credits. One-hour lesson plus a seminar per week or equivalent for three credits. (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)

### Theory Courses

**MUS 569 Workshop in Music (1-3).** As Announced. (May be repeated for a maximum of 3 credits).

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

**MUS 593 Topics in Music (1-3).** As announced. (No specific topic may be repeated for credit.).

### Music Education

**MUED 569 Workshop in Music Education (1-3).** As announced. May be repeated for credit.

**MUED 576 Elementary Music: Materials/Techniques (3).** Study of Kodaly, Orff, and Weikart materials, methods and techniques appropriate for the elementary music specialist.

### Nursing

**NURS 502 Research Methods in Nursing (3).**

Introduction to research methodology in nursing. Focuses on the major types of qualitative and quantitative research designs in nursing and the development of quality research proposals. Utilizing research to make practice decisions based on evidence and incorporating research findings into professional nursing practice are emphasized. Technology applications in the research process are explored. (S)

**NURS 506 Ethical and Legal Views of the Changing Health Care System (3).**

Reviews ethical principles and theories and relates them to the new challenges facing professionals within the health care delivery system. Provides a critical analysis of economic, sociological and political factors affecting the nursing and health care delivery systems in the U.S. Health policies impacting access, quality, costs, delivery systems, professional practices and reform are discussed. Emphasis on developing skills in reflective moral thinking. (S)

**NURS 508 The Nurse Leader: New Perspectives on the Profession (3).**

Impact that changes in health care systems have on transforming the nursing profession. Includes theories related to management and leadership. Strategies for empowerment are presented to assist master's prepared nurses to assume and sustain leadership roles. (Su)

**NURS 510 Nursing Concepts and Theories (3).**

Development and use of disciplinary knowledge as applied to advanced practice in nursing. Basic philosophical assumptions undergirding nursing are presented, conceptual thinking and the process of concept development are introduced, and an overview and critique of nursing conceptual models, and other theories applicable to advanced practice nursing are provided. The interrelationship of theory, research and practice are explored with an emphasis on implementing evidence-based practice. (Su)

**NURS 512 Teaching Strategies for Nurse Educators (3).**

Theories and principles that support a variety of evidence-based teaching strategies effective with diverse learning styles and learning success for multicultural student populations. The roles of both the educator and student in designing an active learning environment provide the framework for analyzing pedagogic philosophies; theories, ethical/legal issues, and research related to teaching strategies and education. Attention given to the relationship between settings, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: EDF 503, may be taken concurrently (F)

**NURS 514 Curriculum Development, Assessment and Evaluation (3).**

Curriculum development and the many processes that contribute to it. Major topics include curriculum components; professional, societal, and educational trends; frameworks; competencies and outcomes; the ethics and standards of evaluation practice, social, economic, regulatory, and technological transformations, resources for decision making, and assessment/evaluation methods that create a student centered environment. Prerequisite: NURS 512 (S)

**NURS 516 Roles, Responsibilities and Relationships of the Nurse Educator (3).**

Roles, responsibilities and relationships which are part of the nurse educator in both academic and health care settings. Major topics include professional development, using evidence to improve teaching, cultural diversity, scholarship related to teaching, balancing role demands, collaboration and advocacy. (F)

**NURS 518 Teaching with Technologies (3).**

Theories and trends supporting the use of technology for the enhancement of teaching and learning with a specific focus on assisting educators to gain skills in choosing appropriate instructional technologies to enhance learning. The use of media, multimedia, computer-based technologies and simulations are explored in distance education formats are examined. (Su)

**NURS 540 Research Applications in Nursing (3).**

Prepares students to apply the principles and methods learned from their course work in developing a proposal in preparation for the synthesis project (NURS 542). Students will propose a nursing course curriculum that involves the art and science of teaching, leadership, cultural competencies, ethics, health policy, and concepts and theories. Considers the needs of nontraditional, international, educationally disadvantaged and physically challenged students. Prerequisite: Permission from faculty advisor. (Su)

**NURS 542 Education Synthesis Project (3).**

A continuation of NURS 540. Students will conduct a needs survey to develop a course curriculum addressing identified needs within their practice setting. Students will select methodologies pertinent to the course content and may include live lecture, online instruction and A/V technology. Students will develop a portfolio with the finished product and will develop a poster, summarizing the experience and will present findings at the ENMU Research Conference each spring. Prerequisite: NURS 540 (F)

**Philosophy**

**PHIL 569 Workshop in Philosophy (1-3).** As announced. (May be repeated for a maximum of 6 credits).

**PHIL 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits). 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 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 credits.)

**PHYS 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits.) 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 credits).

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

**PSCI 593 Topics in Political Science (1-3).** As announced. (May be repeated for credit.)

**Professional Technical Education**

**PTE 501 Philosophy and Organization of Professional Technical Education (3).** The history, philosophy and organization of professional technical education. Key federal legislation and contemporary issues will be examined. (Odd F)

**PTE 502 Curriculum Development in Professional Technical Education (3).** Principles, analysis and trends related to curriculum and course development in professional technical education. (Even F)

**PTE 503 Teaching Methods in Professional Technical Education (3).** Teaching methods and instructional strategies in professional technical education. (Odd S)

**PTE 504 Administration and Supervision in Professional Technical Education (3).** Issues related to the principles of effective administration and supervision of programs in professional technical education. Course content will support professional development for potential leaders in professional technical education settings. (Odd Su)

**PTE 505 Professional Technical Education Law (3).** Legal matters related to administrative and instructional issues in professional technical education. (Even S)

**PTE 506 Assessment and Evaluation in Professional Technical Education (3).** Strategies for assessing student progress and program effectiveness in professional technical education. (Even Su)

**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 credits). Prerequisite: Consent of graduate coordinator.

**PSY 593 Topics in Psychology (1-3).** As announced. (May be repeated for a maximum of 6 credits 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)

**RED/ELED/ENG/SED 507 Teaching Writing: High Plains Writing Project (6).** See ELED 507 for course description. Prerequisites: Admission by application only. Each year, HPWP accepts 15 area teachers. Stipend for tuition available. Must be in a teaching position. Application deadline is April 1. (Su Roswell campus only.)

**RED 510 Literacy Assessment and Evaluation (3).** Emphasis on naturalistic, authentic classroom based assessment of K-12 readers and writers and the interrelationships among assessment, evaluation and instruction. Prerequisite: RED 517. (F)

**RED 512 Critical Literacy (3).** Literacy examined for its critical potential as symbolic action: words rethinking worlds. Focus placed on the pedagogy of critical literacy as it pertains to a variety of educational settings. Prerequisite: RED 517. (F, S, Su)

**RED 516 Literacy Assessment and Instruction for Special Populations (3).** Authentic assessment strategies and the integration of instructional strategies with assessment investigated with developing readers and writers, K-12. Emphasis on best practices and current research as applied to special populations of students including second language learners and those with learning disabilities, developmental delays, physical challenges and social/emotional behavioral issues. Supervised instruction in on-campus clinic setting. (Su)

**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. Provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in the elementary and middle school setting. (F, 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. (F, S, Su)

**RED/ELED 520 Multiple Literacies (3).** In-depth study of the multiple literacies learners and readers encounter today, including linguistic and nonlinguistic texts. Examination of the impact of technology, multiple sign systems and semiotics. (Odd F)

**RED 524 Children's and Adolescent Literature in the Classroom (3).** Critical selection, analysis and evaluation of literature use in K-12 classrooms, including censorship, multiculturalism and bias; appropriate curriculum planning and implementation; the use of literature to promote reading and writing across the curriculum; consideration of reader response theory and its impact on learning. (Su)

**RED 526 Adolescent Literacy (3).** Investigations of current problems, trends and issues in the teaching of adolescent readers and writers. (F)

**RED 528 Supporting Writing in the Classroom (3).** Emphasis on the theoretical background for the teaching of writing in the classroom. First-hand experience in the Reading/Writing Workshop including writing across the content areas. (Su)

**RED/BLED 538 Language Arts and the Teacher of English as a Second Language (3).** See BLED 538 for course description. Prerequisite: RED 517 for RED 538. (S)

**RED/ELED 542 Integrating Technology and Diversity in Literacy Education (3).** See ELED 542 for course description. (S)

**RED 569 Workshop in Reading (1-3).** As announced. (Up to 3 credits may count toward graduate degree with prior approval of graduate 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 and qualitative research in psycholinguistics of child development. (F)

**RED 579 Individual Research in Reading/Literacy Education (1-3).** Independent Study. (May be repeated for a maximum of 4 credits). Prerequisite: Consent of instructor.



**RED/ELED 581 Advanced Studies and Instructional Applications in Language Arts (3).** A comprehensive study of language arts; based on principles of child growth and development, age-appropriate practice and qualitative research in the psycholinguistics of child development. (S)

**RED/BLED/ELED/SED/SPED 585 Assessment of Educators as Teachers and Leaders I (3).** See BLED 585 for course description. (F, S)

**RED/BLED/ELED/SED/SPED 586 Assessment of Educators as Teachers and Leaders II (3).** See BLED 586 for course description. (F, S)

**RED 587 Approaches to Teaching Literacy (3).** Theoretical background in psycholinguistics, sociolinguistics, anthropology and progressive education as a basis for qualitative and naturalistic research. Study of writing and reading development from childhood to adulthood using methods and materials for fostering phonemic awareness, word study, and 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. Co-requisite: comprehensive exam must be taken prior to or during the semester the project is defended.

**RED 593 Topics in Reading (1-3).** As announced. (May be repeated for a maximum of 6 credits).

**RED 599 Master's Thesis (1-6).** (RED 599 credit must total 6 credits 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 credits).

**REL 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits). 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).** See ELED 507 for course description. Prerequisites: Admission by application only. Application deadline is April 1. (Su)

**SED 526 The Social Context of Effective Instruction (3).** Explores the social context of instruction in secondary schools with the aim of promoting more effective teaching within increasingly complex classrooms. The cultural, social, economic and circumstantial lenses

through which students view and experience their educations create classrooms rife with opportunities for both transformation and chaos. (F, S)

**SED/ELED 527 Overview of Operating Systems for Teachers (3).** See ELED 527 for course description. (Su)

**SED/ELED 528 Computer Network Technology for Teachers (3).** See ELED 528 for course description. (F)

**SED/ELED 532 Technology Integrated Curriculum (3).** See ELED 532 for course description. (Su)

**SED/ELED 535 The Technology Rich Environment (3).** See ELED 535 for course description. Prerequisite: ELED/SED 532. (F)

**SED/ELED 537 Technology Leadership (3).** See ELED 537 for course description. Prerequisites: ELED/SED 532 and 535. (S)

**SED/ELED 538 IT Project Management for Teachers(3).** See ELED 538 for course description. (S)

**SED/ELED 540 Creativity Across the Curriculum (3).** See ELED 540 for course description. Part of the four course sequence that leads to the Gifted Certification. (Su)

**SED 569 Workshop in Secondary Education (1-3).** As announced. (Up to 3 credits 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 credits). 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/BLED/ELED/RED/SPED 585 Assessment of Educators as Teachers and Leaders I (3).** See BLED 585 for course description. (F, S)

**SED/BLED/ELED/RED/SPED 586 Assessment of Educators as Teachers and Leaders II (3).** See BLED 586 for course description. (F, S)

**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 credits).

**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, S)



**SED 599 Master's Thesis (1-6).** (SED 599 credit must total 6 credits 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 569 Workshop in Sociology (1-3).** As announced. (May be repeated for credit.)

**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/BLED 515 Hispanic Literature and Culture (3).** Cultural aspects unique to Hispanic literature and culture. Introduces 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 credits).

**SPAN 579 Individual Research (1-3).** Independent study. (May be repeated for a maximum of 4 credits). 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 legal requirements, historical and current, of special education. Legal issues within and outside special education and trends which guide the legal adherence to a free and appropriate education for students with disabilities. (Even S).

**SPED 505 Low Incidence Disabilities: Theory to Practice (3).** Research and principles of low incidence disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, adaptive devices, methods and materials. Prerequisite: Six hours in special education course work, or consent of instructor. (Odd F).

**SPED 508 Foundations of Early Childhood Special Education (3).** Overview of early intervention and early childhood special education including underlying theoretical foundations, emergence as a field, and laws and policies which govern practice. Draws from experts in the field, current research and issues, and presents best practices for working with young children. (F)

**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. Part of a four course sequence leading to NMPED Gifted certification. (Even S).

**SPED 510 Consultation, Collaboration, Communication with Gifted (3).** Consultation models and the importance of parent-teacher collaboration, and needed communication skills for teaching students who have been identified as gifted. Part of a four course sequence leading to NMPED Gifted certification. Prerequisites: SPED 509. (Even F).

**SPED 511 Curriculum for Gifted (3).** Various curriculum models for instructing students who are identified as gifted. Higher order thinking skills, critical thinking skills, inductive/deductive reasoning skills are reviewed as are various American instructional models. Part of a four course sequence leading to NMPED Gifted certification. Prerequisite: SPED 509. (Odd F).

**SPED 512 Language and Learning (3).** Communication development in young children and the impact literacy rich environments have on

early learning. Brain-based theories, parent-child interactions, emotional/mental well-being and concomitant factors affecting communication development and emerging literacy. (Even F).

**SPED 515 Positive Supports for Learning (3).**

Overview of positive behavioral supports (PBS), basis and motivation for behaviors, functional behavior assessment (FBA) and development of support plans to promote learning. Studies sensory issues which affect behavior and strategies to support those challenges. (F)

**SPED 523 Assessment and Programming for Early Childhood Special Education (3).**

Procedures and instruments used in assessment of young children including observation, screening, formal and informal assessment tools, interpretation of diagnostic findings, and application in developing and monitoring instructional programs. (Odd F)

**SPED 525 Early Childhood Special Education Program Evaluation (3).**

Reflective practice as well as formal assessment tools for evaluating program effectiveness. Studies natural environments, inclusive settings and positive approaches for full participation in regards to young children. (Even S)

**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 presented as well as information on token economics and behavioral level systems to apply in the classroom. (F)

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

Research and principles of high incidence disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods and materials. (S, Su)

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

Strategies for developing skills for leadership, interpersonal communication, collaboration and consultation, teaming, transition, and coordination with families of individuals with diverse abilities, other professionals, and community agency personnel. (S)

**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. (F, S)

**SPED 548 Emotional Disturbance: 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 course work or consent of instructor. (Su)

**SPED 552 Autism Spectrum Disorders (3).**

Disorders that fall under the category of Pervasive Developmental Disorders (more currently referred as Autism Spectrum Disorders). Covers etiology, historical perspectives, assessment/diagnosis, characteristics, and strategies which will positively support the development of skills in communication, behavior, social interactions and academics. (Su)

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

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

**SPED 570 Special Theory to Practice Courses (1-3).**

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. As announced.

E. Medical Problems in Classroom 1-3 credits

F. Seizures and Epilepsy 1 credit

G. Sensory Integration 1-3 credits

I. Diagnostic/Interpretative Education 3 credits

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

(May be repeated for a maximum of 4 credits). Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SPED 580 Professional Educator (1-3).**

As Announced. 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/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
- H. FBA/BIP 1-3 credits
- I. Positive Behavior Supports 1-3 credits
- J. Working with Non-verbal Students 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/BLED/ELED/RED/SED 585 Assessment of Educators as Teachers and Leaders I (3).** See BLED 585 for course description. (F, S)

**SPED/BLED/ELED/RED/SED 586 Assessment of Educators as Teachers and Leaders II (3).** See BLED 586 for course description. (F, S)

**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 credits 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 credits 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 Operations Research (3).** Philosophy and techniques of operations 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: STAT 513 or consent of Instructor.

**STAT 531 Design of Experiments (3).** The design and analysis of statistical experiments and the theory of linear models; analysis of variance techniques. Prerequisite: STAT 513 or 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 credits).

**STAT 579 Individual Research (1-3).** (May be repeated for a maximum of 4 credits). 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 credits).

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

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

## University Faculty

**Daniel Acheson-Brown** – 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 Electronics Engineering Technology (1992) – B.S., M.S., Ph.D., University of Missouri at Columbia.

**Hamid Allamehzadeh** – 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 Aragón** – Professor of Mathematics (1993) – B.A., M.A., Ph.D., University of Colorado.

**Edward Avila** – Assistant Professor of English (2012) – B.A., M.A., Ph.D., University of California, San Diego.

**Mary Fanelli Ayala** – Dean, College of Liberal Arts and Sciences; Professor of Spanish (1992) – B.A., LaSalle University; M.A., Ph.D., Temple University.

**Rosemary Bahr** – Professor of Sociology (1987) – B.S., Brigham Young University; M.S., Ph.D., Washington State University.

**Suzanne Balch-Lindsay** – Chair, Department of History, Humanities and Social Sciences; Professor of History (1995) – B.A., M.A., Ph.D., Texas Tech University.

**Matthew Barlow** – Assistant Professor of Biology (2010) – B.S., University of New Mexico; M.S., Ph.D., University of North Texas Health Science Center at Fort Worth.

**Anne Beck** – Chair, Department of Theatre and Digital Filmmaking; Associate 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. Björnsson** – Chair, Department of Languages and Literature; Associate Professor of English (1999) – B.A., M.A., Colorado State University; Ph.D., University of Arizona.

**Joan Brown** – Instructor of Mathematics (2005) – B.S., Saint Mary College; M.Ed., Eastern New Mexico University.

**Thomas R. Brown** – Chair, Department of Mathematical Sciences; Associate Professor of Computer Science (2000) – B.S., M.S., Illinois State University; Ph.D., University of New Mexico.

**Charles Broz** – Assistant Professor of Family and Consumer Sciences (2011) – A.A.S., Kendall College; B.A., University of Illinois; M.A., Northeastern Illinois University; Ph.D., Texas Tech University.

**Pattarapong Burusnukul** – Assistant Professor of Marketing (2011) – B.S., Texas Tech University; M.S., West Texas A&M University; Ph.D., Texas Tech University.

**Patrice Caldwell** – Executive Director of Planning and Analysis/Institutional Renewal; Associate Professor of English (1980) – B.A., University of Southern California at Los Angeles; 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.

**Youngkoo Cho** – Professor of Biology (2001) – B.S., Chonbuk National University; M.S., University of Arizona; Ph.D., South Dakota State University.

**Sunny Choi** – Assistant Professor of Computer Science (2011) – B.S., Ewha Woman's University; M.S., Ph.D., Oklahoma State University.

**Steven Chumbley** – Assistant Professor of Agriculture Education (2011) – B.A., Texas A&M University; M.A., Texas A&M University-Kingsville; Ph.D. Texas Tech University.

**James Constantopoulos** – Chair, Department of Physical Sciences; Professor of Geology; Curator, Miles Mineral Museum (1990) – B.S., California State University at Northridge; M.S., Ph.D., University of Idaho.

**J. Vitelio Contreras** – Associate Professor of Spanish (1998) – B.A., M.A., University of California at Santa Barbara; Ph.D., University of New Mexico.

**William Cooper** – Assistant Professor of Chemistry (2012) – B.S. M.S., Ph.D, University of South Carolina.

**Karen Copple** – Assistant Professor of Communicative Disorders (2012) – B.M.Ed., Hastings College; M.S.Ed., University of Nebraska; Ph.D., Texas Tech Health Science Center.

**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** – Associate Professor of Biology (2005) – B.S., M.S., University of Natal; Ph.D., The Ohio State University.

**Timothy Cunha** – Assistant Professor of Business Law (2009) – B.A., Rutgers the State University of New Jersey New Brunswick Campus; J.D., Georgetown University Law Center.

**Mark Dal Porto** – Professor of Music (2001) – B.A., M.A., California State University; D.M.A., University of Texas at Austin.

**Mary Arth Daugherty** – Associate Professor of Elementary Mathematics (2002) – B.A., M.A., Ph.D., University of Wyoming.



**Rebecca Davis** – Graduate Coordinator; Associate Professor of Special Education (2006) – B.S., New Mexico State University; M.C.D., Louisiana State University Medical Center; Ed.D., Texas Tech University.

**James David Deal** – Assistant Professor of Art (2012) – B.F.A., Louisiana Tech, M.F.A., Marywood University.

**Patricia A. Dobson** – Chair, Department of Communication; Assistant Professor of Communication (2001) – B.A., M.A., Eastern New Mexico University; Ph.D., Capella University.

**Kathleen Donalson** – Graduate Coordinator; Associate Professor of Reading Education (2005) – B.S., M.A., University of New Mexico; Ph.D., Texas Tech University.

**Cherylann Dozier** – Assistant Professor of Family and Consumer Sciences (2010) – B.S., Bob Jones University; M.A., Ed.D., University of Northern Colorado.

**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., University of Texas at Austin.

**Samuel Duwe** – Assistant Professor of Anthropology (2012) – B.A., University of Michigan; M.A., Ph.D., University of Arizona.

**Donald C. Elder** – Professor of History (1995) – B.A., University of Northern Iowa; M.A., Ph.D., University of California at San Diego.

**Michael Ellzey** – Associate Professor of Music (2006) – B.M., The University of Southern Mississippi; M.M., The University of Akron; D.M.A., The University of Southern Mississippi.

**William G. Erf** – Professor of Art (1987) – B.F.A., Ohio State University; M.F.A., State University of New York at Buffalo.

**Terry Ervin** – Professor of Agriculture Business (2003) – B.S., M.E.A., University of California at Riverside; Ph.D., Oklahoma State University.

**Carol Erwin** – Associate Professor of English (2005) – B.S., Oklahoma Christian University of Science and Arts; M.A., Eastern New Mexico University; Ph.D., Texas Tech University.

**Jerry Everhart** – Professor of Elementary Education (1995) – B.S., M.A., Ed.D., East Carolina University.

**James Finley** – Associate Professor of Chemistry (2002) – B.A., Southern Illinois University; Ph.D., University of Chicago.

**Eugenia Flores** – Instructor of Bilingual Education (1999) – B.A., M.Ed., Eastern New Mexico University.

**Steven G. Gamble** – President; Professor of History (2001) – B.A., M.A., Ph.D., Texas Tech University.

**Alan W. Garrett** – Professor of Secondary Education and Education Foundations (1992) – B.S., University of Oklahoma; M.Ed., Abilene Christian University; Ph.D., University of Texas at Austin.

**Amanda Davis Gatchet** – Graduate Coordinator; Assistant Professor of Communication (2011) – B.A., Vanderbilt University; M.A., Goldsmiths, University of London; Ph.D., University of Texas at Austin.

**Roger Davis Gatchet** – Assistant Professor of Communication (2011) – B.A., California Polytechnic State University-San Luis Obispo; M.A., Ph.D., University of Texas at Austin.

**Amanda Gerber** – Assistant Professor of English (2012) – B.A., University of California, Irvine; M.A., Ph.D., Ohio State University.

**Gerald A. Gies** – Professor of History (1995) – B.A., M.A., Florida Atlantic University; Ph.D., Florida State University.

**Leslie Anne Gill** – Chair, Department of Psychology and Political Science; Professor of Psychology (1996) – B.A., Loyola Marymount; M.A., Ph.D., Southern Illinois University.

**Kathie Good** – Assistant Dean, College of Education and Technology; Chair, Department of Educational Studies; Associate Professor of Special Education (2001) – B.S., M.S.E., Eastern New Mexico University; Ed.D., Texas Tech University.

**Kathy Durand Gore** – Assistant Dean, College of Liberal Arts and Sciences; Professor of Anthropology (1993) – B.A., M.A., Ph.D., Arizona State University.

**Amy Grau** – Assistant Professor of Sociology and Criminal Justice (2012) – B.A., Xavier University; M.A., Ph.D., University of Cincinnati.

**Lisa Harrell** – Graduate Coordinator; Instructor of Counseling (2009) – A.A., De Anza College; B.A., San Jose State University; M.A., California State University.

**Brad Hamann** – Chair, Department of Art; Assistant Professor of Art (2010) – B.F.A., Marywood University; M.F.A., Parsons School of Design.

**Jerry Harmon** – Dean, College of Education and Technology; Professor of Education (2005) – B.A., Huron University; M.S.Ed., Black Hills State University; Ph.D., Oregon State University.

**Amy C. Hazelrigg** – Associate 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 (1998) – B.A., M.A., Northern Illinois University; M.B.A., Regis University; Ph.D., Colorado State University.



**Kimberly Hodges** – Assistant Professor of Elementary Education (2011) – B.S., University of North Carolina at Charlotte; M.Ed., American InterContinental University; Ph.D., Capella University.

**Romelia Hurtado de Vivas** – Associate Professor of Bilingual Education (2003) – A.A., Tacoma Community College; B.A., University of Washington; M.A., Colorado State University; M.Ed., Columbia University; M.A., Colorado State University; Ph.D., University of New Mexico

**Anthony Iaquinto** – Assistant Professor of Management (2012) – B.A., University of Minnesota; M.B.A., Ph.D., Columbia University.

**Kristi Jarman** – Graduate Coordinator; Associate Professor of Mathematics (2006) – B.S., West Texas A&M University; M.S., Ph.D., Texas Tech University.

**Zach Jones** – Graduate Coordinator; Associate Professor of Biology (2007) – B.A., Colorado College; Ph.D., University of Colorado.

**Mary K. Kallus** – Chair, Curriculum and Instruction; Associate Professor of Reading Education (2003) – B.A., M.Ed., Ed.D., Texas Tech University.

**Stefan Kiesbye** – Assistant Professor of English (2012) – B.A., Freie Universität Berlin; M.A., State University of New York at Buffalo; M.F.A., University of Michigan.

**James David Kilby** – Graduate Coordinator; Assistant Professor of Anthropology (2008) – B.A., Appalachian State University; M.A., Eastern New Mexico University; Ph.D., University of New Mexico.

**Joseph Kline** – Dean, College of Fine Arts; Professor of Theater (2009) – B.A., Colorado State University; M.F.A., The Catholic University of America; Ph.D., Texas Tech University.

**Kristin Kuhlmann** – Assistant Professor of Nursing (2011) – B.S., University of Arizona; M.S., Arizona State University.

**Jennifer Laubenthal** – Assistant Professor of Music (2009) – B.A., The University of Akron; M.M., D.M.A., The Ohio State University.

**Jamie C. Laurenz** – Vice President for Academic Affairs; Professor of Agriculture (2008) – B.S., South Dakota State University; M.S., Ph.D., Texas A&M University at College Station.

**Zhiming Liu** – 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.

**John Luhman** – Associate Professor of Management (2007) – B.A., M.A., The American University; Ph.D., New Mexico State University.

**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.

**Patricia Maguire** – Director, Distance Education and Outreach; Assistant Professor of Information Systems; (1990) – B.B.A., M.B.A., Eastern New Mexico University.

**Garrett Alexandria McDowell** – Assistant Professor of Anthropology (2009) – B.A., Rhodes College; M.A., University of Texas at Austin; Ph.D. Temple University.

**Adrienne McElroy-Bratcher** – Assistant Professor of Communicative Disorders (2012) – B.S., M.A., Eastern New Mexico University; Ph.D., Nova Southeastern University.

**Valerie McKito** – Assistant Professor of History (2012) – B.S. Eastern New Mexico University; M.A., Ph.D., Texas Tech University.

**Phillip C. Million** – Professor of Communicative Disorders (1992) – B.S., Phillips University; M.S., Ph.D., University of Oklahoma.

**John Montgomery** – Assistant Vice President of Academic Affairs for Research and Program Development; Chair, Department of Anthropology and Applied Archaeology; Director, Agency for Conservation Archaeology; 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., The Ohio State University; M.A. University of Hartford; Ph.D., The Pennsylvania State University.

**Maureen Muhlbauer** – Professor of Art (1991) – B.F.A., Texas Christian University; M.F.A., Maryland Institute College of Art.

**Andy Nazario** – Assistant Professor of Criminal Justice (2011) – B.A., M.A., Texas Tech University; Ph.D., Northcentral University.

**Reneé 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.

**John Olsen** – Professor of Music (1989) – B.M., Hartt School of Music; M.M., Manhattan School of Music; D.M.A., University of Southern California.

**Chad Painter** – Assistant Professor of Communication (2012) – B.A., Capital University; M.A., Ph.D., University of Missouri.

**D. Veena Parboteeah** – Chair, College of Business, Student Performance; Graduate Coordinator; Associate Professor of Information Systems (2007) – Diploma in Textile Technology; BTech, University of Mauritius; Ph.D., Washington State University.

- Brian Pasko** – Assistant Professor of Mathematics (2006) – A.A.S., Milwaukee Area Technical College; B.S., Marquette University; M.S., Ph.D., Kansas State University.
- Leslie Paternoster** – Director, Nursing Program; Assistant Professor of Nursing (2007) – A.A., B.S., Eastern New Mexico University; M.S., West Texas A&M University; Ed.D., New Mexico State University.
- Jason Paulk** – Director of Choral Activities; Associate Professor of Music (2005) – B.M.E., Stetson University; M.M., Westminster Choir College; D.M.A., University of Oklahoma.
- Kathleen Pittman** – Associate Professor of Reading (2005) – B.S., Jacksonville State University; M.A., Ph.D., University of Alabama.
- Andrew D. Pollock** – Associate 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 and Secondary Education (2001) – B.A., M.S., San Jose State University; Ed.D., Oklahoma State University.
- Janet Roehl** – Professor of Journalism (1993) – B.A., Northern Arizona University; M.A., Ph.D., Arizona State University.
- James Rutland** – Instructor of Music (1994) – B.S., Tennessee Tech University; M.M.Ed., University of North Texas.
- Duane W. Ryan** – Director of Broadcasting; Associate Professor of Communication (1967) – A.B., California State University at Long Beach; M.A., Brigham Young University.
- Michael Ryan** – Assistant Professor of Criminal Justice (2009) – B.A., M.A., Texas Tech University; Ph.D., University of Florida.
- Penny Sanders** – Assistant Professor of Counseling (2006) – B.S., Eastern New Mexico University; M.A., Northern Arizona University; Ed.D., Texas A&M University at Commerce.
- Janeice Scarbrough** – Professor of Theatre (1992) – B.I.S., New Mexico State University; M.F.A., Yale University.
- Dustin Seifert** – Chair, Department of Music; 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., Bank Street College of Education; M.S., College of New Rochelle; Ph.D., University of Nebraska.
- Mary Shuttlesworth** – Assistant Professor of Psychology (2012) – B.A., Lock Haven University of Pennsylvania; M.A., West Chester University of Pennsylvania; Ph.D., University of Maryland Baltimore County.
- Darron Smith** – Chair, Department of Family Consumer Science and Agriculture; Associate Professor of Agriculture (2005) – B.S., Pennsylvania State University; Ph.D., West Virginia University.
- Gene Smith** – Interim Dean, College of Business; Associate Professor of Accounting (2002) – B.S., M.B.A., Case Western Reserve University; Ph.D., Northcentral University.
- Michael Snipes** – Assistant Professor of Economics (2008) – B.A., University of Texas at Austin; M.A., Ph.D., University of Colorado at Boulder.
- Luis Soto** – Assistant Professor of Spanish (2009) – B.A., M.A., University of Texas at El Paso; Ph.D., Arizona State University.
- Sue Stockly** – Associate Professor of Economics (2004) – B.A., M.B.A., College of Santa Fe; M.S., Ph.D., University of Texas at Austin.
- John Stockmyer** – Chair, College of Business, Faculty Performance; Associate Professor of Marketing (2002) – B.S.E., Central Missouri State University; M.B.A., Rockhurst University; Ph.D., University of Missouri.
- Elliott Stollar** – Assistant Professor of Chemistry (2010) – B.S., Leeds University; Ph.D., Cambridge University.
- Dale Streeter** – Associate Professor of History (2008) – B.A., San Francisco State University; M.A., Ph.D., University of Wisconsin.
- Sue Strickler** – Professor of Political Science (1988) – B.A., California State University, Stanislaus; M.A., Ph.D., University of Iowa.
- Linda Sumption** – Graduate Coordinator; Associate Professor of English (2003) – B.A., Augustana College; M.A., New York University; Ph.D., The City University of New York.
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