

Education

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

The education graduate programs offered by the College of Education and Technology are predicated on a conceptual framework that aligns Theory and Research for Effective Practices and Commitment (TREC). TREC represents our shared journey toward excellence as members of a community of lifelong learners. The college offers five graduate degree programs: the Master of Education, the Master of Special Education (described on Page 56 of the catalog), Master of Education with a major in School Counseling, Master of Arts in Counseling (described on Page 42), and Master of Science in Physical Education (described on Page 54 of the catalog). The Master of Education degree (M.Ed.) allows for two concentrations with respective emphases in any of the areas listed above. Students may select the thesis, graduate project or the non-thesis option. Thesis or graduate project options include six hours of thesis or graduate project credit and successful oral defense of the thesis or presentation of the graduate project.

Requirements for Admission to the Education Graduate Programs in the College of Education and Technology

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

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.00. Grade point averages between 2.80 and 2.99 will be considered for “conditional” admission; if accepted, students must earn a minimum GPA of 3.00 with no grade less than a “B” during their first semester.
3. A letter of application to the Educational Studies Graduate Coordinator or the Curriculum and Instruction Graduate Coordinator. The letter should specify the intended area of emphasis and how an advanced degree in education will advance their career.

4. One letter of recommendation from a supervisor, colleague or educator who can attest to the student's professional ability and capacity to complete a graduate program successfully.
5. A photocopy of the student's teaching license or admission into regular or alternate licensure program.
6. Successful completion of an approved writing assessment during the first six hours of enrollment in the degree program. Additional information can be obtained from the education dean's secretary or a program graduate coordinator.
7. Acceptance into the Education Administration program requires documentation of a Level II New Mexico teaching license.
8. A Master of Education degree with an emphasis in Bilingual Education is open only to students who do not currently possess a bilingual endorsement.

NOTE: Admission to the education graduate programs does not guarantee successful completion of the graduate program. Inquiries along with correspondence, including letters of application and recommendation, should be sent to either the Educational Studies or Curriculum and Instruction Graduate Coordinator, College of Education and Technology, ENMU Station 25, 1500 S. Ave. K, Portales, NM 88130.

Requirements for Advancement to Candidacy

Please refer to Page 20 for requirements to candidacy.

The Degree Plan

Students prepare their degree plans in accordance with degree requirements, their professional development goals and the **advice of their assigned advisors**. Students must develop and sign a degree plan with their advisor during the **first semester of degree-seeking status** and ensure that the degree plan is approved by the student's graduate advisory committee and the graduate coordinator, and filed in the Office of the Graduate School (Administration Building, room 216). Degree plans should be turned into the department Graduate Coordinator to be filed in the Graduate School. The student will not be recognized officially as a candidate for a master's degree until these signatures are obtained and the degree

plan is filed in the Graduate School office. Other guidelines for degree plan development include:

1. Complete EDF 500 or CI 521 during the first nine hours of degree-seeking status.
2. Obtain a grade of "A" or "B" in all core requirements specified in the degree plan. One grade of "C" may be earned on one **content** course.
3. Apply no more than six hours of transfer credit from another university to the degree plan (See catalog section on Transfer of Graduate Credit, Page 18). Application of transfer credit to the degree plan requires approval from the graduate advisory committee and must be completed at least one semester prior to the semester of graduation. **The graduate advisory committee and graduate dean must approve a request for transfer credits.**
4. Apply **no extension credit to the degree plan.**
5. Apply no more than 6 graduate credit hours completed prior to admission to a graduate program in education to the degree plan.
6. Apply **no more than three graduate workshop credit hours to the degree plan.**
7. Apply **no more than four Individual Research (579) credits to the degree plan.**
8. The student's graduate advisory committee must provide written approval for any course substitutions. After candidacy, substitutions for required courses must be approved in writing by the student's graduate advisory committee, the graduate coordinator, the department chair and graduate dean. Approval of substitutions is final only after documentation has been approved by the graduate dean.

Requirements for Graduation

1. Candidates must complete either a student teaching experience of six or more semester hours, or ELED 523 Induction to Teaching, or SED 597 Internship and pass the required licensure examinations or must present their valid teaching license to graduate from the program.
2. Students must validate their ability to synthesize content of their master's degree coursework by selecting and successfully completing one of the following options:
 - a. For the non-thesis option, students will successfully complete a two-part written comprehensive examination. Part one will address core requirements and

will be prepared and evaluated by the Comprehensive Examination Committee. Part two will cover the emphasis area and will be prepared and evaluated by the student's graduate advisory committee. **A grade of “A” or “B” in coursework does not insure passage of the comprehensive examination.** Both coursework and the comprehensive examination require students to demonstrate that they can function using higher level thinking skills such as analysis, application, synthesis and evaluation. Note: Students may obtain the content question guidelines from the appropriate graduate coordinator or the College of Education and Technology dean's secretary at any point in their program. Students should attend the Comprehensive Exam Workshop at least one semester prior to taking the exam. **In order to begin preparing, students must contact their advisors a semester prior to taking the comprehensive exam.**

- b. A graduate project or thesis requires prior approval of the student's graduate advisory committee, and the student's graduate advisory committee will evaluate the presentation or defense. The student, in collaboration with the committee, must adhere to University established guidelines for development and presentation of theses and graduate projects. Copies of theses and project guidelines may be acquired from the College of Education and Technology graduate coordinators or the College of Education and Technology dean's secretary. Notice of the oral defense of a thesis or presentation of a graduate project must be published five days in advance in the *Monday Memo* and posted in the Education Building and the Graduate School.

The Appeal Process

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

with the instructor. The specific Policy for Review of Grades is available from the college dean. For more detailed information about appeals procedures, contact the departmental graduate coordinator.

Licensure Information

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

The student is responsible for contacting the Professional Licensure Unit of the New Mexico Public Education Department to determine licensure requirements for a particular program of study. Licensure is based on state regulations which are subject to change. Consequently, the student periodically needs to check current requirements.

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

Persons pursuing licensure, continuing licensure or professional development may elect the non-degree-seeking option. Note, however, students may pursue both licensure and the master's degree concurrently. Students seeking licensure or endorsement that is prerequisite to or separate from the master's degree should prepare a formal licensure plan at the beginning of their program.

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

Alternative Licensure

Overview

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

Application Checklist

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

Elementary Education

Suggested Course Schedule

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

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

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

B. Second Semester

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

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

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

Requirements for ELED 523

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

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

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

Secondary Education

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

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

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

Program of Study

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

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

Special Education

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

Program of Study

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

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

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

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

Curriculum and Instruction Concentration

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

Educational Research

CI 521 Teacher as Researcher 3

Assessment of Human Learning

CI 591 Seminar in Curriculum, Instruction, and Assessment 3

Culture of Education

CI 531 Critical Pedagogy and Educational Reform 3

Total Core Hours 9

Bilingual Education Emphasis

Required Emphasis Courses

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

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

BLED 501 Bilingual Education: Theory to Practice 3

BLED 505 Reading and the Bilingual Child 3

BLED/SPAN 515 Hispanic Literature and Culture 3

BLED 525 The Role of the Parent in the Bilingual Classroom 3

BLED 534 Content Area Instruction in Bilingual Education 3

BLED 538 Language Arts and the Teacher of English as a Second Language 3

BLED 573 Early Childhood Bilingualism 3

BLED 578 Teaching Multicultural Heritage of the Southwest 3

BLED 593 Topics in Bilingual Education/Linguistics 3

BLED 590 Graduate Project, **or**

BLED 599 Master's Thesis 6

Total Hours 36

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

English as a Second Language Education Emphasis

Required Emphasis Courses

BLED 501 Bilingual Education: Theory to Practice 3

BLED 530 Language Assessment and Placement of Bilingual Students 3

BLED 538 Language Arts and the English as a Second Language Teacher 3

BLED 580 ESL Methods 3

BLED 593 Topics: in Bilingual Education: Linguistics 3

BLED 578 Teaching Multicultural Heritage of the Southwest 3

Total Emphasis Hours 18

Nine hours from the following:

BLED 515 Hispanic Literature and Culture 3

BLED 573 Early Childhood Bilingualism 3

SOC/EDF 535 Sociology of Education 3

BLED 590 Graduate Project, **or**

BLED 599 Master's Thesis 6

Total Hours 36

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

Educational Technology Emphasis*

*Seek advisor approval before pursuing this route.

Required Courses

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

Technology-Focused Courses (18 hours)

Eighteen (18) hours of graduate level content coursework in technology selected in collaboration with graduate advisory committee. Leveling coursework may be necessary depending on prior work in the field of technology.

Elementary Education Emphasis

Required Emphasis Courses

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

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

ELED/ENG/

RED/SED	507	Teaching Writing	6
ELED	569	Workshop in Elementary Education	3
ELED	579	Individual Research in Elementary Education	3
ELED	593	Topics in Elementary Education	3
RED	510	Literacy Assessment and Evaluation	3
RED	520	Multiple Literacies	3
RED	570	Emergent Literacy	3
RED	587	Balanced Literacy	3
SPED	540	Learning Disabilities: Theory to Practice	3
SPED	543	Communication and Collaboration Methods	3
ELED	590	Graduate Project, or	
ELED	599	Master's Thesis	6
		Total Hours	36

Pedagogy and Learning Emphasis

With concentration in:

Bilingual Education/English as a Second Language - 15 hours

Elementary Education - 15 hours

Education Foundations-hours

Instructional Technology-5 hours

Reading/Literacy-15 hours

12 hours of electives in consultation with advisor.

Total Hours

36

Reading/Literacy Emphasis

Required Emphasis Courses

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

Non-thesis option:

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

Reading Specialist

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

Reading Coordinator/Literacy Facilitator

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

Literacy Teacher Educator

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

Thesis/Project Option:

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

Total Hours

36

Educational Studies Concentration

Core Requirements for emphases in Education Administration and

Secondary Education

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

Total Core Hours

15

Education Administration Emphasis

Required Emphasis Courses

A minimum of 18 hours selected from the following list:

EDAD	525	Personnel	3
EDAD	526	Leadership	3
EDAD	535	Systems Communication	3
EDAD	560	Policy Analysis	3
EDAD	582	School Administration	3
EDAD	590	Graduate Project, or	
EDAD	597	Internship I, and	
EDAD	598	Internship II, or	
EDAD	599	Master's Thesis	6
		Total Emphasis Hours	21

Secondary Education Emphasis

Option One — Content:

EDF	538	Instructional Design	3
BLED	578	Teaching the Multicultural Heritage of the Southwest	3
Plus		15 graduate hours in a New Mexico endorsement area for a secondary teaching license. Other education coursework if needed for a total of 36 semester hours. All electives are to be taken after obtaining advisor approval.	

Option Two — Methodology:

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