UNIVERSITY NOTICES

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, religion, veteran status, disability, or any other basis protected by law in its programs, activities or employment Persons seeking additional information about the University’s non-discrimination policy should contact:

Affirmative Action Officer
ENMU Station 21
1500 S Ave K
Portales NM 88130.

Title IX Statement
No person in the United States, shall, on the basis of sex, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R Part 106 (Title IX). Additional information can be found online at enmu.edu/TitleIX.

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 (FERPA) at enmu.edu/FERPA or see Page 17.

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.

Editors: Linda Weems
Suzanne Balch-Lindsay
Jennifer Poyer

Document Preparation: Nicole East
Cover Preparation: Chloe Barrick
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ENMU ADMINISTRATION

Board of Regents
Susana Martinez, governor of New Mexico ................................................................. Ex Officio Member
Jane Christensen .......................................................................................................... President
Edwin Tatum .................................................................................................................. Vice President
Kekoa VonSchriltz ........................................................................................................ Secretary/Treasurer
Terry Othick .................................................................................................................. Member
Dan Patterson .................................................................................................................. Member

Administration
Jeff S. Elwell .................................................................................................................. President
Jamie Laurenz .............................................................................................................. Vice President, Academic Affairs
Jeffrey Long .................................................................................................................. Vice President, Student Affairs
Patrice Caldwell ........................................................................................................... Executive Director, Planning and Analysis
Scott Smart ................................................................................................................... Chief Financial Officer, ENMU System
Clark Elswick .............................................................................................................. Chief Information Officer, ENMU System

Graduate School
Linda Weems ............................................................................................................. Dean

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.

Graduate Coordinators are: Pattarapong Burusnukul, Rebecca Davis, Mary Daughrity, ShinHwa Lee, Patricia Dobson, Matt Barlow, Kris Kuhlman, David Sweeten, Heather Smith, Suzanne Swift, Juchao Yan; ex officio: Linda Weems.

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

College Deans
John Montgomery, interim ......................................................................................... Business
Penny Garcia ................................................................................................................ Education and Technology
Jeff Gentry ................................................................................................................... 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 to:

1. Read, understand and adhere to all requirements and processes established in this catalog;
2. Formulate and file promptly an official degree plan approved by the graduate advisory committee, graduate coordinator and graduate dean;
3. Initiate in writing necessary changes and substitutions involving the graduate advisory committee, the major, the degree plan or other degree requirements;
4. Make arrangements for the necessary duplication and binding of the thesis, pay all fees; and,
5. Apply for graduation.

All graduate students at ENMU are to comply with the Student Code of Conduct as posted in the Student Handbook at enmu.edu/StudentHandbook.
## GRADUATE DEGREE PROGRAMS

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### Certificates and Professional Preparation

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ABOUT EASTERN NEW MEXICO UNIVERSITY

Mission Statement
Eastern New Mexico University combines an engaging learning environment with current technology to provide a rich educational experience. ENMU focuses on:
• Preparing students for careers and advanced study.
• Promoting citizenship and leadership skills and values.
• Supporting excellence in teaching and research.
• Empowering students to respond to a rapidly changing world.

Vision Statement
Eastern New Mexico University emphasizes liberal arts education, 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.

The Eastern community envisions a university where every faculty and staff member instills in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing and fostering diversity and inclusion among students, faculty and staff. The University engages well-qualified and caring faculty and staff who treat one another with respect and work together to accomplish institutional goals and mentor students.

History
ENMU takes pride in its many accomplishments and the reputation for excellence it has established as a comprehensive multicampus 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.

Accreditation
ENMU has been continuously accredited through the Higher Learning Commission (HLC) of the North Central Association since accreditation of undergraduate programs in 1947. The HLC accreditation covers all of ENMU’s campuses and programs. Additionally, The New Mexico Higher Education Department (NMHED) oversees and regulates all postsecondary institutions operating in New Mexico and recognizes ENMU as authorized to offer programs in post-secondary education at both the undergraduate and graduate levels.

Higher Learning Commission:
Mail: 230 South LaSalle Street
      Suite 7-500
      Chicago, Illinois 60604-1413
Web: HLCCommission.org
Phone: 800.621.7440

In addition, ENMU has earned accreditation from the following agencies:
• National Association of Schools of Music (NASM)
• Accreditation Council for Business Schools and Programs (ACBSP)
• American Speech-Language-Hearing Association (ASHA)
• Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing)
• Council for the Accreditation of Educator Preparation (CAEP)
• Council on Social Work Education (CSWE)

Accreditation information can be found at enmu.edu/Accreditation.
Memberships
The University is a member of the American Association of Colleges for Teacher Education and the Western Association of Graduate Schools. The College of Business is a member of the American Assembly of Collegiate Schools of Business.

Distance Learning
ENMU has been a pioneer in distance learning with over 40 years of experience in alternative delivery systems for educational programs. ENMU began a distance learning program by offering courses in other communities in 1957. In 1978, the University began offering instruction through educational television. Today, ENMU offers a variety of delivery mechanisms, depending on the nature and content of individual programs and courses.

The most extensive outreach effort involves online course offerings, which include both synchronous and asynchronous delivery methods:

- **Synchronous Online** courses, labeled “SW” in the class schedule, have fixed meeting times. Students are required to log in at a scheduled time, often weekly, to participate in the course.
- **Asynchronous Online** courses are labeled “AW” or “WW” in the class schedule and have no required meeting times. Students log in and participate as their schedule permits. AW courses have lecture components that require students to watch recorded lectures, according to the instructor’s set schedule, and enhance the quality of the online courses offered by ENMU’s undergraduate and graduate programs.

In addition, ENMU provides students with the capability to collaborate with one another while participating in distance learning. The Golden Student Success Center (GSSC) houses the Golden Library which provides extensive support to off-campus students. Student services, such as advising, financial aid and other support services are also available to distance learning students. More information about services for distance learning students is available at enmu.edu/OnlineStudentResources.

Recent amendments to the Higher Education Act of 1965 include changes to a regulation on state authorization that impact online and distance learning providers. The regulation states:

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request. (Authority: 20 U.S.C. 1001 and 1002)

The state of New Mexico has joined the National Council for State Authorization Reciprocity Agreements (NC-SARA), with ENMU approved to participate in the agreement. Students who reside in other states who have joined NC-SARA may take online classes at ENMU. SARA states may be found on the NC-SARA website at NC-SARA.org/Sara-States-Institutions or on the ENMU website at enmu.edu/NCSARA.

Graduate School

Graduate School Mission
The Graduate School 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 lifelong 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.

Graduate School Goals

• Seek to extend the frontiers of knowledge by stimulating originality, promoting the benefits of learning, encouraging scholarship and developing a sense of professionalism.
• Actively search for students who have the academic background, the intellectual initiative and the necessary zeal to meet the challenge set by the graduate program.

Graduate School Programs

The Graduate School currently offers a variety of majors, as well as several different degrees. Most 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.

Office of the Graduate School

All graduate programs offered by the University are coordinated through the Office of the Graduate School.

Graduate Dean

The dean of the Graduate School, or graduate dean, has the principle 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 and one student representative from each college (see Graduate Programs, Page 6), 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 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 to consult with all new graduate students to review Graduate School and program policies, and advise students on the choice of a graduate advisory committee and initial curricular planning. The graduate coordinator 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 advisers, and acts on petitions related to program policies and procedures. Other duties include making graduate assistantship recommendations and assignments and submitting approval for graduation. 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 individuals who do not hold a terminal degree but 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. Faculty members holding regular graduate faculty status are expected to 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 to serve on graduate committees. Faculty members holding associate graduate faculty status are expected to fulfill duties as outlined in the initial appointment. Renewal of graduate faculty appointments are made as part of regular program review and are based on whether the faculty member is actively participating in the graduate program as described above, and has maintained currency in the discipline.

**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 expected to comply with the student Code of Conduct as posted in the Student Handbook online at enmu.edu/StudentHandbook (see Student Responsibility, Page 5).

Student records are maintained electronically by the Graduate School. During the first semester of enrollment, students should verify all records have been received, and 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 this catalog.
2. They have successfully completed the courses listed on the approved degree plan.
3. They have successfully completed 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 plan includes at least 50 percent graduate-only courses.
5. Their degree is conferred within six years from the semester of enrollment in first course appearing on degree plan.
6. Their curricular requirements are governed by one catalog.
7. They have a minimum cumulative graduate Grade Point Average (GPA) of 3.00.
8. They have a grade of “B” or higher in all core courses, a maximum of 3 credit hours of “C” in emphasis or elective courses, and no grade below a “C” on any courses included in the degree plan.
9. 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 GPA requirements, apply to all students.

The University may make changes and exceptions to the curricular and academic policies provided administrative and governance procedures are followed and 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 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 ENMU 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, available at enmu.edu/StudentHandbook. 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 syllabus 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 considers the student's academic dishonesty sufficiently grave, the faculty member 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. The appeal process and procedures may be obtained by contacting any department chair or dean.

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 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 ensure 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 is appointed at the beginning of each academic year. This 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.

The committee shall consist of three members of the graduate faculty and two graduate students:

• The Associated Students of ENMU (ASENMU) 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 and all members vote. If a member cannot be present, or a possible conflict of interest exists, the graduate dean at his or her discretion shall appoint an alternate.

The graduate dean will convene the committee within five business days following receipt of the appeal if the appeal is timely. If this occurs at the end of a semester or when the University is not in academic session (fall, spring or summer sessions), the committee will be convened within five business days from the first day of the 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
Applicants seeking admission into the Graduate School must hold a minimum of a bachelor's degree from 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.).

If the application and admission process occurs prior to the completion of the applicant’s undergraduate degree, admission is granted pending completion of that degree. Admission will be either deferred or revoked, at the program's discretion, if the undergraduate degree is not completed prior to the semester of admission.

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.

Admission Procedures
All applicants, whether classified as degree-seeking, leveling or non-degree, must submit an application to the Graduate School. Application to the Graduate School includes submission of the items as described below. Individuals seeking a master's degree or graduate certificate must submit additional materials specified by the desired program of study.

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 their graduate study may begin without delay. Misrepresentation on the application or during the admission process is grounds for denial of admission and/or future enrollment. Discovery of failure to reveal a previous suspension or dismissal may result in immediate and permanent dismissal from the Graduate School.

Application
All persons (including ENMU graduates) seeking admission to the Graduate School are required to submit a formal application for admission. The Graduate School Application is available online at enmu.edu/GradApply.

Application Materials
Transcripts
All applicants, except those applicants seeking to be admitted as visiting scholars or for post-graduate professional development (see Non-Degree Classification, Page 16) must request an official transcript from each institution previously attended to be forwarded directly to the Graduate School. Electronic transcripts will be accepted if sent directly from an institution to graduate.school@enmu.edu. Official (sealed) transcripts should be sent directly to ENMU from the granting institution.

Transcripts for Visiting Scholars
Students applying as visiting scholars are required to provide a letter from their home institution indicating they are degree-seeking students in good academic standing in lieu of transcripts.

Transcripts for Post-Graduate Professional Development
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.

Additional Transcript Information
For information about requesting transcripts from ENMU, see enmu.edu/Transcripts.
ADMISSION PROCEDURES

Admission to a Graduate Program
Admission into a particular program depends on individual program requirements; additional information about the student and their academic background may be required by the program’s graduate coordinator. Such information may include, but is not limited to:
• Letter of application
• Graduate Record Examination (GRE) scores
• Graduate Management Admissions Test (GMAT) scores
• Writing proficiency exam
• Qualifying or field exams
• Letters of recommendation.

It is the student’s responsibility to be aware of, and submit, additional documents required by the program. Specific listings of required application materials can be found in the programs section of this document. All application materials may be sent electronically to graduate.school@enmu.edu or mailed to:

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

Admission decisions for leveling and non-degree students will be made upon receipt of the student’s application and transcripts. When all materials have been submitted for degree-seeking and certification/licensure students, the application will be forwarded to the graduate coordinator of the program for evaluation and an admission decision.

Applicants are notified of the admission decision by letter to the address listed on the Graduate School Application.

Notification of Admission Decision
Applicants will be notified by letter of the success of their application. This admission 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 concerning their acceptance status.

Timely Completion of Admission Process
Normally, admission to the Graduate School is achieved only after all application materials have been received. Students are typically unable to register until the application is complete and an admission decision is made. 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 International Student Admission, Page 15).

Conditions for Readmission

Admission Deferral
Students who have been admitted by a graduate program are admitted for the semester noted on their admission letter. 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 they plan to begin and can be for no more than one year from the start of the semester of admission. If the request is approved by the degree program’s graduate coordinator, it will be forwarded to the Graduate School.

When the deferral period has elapsed, students must contact the Graduate School to be reactivated, 575.562.2147. 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 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. However, students who have attended other institutions during their absence from ENMU must provide one official transcript from each institution attended (see Application Materials, Page 13).

Readmission Following Dismissal

The policies regarding dismissal from graduate study are found on Page 23. Students who have been dismissed from graduate study due to unsatisfactory academic progress may petition the Graduate School to continue enrolling as non-degree students. Upon return to good standing, 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. There is no guarantee of readmission to a program at any time following suspension regardless of a student's performance as a non-degree student.

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

International Student Admission

International students who wish to obtain a visa in order to complete a program on campus must follow the steps noted in this section and submit the application materials listed below. Potential students should be advised that they must be able to enroll in a minimum of 9 credit hours per semester, 6 of which must be face-to-face in order to meet the requirements of their visa.

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 U.S. university or college. (National Association of Credential Evaluation Services members provide transcript evaluation services. More information can be found online at NACES.org/members.html.)
3. Have an educational background equivalent to that required of U.S. 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 6.5 or verification of completion of the highest level of an intensive English program. Students may email internationalprograms@enmu.edu for more information.
6. Provide a copy of a valid passport, and
7. Complete the admission process to the degree program (see Admission to a Graduate Program, Page 14).

International applicants who wish to enroll in an online degree program and study from their home countries will not be issued an I-20 as they will not need a visa. These applicants are not required to submit a financial statement or a copy of a passport.

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 Number 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
ADMISSION PROCEDURES

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 time frame 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. Coursework relevant to teaching may be required of international students who will be serving as teaching assistants (Page 29). Tuition and fees must be paid at the time of registration. Health and accident insurance is mandatory.

Degree-Seeking 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 GPA and required leveling requirements. A student’s cumulative GPA is an arithmetic average of all undergraduate coursework attempted at all undergraduate institutions prior to the attainment of the baccalaureate degree.

Regular Status
This status includes students who have met all the admission requirements of the Graduate School and the graduate program and:

• Have a cumulative undergraduate GPA of at least 3.00 in the major and/or 3.00 cumulative overall.
• Have a cumulative graduate GPA of at least 3.00 if 9 or more graduate hours have been attempted.

Provisional Status
This status includes students who have met all the admission requirements of the Graduate School and:

• Have a cumulative undergraduate GPA of less than 3.00 but more than 2.499; or
• 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 admission status in the admission letter from the graduate dean (see Notification of Admission Decision, Page 14).

Once provisional admittees have successfully completed requirements for admission as specified by the program at the time of provisional 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. Licensure/certification students may be eligible for financial aid.

2. **Leveling**: Students who are enrolling in leveling courses in preparation for admission into a graduate program, but who have not been admitted with degree-seeking classification. Leveling students may be eligible for financial aid.

3. **Academically Deficient**: Students who wish to pursue a master's degree, but whose previous academic record is below the minimum accepted for degree-seeking classification (cumulative undergraduate GPA of less than 2.5 but greater than or equal to 2.0).

4. **Denied Program Admission**: Applicants with a graduate GPA greater than 2.499, but who were not admitted provisionally.

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 coursework from ENMU with the intent of transferring such work to their home institution. Please be aware it is a student's responsibility to make sure that coursework taken at ENMU will be accepted by their home institution.

Generally, no more than 9 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 6 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 adviser, they may request that one be appointed. Non-degree students who need an adviser’s approval during registration should contact a representative of the Graduate School. Students studying for teacher licensure should contact the College of Education and Technology Teacher Education Office at 575.562.2996.

Non-degree classification precludes receiving a graduate assistantship, graduate fellowships or financial aid, with the exception of students pursuing licensure or certification.

**Change of Status from Non-Degree to Degree-Seeking**

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

1. Contact the Graduate School to initiate a change of status.
2. Fulfill all application requirements as set forth by the graduate program.

Upon completion of Items 1 and 2, 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 14). Generally, no more than 9 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 new application. Students must complete all admission requirements of the new graduate program (see Admission to a Graduate Program, Page 14). Transfer is not automatic and must be requested through the Graduate School. Courses taken to fulfill requirements for one degree may not be used to satisfy requirements for a different degree; that is, each course completed may be applied to only one degree.

**Transfer of Credits from Other Institutions**

A limited number of hours of graduate work completed at another institution may be considered for acceptance as part of a degree plan at ENMU provided that:

- Coursework is noted clearly on the granting institution’s official transcript. See Page 13 for official transcript requirements.
- The course(s) was/were taken at an institution with accreditation that is recognized by C.H.E.A.
- The student submits a written request to her or his graduate advisory committee identifying relevant courses they wish to transfer.
- The student has earned at least a grade of “B” in each of the courses they wish to transfer.
- The student may not transfer more than 9 credits toward the master’s degree.
- The transfer credits have been accepted by the graduate advisory committee to fulfill degree plan requirements.
- The transfer credits have not satisfied a previous degree.
- 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 (FERPA)

FERPA 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 FERPA language videoconference, satellite and internet.

Additional information about student rights under FERPA can be found online:

1. ENMU's Annual Notice to Students Regarding FERPA Rights ([enmu.edu/FERPANotice](http://enmu.edu/FERPANotice))
2. ENMU's Notice Designating Directory Information under FERPA ([enmu.edu/FERPADirectoryInfo](http://enmu.edu/FERPADirectoryInfo))

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

Mail: 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

Student Consent for Access to Educational Records

All ENMU students have the right to consent to disclosure of personally identifiable information contained in their educational records. Students must complete a Student Consent For Access To Educational Records Form to allow for ENMU to release their information, however please note while this consent form authorizes ENMU to release educational records to third parties, it does not obligate ENMU to do so. ENMU reserves the right to review and respond to requests for release of educational records on a case-by-case basis. The student consent form and additional information is available at [enmu.edu/FERPANotice](http://enmu.edu/FERPANotice).
ACADEMIC REGULATIONS AND PROCEDURES

The Graduate Advisory Committee

The graduate dean refers each new student with regular or provisional status to an appropriate graduate coordinator. The graduate coordinator acts as the student’s initial adviser 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 adviser.

The responsibilities of the graduate advisory committee include the following: advisement, approval of the degree plan and, when applicable, 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

Students should consult with their advisers as soon after admission as possible. The purpose of this initial advising is to assist the student with initial enrollment and to inform the student of degree requirements. This initial advising may take the form of written communication, in-person or phone conversations, or group meetings with a number of new admittees.

The specific format of degree plans will vary by graduate program. Programs may develop a written degree plan specific to a student or may use the electronic degree evaluation system to track degree requirements. Students must meet all degree requirements specified in their catalog of record to be awarded the degree. The catalog of record is the catalog in effect for the semester admitted. Students may change to a later catalog if they desire (see Change of Catalog, Page 25).

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 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 the deficiencies are remedied as soon as possible.

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 enrollment in the first course on the degree plan.

Leave of Absence

If a situation arises in which a student must stop pursuing a graduate degree due to personal reasons, they 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 contact the graduate coordinator 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 coursework. The thesis plan requires a minimum of 24 hours of graduate coursework plus a 6-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 document entitled “General Thesis Guidelines” which contains policies and procedures for thesis completion and submission. In addition, each program has certain expectations for the thesis process and has prepared special regulations for use by students. Students should obtain a copy of the appropriate regulations from the graduate coordinator, as well as the “General Thesis Guidelines” which may be obtained from enmu.edu/ThesisResources.

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 a prospectus for approval by the graduate dean before beginning the project. The prospectus must include the Prospectus Approval Form, signed by the student, all members of the graduate advisory committee and the graduate coordinator, as well as 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 the prospectus will 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 the prospectus will 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 6 hours of 599 Master’s Thesis credit. Having once registered for 599 Master’s Thesis, the student must continue to register for a minimum of 1 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 1 graduate hour in every semester after beginning thesis work must pay the missing tuition and fees before graduating. Students who register for thesis hours during a summer semester and indicate an expected graduation date during that summer semester must present verification from all members of the committee of their availability for reviewing the reading copy, conducting the defense, and reviewing and signing the final copy.

Students must have submitted a prospectus and received approval from the Graduate School prior to their final semester of enrollment in thesis hours. Students who
enroll in 6 credit hours for their initial enrollment must include a graduation date on the enrollment form that is for a subsequent semester. If students plan to graduate during the semester of initial thesis enrollment, the prospectus must be approved by the third week of the semester.

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 the student must assume full responsibility for making corrections and changes as recommended.

Students attempting to complete theses in absentia are responsible for processing the drafts and other documents. Graduate faculty or others willing to aid a student in absentia are not required to do so, and the Graduate School has no obligation to support the process nor to assist the student in resolving possible conflicts that may arise.

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 the 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 semester. Students submitting reading copies 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 flash 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 a 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 Golden Library’s Special Collections located in the Golden Student Success Center. If the student wishes extra copies, independent arrangements should be made. A bindery fee must be paid to the ENMU Cashier, and the receipt should be 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 no progress was made for reasons beyond a student’s control, a grade of “I” can be awarded (see Special Grades, Page 25). 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 indicate completion, but only an acceptable level of 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. Thesis hours may not be used to satisfy the requirements for the non-thesis option.
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 experiences 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 working days in advance. The Graduate School must be notified before a student takes the final written or oral examination, or defends the thesis, 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 in the program for 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 students.

Students who wish to appeal their dismissal shall address appeals to the graduate dean. The written request and rationale for an 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 review 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 the other program.

Completing Concurrent Master’s Degrees

It is possible for a student to earn more than one master’s degree at the University if admitted to more than one graduate program. 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
Standards of Scholarship

Graduate faculty members 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 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:

- GPA for all graduate coursework taken;
- GPA for all graduate coursework taken in the field of study; and
- All coursework taken to complete the graduate degree, including all required leveling coursework.

No degree plan may include more than 3 hours of graduate coursework 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 this catalog 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 3.0. While on probation, students must obtain adviser approval prior to registration in order to develop an appropriate course of action for returning to good standing.

Students must understand scholastic probation grants them conditional permission to continue in the Graduate School after they have become scholastically deficient, but such permission is predicated upon the expectation students will make every effort to return to regular standing. Students who are on probation must achieve a semester GPA of at least 3.0 until they have achieved a cumulative GPA of 3.0 and have returned to good academic standing. As degree requirements stipulate a minimum GPA of 3.0, students who are on probation are ineligible for graduation. Therefore, it is imperative students work closely with their advisers and/or graduate coordinators to develop a strategy that will maximize their potential for returning to good standing.

Dismissal

Students who are on academic probation and who achieve a semester GPA of less than 3.0 in any semester while on probation will be dismissed from degree-seeking status and from graduate study. Students who are dismissed may petition the Graduate School to be allowed to register as non-degree. Students classified as non-degree are ineligible for financial aid.

Clemency Policy

Students who have unsuccessfully attempted graduate work at ENMU 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 clemency, a student must not have attended ENMU, any of its branches or learning centers or any other university during the last seven or more years and must be readmitted through normal channels. Such students will be readmitted with provisional 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 toward their degree. Stipulations of granting clemency are:
- The policy pertains to the calculation of the GPA for progress toward degree completion only.
- Grades earned before clemency will continue to show on students' records and a statement will be added to their transcripts to explain the action taken.
- Students may 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. Students are responsible for following policies for class attendance as determined by each instructor.

Numbering of Courses
- Courses must be numbered 500 (or above for transfer courses) to be counted toward the graduate 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. 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.
- Courses numbered 500 are specifically for graduate credit and may not be taken for undergraduate credit, unless the student is approved in advance from accelerated program (see Accelerated Undergraduate/Graduate Degree Programs on this page).

Accelerated Undergraduate/Graduate Degree Programs
Accelerated programs are joint degree programs with shared credits for which students can complete graduate credits that apply to both undergraduate and graduate degree programs. A maximum of 12 graduate credits may be taken during the last year of undergraduate coursework. These credits will apply to both the undergraduate and graduate degrees.

Shared credits are allowed only in programs identified as accelerated or joint degree programs. Students must be admitted into the graduate program prior to enrolling in graduate credits.

Graduate Study by Undergraduate Students
Except in accelerated programs, courses numbered 500 typically are not open to undergraduate students. Students who are in their last 12 hours of their undergraduate work may request registration in appropriate courses for graduate credit. Students are eligible for this option if they:
- Are enrolled in the final 12 hours of their undergraduate work
- Are taking sufficient work to complete all requirements for the baccalaureate degree
- Have a cumulative GPA of at least 3.00
- Are approved by the instructor, graduate coordinator and graduate dean

The total combined enrollment in undergraduate and graduate work must not exceed 16 hours for a regular semester or 9 hours for summer sessions. Graduate work taken under this provision may not be used to meet undergraduate degree requirements unless part of a previously identified accelerated or joint degree program where the student has been admitted to the Graduate School prior to course enrollment (see accelerated programs for exceptions).
Course Load
Students are considered to be full-time graduate students when they enroll for 9 hours of coursework in a fall or spring semester. A normal maximum amount of credit earned by a graduate student per regular semester is 12 hours and 6 hours maximum in one four-week summer session with a total of 9 for the entire eight-week summer session. During the fall or spring semester, students are considered part-time if they enroll in fewer than 9 hours. Students must be enrolled in at least 5 hours of graduate credit to be eligible for financial aid.

Full-time graduate assistants should enroll for a minimum of 9 graduate hours unless the student and the adviser 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 adviser, 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. If 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 without adviser approval.

Grading System
Grades are based solely upon performance and are not negotiable.

In computing the GPA, 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.

- 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.

- 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.

- 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.

- The "D" grade indicates clearly inferior performance. A "D" grade is worth one grade point per credit hour.

- The "F" indicates failure and is given in cases of exceptionally poor performance. An "F" grade is worth zero grade points per credit hour.

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
- "I" – Incomplete

"S/U" Grades
The "S/U" grading system is used for thesis hours and all workshops. Students may apply no more than 6 credit hours of "S" grades toward completion of degree requirements. Students may not use a grade of "U" to satisfy degree requirements.
ACADEMIC REGULATIONS AND PROCEDURES

“I” Grades

“I” grades are 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 an Incomplete Grade Form to the Registrar showing what must be done to make up the “I.”
3. The work to make up an “I” grade must be completed by the time specified on the Incomplete Grade Form to which the instructor and student have agreed as indicated by their signatures on the form.
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 time frame 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 faculty members are responsible for and have authority over grades they assign and over the criteria by which students are 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 system 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 GPA and to meet degree requirements. 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 email regarding this process so other arrangements can be made (all correspondence will be sent to the student’s enmu.edu email address).

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

All students are encouraged to discuss changes in their registration with an adviser and with the Office of Financial Aid, if they are receiving financial aid, prior to making the changes. Registration changes may result in delay of graduation or loss of financial aid (see Financial Assistance, Page 31).

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

Withdrawal from a Course
Students may change their registration by withdrawing from a course within the deadlines set in the Academic Calendar found online at enmu.edu/AcademicCalendar. Students must contact the Office of the Registrar in order to withdraw from a course. The Withdrawal Request Form is available at enmu.edu/RegistrarPortal. Informing the adviser 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." Students receiving financial aid are encouraged to contact the Office of Financial Aid to discuss the ramifications of withdrawal prior to withdrawing from courses.

Withdrawal from the Graduate School
Graduate students wishing to completely withdraw from ENMU should fill out and submit a Withdrawal Form available online at enmu.edu/RegistrarPortal.

A student who is forced by an emergency to leave the University without officially withdrawing should notify the Graduate School requesting an administrative withdrawal. If 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. Audited courses 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 6 semester hours apply toward degree requirements. Students may apply no more than 6 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 according to the graduation application deadline published online at enmu.edu/AcademicCalendar. 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 available at enmu.edu/AcademicCalendar. Graduation fees are published online: enmu.edu/GradInstructions.

Students must have an overall graduate GPA of 3.00 to graduate. Graduate degrees carry no "honors" designation.

Commencement
The University offers formal commencement in December and May of each academic year. Students wishing to participate in commencement must make application in the Office of the Graduate School according to published dates. More information about commencement is available online at enmu.edu/GradInstructions.

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 graduate dean.

Veterans' Standards of Progress
The State Approving Agency in Santa Fe, New Mexico approves courses in the Undergraduate Catalog and the Graduate Catalog for veterans claiming benefits under the Montgomery G.I. Bill. Entitlement programs are offered for honorably discharged veterans, active duty personnel and dependents of medically discharged or disabled veterans. For application and certification, the potential recipient must interview with the Veterans Affairs Certifying Official (VACO) and provide required documentation for approval from the Veterans Affairs 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 in the Office of the Registrar at 575.562.2175, registrar.office@enmu.edu, or Administration Building (ADM), Room 105.
GRADUATE ASSISTANTSHIPS

Graduate assistantships offer valuable paraprofessional experience and financial support. The graduate assistant (GA) 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. Applications are available online at enmu.edu/Jobs.

Application and Determination of Qualifications

In order to qualify for graduate assistantships, students must be admitted to a degree program and have an undergraduate and/or graduate GPA of at least 3.0. Students may be awarded a graduate assistantship for an additional year if they remain in good academic standing. Students who are on academic probation are ineligible for a graduate assistantship.

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 verifying 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 their first semester at ENMU.

The Workload

The workload for a full-time GA during a regular semester is 20 hours per week. If the GA has been given a teaching assignment, the workload is a maximum of 6 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 3-credit course. Full-time GAs desiring outside employment must seek prior approval of the graduate dean.

The Stipend

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

Enrollment for Graduate Assistants

In order to be appointed as a GA, a student who receives a full-time assistantship must enroll for at least 9 hours of graduate coursework each semester unless the graduate dean determines the student has an appropriate academic load not reflected in the student credit hour load. Up to 6 hours of the mandatory 9 semester hours may include leveling work detailed on a student's degree plan. A part-time graduate assistant must enroll for at least 5 hours of graduate coursework each semester. A summer student who receives a graduate assistantship must enroll in a minimum of 3 graduate credit hours.

It is recommended that full-time graduate assistants take no more than 9 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 adviser, graduate coordinator and graduate dean.

Graduate assistants who are international students and will serve as teaching assistants (labs or classes) may be required to take American culture and language courses prior to any teaching assignment. Exceptions to this policy will be made for international students...
who have obtained a university degree from an English-speaking country or can document all instruction at a university was in English.

A GA who is assigned to teach undergraduate courses and/or labs must demonstrate proficiency in spoken English. Prior to or at the beginning of the first semester of teaching, all GAs who have a primary (first) language other than English must undergo screening at the ENMU Speech and Hearing Rehabilitation Outreach Center. Graduate Assistants who do not pass the screening will be scheduled for a comprehensive evaluation. When deemed necessary for successful teaching, students will be required to undergo accent modification at no expense to the student. Students may continue to hold a GA position but may be reassigned to nonteaching duties until such time as English proficiency is deemed sufficient for effective teaching.

Continuation as a GA

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 GAs are not granted to the same student for more than two years of full-time assistantship equivalency.

Resignation

Should a graduate assistant choose to resign and/or to totally withdraw from coursework for any reason, written notification must be immediately submitted to the graduate coordinator, graduate adviser, college dean and the graduate dean. Students who resign a GA position during a semester may be subject to the revocation of the out-of-state tuition waiver and will then be billed for out-of-state tuition.

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 if 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).
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.
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 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 ASSISTANCE

Financial Aid Information
The U.S. Department of Education Federal Student Aid programs provide assistance to qualifying students. Federal student aid can help cover expenses such as tuition and fees, room and board, books and supplies, personal expenses, and transportation. More information can be found at studentaid.gov.

- The Free Application for Federal Student Aid (FAFSA) should be completed annually, fafsa.ed.gov.
- Verification processing must be finished before federal student aid will be awarded.
- The FAFSA academic aid year at ENMU is fall, spring, summer.

The financial aid profile can be complex; students with questions, should contact the Office of Financial Aid to speak to a professional.

Sources of Financial Aid

Merit Based Aid
Based on academic achievement or performance, usually a scholarship.

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

Loans
Aid that is borrowed and has to be paid back over a period of time, usually after a student leaves school.

Information concerning types of aid and eligibility criteria can be found at enmu.edu/FinancialAid or by contacting the Office of Financial Aid at 575.562.2194.

How to Apply
Students applying for aid should complete a FAFSA as soon as possible each year. The FAFSA is designed to determine, in accordance with federal guidelines, the difference between what the student’s household can be expected to contribute and the cost of attending ENMU. FAFSA forms become available Oct. 1 each year. A current FAFSA must be on file at the Office of Financial Aid for any type of federal aid including loans. Students should complete the FAFSA online at fafsa.gov. 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
In order to complete the financial aid award process, students:
1. Complete the FAFSA.
2. Receive a Student Aid Report (SAR) by mail or email. ENMU will receive the same information and request additional information from the student if necessary.
3. Complete the admission process to pursue a degree seeking program.
4. Receive an ENMU Financial Aid and Scholarship Notification listing awards and amounts, sent by mail and ENMU email.
5. Complete additional required steps to accept and borrow loans.

After Steps 1-6 are completed, aid is applied to the student’s account.

Awards
Once the FAFSA file is complete, federal student aid will be awarded based on the following:
1. Estimated Cost of Attendance (EFC)
2. Other financial assistance (Resources)
3. Availability of funds

Estimated Cost of Attendance
These components are used to determine the estimated cost of attendance:
- Tuition and fees
- Room and board
- Books and supplies
- Personal and miscellaneous expenses
- Transportation

The estimated cost of attendance is not the actual cost to attend ENMU. Actual educational expenses are available in the Office of Student Accounts, Administration Building (ADM), Room 114.
**Expected Family Contribution (EFC)**
One of the principles behind need-based aid is that the student's household should pay what it can afford for educational expenses. A standard formula is used to calculate a student's Expected Family Contribution based on information submitted through the FAFSA. The federal funding formula takes into consideration family size, number of household members who are attending college at least half time, income and assets.

**Other Financial Assistance (Resources)**
Other financial assistance refers to any outside scholarships, tuition waivers, stipends, state or federal program awards or grants, or assistance received by the student other than federal or state financial aid. The law requires this assistance to be included as financial aid resources for the academic aid year even if it is not paid through the ENMU Office of Financial Aid. Failure to notify ENMU about these resources could jeopardize a student’s financial aid awards and lead to adjustments in the amount of aid the student receives. Students needing to report additional resources should contact Financial Aid at financial.aid@enmu.edu, 575.562.2194 or 800.367.3668.

**Need Calculation**
Financial need is the difference between a student’s estimated cost of attendance and the amount their family is expected to contribute:

Estimated Cost of Attendance

\[-(-)\] Expected Family Contribution

\[-(-)\] Resources

Need Based Aid Eligibility

**Availability of Funds**
Many financial aid awards are based on the financial need resulting from the costs of the academic aid year. Therefore, awards for the aid year will be split evenly between the fall and spring semesters. Outside scholarships are also applied this way unless the donor stipulates otherwise.

- Summer loans are available to eligible students who have not borrowed their annual limit in the fall and spring semesters

- Students who plan to leave ENMU during the academic aid year should advise the Office of Financial Aid in writing as soon as possible so any future term's aid may be canceled.

- Students entering ENMU in the spring or summer term must notify the Office of Financial Aid about awards already received at another school within the same academic aid year.

- Fall/Spring awards are made to students who are admitted to ENMU. Summer awards are made to students who are admitted and registered for classes.

- Students may view their financial aid awards and eligibility status online at enmu.edu/FinancialAidStatus.

All financial aid offers are based on information provided by students and/or spouses, availability of funds and eligibility requirements. Any award may be revised based on changes in enrollment, cost of attendance, family contribution or failure to meet satisfactory academic progress. Withdrawals or reductions in enrollment may affect an award or any future awards. Financial aid will not pay for audit or some repeated courses. Offers are subject to revision at any time due to changes in policy, law, regulations, additional resources, calculation or funding.

**Eligibility Requirements**

- Students must be fully admitted into a degree-seeking program and meet the Satisfactory Academic Progress (SAP) requirements of their degree program to receive federal student aid funds.

- Students must have a FAFSA and be enrolled before their SAP status will be updated for a new term.

- Students must be registered for summer courses before remaining aid eligibility will be reviewed.

- There are maximum eligibility limits for some federal student aid funds. Students will not be awarded in excess of any federal limitations. Students can view their financial aid history at nslds.ed.gov.
• Federal student aid will pay one time for students to repeat a previously passed course. Grades of “A,” “B,” “C,” “D,” “S” and “CRE” are considered passing whether that is the grade required by the degree program or not.

**Required Enrollment**

• Student loans require a minimum half-time enrollment, five credit hours for graduates.

• Students classified as graduates or levelers must be taking at least half-time coursework that applies to their program of study.

• Student attendance will be reported by faculty at the end of the drop/add period. If reported enrollment is less than full time, federal financial aid awards will be recalculated.

**Student Loans**

Graduate students will be offered unsubsidized Direct Loans based on their eligibility. More information is available at studentaid.gov. Students may accept the amount they would like to borrow for the academic aid year. Students are also required to complete an entrance counseling session and Master Promissory Note online.

Federal Direct Loan funds must be disbursed in two payments as follows:

• Students who borrow for the fall/spring academic aid year will receive their first loan payment in the fall semester and their second loan payment in the spring semester.

• Students who borrow for one semester will receive their first loan payment at the end of the semester’s drop/add period and their second loan payment at the semester’s midpoint. (One-semester loans are for students who graduate in the fall, students who enter ENMU in spring, students who begin a new ENMU degree program in spring, and students who take summer courses.)

These dates are available at enmu.edu/AcademicCalendar. First time Direct Loan borrowers will receive their first disbursement 30 days following the beginning of their first semester.

ENMU encourages frugal borrowing practices when considering any loan. Students should borrow only what is necessary to cover actual educational expenses.

**Notification**

As soon as a student’s FAFSA is processed by ENMU, a Financial Aid and Scholarship Notification will be mailed to the student's current address and ENMU email. Any time awards are increased, decreased, canceled or new awards added, students will receive a new notification. Students should compare any new notification to the previous one so they understand changes. Registered students may view their financial aid awards and eligibility status at enmu.edu/FinancialAidStatus.

**Aid Disbursement**

At the end of the drop/add period each session, ENMU will automatically transfer a student’s financial aid and scholarship awards to their student account to pay toward allowable University costs for courses the student is attending. Allowable institutional costs may include: tuition, student fees, room and board, and bookstore charges. Students may also authorize their aid to pay a portion of non-institutional charges for the current or prior year’s expenses. Any aid received in excess of posted, allowable University costs will be refunded to students in the form of a check or direct deposit from the Office of Student Accounts approximately 10 days after the beginning of each semester. If financial aid and scholarship awards will not cover the entire semester’s expenses, students are liable for their student account balance.
Returning Title IV Federal Student Aid (R2T4)

Title IV Federal Student Aid funds are awarded under the assumption students will attend classes for the entire period for which the aid is awarded. When students completely withdraw, officially or unofficially, they may no longer be eligible to receive the full amount of Title IV aid originally awarded. Academically related attendance activities are recorded by physically attending classes, taking exams, submitting required assignments, attending school assigned study groups, etc.

When students who begin the academic period do not complete at least 60 percent of the period, a recalculation must occur to show the percentage of aid which was earned. This percentage is derived by dividing the number of days a student attended by the number of days in the period.

If the amount of aid disbursed to students is greater than the amount of aid the student earned, any unearned funds must be returned to the appropriate aid program. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, any earned funds may be made available to the student as a post-withdrawal disbursement.

Students who receive all “F” grades for the semester will be unofficially withdrawn.

Unearned funds will be returned to the U.S. Department of Education in this order:
1. Unsubsidized Direct Loan
2. Graduate PLUS Loan
3. TEACH Grant

Students withdrawing from classes are liable for any balance due to ENMU after the return of Federal Student Aid funds. The ENMU R2T4 policy is available at enmu.edu/R2T4.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) standards are measured at the end of each semester to ensure students receiving Title IV Federal Student Aid funds (TEACH Grant, Direct, and Graduate PLUS loans) are meeting both quantitative (pace of completion) and qualitative (grade) requirements:

1. Completion Rate — Attempted hours should be completed.
2. GPA — Grades earned should be sufficient to apply to degree or certificate plan.
3. Maximum Time Frame — Degree program must be completed in a timely manner.

Following is the policy used by ENMU in compliance with federal regulations to determine students are meeting SAP and should be considered to receive Title IV Federal Student Aid:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Pace/Completion Rate</th>
<th>GPA</th>
<th>Overall Maximum Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Certification</td>
<td>67%</td>
<td>3.00</td>
<td>30 attempted hours</td>
</tr>
<tr>
<td>Master's</td>
<td>67%</td>
<td>3.00</td>
<td>70 attempted hours</td>
</tr>
<tr>
<td>Second Master's</td>
<td>67%</td>
<td>3.00</td>
<td>Appeal required</td>
</tr>
</tbody>
</table>

The complete ENMU SAP policy is available at enmu.edu/SAP.
TUITION AND FEES

Tuition is a charge that helps to defray the costs of providing 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, student organizations and student activities. These fees are mandatory.

Tuition and fees are charged according to the number of credit hours for which a student is enrolled. Students auditing a course for no credit pay the same as students enrolled for credit. All charges are due by the fifth calendar 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 (see Payment Options, Page 37).

Each student, regardless of payment method (financial aid, scholarship, contract, special billing, tuition waiver, etc.) is solely responsible for ensuring proper payment and/or payment arrangements have been made by the payment deadline published in the Academic Calendar (enmu.edu/AcademicCalendar). 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 student’s registration.

It is the student’s responsibility to keep their address and telephone numbers updated in the Office of the Registrar or the Office of Student Accounts. ENMU is not responsible for cancellation of a student’s registration due to mail or phone problems.

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.

All tuition and student fee charges are subject to change without notice. Tuition and fee schedules change according to legislative and/or Board of Regents action. Current tuition and fees information can be found online at enmu.edu/GradTuition.

Additional Fees
Special fees, such as those for thesis binding for optional extra copies or fees associated with individual courses, are available at enmu.edu/AdditionalFees. These fees are subject to change without notice.

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. Complete Financial Responsibility Agreement is available online at enmu.edu/FinancialResponsibility.

Tuition Reduction

A student may be eligible for a senior citizen discount if they are 65 or older and a New Mexico resident. The Graduate School requires evidence of age and residency. The cost per credit hour for 1 to 6 hours is $5. If enrolled in more than 6 hours, students will pay regular price for all hours enrolled.

Non-Resident Students

Out-of-state tuition is not charged to any student during summer sessions, nor is out-of-state tuition charged to students taking 6 or fewer semester credit hours during any enrollment period.
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 they are 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 they applied 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. Information for military students is available online at enmu.edu/Military.

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 Student Academic Services (SAS), Room 107.

Tuition and Student/Course Fees
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):
- Refund of 100% through day 5
- Refund of 90% through day 10
- Refund of 50% through day 15
- Refund of 25% through day 20

Specific dates are published online at enmu.edu/AcademicCalendar.

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

Tuition Refund Appeals Procedure
A withdrawing student must submit a written appeal to the Chief Financial Officer for the ENMU System explaining individual circumstances that would warrant an exception to the published refund policy. The CFO 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.

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 satisfactory arrangements made. This policy is applicable to all debts including, but not limited to, student loans, as allowed by law.
PAYMENT OPTIONS

Online Payments
ENMU offers an online student account management/payment system at enmu.edu/OnlinePayments. This payment system is also accessible through the ENMU Portal (after signing into the Portal, students should click "Financial Resources" then "Pay Bill"). The online payment system allows students to:

- Make payments
- Enroll in a payment plan
- Set up direct deposit of refund checks
- View current account activity
- View and print billing statements

Payment Plan
ENMU offers an online payment plan that divides the account balance into four equal payments. The first payment is due on the fifth calendar day after classes begin. The three remaining payments are due each month thereafter.

Other Payment Methods
- **In Person** at the Cashier window in the Administration Building (ADM) Foyer
- **By Phone** to the Cashier at 575.562.2619 or 575.562.2620
- **By Mail** to: ENMU Cashier
  Station 4,
  1500 S Ave K,
  Portales, NM 88130

Third Party Payments
Billing information must be provided to the Office of Student Accounts, Administration Building (ADM), Room 114, 575.562.2615, by the Confirmation/Payment Deadline published online at enmu.edu/AcademicCalendar.
LIBRARY FACILITIES

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 learning students have access to all the collections and services of the library, including a distance education librarian to assist them personally. More information about library resources for distance learning students is available at enmu.edu/DistanceEdResources.

The Golden Library’s online catalog lists 1,600,000 monographic titles (books, U.S. and New Mexico government documents, maps, films, music, etc.) 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 Media Services. More information about Media Services resources is available online at enmu.edu/MediaServices.

Comments and suggestions are encouraged and may be made through email, in writing or in person to the director of the library or any professional librarian.

The Golden Library is located in the newly renovated Golden Student Success Center (GSSC), opened in summer 2018.

ADDITIONAL STUDENT SERVICES

Graduate Student and Family Housing

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

Rent for on-campus apartments is due on the first day of each month. All utilities are included, including cable TV and basic telephone and internet. Most apartments are furnished. More information can be found online at enmu.edu/Housing or from the Office of Housing and Residence Life, 575.562.2632. Information about living on campus is available in the Guide to Campus Living: enmu.edu/CampusLivingGuide.
COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

Graduate Faculty
Pattarapong Burusnukul
Deborah Corbin
Jean-Marc Gandonou
Frederick Greene
Matthew Haney
David Hemley
John Luhman
D. Veena Parboteeah
Robert Schneider
Sue Stockly
Debra Stone
Samer Takieddine
Wlamir Xavier
Man Zhang

Degree: Master of Business Administration

Mission Statement
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 lifelong learning. The 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.

Program Outcomes
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 experience.

Accordingly, ENMU MBA students will demonstrate:
1. Mastery of core business knowledge and skills
2. The ability to integrate the knowledge and skills derived from the different functional areas of business administration
3. The ability to apply analytical skills and business knowledge in the interpretation of business information and data
4. Mastery in the written presentation of information as well as in the oral presentation of information
5. The ability to recognize ethical situations and ethical norms and values in business and the knowledge of ethical decision making processes appropriate for a business professional

Program Accreditation
The MBA Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). For more information about the ACBSP, please visit ACBSP.org.

MBA Admission Requirements
Regular Status
Admission into the program with regular status is based on the following criteria:
1. The applicant’s overall undergraduate grade point average (GPA) of 3.0 or higher AND
2. The completion of the Common Professional Component (CPC) courses with a GPA of 3.0 or higher.

OR
The Graduate Management Admissions Test (GMAT) score of 450 or higher and completion of all CPC courses.
Provisional Status
Applicants who have not completed the Common Professional Component (CPC) courses may be considered for provisional admission. Such applicants will have to complete the sequence of CPC courses listed below with a cumulative GPA of 3.0 or higher before being considered for admission with regular status.

Applicants with an overall undergraduate GPA and/or cumulative GPA on the CPC courses of less than 3.00 but more than 2.4999 may be considered for provisional admission, based upon the last 36 credit hours in the undergraduate degree, prior graduate degrees and relevant work experience. To be admitted with regular status, full-time students must earn a minimum of a “B” grade in all courses during their first semester of enrollment. Part-time students must earn a minimum of a “B” grade in every course during their first two or three semesters of enrollment, depending on the number of course(s) taken each semester.

Once such provisional admittees have successfully completed the requirements for admission as specified at the time of provisional admission, the graduate coordinator will notify them and the Graduate School of the change in status.

Common Professional Component Courses
An underlying assumption of the MBA degree is students who enter the program have the academic background that would enable them to successfully complete the degree. Students are also expected to be proficient in using common business applications such as word processing, spreadsheet and presentation software; gathering information from online sources; and following publication guidelines, such as those from the American Psychological Association (APA). 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 (CPC; also known as the Common Body of Knowledge) courses for the MBA degree are the following ENMU undergraduate courses or comparable courses:
- ACCT 201 Introduction to Financial Accounting
- ACCT 202 Introduction to Managerial Accounting
- BUS 230 Legal Environment of Business
- ECON 222 Principles of Microeconomics
- FIN 201 Principles of Finance
- MGT 201 Principles of Management
- MKT 201 Principles of Marketing
- STAT 213 Statistical Methods I

The COB will accept various forms of documentation proving the above or comparable courses have been completed. 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. Complete required Common Professional Component (CPC) courses at ENMU or another institution of higher learning.
2. Complete the graduate-level foundation courses offered at many other universities which reflect the content of specific CPC courses.
3. Complete other courses of study with prior written approval of the student’s graduate advisory committee.
4. Receive a passing grade on the following equivalent College Level Examination Program (CLEP) exams:
   - Financial Accounting, equivalent to ACCT 201 Introduction to Financial Accounting
   - Introductory Business Law, equivalent to BUS 230 Legal Environment of Business
   - Principles of Microeconomics, equivalent to ECON 222 Principles of Microeconomics
   - Principles of Management, equivalent to MGT 201 Principles of Management
   - Principles of Marketing, equivalent to MKT 201 Principles of Marketing
5. Receive a minimum score of 80 percent on the final exam for the following equivalent CPC courses offered by Ivy Software (IvySoftware.com):
   • Financial Accounting, 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 222 Principles of Microeconomics
   • Understanding Corporate Finance, equivalent to FIN 201 Principles of Finance
   • Principles of Management, equivalent to MGT 201 Principles of Management
   • Principles of Marketing, equivalent to MKT 201 Principles of Marketing
   • Business Math and Statistics, equivalent to STAT 213 Statistical Methods I

6. Complete a BBA degree (or equivalent) from an ACBSP or Association to Advance Collegiate Schools of Business (AACSB) accredited program with an overall undergraduate 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 coursework within two years. Per Graduate School’s academic regulations and procedures, a master’s degree cannot be completed in less than two semesters. All coursework for the degree must be completed within six years from enrollment in the first course on the degree plan.

Students who do not have a BBA degree (or equivalent) typically require additional time to complete the Common Professional Component (CPC) courses. Students may begin taking graduate courses as long as they have met the requirements of the corresponding CPC courses. However, no student may enroll in or accumulate more than 9 credits of graduate courses unless they have completed all the CPC courses or obtained written permission from the graduate coordinator. Students will only be admitted into the MBA Program when all of the CPC courses have been completed.

After being admitted into the MBA program, students will be informed how to access the Curriculum, Advising, and Program Planning (CAPP) Degree Evaluation, which allows them to track their progress toward completion of their degree requirements.

The COB accepts graduate transfer credit only from institutions or programs that are professionally accredited by the ACBSP or the AACSB. The student must submit a request to the graduate coordinator, identifying relevant courses they wish to transfer. The student must have a grade of “B” in each of the transfer courses. The transfer credits have to be within the six-year limitation for receipt of a master’s degree and have not satisfied a previous degree. All requests for transfer credits will be evaluated and approved by course content specialists. The student cannot transfer more than 9 graduate credits toward the MBA degree (see Transfer of Credits from Other Institutions, Page 17).
**Master of Business Administration**

**MBA Core Requirements (30 hours)**

Students must complete the following core courses with a minimum grade of "B" in each course to earn an MBA degree. All courses generally include an international component.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 551</td>
<td>Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 501</td>
<td>Law, Ethics, and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>BUS 518</td>
<td>Managerial Research Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 553</td>
<td>Integrative Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 525</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 541</td>
<td>Managerial Finance (prerequisite: ACCT 551)</td>
<td>3</td>
</tr>
<tr>
<td>IS 500</td>
<td>Information Systems for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MGT 520</td>
<td>Leading Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MGT 530</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 517</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Individual Research (579) or Topics (593) courses cannot substitute for any MBA Core Requirements.

**Comprehensive Integrative Experience**

A comprehensive integrative experience is required for all MBA degree plans and is completed as part of BUS 553. The specific format of the comprehensive integrative experience will be determined each academic year by the COB graduate faculty and is part of the MBA Program assessment activities. Only students in their last semester standing are eligible to complete the comprehensive integrative experience.

**Accounting Concentration (9 hours)**

In addition to the MBA Core Requirements, students may elect to pursue the MBA with an accounting concentration. This option requires the completion of three additional graduate accounting courses (9 hours), comprised of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ACCT 550</td>
<td>Financial Accounting (F)</td>
<td>3</td>
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<tr>
<td>ACCT 555</td>
<td>Federal Taxation (F)</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 558</td>
<td>Attestation Services (S)</td>
<td>3</td>
</tr>
</tbody>
</table>

Acknowledgement of a student’s completion of the accounting concentration will be indicated on the official transcript and by a separate certificate of completion.

**Non-Degree Continuing Professional Education**

Applicants who are classified as non-degree 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.
Changing from Non-Degree to Degree-Seeking Status

Students who wish to change from non-degree to degree-seeking classification must:
1. Contact the Graduate School to initiate a change of status,
2. Complete 6 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 (see MBA Admission Requirements, Page 39).

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. No more than 9 credit hours completed while classified non-degree will be allowed on an official degree plan if a change of status is requested and approved.

COB Graduate Assistantships

The COB offers a limited number of Graduate Assistantship (GA) positions. GA positions are competitively awarded and depending on the number of positions available, may not be available to every student. In addition to the Graduate School requirements for graduate assistants 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 electronically submit an application
3. Requires students who receive a GA position to perform GA duties at the ENMU-Portales campus
COLLEGE OF EDUCATION AND TECHNOLOGY

COUNSELING

Graduate Faculty
ShinHwa Lee

Degrees

<table>
<thead>
<tr>
<th>Degree: Master of Arts</th>
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<tbody>
<tr>
<td>Major</td>
<td>Counseling</td>
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</table>

<table>
<thead>
<tr>
<th>Degree: Master of Education</th>
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</tr>
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<tbody>
<tr>
<td>Major</td>
<td>School Counseling</td>
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</tbody>
</table>

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 clinical mental health agencies, schools and private practice.

The Master of Arts in Counseling requires the completion of 60 credit hours. Coursework is based upon CACREP requirements for licensure and is consistent with requirements for both New Mexico and most other licensing agencies across the U.S. Students in the 60-credit-hour Counseling Program may be eligible for licensure in New Mexico school counseling by the completion of the following additional work:

COUN 510 School Counseling
COUN 512 Trauma and Crisis Counseling
COUN 580 Counseling Children and Adolescents
COUN 598 Internship/Seminar (300-hour internship in a school setting)

The Master of Education in School Counseling requires 48 credit hours of coursework and meets licensure requirements for school counseling in New Mexico. Students seeking licensure in school counseling may add additional coursework beyond the required 48 credit hours as needed to meet school counseling licensure requirements in other states.

Counseling Admission Requirements

Those who apply to the Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School Admission Requirements as described on Page 13 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 (see Admission Procedures, Page 13).
2. An undergraduate GPA of 3.00. Applicants with GPAs under 3.0 maybe considered for “provisional admission.” In this case, candidates must earn a minimum GPA of 3.00 during the first semester or the first 9 hours of enrollment.
3. A letter of application to the counseling program coordinator. The letter should specify the intended area of emphasis and how completion of the program would advance the applicant's career goals.
4. Two letters of recommendation attesting to the applicant's motivation and ability to succeed in a graduate counseling program. These letters must be from professional and/or academic references.
All letters should be sent electronically to graduate.school@enmu.edu (letters of recommendation must be directly sent from the professional's email address) or mailed to:

Graduate School  
ENMU Station 24  
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 advisers. Students must develop and file a signed degree plan during the first semester of degree-seeking status and ensure the degree plan is approved by the student, student's graduate adviser and the graduate coordinator, and filed with the Office of the Graduate School. 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 Office of the Graduate School. Other guidelines for degree plan development include:

1. Obtain a grade of "A" or "B" in all courses.
2. Meet with the assigned adviser no later than the completion of COUN 501 to complete and file a degree plan.
3. Apply no more than 9 hours of transfer credit from another university to the degree plan (see Transfer of Credits from Other Institutions, Page 17). 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, the counseling graduate coordinator 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 9 graduate credit hours completed prior to admission to the College of Education and Technology to the degree plan (see Change of Status from Non-Degree to Degree-Seeking, Page 17).
5. Apply no extension credit to the degree plan.
6. Apply no more than 3 graduate workshop credit hours to the degree plan.
7. Apply no more than 3 hours of 579 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 and graduate dean. Approval of substitutions is final only after documentation has been approved by the graduate dean.
9. COUN 598 Internship/Seminar is designated as the final coursework on the degree plan. Enrollment is based upon meeting the following stipulations:
   - Candidates pursuing the Master of Arts in Counseling may be enrolled in COUN 598 Internship/Seminar upon the successful completion of COUN 597 Practicum in Counseling and at least 45 credit hours of required coursework with grades of "A" or "B."
   - Candidates pursuing the Master of Education in School Counseling may be enrolled in COUN 598 Internship/Seminar upon the successful completion of COUN 597 Practicum in Counseling and at least 39 credit hours of required coursework with grades of "A" or "B."
   - Students may not exceed 9 hours while enrolled in internship. It is strongly encouraged that most coursework be completed before internship so focus can be on the fieldwork experience.
10. Students will take the Counselor Preparation Comprehensive Examination (CPCE) within the last two semesters. The CPCE is administered on designated dates during the fall, spring and summer sessions. Exam fees are established by CPCE. Candidates who fail the CPCE on the first attempt will be allowed to retake the exam after remediation. Candidates who fail the CPCE on a second attempt will not be allowed to continue in the program and the degree will not be awarded (see Graduate Examinations, Page 22).
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 Conditions for Readmission, Page 14).

Graduation Requirements
1. Candidates must complete all coursework included in the program of study or approved substitutions with a grade "B" or higher. Students must also pass the CPCE. The CPCE is a national standardized examination based on eight knowledge areas of the National Counselor Examination for Licensure and Certification (NCE Certification Exam) in the semester prior to or during their internship experience.
2. Students must successfully complete the internship requirements for the selected program. Candidates must complete 600 hours of approved internship. Candidates are required to purchase liability insurance prior to beginning COUN 597 Practicum in Counseling and COUN 598 Internship/Seminar.

Licensure Requirements
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 coursework or other requirements necessary for licensure in that state. Generally, reciprocity among states is attained through licensure or national certification. Information about NCE Certification and portability can be obtained from the National Board of Certified Counselors (NBCC):

   Mail: National Board of Certified Counselors
         3 Terrace Way
         Greensboro, NC 27403-3660

   Phone: 336.547.0607
   Online: NBCC.org

The counseling curriculum provides coursework consistent with the core area standards established by the Council for Accreditation of Counseling and Related Programs (CACREP) in school or clinical mental health counseling, respectively.

The ENMU counseling program is currently seeking CACREP accreditation. ENMU is regionally accredited by the Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools (NCACS). The College of Education and Technology is additionally accredited by the National Council for Accreditation of Teacher Education (NCATE).
New Mexico Licensure
Licensure can be pursued in New Mexico through ENMU school counseling or clinical mental health counseling degrees.

School Counseling
The Master of Education in School Counseling is designed for individuals who wish to pursue licensure as an elementary or secondary school counselor in New Mexico. Information about licensure as a preK-12 school counselor in New Mexico can be obtained from the:
New Mexico Public Education Department Professional Licensure Bureau
Address: 300 Don Gaspar
Santa Fe, NM 87501
Phone: 505.827.5821, 505.827.5800
Online: PED.State.NM.us

Clinical Mental Health Counseling
The Master of Arts in Clinical Mental Health Counseling is designed for individuals who wish to pursue licensure in clinical, state agency, or mental health counseling. Information about licensure as a licensed mental health counselor in New Mexico can be obtained from the:
NM Regulation and Licensing Department Counseling and Therapy Practice Board
Address: 2550 Cerrillos Road
Santa Fe, NM 87505
Phone: 505.476.4622
Online: RLD.State.NM.us

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

Major: Master of Arts in Counseling (60 hours)
Candidate must complete 51 hours of graduate counseling courses and 9 hours of electives.

Required Graduate Counseling Courses (51 hours)
COUN 501 Professional Orientation in Counseling ........................................................................... 3
COUN 502 Advanced Psychopathology ............................................................................................. 3
COUN 509 Introduction to Clinical Mental Health Counseling ......................................................... 3
COUN 514 Addiction Counseling and Psychopharmacology ............................................................ 3
COUN 516 Ethics ................................................................................................................................. 3
COUN 517 Techniques in Counseling ............................................................................................... 3
COUN 533 Research Seminar ............................................................................................................ 3
COUN 542 Career and Lifestyle Development .................................................................................. 3
COUN 544 Theories of Counseling .................................................................................................. 3
COUN 547 Group Counseling ........................................................................................................... 3
COUN 549 Advanced Techniques in Counseling ............................................................................... 3
COUN 555 Human Growth and Development ................................................................................ 3
COUN 556 Social and Cultural Foundations ...................................................................................... 3
COUN 575 Counseling Assessment .................................................................................................. 3
COUN 597 Practicum in Counseling ................................................................................................. 3
COUN 598 Internship/Seminar ......................................................................................................... 6

Required Elective Courses (9 hours)
Candidate must complete 9 hours from the list below.
COUN 512 Trauma and Crisis Counseling ......................................................................................... 3
COUN 513 Gender Studies and Human Sexuality .......................................................................... 3
COUN 545 Family Counseling ......................................................................................................... 3
COUN 580 Counseling Children and Adolescents ........................................................................ 3
COUN 569 Workshop ....................................................................................................................... 1
Master of Education in School Counseling (48 hours)
Candidate must complete 48 hours of graduate counseling courses and comprehensive exam.

**Required Graduate Counseling Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COUN 501</td>
<td>Professional Orientation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 510</td>
<td>School Counseling</td>
<td>3</td>
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<tr>
<td>COUN 512</td>
<td>Trauma and Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 516</td>
<td>Ethics</td>
<td>3</td>
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<td>COUN 517</td>
<td>Techniques in Counseling</td>
<td>3</td>
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<tr>
<td>COUN 533</td>
<td>Research Seminar</td>
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</tr>
<tr>
<td>COUN 542</td>
<td>Career and Lifestyle Development</td>
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<td>COUN 544</td>
<td>Theories of Counseling</td>
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<td>COUN 547</td>
<td>Group Counseling</td>
<td>3</td>
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<tr>
<td>COUN 555</td>
<td>Human Growth and Development</td>
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<td>COUN 556</td>
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<td>COUN 580</td>
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<tr>
<td>COUN 597</td>
<td>Practicum in Counseling</td>
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<tr>
<td>COUN 598</td>
<td>Internship/Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

**Counseling Comprehensive Exam**
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
**EDUCATION**

**Graduate Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doyle Brinson</td>
<td>ShinHwa Lee</td>
</tr>
<tr>
<td>Michele Crockett</td>
<td>Cindy Miller</td>
</tr>
<tr>
<td>Mary Arth Daughrity</td>
<td>John P. Petrone</td>
</tr>
<tr>
<td>Rebecca S. Davis</td>
<td>Michael Shaughnessy</td>
</tr>
<tr>
<td>Jayson Evaniuck</td>
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<td>Eugenia Hehr Flores</td>
<td>Marshall Swafford</td>
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<td>Penny A. Garcia</td>
<td>Wally Thompson</td>
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<td>Mark Viner</td>
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<td>Jann Hunter</td>
<td>Charles Waggoner</td>
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<tr>
<td>Romelia Hurtado de Vivas</td>
<td>Kathleen Wagner</td>
</tr>
<tr>
<td>Mary K. Kallus</td>
<td>Patricia Whitney</td>
</tr>
</tbody>
</table>

**Degree: Master of Education**

**Major: Education**

**Concentration: Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Emphases</th>
<th>Emphases</th>
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<tbody>
<tr>
<td>Bilingual Education</td>
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<td>Career and Technical Education</td>
<td>Gifted Education Pedagogy</td>
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<td>Secondary Education</td>
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<td>Pedagogy and Learning</td>
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<td>Reading/Literacy</td>
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</table>

**Concentration: Educational Studies**

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<td>Gifted Education Pedagogy</td>
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<td>Secondary Education</td>
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<tr>
<td>Special Education Pedagogy</td>
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</tbody>
</table>

**Teaching Certificates**

- Alternative Licensure in Elementary Education
- Alternative Licensure in Secondary Education
- Alternative Licensure in Special 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 a shared journey toward excellence as members of a community of lifelong learners. The college offers five graduate degree programs:

1. Master of Education
2. Master of Special Education
3. Master of Education in School Counseling
4. Master of Arts in Counseling
5. Master of Science in Physical Education

The Master of Education degree (M.Ed.) allows for two concentrations, curriculum and instruction or educational studies, with respective emphases. Candidates may select the thesis, graduate project or the non-thesis option. Thesis or graduate project options include 6 hours of thesis or graduate project credit and successful oral defense of the thesis or presentation of the graduate project.

**Requirements for Admission to Education Graduate Programs**

Candidates 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 candidates (see Non-Degree Classification, Page 16) and will not be allowed to register for further graduate coursework until all requirements for admission are fulfilled.

1. Admission to the Graduate School (see Admission Procedures, Page 13).
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, candidates must earn a minimum GPA of 3.00 with no grade less than a "B" during their first semester or the first 9 hours.
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 would advance the applicant’s career.

4. A photocopy of the candidate's teaching license or confirmation of admission into the regular or alternate licensure program. Career and technical education candidates refer to emphasis area for additional information (see Career and Technical Education, Page 68).

**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 Educational Studies, Curriculum and Instruction or the counseling graduate coordinator (as appropriate):

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

**Requirements for Advancement to Candidacy**

Information about these requirements are available in this catalog (see Admission Procedures, Page 13).
Education Program Degree Plan
Candidates must develop and sign a degree plan with their adviser during the first semester of degree-seeking status.

In order to be officially recognized as a candidate for a master's degree, the candidate's degree plan must be approved and signed by the graduate advisory committee and the graduate coordinator, then submitted to the graduate coordinator to be filed in the Office of the Graduate School.

Other guidelines for degree plan development include:

1. Complete EDF 500 or CI 521 during the first 9 hours of degree-seeking status. Curriculum and Instruction majors need to take core courses in this order: CI 521 first, then CI 591, and last CI 531.

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 9 hours of transfer credit from another university to the degree plan (see Transfer of Credits from Other Institutions, Page 17). Application of transfer credit to the degree plan requires approval from the candidate's graduate advisory committee, the candidate'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 9 graduate credit hours completed at ENMU as a non-degree student to the degree plan.

6. Apply no more than 6 graduate workshop credit hours to the degree plan. Requires approval from the candidate's graduate adviser, the candidate's graduate coordinator and the graduate dean. Not all workshop credits may be applicable to the degree plan.

7. Apply no more than 4 Individual Research (579) credits to the degree plan.

8. The candidate'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 candidate's graduate advisory committee chair, the graduate coordinator, the department chair and graduate dean. Approval of substitutions is final only after the graduate dean has approved documentation.
Requirements for Graduation
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.

Candidates must also validate their ability to synthesize content of their master's degree coursework by selecting and successfully completing one of the following options:

Non-Thesis Option
Candidates must successfully pass written comprehensive examination, in both core and content areas.

A grade of "A" or "B" in coursework does not ensure passage of the comprehensive examination.

Comprehensive exams are an integrative experience required of all candidates who elect the non-thesis plan. Comprehensive exams may be taken the semester following completion of all coursework. However, candidates may attempt comprehensive exams in their final semester of coursework if they have completed all core coursework, have approval of their adviser and have graduate coordinator approval. Candidates must contact the graduate coordinator one semester prior to taking comprehension exams. All courses and comprehensive exams must be taken within the six-year time frame and comprehensive exams must be taken no later than one year from the last semester of coursework.

Thesis Option
The graduate thesis option requires prior approval of the candidate's graduate advisory committee. The candidate's graduate advisory committee will evaluate the thesis and the defense. The candidate, in collaboration with her or his graduate advisory committee, must adhere to published guidelines for development and presentation of theses available online at enmu.edu/ThesisResources. Notice of the oral defense of a thesis must be posted five days in advance in the Education Building (ED) and in the Office of the Graduate School.

The Appeal Process
A candidate has the right to appeal the interpretation of College of Education and Technology graduate rules and policies. Appeals are submitted to the department graduate coordinator who will convene the Education Graduate Admissions and Retention Committee (GARC) and notify the candidate 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 at enmu.edu/GradeAppeal. More detailed information about appeals procedures can be requested of the departmental graduate coordinator.
Graduate certificate programs for completion of requirements for alternative licensure are available for candidates with a bachelor’s 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
- 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.

Candidates may pursue both a certificate for alternative licensure and the master’s degree concurrently. Candidates seeking alternative licensure 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 the hours have been completed within the 6-year time frame and the hours are applicable to the degree being sought.

The Teacher Education Program (TEP) employs Tk20 as a learning outcomes assessment management system. The Tk20 system is a comprehensive data management system that monitors and catalogs candidate performance across the alternative licensure program. A course fee based upon the most current Tk20 fee schedule will be paid directly to the TEP office during the candidate’s first semester of enrollment. Fee schedules for individual courses are available online at enmu.edu/AdditionalFees.

Alternative Licensure Overview

The alternative licensure programs provide rigorous and substantial preparation for beginning teachers. The programs synthesize theory and practice to enable beginning teachers to offer effective classroom instruction. 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. ENMU alternative licensure programs address relevant elementary, secondary and special education entry-level competencies as approved by the New Mexico Public Education Department (NMPED). Additionally, these programs adhere to TREC, the conceptual framework for ENMU’s educator preparation programs.

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 and/or master’s degree.
- Meet with an adviser for additional requirements and information and guidance in developing an alternative licensure plan and/or master’s degree plan before enrolling in class.
- Submit an application to the Teacher Education Office (TEO) before enrolling in classes for the elementary alternative licensure only. All alternative licensure candidates must have a minimum cumulative 3.0 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.
- Submit verification of registration for the NES Essential Academic Skills (Subtests I, II and III) prior to beginning coursework.
Certificate for Alternative Licensure in Elementary Education

Requirements
- Candidate should meet with the alternative elementary licensure faculty adviser to create licensure (and degree) plan.
- Candidate will file an alternative licensure plan in the Tk20 system that includes the required 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, candidate must have a 24-hour endorsement with 12 hours in upper-division coursework 300- to 400-level or higher in an approved endorsement area.
- Candidate must maintain a minimum 3.0 GPA throughout the program.
- Candidate must complete, at minimum, one academic year as “Teacher of Record” in a New Mexico K-8 public school.

Program of Study (21 hours)
Candidate must submit verification of registration for the NES Essential Academic Skills (Subtests I, II and III) prior to beginning coursework.

Introduction to Elementary Teaching and Literacy (6 hours)
Classes must be completed with a “B” or higher.
ELED 508 Analysis of Elementary Education ................................................................. 3
RED 587 Approaches to Teaching Literacy ..................................................................... 3

Content Knowledge/Multicultural Heritage (9 hours)
RED 518 Content Area Literacy .................................................................................. 3
BLED 578 Teaching Multicultural Heritage of the Southwest ..................................... 3
ELED 511 Trends in Science and Mathematics Education ........................................... 3

Diverse Learners (3 hours)
SPED 501 Introduction to Exceptional Students ............................................................ 3

Internship/Seminar (3 hours)
ELED 523 Induction to Teaching .................................................................................. 1
ELED 524 Induction to Teaching Seminar ................................................................. 2 (corequisite to ELED 523)

ELED 523 and ELED 524 can only be taken upon successful completion of all courses on the elementary education alternative licensure plan and successful completion of all licensure exams as set forth by the NMPED including:
- NES Essential Academic Skills (Subtests I, II and III);
- NES Elementary Education (Subtests I and II);
- NES Assessment of Professional Knowledge: Elementary; and
- NES Essential Components of Elementary Reading Instruction.

Note: the New Mexico Public Education Department (NMPED) may change requirements at any time and in order to gain licensure in New Mexico, candidates must adhere and complete all requirements as identified by the NMPED (PED.State.NM.us)
Certificate for Alternative Licensure in Secondary Education

Alternative Licensure in Secondary Education requires completion of 18 credit hours of graduate coursework which includes a full-time one-semester internship in a public secondary school or a full-time one-semester teaching experience for which 3 additional semester hours of graduate credits are earned. Must have a 30-hour endorsement with 12 hours in upper-division coursework (300- to 400-level or higher) in an endorsement area.

Program of Study (18 hours)
Candidates must submit verification of registration for the NES Essential Academic Skills (Subtests I, II and III) prior to beginning coursework.

- **EDF 515** Theories of Learning/Motivation ................................................................. 3
- **EDF 530** Assessment ........................................................................................................ 3
- **EDF 538** Instructional Design for Educators ................................................................. 3
- **RED 518** Content Area Literacy ......................................................................................... 3
- **SED 526** Diversity Issues in Education ............................................................................ 3
- **SED 597** Internship in Secondary Education ................................................................... 3

Candidates must apply to SED 597 the semester prior to enrolling in SED 597. Deadlines are early. Please contact an adviser to apply. Additional requirements must be met before registration SED 597. See note below.

**Note:** Candidates must be admitted to the Secondary Education Alternative Licensure program and complete EDF 515, EDF 530, RED 518, SED 526 and EDF 538 prior to registration for SED 597. In addition, candidates must have completed all exams required by the New Mexico Public Education Department for secondary alternative licensure (Essential Skills (Subtests I, II, and III; Assessment of Professional Knowledge: Secondary and Content Knowledge Assessment (not “middle grades”). For the first endorsement on the license, the appropriate content knowledge assessment is required in: art; English language arts; Teaching English to Speakers of other Languages (TESOL); family and consumer sciences; French; general science; German; health; mathematics; music; physical education; reading; school library media specialist; social science; OR Spanish) prior to enrollment in SED 597. The secondary internship semester must be completed in the approved content area.
Certificate for 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. Alternative licensure in special education requires completion of 21 credit hours of graduate coursework including a full-time one-semester internship in a public school. Candidate must complete 21 graduate credit hours as listed below.

Program of Study (21 hours)
Candidates must submit verification of registration for the NES Essential Academic Skills (Subtests I, II and III) prior to beginning coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 510</td>
<td>Literacy Assessment/Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 501</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 505</td>
<td>Low Incidence Disabilities: Theory to Practice OR</td>
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</tr>
<tr>
<td>SPED 548</td>
<td>Emotional Disturbance: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 539</td>
<td>Classroom/Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 547</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

SPED 547 can only be taken upon successful completion of all courses on the special education alternative licensure plan and successful completion of all licensure exams as set forth by the NMPED.

Note: Candidates must have been admitted to the Alternative Special Education Licensure Program as degree-seeking, and completed SPED 501, SPED 539, SPED 540, SPED 505 or SPED 548, RED 510 and RED 518. In addition, candidates must have completed all licensure exams require by the New Mexico Public Education Department: Essential Academic Skills (Subtests I, II, & III), Assessment of Professional Knowledge: Elementary or Secondary, and Content Knowledge Assessment in Special Education).

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:

- Obtain a master's degree
- Complete an approved educational administration program
- Obtain a New Mexico Level 2A teaching license
- Verification of having taught for one year while holding a Level 2A teaching license
- Passage of the Educator Administrator Assessment

These courses must be taken as part of a master's degree in education. Candidates already holding a master's degree in education may elect to complete only the 24 hours of approved coursework required for licensure.
NATIONAL BOARD CERTIFICATION

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 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 9 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 the hours have been completed within the 6-year time frame and are applicable to the degree being sought. Specific coursework for these programs of study may be obtained from your adviser.

ENDORSEMENT PROGRAMS

Gifted Endorsement

The four-course sequence leading to NMPED endorsement in gifted education provides additional training and preparation for individuals with extensive experience teaching gifted children. Courses are offered online 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 adviser approval.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>SPED 509</td>
<td>Gifted: Theory to Practice</td>
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</tr>
<tr>
<td>SPED 510</td>
<td>Consultation, Collaboration, Communication with Gifted</td>
<td>3</td>
</tr>
<tr>
<td>SPED 511</td>
<td>Curriculum for Gifted</td>
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</tr>
<tr>
<td>ELED/SED 540</td>
<td>Creativity Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

TESOL Endorsement

The four-course sequence leading to NMPED endorsement in Teaching English to Speakers of Other Languages (TESOL) provides training and strategies for immediate use in the K-12 classroom. Candidate participates in school district cohorts over a two-year period in order to complete the endorsement program. Courses may be included in Master of Education degree with an emphasis in either pedagogy and learning or English as a second language.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 580</td>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>BLED 530</td>
<td>Language Assessment and Placement of Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>BLED 588</td>
<td>Linguistics for ESL</td>
<td>3</td>
</tr>
<tr>
<td>BLED 590</td>
<td>TESOL Endorsement Graduate Project</td>
<td>3</td>
</tr>
</tbody>
</table>

NMPED also requires 12 credit hours of undergraduate or graduate coursework in language, culture and ESL pedagogy.
Master of Education Degree Requirements 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. All Curriculum and Instruction emphasis areas require 9 hours of the required core classes and an additional 27 hours of emphasis and/or elective coursework depending on the individual emphasis. The Master of Education in Curriculum and Instruction requires the completion of 36 hours of coursework.

Curriculum and Instruction Core Requirements (9 hours)

<table>
<thead>
<tr>
<th>Educational Research</th>
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<tbody>
<tr>
<td>CI 521 Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Human Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI 591 Seminar in Curriculum, Instruction and Assessment</td>
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</tr>
<tr>
<td>Culture of Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 531 Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Education

Curriculum and Instruction Concentration

Bilingual Education Emphasis: Non-Thesis Option (36 hours)

A Master of Education degree with an emphasis in bilingual education is open only to candidates who did not complete the bilingual endorsement program as an undergraduate at ENMU. Candidate must complete 9 hours of Curriculum and Instruction Core Requirements and 27 hours of emphasis area coursework and comprehensive exams.

Curriculum and Instruction Core Requirements (9 hours)

| CI 521 Professional Research          | 3 |
| CI 591 Seminar in Curriculum, Instruction and Assessment | 3 |
| CI 531 Critical Pedagogy and Educational Reform | 3 |

Required Emphasis Area Courses (27 hours)

| 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 |
| RED 587 Approaches to Teaching Literacy         | 3 |
| SPAN One SPAN graduate course in literature or culture selected in consultation with adviser | 3 |

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

Curriculum and Instruction Comprehensive Exams

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education
Curriculum and Instruction Concentration
Bilingual Education Emphasis: Thesis Option (36 hours)

A Master of Education degree with an emphasis in bilingual education is open only to candidates who did not complete the bilingual endorsement program as an undergraduate at ENMU. This program is designed for practicing teachers wishing to pursue a master’s degree, as well as a bilingual endorsement. Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 6 hours of emphasis area coursework, 15 hours of electives and 6 hours of Master’s Thesis.

Curriculum and Instruction Core Requirements (9 hours)
CI 521 Professional Research ................................................................................................................3
CI 591 Seminar in Curriculum, Instruction and Assessment .................................................................3
CI 531 Critical Pedagogy and Educational Reform .............................................................................3

Required Emphasis Area Courses (6 hours)
BLED 501 Bilingual Education: Theory to Practice .........................................................................3
BLED 534 Methods of Content Area Instruction in Bilingual Education ..............................................3

Required Elective Courses (15 hours)
Candidate must complete 15 hours from the following electives.
BLED 505 Reading and the Bilingual Child .........................................................................................3
BLED 525 The Role of the Parent in the Bilingual Classroom .............................................................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
RED 587 Approaches to Teaching Literacy .........................................................................................3
SPAN One SPAN graduate course in literature or culture selected in consultation with adviser .........3

Thesis Requirement (6 hours)
BLED 599 Master’s Thesis ...................................................................................................................6

Note: Leveling courses will be required as needed to meet the language proficiency level of the PED for an endorsement in bilingual education.
Master of Education
Curriculum and Instruction Concentration
English as a Second Language Education Emphasis
Non-Thesis Option (36 hours)

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements plus 21 hours of emphasis area coursework, 6 hours from the list of electives and comprehensive exams.

Curriculum and Instruction Core Requirements (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
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</table>

Required Emphasis Area Courses (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 501</td>
<td>Bilingual Education: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>BLED 530</td>
<td>Language Assessment and Placement of Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>BLED 538</td>
<td>Language Arts and the English as a Second Language Teacher</td>
<td>3</td>
</tr>
<tr>
<td>BLED 578</td>
<td>Teaching Multicultural Heritage of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>BLED 580</td>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>BLED 588</td>
<td>Linguistics in ESL</td>
<td>3</td>
</tr>
<tr>
<td>BLED 590</td>
<td>TESOL Endorsement Graduate Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (6 hours)

Candidate must complete 6 hours from the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN</td>
<td>Graduate level Spanish literature class with SPAN prefix</td>
<td>3</td>
</tr>
<tr>
<td>BLED 573</td>
<td>Early Childhood Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>BLED 585</td>
<td>Assessment of Educators as Teachers and Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>BLED 586</td>
<td>Assessment of Educators as Teachers and Leaders II</td>
<td>3</td>
</tr>
<tr>
<td>BLED 593</td>
<td>Topics in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 503</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Curriculum and Instruction Comprehensive Exams

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education  
Curriculum and Instruction Concentration  
English as a Second Language Education Emphasis  
Thesis Option (36 hours)

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 18 hours of emphasis area coursework, 3 hours of electives and 6 hours of Master’s Thesis.

<table>
<thead>
<tr>
<th>Curriculum and Instruction Core Requirements (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521  Professional Research .......................................................... 3</td>
</tr>
<tr>
<td>CI 591  Seminar in Curriculum, Instruction and Assessment .............. 3</td>
</tr>
<tr>
<td>CI 531  Critical Pedagogy and Educational Reform .............................. 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Emphasis Area Courses (18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 501  Bilingual Education: Theory to Practice .................................... 3</td>
</tr>
<tr>
<td>BLED 530  Language Assessment and Placement of Bilingual Students ........ 3</td>
</tr>
<tr>
<td>BLED 538  Language Arts and the English as a Second Language Teacher ... 3</td>
</tr>
<tr>
<td>BLED 578  Teaching Multicultural Heritage of the Southwest .................. 3</td>
</tr>
<tr>
<td>BLED 580  ESL Methods ........................................................................ 3</td>
</tr>
<tr>
<td>BLED 588  Linguistics for ESL ................................................................ 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Elective Courses (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN  Graduate level Spanish literature class with SPAN prefix ........... 3</td>
</tr>
<tr>
<td>BLED 573  Early Childhood Bilingualism ............................................. 3</td>
</tr>
<tr>
<td>BLED 585  Assessment of Educators as Teachers and Leaders I ................ 3</td>
</tr>
<tr>
<td>BLED 586  Assessment of Educators as Teachers and Leaders II ............ 3</td>
</tr>
<tr>
<td>BLED 590  TESOL Endorsement Graduate Project .................................. 3</td>
</tr>
<tr>
<td>BLED 593  Topics in Bilingual Education ........................................... 3</td>
</tr>
<tr>
<td>EDF 503  Educational Psychology ........................................................... 3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Thesis Requirement (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 599  Master’s Thesis ................................................................. 6</td>
</tr>
</tbody>
</table>
Master of Education
Curriculum and Instruction Concentration
Educational Technology Emphasis Non-Thesis (36 hours)

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements plus 24 hours of emphasis area coursework, 3 hours of electives elected with adviser approval, and comprehensive exams.

Curriculum and Instruction Core Requirements (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Emphasis Area Courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED/SED 529</td>
<td>Operating Systems, Networking and Cloud Computing for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 531</td>
<td>Social Issues and Ethics in Digital Computing For Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 532</td>
<td>Technology Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 535</td>
<td>The Technology Rich Environment</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 537</td>
<td>Technology Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 538</td>
<td>IT Project Management for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 540</td>
<td>Creativity Across the Curriculum (Technology Section)</td>
<td>3</td>
</tr>
<tr>
<td>ELED/RED 542</td>
<td>Integrated Technology and Literacy Through Project Based Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (3 hours)

Candidate must complete 3 hours of electives selected with adviser prior approval.

Curriculum and Instruction Comprehensive Exams

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education Curriculum and Instruction Concentration
Elementary Education Emphasis Non-Thesis Option (36 hours)

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements plus
15 hours of emphasis area coursework, 12 hours of electives and comprehensive exams.

Curriculum and Instruction Core Requirements (9 hours)
CI 521 Professional Research ................................................................. 3
CI 591 Seminar in Curriculum, Instruction and Assessment ......................... 3
CI 531 Critical Pedagogy and Educational Reform ....................................... 3

Required Emphasis Area Courses (15 hours)
BLED 578 Teaching Multicultural Heritage of the Southwest ....................... 3
CI 511 Instructional Leadership .................................................................. 3
ELED 540 Creativity Across the Curriculum ................................................. 3
RED 518 Content Area Literacy .................................................................. 3

Candidate must select 12 hours from the following including a minimum of 3 hours with RED prefix.

Required Elective Courses (12 hours)
ELED/SED 532 Technology Integrated Curriculum ........................................ 3
ELED/RED 542 Integrated Technology and Literacy Through Project Based Learning ........................................... 3
ELED 569 Workshop in Elementary Education ............................................. 3
ELED 579 Individual Research in Elementary Education ............................... 3
ELED/SED 529 Operating Systems, Networking and Cloud Computing for Teachers ........................................ 3
ELED/SED 531 Social Issues and Ethics in Digital Computing For Teachers ........ 3
ELED 593 Topics in Elementary Education ................................................ 3
RED 510 Literacy Assessment and Evaluation ........................................... 3
RED 520 Literacy through Multimodalities ................................................ 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/BLED 538 Language Arts and the Teacher of English as a Second Language ............................................. 3
RED 570 Emergent Literacy ...................................................................... 3
RED/ELED 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

Candidates pursuing National Board Certification may use the following courses as electives:
ELED 585 Assessment of Educators as Teachers and Leaders I .................... 3
ELED 586 Assessment of Educators as Teachers and Leaders II .................... 3

Candidates pursuing elementary alternative licensure may use the following courses as electives:
ELED 508 Analysis of Elementary Education ............................................. 3
ELED 523 Induction to Teaching ............................................................... 1
ELED 524 Induction to Teaching Seminar ................................................ 2
SPED 501 Introduction to Exceptional Students ........................................... 3

Curriculum and Instruction Comprehensive Exams
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education Curriculum and Instruction Concentration
Elementary Education Emphasis Thesis Option (36 hours)

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 15 hours of emphasis area coursework, 6 hours of electives and 6 hours of Master's Thesis.

Curriculum and Instruction Core Requirements (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Emphasis Area Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 578</td>
<td>Teaching Multicultural Heritage of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>CI 540</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELED 511</td>
<td>Trends in Science and Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 540</td>
<td>Creativity Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (6 hours)

Candidate must select 6 hours from the following including a minimum of 3 hours with RED prefix.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED/SED 532</td>
<td>Technology Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 529</td>
<td>Operating Systems, Networking and Cloud Computing for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 531</td>
<td>Social Issues and Ethics in Digital Computing For Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/RED 542</td>
<td>Integrated Technology and Literacy Through Project Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELED 508</td>
<td>Analysis of Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 569</td>
<td>Workshop in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 579</td>
<td>Individual Research in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 593</td>
<td>Topics in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 520</td>
<td>Literacy through Multimodalities</td>
<td>3</td>
</tr>
<tr>
<td>RED 524</td>
<td>Children's and Adolescent Literature in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 526</td>
<td>Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 528</td>
<td>Supporting Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED/BLED 538</td>
<td>Language Arts and the Teacher of English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RED 570</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED/ELED 581</td>
<td>Advanced Studies and Instructional Applications in Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>RED 587</td>
<td>Approaches in Teaching Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 543</td>
<td>Communication and Collaboration Methods</td>
<td>3</td>
</tr>
<tr>
<td>ELED 590</td>
<td>Graduate Project</td>
<td>(1-6)</td>
</tr>
</tbody>
</table>

Candidates pursuing National Board Certification may use the following courses as electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 585</td>
<td>Assessment of Educators as Teachers and Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>ELED 586</td>
<td>Assessment of Educators as Teachers and Leaders II</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates pursuing elementary licensure may use the following courses as electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 508</td>
<td>Analysis of Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 523</td>
<td>Induction to Teaching</td>
<td>1</td>
</tr>
<tr>
<td>ELED 524</td>
<td>Induction to Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SPED 501</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 599</td>
<td>Master's Thesis</td>
<td></td>
</tr>
</tbody>
</table>
**Master of Education**  
**Curriculum and Instruction Concentration**  
**Pedagogy and Learning Emphasis (36 hours)**

The pedagogy and learning emphasis is often the ideal choice for candidates concurrently enrolled in the Alternative Elementary Education Licensure Program, National Board Certification Program, the TESOL Endorsement Program, or the Gifted Endorsement Program. The flexibility of this curriculum allows teachers to meet the needs of diverse learners in their classrooms by broadly exploring several areas. Candidates must:

- Complete the 9 hours of Curriculum and Instruction Core Requirements
- Complete one 15-hour emphasis area from the list below
- Complete 12 elective hours of study in a second area

**Curriculum and Instruction Core Requirements (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphasis Area Courses (15 hours)**

Candidate must complete 15 hours in one of the following emphasis areas.

- Bilingual Education Emphasis
- English as a Second Language Emphasis
- Elementary Education Emphasis
- Gifted Pedagogy Emphasis
- Educational Technology Emphasis
- Reading/Literacy Emphasis (must include RED 517 as one of the classes)

**Elective Hours from Second Area (12 hours)**

These hours can be in a second emphasis or may be combinations of coursework in various areas with the approval of an adviser. Elective courses chosen in consultation with an adviser.

**Curriculum and Instruction Comprehensive Exams**

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).

**P&L BILINGUAL EDUCATION EMPHASIS AREA (15 HOURS)**

**Required Emphasis Area Courses (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 501</td>
<td>Bilingual Education: Theory to Practice</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BLED 534</td>
<td>Methods of Content Area Instruction in Bilingual Education</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Elective Courses (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 578</td>
<td>Teaching Multicultural Heritage of the Southwest</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BLED 505</td>
<td>Reading and the Bilingual Child</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BLED 538</td>
<td>Language Arts and the Teacher of English as a Second Language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BLED 525</td>
<td>The Role of the Parent in the Bilingual Classroom</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BLED 593</td>
<td>Topics in Bilingual Education</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
P&L ENGLISH AS A SECOND LANGUAGE EMPHASIS AREA (15 HOURS)

**Required Emphasis Area Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 578</td>
<td>Teaching Multicultural Heritage of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>BLED 530</td>
<td>Language Assessment and Placement of Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>BLED 580</td>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>BLED 588</td>
<td>Linguistics for ESL</td>
<td>3</td>
</tr>
<tr>
<td>BLED 590</td>
<td>TESOL Endorsement Graduate Project</td>
<td>3</td>
</tr>
</tbody>
</table>

P&L ELEMENTARY EDUCATION EMPHASIS AREA (15 HOURS)

Candidate must complete any 15 hours from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 578</td>
<td>Teaching Multicultural Heritage of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>CI 540</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELED 511</td>
<td>Trends in Science and Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 540</td>
<td>Creativity Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 532</td>
<td>Technology Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELED/RED 542</td>
<td>Integrated Technology and Literacy Through Project Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 529</td>
<td>Operating Systems, Networking and Cloud Computing for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 531</td>
<td>Social Issues and Ethics in Digital Computing For Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED 569</td>
<td>Workshop in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 579</td>
<td>Individual Research in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 593</td>
<td>Topics in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 520</td>
<td>Literacy through Multimodalities</td>
<td>3</td>
</tr>
<tr>
<td>RED 524</td>
<td>Children’s and Adolescent Literature in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 526</td>
<td>Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 528</td>
<td>Supporting Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 570</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED/ELED 581</td>
<td>Advanced Studies and Instructional Applications in Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>RED 587</td>
<td>Approaches in Teaching Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 543</td>
<td>Communication and Collaboration Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates pursuing National Board Certification may use the following courses as electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 585</td>
<td>Assessment of Educators as Teachers and Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>ELED 586</td>
<td>Assessment of Educators as Teachers and Leaders II</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates pursuing elementary alternative licensure may use the following courses as electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 508</td>
<td>Analysis of Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 523</td>
<td>Induction to Teaching</td>
<td>1</td>
</tr>
<tr>
<td>ELED 524</td>
<td>Induction to Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SPED 501</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
</tbody>
</table>
P&L GIFTED PEDAGOGY EMPHASIS AREA (15 HOURS)

**Required Emphasis Area Courses (15 hours)**
Candidate must complete 15 hours from the list below.

- SPED 509 Gifted: theory to Practice ........................................................ 3
- SPED 510 Consultation, Collaboration, and Communication/Gifted .................. 3
- SPED 511 Curriculum for Gifted ................................................................. 3
- SED/ELED 540 Creativity Across the Curriculum ........................................ 3
- SPED 540 High Incidence Disabilities: Theory to Practice ............................. 3
- SPED 548 Emotional Disturbance: Theory to Practice ................................... 3
- EDF 503 Educational Psychology ............................................................... 3

P&L EDUCATIONAL TECHNOLOGY EMPHASIS AREA (15 HOURS)

**Required Emphasis Area Courses (15 hours)**
Candidate must select 15 hours from the list below.

- ELED/SED 529 Operating Systems, Networking and Cloud Computing for Teachers ......................................................... 3
- ELED/SED 531 Social Issues and Ethics in Digital Computing 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 Integrated Technology and Literacy Through Project Based Learning .................................................. 3

P&L READING/LITERACY EMPHASIS AREA (15 HOURS)

**Required Emphasis Area Course (3 hours)**

RED 517 Advanced Reading Theory/Philosophical/Historical Foundations of Reading ......................... 3

**Required Elective Courses (12 hours)**
Candidate must complete 12 hours from the list below.

- 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 505 Family Literacy ........................................................................... 3
- RED 518 Content Area Literacy ................................................................. 3
- RED 520 Literacy through Multimodalities ................................................ 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 Integrated Technology and Literacy Through Project Based Learning .................................................. 3
- RED 570 Emergent Literacy ....................................................................... 3
- RED/ELED 581 Advanced Studies and Instructional Application in Language Arts ...................................................... 3

Candidates pursuing National Board Certification may use the following courses as electives:

- RED 585 Assessment of Educators as Teachers and Leaders I .................... 3
- RED 586 Assessment of Educators as Teachers and Leaders II ................... 3
**Master of Education**  
**Curriculum and Instruction Concentration**  
**Career and Technical Education Emphasis Non-Thesis Option (36 hours)**

Earning a Master of Education (M.Ed.) with an emphasis in career and technical education (CTE) prepares individuals for advanced teaching, research and administrative positions in secondary and postsecondary education, community and technical colleges, higher education, and business and industry related to career and technical education. Documentation of employment in a related field is accepted in lieu of K-12 licensure for admission into the Curriculum and Instruction master’s program with an emphasis in CTE. Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 27 hours in the CTE emphasis area, and comprehensive exams.

**Curriculum and Instruction Core Requirements (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required CTE Emphasis Area Courses (27 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTED 501</td>
<td>Philosophy and Practice of CTE</td>
<td>3</td>
</tr>
<tr>
<td>CTED 503</td>
<td>Teaching Methods in CTE</td>
<td>3</td>
</tr>
<tr>
<td>CTED 504</td>
<td>Educational Leadership in CTE</td>
<td>3</td>
</tr>
<tr>
<td>CTED 505</td>
<td>Legal Issues in CTE</td>
<td>3</td>
</tr>
<tr>
<td>CTED 506</td>
<td>Assessment and Evaluation in CTE</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ELED/SED 532</td>
<td>Technology Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>CTED 507</td>
<td>Program Planning, Development and Evaluation in CTE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Curriculum and Instruction Comprehensive Exams**

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education  
**Curriculum and Instruction Concentration**  
**Reading/Literacy Emphasis Non-Thesis Option (36 hours)**

Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis coursework, 6 hours of electives and comprehensive exams. If a course is cross-listed, the RED prefix must be selected.

**Curriculum and Instruction Core Requirements (9 hours)**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Emphasis Courses (21 hours)**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 517</td>
<td>Advanced Reading Theory/Philosophical/Historical Foundations of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 528</td>
<td>Supporting Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED/BLED 538</td>
<td>Language Arts and the Teacher of English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RED 526</td>
<td>Adolescent Literacy OR</td>
<td></td>
</tr>
<tr>
<td>RED 570</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED/ELED 581</td>
<td>Advanced Studies and Instructional Application in Language Arts OR</td>
<td></td>
</tr>
<tr>
<td>RED 542</td>
<td>Integrated Technology and Literacy Through Project Based Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Elective Courses (6 hours)**  
Candidate must complete 6 hours from the list below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>RED 512</td>
<td>Critical Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 520</td>
<td>Literacy through Multimodalities</td>
<td>3</td>
</tr>
<tr>
<td>RED 524</td>
<td>Children’s and Adolescent Literature in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 590</td>
<td>Graduate Project</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Candidates pursuing National Board Certification may use the following courses as electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 585</td>
<td>Assessment of Educators as Teachers and Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>RED 586</td>
<td>Assessment of Educators as Teachers and Leaders II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Curriculum and Instruction Comprehensive Exams**  
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
## Master of Education
### Curriculum and Instruction Concentration
### Reading/Literacy Emphasis Thesis Option (36 hours)
Candidate must complete 9 hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis coursework and 6 hours of Master's Thesis. If a course is cross-listed, the RED prefix must be selected.

### Curriculum and Instruction Core Requirements (9 hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 521</td>
<td>Professional Research</td>
<td>3</td>
</tr>
<tr>
<td>CI 591</td>
<td>Seminar in Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 531</td>
<td>Critical Pedagogy and Educational Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Emphasis Courses (21 hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 517</td>
<td>Advanced Reading Theory/Philosophical/Historical Foundations of Reading</td>
<td>3</td>
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<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 528</td>
<td>Supporting Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED/BLED 538</td>
<td>Language Arts and the Teacher of English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RED 526</td>
<td>Adolescent Literacy OR</td>
<td></td>
</tr>
<tr>
<td>RED 570</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RED/ELED 581</td>
<td>Advanced Studies and Instructional Application in Language Arts OR</td>
<td></td>
</tr>
<tr>
<td>RED 542</td>
<td>Integrated Technology and Literacy Through Project Based Learning</td>
<td></td>
</tr>
</tbody>
</table>

### Thesis Requirement (6 hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 599</td>
<td>Master's Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
EDUCATIONAL STUDIES CONCENTRATION

Core Requirements for emphases in education administration, secondary education, special education pedagogy, or gifted education pedagogy. All Educational Studies emphasis areas include 12 hours of the Educational Studies Core Requirements and 24 hours of emphasis area and/or elective coursework. The Master of Education in Educational Studies candidates will complete 36 hours of coursework.

**Educational Studies Core Requirements (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Master of Education**

**Educational Studies Concentration**

**Education Administration Emphasis: Non-Thesis Option (36 hours)**

Candidate must complete 12 hours of Educational Studies Core Requirements, 24 hours of emphasis area coursework and comprehensive exams.

**Educational Studies Core Requirements (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
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</table>

**Required Emphasis Courses (24 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 525</td>
<td>Personnel</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 526</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 535</td>
<td>Principal Dispositional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 582</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 536</td>
<td>American Curriculum History</td>
<td>3</td>
</tr>
<tr>
<td>EDF 501</td>
<td>Curriculum: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 590</td>
<td>Graduate Project, OR</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 597</td>
<td>Internship I AND</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 598</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Studies Comprehensive Exams**

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education

Educational Studies Concentration

Education Administration Emphasis: Thesis Option (36 hours)

Candidate must complete 12 hours of Educational Studies Core Requirements, 18 hours of required emphasis coursework and 6 hours of Master’s Thesis.

Educational Studies Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR</td>
<td></td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Emphasis Courses (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 525</td>
<td>Personnel</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 526</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 535</td>
<td>Principal Dispositional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 582</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 536</td>
<td>American Curriculum History</td>
<td>3</td>
</tr>
<tr>
<td>EDF 501</td>
<td>Curriculum: Theory to Practice</td>
<td>3</td>
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</tbody>
</table>

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Additional Coursework for Education Administration Licensure (6 hours)

Candidate must complete the following additional 6 hours to satisfy academic requirements for Education Administration licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 597</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 598</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Education
Educational Studies Concentration
Secondary Education Emphasis: Non-Thesis Option (36 hours)

Candidate must complete 12 hours of Educational Studies Core Requirements, 12 hours of emphasis area coursework, 12 hours of electives and comprehensive examinations.

Educational Studies Core Requirements (12 hours)
- EDF 500 Educational Research ................................................................. 3
- EDF 515 Theories of Learning and Motivation ........................................... 3
- EDF 530 Assessment .............................................................................. 3
- EDAD 560 School Law OR
- SPED 503 Special Education Law ............................................................ 3

Required Emphasis Courses (12 hours):
- EDF 501 Curriculum: Theory into Practice ............................................. 3
- EDF 536 American Curriculum History .................................................. 3
- EDF 538 Instructional Design for Educators ........................................... 3
- SED 526 Diversity Issues in Education .................................................... 3

Required Elective Courses (12 hours)
Candidate must complete 12 hours of electives selected with academic adviser.

Educational Studies Comprehensive Exams
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
### Master of Education

**Educational Studies Concentration**
**Secondary Education Emphasis: Thesis Option (36 hours)**

Candidate must complete 12 hours of Educational Studies Core Requirements, 12 hours of emphasis area coursework, 6 hours of electives and 6 hours of Master's Thesis.

#### Educational Studies Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
<td>3</td>
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</tbody>
</table>

#### Required Emphasis Courses (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 501</td>
<td>Curriculum: Theory into Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDF 536</td>
<td>American Curriculum History</td>
<td>3</td>
</tr>
<tr>
<td>EDF 538</td>
<td>Instructional Design for Educators</td>
<td>3</td>
</tr>
<tr>
<td>SED 526</td>
<td>Diversity Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Elective Courses (6 hours)

Candidate must complete 12 hours of electives selected with academic adviser.

#### Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 599</td>
<td>Master's Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Education
Educational Studies Concentration
Special Education Pedagogy Emphasis: Non-Thesis (36 hours)

Candidate must complete 12 hours of Educational Studies Core Requirements, 24 hours of emphasis area coursework and comprehensive exams. To meet New Mexico licensure requirements, candidates 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.

Educational Studies Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR SPED 503</td>
<td>Special Education Law</td>
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</table>

Required Emphasis Courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 501</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 539</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 505</td>
<td>Low Incidence Disabilities: Theory to Practice OR SPED 548</td>
<td>Emotional Disturbance: Theory to Practice</td>
</tr>
<tr>
<td>SPED 547</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RED 518</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDF 501</td>
<td>Curriculum: Theory Into Practice OR EDF 536</td>
<td>American Curriculum History</td>
</tr>
</tbody>
</table>

Educational Studies Comprehensive Exams

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
**Master of Education**  
**Educational Studies Concentration**  
**Special Education Pedagogy Emphasis: Thesis Option (36 hours)**

Candidate must complete 12 hours of Educational Studies Core Requirements, 18 hours of emphasis area coursework and 6 hours of Master’s Thesis. To meet New Mexico licensure requirements candidates must have an additional 3 hours of coursework in reading and a concentration of 30 hours in a subject matter area that qualifies for an endorsement on a teaching license. These requirements are usually met within the undergraduate degree.

### Educational Studies Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>EDF 500</td>
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<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Emphasis Courses (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 501</td>
<td>Introduction to Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 505</td>
<td>Low Incidence Disabilities: Theory to Practice OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 548</td>
<td>Emotional Disturbance: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 539</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 547</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 510</td>
<td>Literacy Assessment and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Education  
Educational Studies Concentration  
Gifted Education Pedagogy Emphasis: Non-Thesis Option (36 hours)

Candidate must complete 12 hours of Educational Studies Core Requirements, 21 hours of emphasis area coursework, 3 hours of electives and comprehensive exams. To meet New Mexico licensure requirements, candidates 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.

Educational Studies Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 515</td>
<td>Theories of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>School Law OR SPED 503 Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Emphasis Courses (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 509</td>
<td>Gifted: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 510</td>
<td>Consultation, Collaboration, and Communication/Gifted</td>
<td>3</td>
</tr>
<tr>
<td>SPED 511</td>
<td>Curriculum for Gifted</td>
<td>3</td>
</tr>
<tr>
<td>SED/ELED 540</td>
<td>Creativity Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>High Incidence Disabilities: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 548</td>
<td>Emotional Disturbance: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDF 503</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (3 hours)

Candidate must complete 3 hours of electives selected in consultation with the academic adviser.

Educational Studies Comprehensive Exams

Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).
Master of Education
Educational Studies Concentration
Gifted Education Pedagogy Emphasis: Thesis Option (36 hours)

Candidate must complete 12 hours of Educational Studies Core Requirements, 18 hours of emphasis area coursework and 6 hours of Master’s Thesis. To meet New Mexico licensure requirements, candidates 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.

Educational Studies Core Requirements (12 hours)
- EDF 500 Educational Research ................................................................. 3
- EDF 515 Theories of Learning and Motivation ........................................ 3
- EDF 530 Assessment ............................................................................. 3
- EDAD 560 School Law OR
- SPED 503 Special Education Law .......................................................... 3

Required Emphasis Courses (18 hours)
- SPED 509 Gifted: Theory to Practice .................................................... 3
- SPED 510 Consultation, Collaboration, and Communication/Gifted ............ 3
- SPED 511 Curriculum for Gifted ......................................................... 3
- SED/ELED 540 Creativity Across the Curriculum .................................... 3
- SPED 540 High Incidence Disabilities: Theory to Practice ......................... 3
- EDF 503 Educational Psychology .......................................................... 3

Thesis Requirement (6 hours)
- SPED 599 Master’s Thesis ....................................................................... 6
SPECIAL EDUCATION

Graduate Faculty
Rebecca S. Davis                 Michael F. Shaughnessy
Kathie Good                      Ajay Singh

Degree: Master of Special Education

Major: Special Education

<table>
<thead>
<tr>
<th>Emphases</th>
<th>Early Childhood Special Education</th>
<th>General Special Education</th>
</tr>
</thead>
</table>

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 coursework 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 non-thesis option () comprises 36 hours of coursework and a written comprehensive examination. The thesis option comprises 36 hours including 30 hours of coursework and a thesis or project of 6 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 for Admission to Education Graduate Programs, Page 50).

Early Childhood Special Education

This degree program is designed for candidates who may not intend to teach in a public school setting and is best suited for candidates who anticipate working in an early intervention or an early care and education community setting. For those candidates 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. Candidates not licensed in special education but wanting to complete the Master of Special Education degree program must complete the alternative licensure coursework 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. Candidates who are licensed in elementary or secondary education will not be required to complete SPED 445 and ELED 460.

Special Education Core Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Educational Research</td>
<td>3</td>
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<td>EDF 530</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 503</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Special Education in Special Education
Early Childhood Emphasis: Non-Thesis Option (36 hours)

Candidate must complete 12 hours of Special Education Core Requirements, 18 hours of emphasis area coursework, 6 hours of electives and comprehensive exams.

Special Education Core Requirements (12 hours)
EDF 500 Educational Research ................................................................. 3
EDF 515 Theories of Learning and Motivation ............................................ 3
EDF 530 Assessment .................................................................................. 3
SPED 503 Special Education Law ............................................................... 3

Required Emphasis Courses (18 hours)
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

Required Elective Courses (6 hours)
Candidate must complete 6 hours of electives selected with adviser approval.

Educational Studies Comprehensive Exams
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).

Master of Special Education in Special Education
Early Childhood Emphasis: Thesis Option (36 hours)

Candidate must complete 12 hours Special Education Core Requirements, 18 hours of emphasis area coursework and 6 hours of Master’s Thesis.

Special Education Core Requirements (12 hours)
EDF 500 Educational Research ................................................................. 3
EDF 515 Theories of Learning and Motivation ............................................ 3
EDF 530 Assessment .................................................................................. 3
SPED 503 Special Education Law ............................................................... 3

Required Emphasis Courses (18 hours)
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

Thesis Requirement (6 hours)
SPED 599 Master’s Thesis ........................................................................... 6
Master of Special Education in Special Education
General Special Education Emphasis: Non-Thesis Option (36 hours)

Completion of the 12 hours Special Education Core Requirements, 21 hours of emphasis area coursework, 3 hours of electives, and comprehensive exams.

Special Education Core Requirements (12 hours)
- EDF 500 Educational Research.................................................................3
- EDF 515 Theories of Learning and Motivation........................................3
- EDF 530 Assessment................................................................................3
- SPED 503 Special Education Law...........................................................3

Required Emphasis Courses (21 hours)
- 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

Required Elective Courses (3 hours)
Candidate must complete 3 hours of electives selected in consultation with the academic adviser.

Educational Studies Comprehensive Exams
Must be completed in accordance with this catalog (see Graduate Examinations, Page 22).

Master of Special Education in Special Education
General Special Education Emphasis: Thesis Option (36 hours)

Completion of the Special Education Core Requirements, 24 hours of emphasis area coursework and 6 hours of Master’s Thesis.

Special Education Core Requirements (12 hours)
- EDF 500 Educational Research.................................................................3
- EDF 515 Theories of Learning and Motivation........................................3
- EDF 530 Assessment................................................................................3
- SPED 503 Special Education Law...........................................................3

Required Emphasis Courses (18 hours)
- SPED 508 Foundations of Early Childhood Special Education OR
- SPED 515 Positive Supports for Learning ..............................................3
- SPED 509 Gifted: Theory to Practice OR
- SPED 505 Low Incidence Disabilities: Theory to Practice ....................3
- SPED 540 High Incidence Disabilities: Theory to Practice......................3
- SPED 543 Communication and Collaboration Method ...........................3
- SPED 548 Emotional Disturbance: Theory to Practice..............................3
- SPED 552 Autism Spectrum Disorders..................................................3

Thesis Requirement (6 hours)
- SPED 599 Master’s Thesis.........................................................................6
PHYSICAL EDUCATION

Graduate Faculty:
Beth Birky
Richard Guerra
Sarah J. Wall
Youngmin Yoon

Degree: Master of Science

<table>
<thead>
<tr>
<th>Major: Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphases</td>
</tr>
<tr>
<td>Sport Administration</td>
</tr>
</tbody>
</table>

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 with an emphasis in coaching or sport administration.

The **coaching emphasis** focuses on practice and performance issues and prepares candidates for careers in physical education, sport coaching, and strength and conditioning. The **sport administration emphasis** focuses on management issues and prepares candidates for a broad range of careers, including those in athletic administration (collegiate and interscholastic), youth sports, recreational facilities, and professional sporting organizations.

Courses to complete the programs of study will be selected by the candidate and the candidate's graduate adviser 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 (see Admission Procedures, Page 13).
2. A completed bachelor's degree with a cumulative GPA no lower than 3.0. Applicants with a cumulative GPA lower than 3.0 may be considered for provisional admission.
3. Applicants who do not have an undergraduate background in Physical Education or a related field will be provisionally admitted and required to take HPE 529 prior to regular admission.
4. Applicants to the HPE graduate program must submit a letter of intent. The one-page letter should specify the intended emphasis area and should include the following: a brief biography, a statement regarding the applicant's decision to attend ENMU, and career aspirations upon completion of the degree. 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.

**HPE Graduate Assistantships**
Graduate assistantships are available for outstanding candidates 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 within an athletic department, and coaching.

Individuals interested in being considered for an assistantship should contact the Graduate School (see Graduate Assistantships, Page 29). Individuals who have been formally admitted to the Graduate School and who meet established eligibility guidelines 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 GAs are not granted to the same candidate for more than two years of full-time assistantship equivalency.
Degree Requirements

Thesis and Non-Thesis Program
Candidates may select either a thesis or a non-thesis option. Both consist of 36 semester hours of coursework.

Master of Science in Physical Education
Coaching Emphasis: Non-Thesis Option (36 hours)
Candidate must complete 18 hours of Physical Education Core Requirements including a 3-hour capstone course, 12 hours of emphasis area coursework and 6 hours of electives. No practicum or workshop credits may be included in the degree plan.

Physical Education Core Requirements (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 502</td>
<td>Research Methods (F, S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 510</td>
<td>Social &amp; Psychological Aspects of Sport (S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 533</td>
<td>Management and Leadership in Sport (F)</td>
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</tr>
<tr>
<td>HPE 537</td>
<td>Ethics in Sport (F)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 538</td>
<td>Sport Law and Risk Management (S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 578</td>
<td>Sport Administration Capstone Projects (F, S)</td>
<td>3</td>
</tr>
</tbody>
</table>

(Must be completed within the first 6 hours of graduate coursework.)

Note: HPE 578 must be taken in the final semester of coursework; candidates must have successfully completed all other core courses with a grade of "B" or better prior to registration for HPE 578. HPE 578 may be retaken only one time. Candidates who fail HPE 578 a second time are automatically dismissed and are no longer eligible to participate in HPE graduate studies as degree-seeking.

Required Emphasis Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 506</td>
<td>Theory of Practice (S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 507</td>
<td>Physiological Principles of Training (F)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 508</td>
<td>Kinesiology (Odd F)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 527</td>
<td>Applied Sport Psychology (F)</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (6 hours)
Candidate must complete 6 hours of electives selected with adviser approval.
Master of Science in Physical Education
Coaching Emphasis: Thesis Option (36 hours)

The thesis option is strongly encouraged for candidates considering future doctoral study. Candidates must complete 15 hours of Physical Education Core Requirements, 12 hours of emphasis area coursework, 3 hours of electives and 6 hours of Master’s Thesis. Candidates electing the thesis option may not enroll in HPE 578 Coaching/Sport Administration Capstone Projects.

Physical Education Core Requirements (15 hours)

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<tr>
<th>Course</th>
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Physical Education Core Requirements (15 hours)

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</tr>
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<td>(must be completed within the first 6 hours of graduate work)</td>
<td></td>
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<td>Applied Sport Psychology (F)</td>
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</tr>
</tbody>
</table>

Required Elective Course (3 hours)

Candidate must complete 3 hours of electives selected with adviser approval.

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Science in Physical Education
Sport Administration Emphasis: Non-Thesis Option (36 hours)

Candidates must complete 18 hours of Physical Education Core Requirements including a 3-hour capstone course, 12 hours of emphasis area coursework and 6 hours of electives. No practicum or workshop credits may be included in the degree plan.

Physical Education Core Requirements (18 hours)

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<td>Sport Administration Capstone Projects (F, S)</td>
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</table>

(Must be completed within the first 6 hours of graduate coursework.

Note: Instructor approval required. See note below.

Required Emphasis Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 526</td>
<td>Sport Finance and Economics (F)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 532</td>
<td>Sport Facility Management (S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 548</td>
<td>Strategic Sport Marketing (S)</td>
<td>3</td>
</tr>
<tr>
<td>HPE 577</td>
<td>Sport Event Management (F)</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (6 hours)

Candidate must select 6 hours of electives selected with adviser approval.
Master of Science in Physical Education
Sport Administration Emphasis: Thesis Option (36 hours)

The thesis option is strongly encouraged for candidates considering future doctoral study. Candidates must complete 15 hours of Physical Education Core Requirements, 12 hours of emphasis area coursework, 3 hours of electives and 6 hours of Master’s Thesis. Candidates electing the thesis option may not enroll in HPE 578 Coaching/Sport Administration Capstone Projects.

Physical Education Core Requirements (15 hours)

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</table>

(must be completed within the first 6 hours of graduate work)

Required Emphasis Courses (12 hours)

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</table>

Required Elective Courses (3 hours)

Candidate must complete 3 hours of electives selected with adviser approval.

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HPE 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
COMMUNICATION

Graduate Faculty
Janet Birkey
Patricia A. Dobson
Jeffrey Gentry
Imran Mazid
Colt Owens
Darrell Roe

Degree: Master of Arts
Major: Communication

The Master of Arts in Communication offers students a more practical and hands-on approach for advanced study. The program is unique in that it offers the flexibility to pursue advanced study in a variety of areas, including public relations, journalism, media literacy and criticism. This is an online program, however, students have the option to take in-person electives. The program is beneficial to both resident and distance students interested in pursuing a master's degree to:
• Enter the workforce directly upon graduation.
• As a means to advance in their professional careers.
• Enter a doctoral program.

The program benefits working professionals who need flexibility and practical experience for career advancement. Graduates of this program are prepared to pursue employment or advancement in careers in public relations, journalism, publishing, broadcast journalism, broadcast production, media relations, management, human resources, business, education, marketing, political consulting, advertising, sales, the nonprofit sector, or in government. It also prepares students for entering doctoral programs in communication and other related fields.

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 by making formal application to the Graduate School. The following materials must be submitted directly to the Office of the Graduate School; 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. A one-page statement of purpose outlining goals and objectives of graduate work as well as goodness of fit with the Communication Program

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 coursework will be necessary.

Accelerated Plan
The ENMU Communication Program has an accelerated plan that allows qualified undergraduate students to begin their graduate degrees during their last year of undergraduate coursework thereby allowing students to complete the M.A. degree more quickly. To participate, students who are in the last semester of their junior year (who have earned 75 credit hours or more) should consult with the program’s graduate coordinator to determine the procedures for application to the Graduate School. Admission to the accelerated program requires that students meet graduate school admission requirements with a minimum GPA of 3.0, and will be based
on a review of academic performance through the junior year.

Once admitted, students may take up to 12 hours of graduate (500 level) courses during their senior year. These courses will be considered shared credit courses, in that they may be used to meet both undergraduate and graduate degree requirements. While in their senior year, students participating in the accelerated program must seek approval for registration from the graduate coordinator and graduate dean.

It should be noted that students making a grade of “C” in a graduate course will be allowed to use the course for undergraduate degree requirements but may not be able to use that course toward the graduate degree.

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 required to be in residence, as they are primarily responsible for teaching lower-division undergraduate communication courses.

Students interested in applying for a Graduate Assistantship should indicate this in their statement of purpose and submit a Graduate Assistantship Application Form. 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 program consists of 24 semester hours of coursework plus a 6-hour 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. The non-thesis program consists of 30 semester hours of coursework, which includes COMM 532 Communication Capstone Project.

The Master of Arts degree is sufficiently flexible to allow graduate courses (up to 6 hours) to be taken outside the department to support a student’s career or academic objectives, with the approval of the student’s graduate advisory committee.

**Thesis option:** 24 semester hours of coursework plus a 6-hour thesis. Students must complete a thesis and successfully pass an oral defense of the thesis. Students electing the thesis option may not enroll in COMM 532 Communication Capstone Project.

**Non-thesis option:** 30 semester hours of coursework. This coursework must include COMM 532 Communication Capstone Project. Thesis credits (COMM 599) may not be used to fulfill coursework requirements.
Master of Arts in Communication  
Non-Thesis Option (30 hours)

Student must complete 12 hours of Communication Core Requirements and 18 hours of required program coursework including COMM 532 Communication Capstone Project.

**Communication Core Requirements (12 hours)**
Course substitutions to the Communication Core Requirements are not permitted.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 502</td>
<td>Communication Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COMM 510</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 513</td>
<td>Critical Analysis of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 545</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Graduate Communication Courses (18 hours)**
Student must complete 18 hours from the list below including COM 532 Communication Capstone Project.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 509</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMM 511</td>
<td>Public Relations Cases and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COMM 517</td>
<td>Race, National Identity, and Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 522</td>
<td>Directing for Television</td>
<td>3</td>
</tr>
<tr>
<td>COMM 522L</td>
<td>Directing for Television Lab</td>
<td>3</td>
</tr>
<tr>
<td>COMM 523</td>
<td>Global Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 525</td>
<td>Rhetoric and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>COMM 526</td>
<td>Communication and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>COMM 527</td>
<td>Integrated Communication Campaign</td>
<td>3</td>
</tr>
<tr>
<td>COMM 529</td>
<td>Management in Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 531</td>
<td>Documentary Writing and Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 532</td>
<td>Communication Capstone Project</td>
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</tr>
<tr>
<td>COMM 546</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 554</td>
<td>Relational and Interpersonal Communication Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COMM 557</td>
<td>Strategic Communication</td>
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<tr>
<td>COMM 569</td>
<td>Workshop in Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 575</td>
<td>Gender Communication</td>
<td>3</td>
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<tr>
<td>COMM 577</td>
<td>Family Communication</td>
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<tr>
<td>COMM 579</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 593</td>
<td>Topics in Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Arts in Communication
Thesis Option (30 hours)

Student must complete 12 hours of Communication Core Requirements, 12 hours of required program coursework and 6 hours of Master’s Thesis.

Communication Core Requirements (12 hours)
Course substitutions to the Communication Core Requirements are not permitted.

COMM 502 Communication Research Methods .......................................................... 3
COMM 510 Mass Media and Society ................................................................. 3
COMM 513 Critical Analysis of Mass Media .......................................................... 3
COMM 545 Communication Theory ................................................................. 3

Required Graduate Communication Courses (12 hours)
Student must complete 12 hours from the list below.

COMM 509 Multimedia Journalism ................................................................. 3
COMM 511 Public Relations Cases and Concepts .................................................. 3
COMM 517 Race, National Identity, and Media .................................................. 3
COMM 522 Directing for Television ................................................................. 3
COMM 522L Directing for Television Lab ......................................................... 3
COMM 523 Global Media ................................................................. 3
COMM 525 Rhetoric and Popular Culture .......................................................... 3
COMM 526 Communication and Social Change .................................................. 3
COMM 527 Integrated Communication Campaign ........................................... 3
COMM 529 Management in Media ................................................................. 3
COMM 531 Documentary Writing and Production ........................................... 3
COMM 546 Feature Writing ................................................................. 3
COMM 554 Relational and Interpersonal Communication Behavior .................. 3
COMM 557 Strategic Communication ............................................................. 3
COMM 569 Workshop in Communication .......................................................... 3
COMM 575 Gender Communication ................................................................. 3
COMM 577 Family Communication ................................................................. 3
COMM 579 Individual Research ................................................................. 3
COMM 593 Topics in Communication ............................................................. 3

Thesis Requirement (6 hours)
COMM 599 Master’s Thesis ................................................................. 6
COLLEGE OF LIBERAL ARTS AND SCIENCES

ANTHROPOLOGY AND APPLIED ARCHAEOLOGY

Graduate Faculty
John Montgomery
Heather Smith
Erik Stanley
Robert Stokes

Degree: Master of Arts
Major: Anthropology

The degree of Master of Arts in Anthropology offers students a specialized focus on the archaeology of the Southwest U.S. with a wide range of methods courses for hands-on experience in the analysis of various archaeological materials. Classes are small and are all taught in person. Blackwater Draw National Historic Landmark and Museum provide opportunities for student employment, internships, and research.

In addition to the required curriculum, students will choose from two options, either a master's thesis or a combination of an internship and research project. Students should choose a thesis or research project that matches departmental and faculty areas of expertise (enmu.edu/AnthroStaff). The program is designed to prepare students for a career in public or private archaeology or to pursue a doctoral degree.

Application Requirements
To be admitted with regular graduate status for a Master of Arts 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. Students with a lower GPA may be considered for provisional admission. Students without a bachelor's degree in anthropology may be admitted after completing undergraduate leveling classes.

Applicants should have a clear idea of which focus within archaeology they wish to pursue and with which faculty member they would like to work prior to applying. Applicants are encouraged to contact faculty members prior to applying to explore possible collaboration. Applications are reviewed as they are received, but new students are accepted only for the fall semester.

Accelerated Plan
The ENMU Anthropology Program has an accelerated plan that allows qualified undergraduate students to begin their graduate degrees during their last year of undergraduate coursework thereby allowing students to complete the M.A. degree more quickly. To participate, students who are in the last semester of their junior year should consult with the program's graduate coordinator to determine the procedures for application to the Graduate School. Admission to the accelerated program requires that students meet graduate school admission requirements with a minimum GPA of 3.0, and will be based on a review of academic performance through the junior year.

Once admitted, students may take up to 12 hours of graduate (500 level) courses during their senior year. These courses will be considered shared credit courses, in that they may be used to meet both undergraduate and graduate degree requirements. While in their senior year, students participating in the accelerated program must seek approval for registration from the graduate coordinator and graduate dean.

It should be noted that students making a grade of "C" in a graduate course will be allowed to use the course for undergraduate degree requirements but may not be able to use that course toward the graduate degree.
Application Process
Students must be admitted to the Graduate School before their application will be reviewed for the graduate Anthropology Program. The Graduate School application form can be found online at [enmu.edu/GradApply](http://enmu.edu/GradApply).

Each applicant must submit the following items to the Department of Anthropology and Applied Archaeology or via the online application system:
1. A one- to two-page letter of personal introduction outlining research focus, professional goals, experience relating to research and professional goals, and with which ENMU faculty member(s) the applicant might like to work
2. A resume or CV
3. Two letters of recommendation written and sent by academic or professional references
4. An example of academic or professional writing

An applicant’s transcripts will be reviewed along with the vitae to determine whether leveling courses are necessary. Generally, every incoming graduate student must be able to demonstrate a basic knowledge of the following subfields of anthropology: biological anthropology, archaeology and cultural anthropology. If a student has taken and satisfactorily passed anthropology courses or can show field experiences in an area, then leveling courses will not be required. Students who have not taken a technical writing course may be required to take an undergraduate leveling course or test out of the requirement with a department exam.

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

Degree Requirements
In order to qualify for a Master of Arts degree, the student must select the thesis or non-thesis option. The student must declare which option they have chosen by the end of their first semester.

For the thesis option, the student must complete and defend a thesis and maintain a cumulative graduate GPA of 3.00. For the non-thesis option, the student must complete an internship, complete a research project (which may be done in conjunction with the internship), and maintain a cumulative GPA of 3.00. Students are responsible for making arrangements and covering expenses for their internship.

All students are strongly encouraged to present their research at the ENMU Student Research and Creativity Conference or a professional discipline-related conference. Either option could be completed in two years by a full-time student following the recommended course of study.

A degree plan must be prepared for each student according to the guidelines set for graduate studies by the University available online at [enmu.edu/ThesisResources](http://enmu.edu/ThesisResources). 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
- Human osteology
- Taphonomy
- Geographic information systems
- Quantitative methods
- Geoarchaeology
- Historic preservation
- Cultural resource management
# Recommended Course of Study for Completion in Two Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Non-Thesis</th>
<th>Thesis</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 550</td>
<td>ANTH 550</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANTH 513 or 561</td>
<td>ANTH 513 or 561</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective 1</td>
<td>Elective 1</td>
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<td>3</td>
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<td><strong>Total Hours:</strong></td>
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<td>9</td>
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<tr>
<td><strong>SPRING I</strong></td>
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<td></td>
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</tr>
<tr>
<td>ANTH 501</td>
<td>ANTH 501</td>
<td></td>
<td>3</td>
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<tr>
<td>ANTH 506</td>
<td>ANTH 506</td>
<td></td>
<td>3</td>
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<tr>
<td>ANTH 541 or 542</td>
<td>Elective 2</td>
<td></td>
<td>3</td>
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<td><strong>Total Hours:</strong></td>
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<td>9</td>
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<tr>
<td><strong>SUMMER I</strong></td>
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<td></td>
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</tr>
<tr>
<td>ANTH 583</td>
<td>ANTH 583</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>FALL II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 519</td>
<td>ANTH 519</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ANTH 532</td>
<td>ANTH 532</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANTH 597</td>
<td>ANTH 597</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Elective 3</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective 3</td>
<td>Elective 4</td>
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<tr>
<td><strong>SPRING II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 510</td>
<td>ANTH 599</td>
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<td>3</td>
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<tr>
<td>Elective 4</td>
<td>ANTH 599</td>
<td></td>
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</tr>
<tr>
<td>Elective 5 (optional)</td>
<td>Elective 5 (optional)</td>
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<tr>
<td><strong>Thesis Defense:</strong></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td>6-9</td>
</tr>
</tbody>
</table>
Master of Arts in Anthropology
Thesis Plan (38 hours)

As indicated below, student must complete 20 hours of graduate anthropology requirements, 12 hours of electives and 6 hours of Master’s Thesis to total 38 hours of coursework.

Required Graduate Anthropology Courses (20 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 501</td>
<td>Anthropological Research Foundations (S)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 506</td>
<td>Applied Data Analysis (S)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 513</td>
<td>Hunter-Gatherer Archaeology OR</td>
<td></td>
</tr>
<tr>
<td>ANTH 561</td>
<td>Archaeology of the Southwest (F)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 519</td>
<td>Graphics for Research (F)</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 532</td>
<td>Peoples of the Southwest (F)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 550</td>
<td>Recent Developments in Archaeological Theory (F)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 583</td>
<td>Graduate Field Research (Su)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 597</td>
<td>Colloquium (thesis prospectus and presentation)</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Elective Courses (12 hours)

Student must complete 12 hours of the following electives selected in consultation with the graduate adviser.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 503</td>
<td>Geographic Information Systems for Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 504</td>
<td>Human Osteology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 509</td>
<td>Research Practices</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 510</td>
<td>Internship in Applied Anthropology</td>
<td>3-6</td>
</tr>
<tr>
<td>ANTH 511/L</td>
<td>Advanced Skeletal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 513</td>
<td>Hunter-Gatherer Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 514</td>
<td>Ceramic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 518</td>
<td>Zooarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 520</td>
<td>Advanced Lithic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 521</td>
<td>Laboratory Analysis in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 525</td>
<td>Taphonomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 541</td>
<td>Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 542</td>
<td>Cultural Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 561</td>
<td>Archaeology of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 569</td>
<td>Workshop in Anthropology</td>
<td>1-3</td>
</tr>
<tr>
<td>ANTH 579</td>
<td>Individual Research</td>
<td>1-3</td>
</tr>
<tr>
<td>ANTH 584</td>
<td>Graduate Readings in Anthropology</td>
<td>1-2</td>
</tr>
<tr>
<td>ANTH 587</td>
<td>Principles of Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 593</td>
<td>Topics in Anthropology</td>
<td>1-3</td>
</tr>
<tr>
<td>ANTH 596</td>
<td>Graduate Seminar</td>
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</table>

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 599</td>
<td>Master’s Thesis (including defense)</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Arts in Anthropology
Non-Thesis Plan (38 hours)

Student must complete 26 hours of graduate anthropology requirements including
1) research proposal and colloquium, 2) research project, 3) internship, and 4) defense of the
research project to the student’s committee, and 12 hours of electives as indicated below to
total 38 hours of coursework.

Required Graduate Anthropology Courses (26 hours)
ANTH 501 Anthropological Research Foundations (S) ........................................................................ 3
ANTH 506 Applied Data Analysis (S) ........................................................................................................ 3
ANTH 510 Internship in Applied Anthropology .................................................................................. 3
ANTH 513 Hunter-Gatherer Archaeology OR
ANTH 561 Archaeology of the Southwest (F) ................................................................................... 3
ANTH 519 Graphics for Research (F) ........................................................................................................ 1
ANTH 532 Peoples of the Southwest (F) .............................................................................................. 3
ANTH 541 Historic Preservation OR
ANTH 542 Cultural Resources Management (S) ................................................................................. 3
ANTH 550 Recent Developments in Archaeological Theory (F) ......................................................... 3
ANTH 583 Graduate Field Research (Su) ............................................................................................. 3
ANTH 597 Colloquium (research project proposal and presentation) ................................................. 1

Required Elective Courses (12 hours)
Student must complete 12 hours of the following electives selected in consultation with the
graduate adviser.
ANTH 503 Geographic Information Systems for Anthropology
ANTH 504 Human Osteology .................................................................................................................. 3
ANTH 509 Research Practices ............................................................................................................... 3
ANTH 511/L Advanced Skeletal Analysis ............................................................................................ 3
ANTH 513 Hunter-Gatherer Archaeology .............................................................................................. 3
ANTH 514 Ceramic Analysis .................................................................................................................. 3
ANTH 518 Zooarchaeology .................................................................................................................. 3
ANTH 520 Advanced Lithic Analysis ..................................................................................................... 3
ANTH 521 Laboratory Analysis in Archaeology .................................................................................... 3
ANTH 525 Taphonomic Analysis .......................................................................................................... 3
ANTH 541 Historic Preservation .......................................................................................................... 3
ANTH 542 Cultural Resources Management ......................................................................................... 3
ANTH 561 Archaeology of the Southwest .......................................................................................... 3
ANTH 569 Workshop in Anthropology ................................................................................................. 1-3
ANTH 579 Individual Research ............................................................................................................ 1-3
ANTH 584 Graduate Readings in Anthropology ............................................................................... 1-2
ANTH 587 Principles of Geoarchaeology .............................................................................................. 3
ANTH 593 Topics in Anthropology ..................................................................................................... 1-3
ANTH 596 Graduate Seminar .............................................................................................................. 1-3
BIOLOGY

Graduate Faculty
Matthew A. Barlow
Youngkoo Cho
Kenwyn R. Cradock
Jesse Filbrun
Zhiming Liu
Ivana Mali
Darren A. Pollock
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 advisers 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 (see Admission Standards, Page 13).
2. Have earned a bachelor's degree.
3. Submit GRE General Test and/or GRE Biology Subject Test scores to the ENMU Graduate School.
4. Submit a statement of research interest(s) to the Graduate School.
5. Submit at least two letters of recommendation to the Graduate School.
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.

Accelerated Plan

The ENMU biology program has an accelerated plan that allows qualified undergraduate students to begin their graduate degrees during their last year of undergraduate coursework thereby allowing students to complete the M.S. degree more quickly. To participate, students who are in the last semester of their junior year should consult with the program's graduate coordinator to determine the procedures for application to the Graduate School. Admission to the accelerated program requires that students meet graduate school admission requirements with a minimum GPA of 3.0, and will be based on a review of academic performance through the junior year.

Once admitted, students may take up to 12 hours of graduate (500 level) courses during their senior year. These courses will be considered shared credit courses, in that they may be used to meet both undergraduate and graduate degree requirements. While in their senior year, students participating in the accelerated program must seek approval for registration from the graduate coordinator and graduate dean.

It should be noted that students making a grade of “C” in a graduate course will be allowed to use the course for undergraduate degree requirements but may not be able to use that course toward the graduate degree.
Master of Science in Biology
Plan A – Thesis Option (30 hours)

Student must complete 15 hours of Biology Core Requirements, 9 hours of electives and 6 hours of Master’s Thesis. Undergraduate courses do not count toward graduate degree requirements; a minimum of 50 percent of the degree plan will be composed of graduate-only courses (not 400/500).

Biology Core Requirements (15 hours)
BIOL 513 Conservation Biology OR
BIOL 528 Biotechnology ........................................................................................................3
BIOL 562 Evolution ................................................................................................................3
BIOL 579 Individual Research ................................................................................................3
BIOL 582 Biological Literature ..............................................................................................3
BIOL 592 Research Presentation in Biology ...........................................................................3

Required Elective Courses (9 hours)
Student must complete 9 hours of electives selected in consultation with adviser.

Thesis Requirement (6 hours)
Prior to final acceptance of the thesis document the student must submit a draft or drafts of a publication-ready manuscript(s).
BIOL 599 Master’s Thesis .......................................................................................................6

Specific policies, guidelines and timetables for theses are available at enmu.edu/ThesisResources.

Oral Final Comprehensive Examination
Defense of thesis and assessment of the student’s knowledge of biology (during final semester of enrollment).

Additional Coursework
Graduate Teaching Assistantship Requirement
BIOL 508 Pedagogy and Professional Development ..............................................................1

Statistics Requirement
All students are required to have two courses in statistics either taken prior to admission to the program or as a part of the graduate degree plan. Courses prior to admission to the Biology Graduate Program can include undergraduate or graduate-level statistics. Students who have not completed this requirement will be required to take graduate-level statistics.
STAT 500 Statistical Analysis I .............................................................................................3
STAT 513 Statistical Analysis II .............................................................................................3
Master of Science in Biology
Plan B – Non-Thesis Option (36 hours)

Student must complete 15 hours of Biology Core Requirements, 15 hours of electives, and comprehensive exams. Undergraduate courses do not count toward graduate degree requirements.

Biology Core Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 513</td>
<td>Conservation Biology OR</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 528</td>
<td>Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 562</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 579</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 582</td>
<td>Biological Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 592</td>
<td>Research Presentation in Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective Courses (15 hours)
Student must complete 15 hours of electives in consultation with the student’s graduate advisory committee.

Required Knowledge of Research Methods Courses (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 579</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 580</td>
<td>Graduate Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Examination
To assess student’s knowledge (taken during final semester of enrollment)

Additional Coursework

Graduate Teaching Assistantship Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 508</td>
<td>Pedagogy and Professional Development</td>
<td>1</td>
</tr>
</tbody>
</table>

Statistics Requirement
All students are required to have two courses in statistics either taken prior to admission to the program or as a part of the graduate degree plan. Courses prior to admission to the Biology Graduate Program can include undergraduate or graduate-level statistics. Students who have not completed this requirement will be required to take graduate-level statistics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 500</td>
<td>Statistical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Statistical Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>
CHEMISTRY

Graduate Faculty
Jim Constantopoulos
James P. Finley
Steven Karpowicz
Zhihan Wang
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, medicinal 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 (see Admission Standards, Page 13).
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 program.
5. Submit at least two letters of recommendation to the program.
6. Be approved by the chemistry graduate faculty.

All newly admitted chemistry graduate students are evaluated for sufficient undergraduate preparation by the chemistry graduate 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 adviser and committee to create a degree plan specifying a course of study (as a thesis or non-thesis plan). To change graduate adviser or change program, e.g. thesis to non-thesis or vice versa, students must submit to the graduate coordinator old and new degree plans, transcripts and a letter of intent stating reasons for the change. Students must also secure graduate committee members for the new program and indicate these details in the letter. After review of these materials, change requires approval by all chemistry graduate faculty. Student initiated change is allowed only once and can only be made during the semester prior to the semester the student graduates (see Change of Thesis or Non-Thesis Plan of Study, Page 21).
Master of Science in Chemistry
Thesis Option (32 hours)

Student must complete 16 hours of Chemistry Core Requirements, 5 hours of electives, 5 hours of professional development skills and 6 hours of Master’s Thesis.

Chemistry Core Requirements (16 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 508/L</td>
<td>Biochemistry/Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 510/L</td>
<td>Analytical Chemistry/Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 523</td>
<td>Mathematical Methods of Quantum Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 524</td>
<td>Quantum Mechanics and Quantum Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 546/L</td>
<td>Medicinal Chemistry/Medicinal Chemistry Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Elective Courses (5 hours)

Student must complete 5 hours of electives selected with concurrence of the student’s chemistry graduate faculty; these courses may not include hours in CHEM 594 or 579. A maximum of 3 hours outside of chemistry is allowed with permission from the chemistry graduate faculty, including the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 509/L</td>
<td>Microbial Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 510/L</td>
<td>Plant Systematics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 522/L</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 524/L</td>
<td>Advanced Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 525/L</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 528</td>
<td>Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 500</td>
<td>Statistical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Statistical Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Professional Development Skills Courses (5 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 539</td>
<td>Teaching in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 548</td>
<td>Writing in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 594</td>
<td>Graduate Seminar (1-hour course, repeated for credit)</td>
<td>2</td>
</tr>
</tbody>
</table>

Students are expected to attend all departmental seminars in addition to enrolling in the seminar course.

Thesis Requirement (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

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 adviser, graduate faculty, chemistry graduate coordinator and graduate dean. Specific policies, guidelines and timetables are available at enmu.edu/ThesisResources.

Oral Final Comprehensive Examination

To assess knowledge of chemistry and related emphasis areas as appropriate. This is conducted by the chemistry graduate faculty upon the conclusion of studies – as part of the thesis defense.
Master of Science in Chemistry
Non-Thesis Option (36 hours)

Student must complete 16 hours of Chemistry Core Requirements, 12 hours of electives, 5 hours of professional development skills, a maximum of 3 hours of research culminating in a comprehensive and scientifically sound written report, and comprehensive exams.

Chemistry Core Requirements (16 hours)
CHEM 508/L Biochemistry/Biochemistry Laboratory .................................................................4
CHEM 510/L Analytical Chemistry/Analytical Chemistry Laboratory ........................................4
CHEM 523 Mathematical Methods of Quantum Mechanics ......................................................1
CHEM 524 Quantum Mechanics and Quantum Chemistry .......................................................3
CHEM 546/L Medicinal Chemistry/Medicinal Chemistry Laboratory .........................................4

Required Elective Courses (12 hours)
Student must complete 12 hours of electives selected with concurrence of the student's chemistry graduate faculty; these courses may not include hours in CHEM 594 or 579. A maximum of 6 hours outside of chemistry is allowed with permission from the chemistry graduate faculty, including the following.
BIOL 509/L Microbial Physiology ...........................................................................................4
BIOL 510/L Plant Systematics .................................................................................................4
BIOL 522/L Medical Microbiology ........................................................................................4
BIOL 524/L Advanced Human Physiology ............................................................................4
BIOL 525/L Molecular Biology ...............................................................................................4
BIOL 528 Biotechnology ..........................................................................................................3
STAT 500 Statistical Analysis I .................................................................................................3
STAT 513 Statistical Analysis II ................................................................................................3

Required Professional Development Skills Courses (5 hours)
CHEM 539 Teaching in Chemistry ............................................................................................1
CHEM 548 Writing in Chemistry ...............................................................................................2
CHEM 594 Graduate Seminar (1-hour course, repeated for credit) ........................................2
Students are expected to attend all departmental seminars in addition to enrolling in the seminar course.

Required Research (3 hours)
CHEM 579 Individual Research ................................................................................................3

Final Comprehensive Examination

Written final comprehensive examination
To assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment (not including any summer semester of enrollment).

Oral final comprehensive examination
To assess knowledge of chemistry and related emphasis areas as appropriate. This is conducted by the chemistry graduate faculty upon the conclusion of studies – subsequent to the written examination.
Accelerated Program

Accelerated programs are joint degree programs with shared credits for which students can complete graduate credits that apply to both undergraduate and graduate degree programs. A maximum of 12 graduate credits may be taken during the last year of undergraduate coursework. These credits will apply to both the undergraduate and graduate degrees.

Shared credits are allowed only in programs identified as accelerated or joint degree programs. Students must be admitted into the graduate program prior to enrolling in graduate credits.
COMMUNICATIVE DISORDERS

Graduate Faculty
Nicole Bougie
Adrienne McElroy Bratcher
Laura Bucknell
Karen Copple
Lori Hancock
Rachel Lingnau
Jesse Martin
Erin Sherman
Suzanne Swift
Linda Weems
Dwayne Wilkerson

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 Master of Science education program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association:

Mail: 2200 Research Boulevard #310
   Rockville, Maryland 20850
Phone: 800.498.2071 or 301.296.5700

The program of study is specifically designed to prepare 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 infant to 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.

Distance Education Option
Although ENMU CDIS Program accreditation includes distance education, ENMU does not offer the graduate degree totally online. We require a mandatory, minimum, one semester on campus presence for practicum experiences. This must be completed in your first 16-week semester of enrollment after admission. Students must successfully pass all first semester practicum and evaluation outcomes in CDIS 501 on campus before being released to complete any off-campus practicum experiences. On-campus evaluations are required prior to any approval for off-campus practicums, and students must pass required evaluation competencies before being assigned to a non-ENMU supervisor off campus. Students who have not met all pre-requisites prior to beginning their graduate matriculation should expect to remain on campus for more than one semester.

Distance education courses (SW sections) must be attended synchronously: students must be logged on to Blackboard, Mediasite and Collaborate/Skype to participate in "live" classes during the time the course is offered on campus (Mountain Time).
Application for Admission

In addition to the Graduate School application, candidates must also apply to the Communicative Disorders Program. Information about CDIS graduate applications can be found at enmu.edu/CDISGraduate. Materials required before admission that will be considered include:

- A Graduate School application (enmu.edu/GradApply)
- A CDIS Program application. This file must be submitted electronically on the ENMU form provided at enmu.edu/CDISGradApp; paper copies will not be accepted. Ancillary pages will not be accepted.
- Official transcripts from all colleges or universities attended; official copies may be sent electronically directly from your university to graduate.school@enmu.edu.
- GRE scores sent directly from ETS (taken within five years of requested admission; ETS Code 4299); scores submitted by the student will not be accepted.
- Clinical practicum and observation clock hour logs signed by the program director (if claiming for credit on the CDIS Program application)
- Verification of research experience (if claiming for credit on the CDIS Program application)

Send your official transcripts to:
ENMU Graduate School
Station 24
1500 S Ave K
Portales, NM 88130
graduate.school@enmu.edu

Send your official GRE scores to:
ENMU CDIS Program
Station 3
1500 S Ave K
Portales, NM 88130
graduate.school@enmu.edu

Application Deadlines

The ENMU CDIS Program admits approximately 30 students with a fall start date and 30 students with a spring start date each year.

The application deadline is Feb. 1 for fall/spring consideration, and Sept. 1 for spring consideration only. Students applying to the program on Feb. 1 must apply for fall, but may also apply for spring admission with this single application. Students must notify the program of acceptance or declination by April 15. Spring only applications (due Sept. 1) will be considered when the program has available space (when all spring seats were not filled by fall applicants). Students who apply for spring admission will only be admitted in the spring and must reapply for fall admission. Students admitted following the Sept. 1 application cycle must notify the program of acceptance or declination by Nov. 15.

If we do not receive notification of student decisions by established deadlines, we will award unclaimed positions in the program to another applicant.

Candidates selected as finalists for program admission will be required to complete an interview prior to being offered admission in the program. On-campus presence is not required to complete this interview, but students must be available via distance technology during the appointed time of the interview. Interviews cannot be rescheduled without permission from the graduate coordinator.

Student applications will result in one of the following actions:
1. Admitted for fall
2. Admitted for spring
3. Waitlisted
4. Rejected
Admission deferrals will not be authorized in the CDIS Program unless approved by the CDIS Faculty Review Committee and may only be considered when extenuating circumstances create unforeseeable situations that are beyond a student's control. Applicants are advised to review the ENMU CDIS Program's Professional Functions for Speech-Language Pathologists and our program Policy on Students and Professionals Who Speak English with Accents and Nonstandard Dialect prior to application. Students should be advised that background checks with fingerprinting are required for all practicum placements, as are vaccinations and health care screenings. Students who do not pass such checks cannot be placed in practicum, and therefore cannot complete the program.

Students should also be advised that accommodations deemed reasonable in academic classrooms may not be deemed reasonable in all practicum placements. Affiliate sites accept students on a strictly volunteer basis. Accommodations that are legally provided to an employee or student may not be available in all clinical sites and practicum sites have the right to refuse placement to any students without cause. Students should additionally be advised that, due to infection control policies, animals may be altogether prohibited or restricted to certain areas at the clinical site.

Students may be admitted to the ENMU CDIS Program under two classifications:

1. **Regular Status:** This requires an undergraduate degree in Communicative Disorders, or an undergraduate degree in another field and completion of all prerequisites listed below (including statistics). Candidates must have a cumulative GPA of at least 3.00 and a CDIS GPA of at least 3.00 to be admitted under regular status. Students who are currently enrolled in their final prerequisite courses at the time of their admission will be admitted under regular status pending completion of their in-progress prerequisite courses with a "B" or better, and completion of their bachelor's degree if applicable.

2. **Provisional Status:** Students having a degree with a cumulative GPA of less than 3.00 but a CDIS GPA of 3.00 or above may be considered for provisional admission. Students who have not completed all necessary leveling courses or other requirements as determined by the graduate program may also be admitted as provisional. If accepted, full-time students must complete all prerequisites as specified in their admission letter with a "B" or better, and earn a minimum graduate GPA of 3.00 with no grade less than a "B" during their first semester of matriculation. Part-time students must earn a minimum graduate GPA of 3.00 with no grade less than a "B" during their first two semesters of matriculation.

Leveling Course Deficiencies
Specific leveling course deficiencies and mechanisms for addressing these deficiencies will be determined in consultation with the graduate coordinator upon admission and during matriculation. Students who score less than a 4.0 on the writing portions of the GRE will be required to take a remedial writing course as designated by the program as a condition of admission, as will students who show writing deficiencies in any semester of research or practicum (identified and determined as a Clinical Remediation Plan by the Clinical Supervisory Committee.) Once provisional admittees have successfully completed all requirements for admission as specified by the program at the time of provisional admission, they will be notified by
the Graduate School of their change in status. Students should be advised that additional courses to address identified deficiencies may be required by the student’s graduate advisory and/or clinical supervisory committees for remediation plan purposes at any point during their matriculation.

Courses Required for Admission into the CDIS Graduate Program

The following courses (or their equivalents) are required for admission into the ENMU CDIS Graduate Program. Students must have completed each course with a grade of "C" or better prior to being considered for admission, and prior to enrollment in specified graduate courses. An applicant’s CDIS GPA will be computed using the course-numbered list below (including statistics). Please be advised all course grades from each time a course is taken will be included in this calculation.

- CDIS 243 Survey of Communicative Disorders
- CDIS 300 Speech-Language-Hearing Anatomy and Physiology
- CDIS 303 Language Science
- CDIS 310 Phonetics/Phonology
- CDIS 311 Articulation/Phonological Disorders
- CDIS 330 Speech and Language Development
- CDIS 332 Language Disorders
- CDIS 342 Basic Audiology
- CDIS 400 Speech and Hearing Science
- CDIS 421 Neuroscience of Communication
- CDIS 434 Aural Rehabilitation
- CDIS 441 Speech-Language Preclinical
- CDIS 441L Preclinical Observation Laboratory
- CDIS 454 Speech and Language Assessment
- STAT 213 Statistical Methods I

Current SLP certification requirements specify one physical science, one life science, and one social science, with the physical science requirement being physics or chemistry for ENMU students. Students should be advised, though not required for admission, these science courses will be required by ENMU prior to graduating with the M.S. degree in CDIS and also by ASHA prior to the award of the CCC-SLP.

Students who apply with undergraduate deficiencies should plan on completing any remaining required courses prior to beginning the program. Though students may be admitted with prerequisites outstanding, this will delay matriculation and limit clinical availability until such time as all deficiencies have been corrected. Our program offers leveling prerequisites online, many in the summer, so please check rotations at enmu.edu/CDISCourseRotations if you are interested in taking these courses from ENMU. Graduate students may enroll in no more than 12 credits per semester without special authorization from the CDIS Program director and the graduate dean.

Students who have recently completed their undergraduate degree in CDIS from ENMU, or who recently completed a second bachelor’s in CDIS or all CDIS leveling courses at ENMU and who have followed their adviser’s direction will have met all prerequisite course requirements for admission into our graduate program. Students who matriculate at other institutions may or may not meet ENMU prerequisite criteria, and this will be determined upon application to the program. We do not evaluate transcripts for students who have not yet applied to the program, nor do we answer questions about equivalency determinations prior to receiving official transcripts as part of the application process. Also, please note we do not advise any student regarding employment as an ASL or SLPA, and we do not advise students about course equivalencies for other programs. If a student chooses to work during their graduate program, it is the student’s responsibility to consult with their respective state agency to determine what these requirements are. We do not offer advising regarding licensure requirements for ASLs or SLPAs in any state, nor do we sign licensure forms for students who are not enrolled in required courses at ENMU.

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 program, or
3. Placed on a waiting list for future consideration until all positions have been filled.

After admission is closed, students on the waitlist will be notified that no additional candidates will be accepted for the given application period and that reapplication is necessary for future admission consideration. Students who have completed all CDIS prerequisites with ENMU (listed above) and **have a calculated GPA of 3.0 or greater** in CDIS courses (including statistics) will be given special consideration in our graduate admission process.

A student who is not accepted may take a maximum of 9 hours of CDIS graduate credit at ENMU. Interested students will need to contact the graduate school to be reclassified as non-degree.

**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 this catalog and the CDIS Graduate Student Handbook available online at [enmu.edu/CDISGradHandbook](http://enmu.edu/CDISGradHandbook).

The ENMU CDIS Program requires 54 credit hours of coursework. All students must successfully complete all specified pre-requisites (including physics or chemistry, life science, social science, and statistics as well as capstone experiences (defined below) prior to being approved for graduation. Matriculation typically requires two-three years (including summers) of full-time enrollment to complete the degree requirements. The exact length of each student’s program is flexible, and depends on semester of admission, prerequisite completion, full- or part-time status, clinical competencies, and practicum hour accrual.

Our completion timelines are:

- Full-time with undergraduate CDIS degree and all pre-requisites completed before admission: 8 semesters
- Full-time without undergraduate CDIS degree and all pre-requisites not complete before admission: 11 semesters
- Part time with undergraduate CDIS degree and all pre-requisites completed before admission: 12 semesters
- Part time without undergraduate CDIS degree and all pre-requisites not complete before admission: 15 semesters

Full-time students typically complete their matriculation in one of the following rotations:

<table>
<thead>
<tr>
<th>Spring Start</th>
<th>Summer Start</th>
<th>Fall Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: SP-SU-FA</td>
<td>Year 1: SU-FA-SP</td>
<td>Year 1: FA-SP-SU</td>
</tr>
<tr>
<td>Year 2: SP-SU-FA</td>
<td>Year 2: SU-FA-SP</td>
<td>Year 2: FA-SP-SU</td>
</tr>
<tr>
<td>Year 3: SP-SU</td>
<td>Year 3: SU-FA</td>
<td>Year 3: FA-SP</td>
</tr>
</tbody>
</table>

In some cases, students attending full-time are able to successfully complete their program in six to seven semesters. Specific course requirements are listed below. Both full-time and part-time options are available for matriculation, but all degree requirements must be completed within six years from the first semester of enrollment (even if the student’s initial courses were taken as non-degree).

Academic coursework may be completed via distance education, though some on campus activities may be required even with distance enrollment (e.g., research conference presentation, oral-motor practical exams, AAC activities, FEES/nasoendoscopy). All expenses related to matriculating off campus are the sole responsibility of the student. These expenses may include but are not limited to proctoring, attendance at mandatory on campus orientations/conferences/activities, technology, etc.

All CDIS graduate students are required to attend a Graduate Student Orientation meeting held on campus during their first 16-week semester after being admitted. This meeting is held approximately one week before classes begin.
University policies/procedures, course rotations, degree plan templates, practicum policies/procedures, the portfolio process, comprehensive exams, KASA tracking, remediation plans, and research expectations are clarified at this meeting each year. Identity verification and clinical trainings are also conducted at this time and are mandatory for students.

**Students who are not on campus for this meeting will have their admission rescinded and their registration canceled.**

Students in the ENMU CDIS Graduate Program are required to attend their courses synchronously. This means that all students must be physically present in class on campus or must be logged on to Mediasite and Collaborate/Skype during the time the course meets on campus each session. Failure to do so will result in unacceptable grades and expulsion from the program.

All students accepted into the ENMU CDIS Program must be continuously enrolled each fall and spring semester unless all required courses for that semester have already been completed. Students must further be enrolled in and complete a practicum course at least one time per year. Students may not advance to the next level of practicum until sufficient requirements for the prior level of practicum have been met. Failure to enroll as directed above may result in permanent dismissal from the program. Students who are unable to matriculate continuously due to extenuating circumstances are referred to the Leave of Absence policy found elsewhere in this catalog.

All students accepted into the ENMU CDIS Program must take practicum on campus during the first regular (16 week) semester after admission. Enrolling in CDIS 501 requires a minimum of two half-days per week on campus. Additional semesters on campus may be required if all CDIS 501 outcomes and mandatory evaluation experiences have not been met/completed by the end of the enrolled semester. CDIS 501 must be taken concurrently with CDIS 504. CDIS 504 is not offered via distance education and must also be taken on campus.

Students may only complete off-campus practicum with the approval of the clinical director each semester. This permission may be revoked with an unfavorable off-campus student practicum rating, especially if mandatory behavior violations have occurred. Students may additionally be called back to campus to complete evaluations if needed to ensure KASA outcome completion. Only students accepted into the CDIS Graduate Program may be enrolled in practicum.

Prior to being accepted for clinical placements, students participating in practicum will need to complete various trainings and present a variety of health records (including but not limited to proof of current vaccinations and immunization records). Specific clinical placements will also require drug and alcohol testing, driving records check, and completion of a physical examination by physician. Students will also need to complete a criminal records/background check and secure various items such as liability insurance, clinical uniforms, and clinical supplies. Students should be advised that some clinical sites may specify additional requirements, including completion of additional drug testing, repeated background checks, and/or a payment of a fee or stipend to the clinical affiliated site or supervisor.

Proof of completion and compliance with requirements is necessary at all times during clinical placements. Students who are not current may be removed from their placements at any point during their rotation. All records must be uploaded by the student to the program’s specified agency database for security and monitoring purposes. Students are responsible for reviewing and updating their records as necessary to maintain currency.

**Practicum Expenses and Travel**

All practicum expenses (including travel and housing) are the sole responsibility of the student. Students enrolled in CDIS 502, 503, 505, and 589 should expect to travel to complete these rotations. Relocation is sometimes necessary for CDIS 503, and
is often necessary for CDIS 505. Moving from the Roosevelt County area to a larger metropolitan setting is expected for CDIS 589. Though the ENMU CDIS Program will assist with locating sites and will handle all affiliation agreement negotiations, students are responsible for securing a list of possible facilities and contact numbers for these facilities and forwarding these to the clinical director at least two semesters prior to expected enrollment in the course. The ENMU CDIS Program does not assist with travel or housing arrangements for students under any circumstance, and will not approve any placement unless suitable housing is secured by the student.

**CDIS Graduate Capstone**
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 on CDIS 573: Clinical Research Colloquium.
- A grade of “B” or better in CDIS 589: Internship in Speech-Language Pathology
- Passing marks on the Graduate Student Portfolio
- Achievement of all ENMU Knowledge and Skills Acquisition outcomes (KASA)
- Submission of an original copy of NESPA scores to the CDIS Program director during the last semester of enrollment.
- Completion of required program assessment activities as specified by the program director.

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

**CDIS Graduate Research Project**
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. Students must have successfully completed CDIS 500 and have prior consent of the instructor and research supervisor prior to submitting their application to the Institutional Review Board. All projects must include inferential level statistics. Additional information about acceptable research designs (and other requirements) is available in the CDIS Graduate Student Handbook. All students will be required to present their research in both poster and presentation formats on the ENMU campus during the annual Student Research and Creativity Conference.

**Final Practicum/Internship**
CDIS 589 is the final practicum course for ENMU CDIS graduate students. Internships must be full-time (four days per week, 36-40 hours per week minimum) and must be at least eight weeks in duration, unless otherwise approved by the clinical director (please see the 589 course description for more detail). At the end of all clinical experiences, 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/evaluations/assessments, and hours serving multiple client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must show 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, in a K-12 school, and at a medical site prior to graduating. They must further complete hours with clients aged birth through age 4, ages 5-21, ages 22-65, and ages 65+. 
CDIS Graduate Student Portfolio
Portfolio material should include a synthesis paper that summarizes the student’s learning experience and future goals, a letter of application, a resume, an itemized catalog of student-generated clinical evaluation and progress reports, presentation handouts, a major paper, evidence of student research, and other examples of original scholarly activity. Specific portfolio requirements are detailed in the CDIS Graduate Student Handbook, found at enmu.edu/CDISGradHandbook.

KASA Outcomes
Achieving all outcomes set forth in the Knowledge and Skills Acquisition (KASA) checklist is critical to both graduation and the development of entry-level competent speech-language pathologists. Information regarding the ENMU KASA requirements is detailed in the CDIS Graduate Student Handbook. The student must additionally present evidence of NESPA completion scores, and program feedback/survey completion as a part of the portfolio.

Academic and Clinical Standards
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 better in all core courses. Students may count only one “C” in other “non-core” courses toward degree requirements for graduation. The CDIS Program considers all courses except CDIS 500, CDIS 557 and CDIS 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 coursework or practicum is successfully completed during a regular semester, unless arrangements have been made with and approved by the program. Students who make a “C” or less for two enrollments in any same level of practicum will be dismissed from the program.

Any student who has been dismissed will have to reapply and be considered for acceptance on a competitive basis in order to resume their studies.

Limitations on Graduate Coursework
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 coursework. The CDIS Graduate Program does not accept graduate transfer credits toward completion of the degree plan, clinical clock hour requirements, or toward fulfillment of KASA outcomes.
### CDIS Course requirements (54 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CDIS 500</td>
<td>Research Methods in Communicative Disorders</td>
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</tr>
<tr>
<td>CDIS 501</td>
<td>Practicum I</td>
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<tr>
<td>CDIS 502</td>
<td>Practicum II</td>
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<tr>
<td>CDIS 503</td>
<td>Practicum III</td>
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<tr>
<td>CDIS 504</td>
<td>Fundamentals of Clinical Practice Practicum IV</td>
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<tr>
<td>CDIS 511</td>
<td>Articulation/Phonological Disorders</td>
<td>3</td>
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<tr>
<td>CDIS 512</td>
<td>Voice Disorders</td>
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<tr>
<td>CDIS 516</td>
<td>Language Assessment</td>
<td>3</td>
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<td>CDIS 517</td>
<td>Language Intervention</td>
<td>2</td>
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<tr>
<td>CDIS 525</td>
<td>Fluency Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 526</td>
<td>Neurogenic Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 527</td>
<td>Craniofacial Anomalies</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 528</td>
<td>Dysphagia</td>
<td>2</td>
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<tr>
<td>CDIS 529</td>
<td>Neurogenic Language Disorders</td>
<td>3</td>
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<tr>
<td>CDIS 540</td>
<td>Oral Motor Disorders</td>
<td>2</td>
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<tr>
<td>CDIS 550</td>
<td>Augmentative and Alternative Communication</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 554</td>
<td>Current Trends and Professional Issues in Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 557</td>
<td>Clinical Application of Research</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 560</td>
<td>Analytical Approaches to Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 573</td>
<td>Clinical Research Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 589</td>
<td>Internship in Speech-Language Pathology</td>
<td>4</td>
</tr>
<tr>
<td>CDIS 590</td>
<td>Graduate Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
ENGLISH

Graduate Faculty
Steve Bellin-Oka
Patrice Caldwell
Micah Donahue
Carol Erwin
Michael Rizza
Linda Sumption
David Sweeten

Degree: Master of Arts

Major: English

The Master of Arts degree with a major in English offers students unique opportunities to study literature, culture, and writing. Candidates can prepare for a broad range of career opportunities, including positions in education, journalism, publishing, human resources, mass media, law and public administration. The Master of Arts degree in English also prepares graduates for doctoral programs in English and related disciplines. The program features a focus in the broad cultural dynamic of inclusion and resistance, and offers students an opportunity to pursue interests in the social and artistic arenas which have historically expressed and shaped culture, and which now function on a global scale. In addition to analytical study of literature, candidates may study creative writing and prepare creative theses as their final projects.

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 graduate assistantships must also submit three current letters of recommendation, preferably from faculty members familiar with the applicant’s academic work.

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 coursework and their foreign language proficiency. Graduates with B.A. or B.S. degree 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 coursework concurrently with their graduate coursework.
- Students may also fulfill the requirement 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 6 graduate credits earned while the student held non-degree status may be applied toward the requirements for the degree once they have gained regular admission.

A transfer graduate student may apply no more than 9 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.

Qualifying Exams, Oral Defense, and Thesis Requirements
Master of Arts in English students must complete a minimum of 27 credit hours of coursework and 6 thesis credit hours. Before beginning work on the thesis, students must pass a written qualifying exam based on a reading list set by the graduate faculty. Furthermore, they must be concurrently enrolled in English 504 Writing for Publication or have already completed the course by the time they write their thesis. There are two options for qualifying exams: Students who enroll in and pass English 503 may take one of the following exams as a specialized focus: British or American literature. Students who do not enroll in English 503 must take both the British and American exams.

This exam will be given during the third week of the spring and fall semesters. Qualifying exams are publicly announced five University working days in advance. This notice is posted in the buildings that house the program and the Graduate School. The Graduate School is notified before a student takes qualifying exams to ensure qualification of the student for the exams. A report concerning the outcome of qualifying exams, signed by the chair of the examining committee and the graduate coordinator are sent to the graduate dean and to the student no later than 15 days after the exam date. Students who fail the qualifying examination are eligible to retake it one time only. This retake must occur in the following semester, but may not occur 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 committee, the graduate coordinator and the graduate dean, students may begin work on the thesis. This project, either creative or analytical, must follow department guidelines and is completed in consultation with the thesis director and other committee members.

The literature thesis consists of two chapters which could become publishable articles: one developed in English 504 Writing for Publication and the other developed with one’s adviser in English 599 Master’s Thesis. This thesis will also include an introduction that discusses the connection between the two chapters and an abstract for the library to publish. Students writing creative theses will also use English 504 to begin drafting their theses (especially for the analytical component) and then complete drafting with their advisers in English 599.

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.
Core Areas of Study

All candidates for the Master of Arts in English must take the following core courses:

ENG 500 Literary Theory
ENG 502 Bibliography and Methods
ENG 504 Writing for Publication
ENG 511 Inclusion and Resistance: Americas
ENG 512 Inclusion and Resistance: Europe

The English graduate program offers students the option of a focus in Inclusion and Resistance. Students interested in such a focus must write a thesis that uses an interdisciplinary approach to investigate the cultural and literary significance of marginalization within the Americas and/or Europe. Because of the interdisciplinary component, the program strongly recommends students also take, as electives, either or both of the following communication courses: COMM 510 Media & Society and COMM 526 Communication and Social Change.

The English graduate program also offers students the option of a focus in creative writing. In addition to the five core courses, students interested in this focus are required to take ENG 513 Fiction Writing and are strongly encouraged to take ENG 514 Inventing Realities, Fabricating Truths. Students must also write a creative thesis that not only demonstrates the ability to produce publishable literary work, but also to use the research skills necessary to identify how their work is situated in the current literary marketplace.

For the purposes of official transcripts, neither the focus in Inclusion and Resistance nor the focus in creative writing is indicated as a special course of study in a candidate's ENMU transcripts.

All candidates must take 6 credits in thesis work (ENG 599) in completion of their degrees.

All English graduate students’ formal degree plans must include a minimum grade of "B" on the five core courses. Furthermore, the degree plan must show no more than one 3-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.
Master of Arts in English (33 hours)

Candidate must complete 15 hours of English Core Requirements, 12 hours of electives and 6 hours of Master's Thesis.

**Required English Core Courses (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500</td>
<td>Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 502</td>
<td>Bibliography and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 504</td>
<td>Writing for Publication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 511</td>
<td>Inclusion and Resistance: Americas</td>
<td>3</td>
</tr>
<tr>
<td>ENG 512</td>
<td>Inclusion and Resistance: Europe</td>
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**Required Elective Courses (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 501</td>
<td>Pedagogy of College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 503</td>
<td>Graduate Survey of British, American and Global Literature in English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 513</td>
<td>Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 514</td>
<td>Inventing Realities, Fabricating Truths</td>
<td>3</td>
</tr>
<tr>
<td>ENG 526</td>
<td>American Authors/Genres/Themes</td>
<td>3</td>
</tr>
<tr>
<td>ENG 530</td>
<td>British Authors/Genres/Themes</td>
<td>3</td>
</tr>
<tr>
<td>ENG 547</td>
<td>Literary and Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 569</td>
<td>Workshop in English</td>
<td>1-3</td>
</tr>
<tr>
<td>ENG 579</td>
<td>Individual Research</td>
<td>1-3</td>
</tr>
<tr>
<td>ENG 593</td>
<td>Topics in English</td>
<td>1-3</td>
</tr>
<tr>
<td>ENG 596</td>
<td>Methods of Teaching Secondary English</td>
<td>3</td>
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**Thesis Requirement (6 hours)**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 599</td>
<td>Master's Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Thesis hours must be completed in accordance with Graduate School Thesis Guidelines. This includes prospectus, thesis and oral thesis defense. Specific policies, guidelines and timetables are available at [enmu.edu/ThesisResources](http://enmu.edu/ThesisResources).
NURSING

Graduate Faculty
Kristin Kuhlmann  Susan Bassett

Degree: Master of Science in Nursing
Emphasis: Education

Mission Statement
The purpose of the MSN Program 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 lifelong personal and professional learning.

Philosophy
The MSN Program 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 lifelong evolutionary process of the nurse, one which promotes the development of a student’s knowledge, skills and personal values. The faculty is 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 ENMU, of which nursing is an integral part.

Central to the Nursing Program’s philosophy are the professional concepts that 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.
The Nursing Program faculty members 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 ENMU, 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. Evaluate today’s nursing curricula in both academic nursing education and professional staff development.

2. Apply leadership principles to respond to the growing complexity of healthcare instruction at all levels.

3. Analyze nursing philosophy and methods of qualitative and quantitative research to make evidence-based nursing practice decisions as an educator.

4. Examine personal and professional ethics regarding health policy decisions, plans, and actions to be undertaken to achieve quality health care delivery within a society.

5. Design a contextual Nursing Program curriculum.

6. Apply culturally sensitive and evidence-based teaching strategies addressing the needs of diverse learning populations.

**Program Accreditation**

Application for accreditation for the MSN Program will be submitted to ACEN according to their established procedures and timelines. ACEN can be reached via post at

**Mail:** Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road N.E.
Suite 500
Atlanta, GA 30326

**Phone:** 404.975.5000

**Admission**

To apply to the MSN Program, applicants must:

1. Apply to the Graduate School online at enmu.edu/GradApply.

2. Apply to the MSN Program online at enmu.edu/MSNApply.

The graduate school application requires transcripts from all institutions attended, and must indicate completion of a BSN or equivalent degree. Transcripts should be sent by the institution to:

**ENMU Graduate School**
Station 24
1500 S Ave K
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 in Nursing 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/essay.

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

Students are also 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-Portales campus.

Students in the MSN Program must follow all policies and procedures as outlined in the MSN Student Handbook available online at enmu.edu/MSNHandbook. This document will be provided to all students upon initial enrollment in the program.
Master of Science in Nursing with Emphasis in Nursing Education (36 hours)

Program Requirements
- The program requires 36 total hours of coursework; 12 hours (four courses) are considered core courses and 24 hours (eight courses) are education-based courses.
- Students may be required to provide proof of immunizations, current TB test, and current liability insurance prior to register for the capstone course of NURS 544.
- Students may be required to complete and present a portfolio of their graduate work to the graduate faculty during their last semester of enrollment. Portfolio material should include a synthesis paper that summarizes the student’s learning experience and future goals, 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 Handbook available online at enmu.edu/MSNHandbook. 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 coursework 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 Coursework
Any graduate transfer credit from other institutions must come from ACEN or CCNE accredited programs and be approved by the Nursing Program at ENMU. A minimum of 30 hours must be completed at ENMU.

Core Requirements (12 hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 502</td>
<td>Research Methods in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 506</td>
<td>Ethical and Legal Views of the Changing Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>NURS 508</td>
<td>The Nurse Leader: New Perspectives on the Profession</td>
<td>3</td>
</tr>
<tr>
<td>NURS 510</td>
<td>Nursing Concepts and Theories</td>
<td>3</td>
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Education Emphasis Courses (24 hours)

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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>NURS 512</td>
<td>Teaching Strategies for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td>NURS 514</td>
<td>Curriculum Development, Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 516</td>
<td>Roles, Responsibilities and Relationships of the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Integrated Concepts of Disease Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Research Applications in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 544</td>
<td>Clinical Capstone</td>
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<td>EDF 503</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDF 538</td>
<td>Instructional Design</td>
<td>3</td>
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</table>
COURSE DESCRIPTIONS

ACCOUNTING

ACCT 550 Financial Accounting (3)
The application of accounting principles to practical cases and accounting problems. Prerequisite: entry into the MBA program. (F)

ACCT 551 Accounting for Managers (3)
Presentation, analysis and interpretation of accounting data for use in planning, organizing, actuating and controlling business activities. Prerequisite: entry into the MBA program. (F, S)

ACCT 555 Federal Taxation (3)
Technical tax course that includes the federal taxation and tax planning strategies of business entities. Prerequisites: entry into the MBA program, ACCT 550 and ACCT 551. (F)

ACCT 558 Attestation Services (3)
An examination of assurance processes involved in developing knowledge bases to support decision makers. This course will include auditing techniques and emerging issues. Prerequisites: entry into the MBA program, ACCT 550 and ACCT 551. (S)

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

ACCT 593 Topics in Accounting (1-3)
Graduate topics in accounting. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. Prerequisite: 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 501 Anthropological Research Foundations (3)
Construction of anthropological research designs, hypothesis formulation, sampling, data collection, data reduction and reporting. (S)

ANTH 503 Geographic Information Systems for Anthropology (3)
Introduction to the theory and techniques of GIS, including data capture and generation, management, analysis, and cartographic output of spatial data. Serves to familiarize students with the most common applications of GIS in anthropology and provide a baseline of understanding of the program's functionality and capabilities, as well as prepare students to continue to advance their GIS skills. (Even S)

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

ANTH 506 Applied Data Analysis (3)
Advanced quantitative techniques in archaeology including probability, hypothesis testing, multivariate analysis, and graphical methods of data presentation. Heavy emphasis on the use of computer software to analyze and display archaeological data. (S)
ANTH 509 Research Practices (3)
Advanced course in applied research protocols. Review of data standardization methods, museum collections procedures, organization and management of data, and discipline specific professional development. (Even F)

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 511 Advanced Skeletal Analysis (2)
Application of analytical methods used in human osteology to establish the biological profile (ancestry, sex, age and stature), as well as the analysis of immature remains, taphonomic analysis and interpretation, and the human dentition. Prerequisite: ANTH 504. Concurrent enrollment: ANTH 511L. (Odd S)

ANTH 511L Skeletal Analysis Laboratory (1)
A hands-on laboratory class in the identification and analysis of human skeletal remains. Concurrent enrollment: ANTH 511. (Odd S)

ANTH 513 Hunter-Gatherer Archaeology (3)
Review of theoretical perspectives on prehistoric hunter-gatherers and survey of the Paleoindian and Archaic archaeological record of the Western United States. (Odd F)

ANTH 514 Ceramic Analysis (3)
An introduction to the anthropologically significant questions that can be addressed by examining pottery, as well as the methods used by archaeologists to study ceramics including chronology, production, distribution, consumption and discard. As announced.

ANTH 518 Zooarchaeology (3)
Techniques for the identification of faunal remains and review of important theoretical issues in zooarchaeology. (Odd F)

ANTH 519 Graphics for Research (1)
This course is designed to provide an introduction to the graphics packages used by those in a variety of fields to address significant research questions and present the results of such analyses. (F)

ANTH 520 Advanced Lithic Analysis (3)
Students will learn to apply results of fundamental and advanced techniques of stone tool analysis to interpretation of past human behavior. Students will gain skills documenting, measuring and explaining trends in attribute characteristics of lithic archaeological assemblages using qualitative and quantitative methods. (Even S)

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

ANTH 525 Taphonomic Analysis (3)
An examination of the basic principles of postmortem changes, and how they apply to interpretation of bones and artifacts in both forensic and archaeological contexts. (Even S)

ANTH 532 Peoples of the Southwest (3)
Seminar on the critical evaluation and use of ethnographic readings from historic Native American people of New Mexico and Arizona from the time of Spanish contact to the present. (Odd F)

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. (Odd S)

ANTH 542 Cultural Resources Management (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. (Even S)
ANTH 550 Recent Developments in Archaeological Theory (3)
Advances in archaeological theory from the mid-1960s through present with emphasis on anthropological archaeological theories. (F)

ANTH 561 Archaeology of the Southwest (3)
Intensive examination of prehistory of Southwestern United States from the earliest cultures to the Spanish Entrada. (Even F)

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

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

ANTH 583 Graduate Field Research (3)
Supervised field experience of graduate caliber research in one or more of the major divisions of anthropology. Prerequisite: approval of instructor. (Su, As announced)

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

ANTH 587 Principles of Geoarchaeology (3)
Concepts and methods of geology applied to the examination and interpretation of archaeological sites and materials. Geomorphology, sediments and soils, stratigraphy, raw material sourcing, dating, and paleoenvironmental reconstruction. (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 or research proposal. Prerequisite: consent of instructor, advisory committee and graduate coordinator. (F, S)

ANTH 599 Master’s Thesis (1-6)
ANTH 599 must total 6 credits to satisfy graduate degree requirements. 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. As announced. May be repeated for a maximum of 4 credits.

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

BILINGUAL EDUCATION

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

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

BLED 525 The Role of the Parent in the Bilingual Classroom (3)
Provides strategies for involving parents in the learning process at home and at school. Instruction in Spanish. (Su)
BLED 530 Language Assessment and Placement of Bilingual Students (3)
Identification and development of evaluation procedures as entry/exit criteria for bilingual students. (S)

BLED 534 [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. (S)

BLED/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)

BLED 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 support for National Board Component #2 for educators desiring to become National Board Certified. Enrollment requires verification of three years teaching experience and instructor approval. (F, S)

BLED/ELED/RED/SED/SPED 586 Assessment of Educators as Teachers and Leaders II (3)
Provides direction and support for National Board Component #3 for educators desiring to become National Board Certified. Enrollment requires verification of three years teaching experience and instructor approval. (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. (S)

BLED 593 Topics in Bilingual Education (1-3)
As announced. Prerequisite: Approval by advisory committee must be received prior to the semester taken. May be repeated for a maximum of 6 credits. (F)

BLED 599 Master’s Thesis (1-6)
BLED 599 credit must total 6 credits to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee.

BLED 588 TESOL Linguistics for ESL (3)
Explores the theoretical underpinning of language acquisition and linguistics educators need to better provide adapted curriculum and instruction for second language learners. (F)
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. (Odd S)

BIOL 508 Pedagogy and Professional Development (1)
A course targeted to graduate teaching assistants to help students develop a philosophy of instruction and to develop basic lab instructional techniques for both major and non-major students. (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. (Even 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.

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. 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. Recommended concurrent enrollment: BIOL 533L. (Even S)

**BIOL 533L Neurobiology Laboratory (2)**
A detailed clinical study of the Autonomic Nervous System (ANS) and the pathological conditions associated with disease progression. Covers the fundamental understanding of the normal and pathological physiological functions of the sympathetic and parasympathetic nervous systems. Students will learn clinical techniques for measuring the ANS regulatory signals and hormonal regulation. Key information from anatomy, physiology, pathology, pharmacology, and clinical medicine is integrated into the presentations and laboratory techniques. This is an upper-division/graduate course requiring an advanced understanding of several areas of science such as neuroanatomy, chemistry, cell biology and physics. Prior knowledge of biochemistry would be useful. The prerequisites are necessary for the student to be properly prepared for this course. Prerequisites: BIOL 209/L, 210/L. (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: student in good standing, GPA of 3.5 or better and departmental approval.

**BIOL 542 Ornithology (3)**
Biology and classification of birds. Occasional field trips. 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. (Even F)
COURSE DESCRIPTIONS: BIOL

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 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 in:
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. Imaging 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, S)

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. (F, 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 to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee.

BUSINESS ADMINISTRATION

BUS 501, Law, Ethics 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. Prerequisite: entry into the MBA program. (F, S)
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. Must be taken during the first semester of coursework. Prerequisite: entry into the MBA program. (F, S, Su)

BUS 553 Integrative Strategic Management (3)
As the capstone course for the MBA program, this course focuses on the formulation of strategic policies to achieve organizational goals, the implementation of those goals, the measurement of results, and the reappraisal of policies and goals. Students will be required to participate in the MBA assessment process while taking this course. Prerequisites: final semester standing, graduate coordinator consent, FIN 541 required, MGT 530 and MKT 517 strongly recommended. (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. (TBA)

BUS 593 Topics in Business Administration (1-3)
Graduate topics in business administration. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. Prerequisite: entry into the MBA program. (TBA)

CTED 501 Philosophy and Practice of Career and Technical Education (3)
The history, philosophy and organization of career and technical education. Key federal legislation and contemporary issues will be examined. (F)

CTED 503 Teaching Methods in Career and Technical Education (3)
Examines teaching methods, preparation and use of instructional materials, cross-curricular instruction and evaluation as they specifically apply to CTE. Strategies for integrating academic and technical education, as well as employability skills are examined. (F, Su)

CTED 504 Educational Leadership in Career and Technical Education (3)
Issues related to the principles of effective administration and supervision of programs in career and technical education. Course content will support professional development for potential leaders in career and technical education settings. (S)

CTED 505 Legal Issues in Career and Technical Education (3)
Legal matters related to administrative and instructional issues in career and technical education. (F)

CTED 506 Assessment and Evaluation in Career and Technical Education (3)
Emphasizes the principles and practices of achievement assessment that contribute to more effective classroom instruction and improved student learning. (S)

CTED 507 Program Planning, Development and Evaluation in Career and Technical Education (3)
Application of research theory, CTED philosophy and practice relative to program planning, development and evaluation. Emphasis is on the development and delivery in an efficient and effective manner, utilizing data and research when making program decisions, as well as the process of evaluating CTE programs and students. (S)

CTED 569 Workshop in Career and Technical Education (1-3)
As announced. May be repeated for credit.

CTED 579 Individual Research in Career and Technical Education (1-3)
As announced. May be repeated for credit.

CTED 593 Topics in Career and Technical Education (1-3)
As announced. May be repeated for credit.
CHEMISTRY

CHEM 507 Electrocatalysis (2)
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 Biochemistry (3)
A detailed study of the structure, function and regulation of proteins in biochemistry. Concurrent enrollment: CHEM 508L (Even F)

CHEM 508L Biochemistry Laboratory (1)
Concurrent enrollment: CHEM 508 (Even F)

CHEM 510 Analytical Chemistry (3)
Advanced theory and techniques in analytical chemistry including: nuclear magnetic resonance (NMR), mass spectroscopy, voltammetry, electrochemical impedance spectroscopy, chromatography, and electrophoresis. Concurrent enrollment: CHEM 510L. (Odd F)

CHEM 510L Analytical Chemistry Laboratory (1)
Concurrent enrollment: CHEM 510. (Odd F)

CHEM 511 Thermodynamics (3)
Thermodynamics and an introduction to kinetics, applications to atomic and molecular systems. (Odd S)

CHEM 523 Mathematical Methods of Quantum Mechanics (1)
Maps including operators, set theory, topics from calculus and differential equations, metric spaces including sequences, vector spaces including normed vector spaces, matrix representations of operators and eigenvalue equations, inner product spaces including Hilbert spaces. (Odd F)

CHEM 524 Quantum Mechanics and Quantum Chemistry (3)
Hermitian and commuting operators, complete (total) orthonormal sets of functions, models, matrix representation of the Schrödinger equation, the hydrogen atom, the L2 Hilbert space, spin orbitals, Slater determinants, approximation methods for molecules with electron correlation. Prerequisite: CHEM 523 Mathematical Methods of Quantum Mechanics. (Even S)

CHEM 539 Teaching in Chemistry (1)
Methods, resources, lesson plans in teaching chemistry; chemical laboratory safety; lecture and laboratory work. (F or S)

CHEM 546 Medicinal Chemistry (3)
Current drug targets and the design and development of drug candidates to cure disease based on the modulation of these targets, and drug synthesis. Concurrent enrollment: CHEM 546L. (Odd S)

CHEM 546L Medicinal Chemistry Laboratory (1)
Concurrent enrollment: CHEM 546. (Odd S)

CHEM 548 Writing in Chemistry (2)
Scientific writing of chemical phenomena. (Even F)

CHEM 549 Metabolic Chemistry (2)
Principles of anabolic and catabolic pathways and cellular energy efficiency, and biological, physical, and chemical processes for each reaction pathway. (Odd F)

CHEM 551 Pharmaceutical Chemistry (2)
Solubility, structure activity relationships, basic synthesis routes for selected structures, and metabolism and pharmacological activity/potency of drug classes. (Even S)

CHEM 579 Individual Research (1-3)
Independent study. Report required. May be repeated for a maximum of 3 credits. Credit is only applied to non-thesis option.

CHEM 593 Topics in Chemistry (1-3)
Graduate topics in analytical, biological, medicinal or physical chemistry. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of chemistry graduate faculty.
COURSE DESCRIPTIONS: COMM

CHEM 594 Graduate Seminar (1)
Chemistry topics, including research results, presented by students. Students are required to attend other seminars, including those presented by outside speakers. May be repeated for a maximum of 2 credits. (Odd F, Odd S)

CHEM 599 Master’s Thesis (1-6)
CHEM 599 credit must total 6 hours for thesis option. Prerequisite: consent of chemistry graduate faculty. May be repeated.

COMMUNICATION

COMM 502 Communication Research Methods (3)
Methodologies of qualitative and quantitative communication research. The course covers the philosophical, theoretical and practical aspects of research methods. (S)

COMM 509 Multimedia Journalism (3)
Focuses on design and application of sophisticated reporting skills in a multi-platform environment applying technologies and tools to news stories and packages for media and communication workplaces. Student work will focus on contextual, complex packages incorporating visual, audio, textual, and graphic components. Students will analyze their own work as well as the work of professionals in the field.

COMM 510 Mass Media & Society (3)
The dynamic relationship of the media to American and global society, mass media as a social institution, and how individuals, cultures and societies are influenced (and influence) media. Different societies and groups will be considered in relationship to traditional, online, digital, and social media, and will seek to understand meaning out of everyday interactions with media, culture and society. The course provides an examination of history and practices in media as well as the relationship between the public and media from historical and contemporary perspectives. (S)

COMM 511 Public Relations Cases and Concepts (3)
Focuses on the roles and responsibilities of public relations professionals, theories and principles of public relations, and public relations programming. Exploration of the needs of various publics and stakeholders, including the client, media and investors. Topics include legal and ethical aspects of the practice of public relations, how to change behaviors and advocate for causes, and the influence of colleagues, families, and friends on brands. Students will work to increase knowledge and application of skills to enhance professional competence in the field. (Odd F)

COMM 513 Critical Analysis of Mass Media (3)
Reflecting on relevant media research, students will learn to critically analyze the audio and video content of mass media. They should increase their understanding of the motivations behind the creation of various media, and more effectively interpret the meanings behind media messages, as well as their potential effects on audiences. (F)

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. (Even F)

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

COMM 522L Directing for Television Laboratory (NC)
Advanced directing techniques for both studio and electronic field production. Concurrent enrollment: COMM 522. (Even F)
COMM 523 Global Media (3)
Critical examination of global cultural and media sectors with an emphasis on history and political economy. Students will engage with latest research works and trends and develop insights into today’s communication industries across national borders. (Even F)

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 (Even F).

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. Exploration will include civic journalism and/or alternative methods for accessing the public from marginalized perspectives (by groups relegated to the so-called ‘fringe’ by the mainstream). The course will investigate other types of ‘agenda setting’ other than the primary one of news media to audience, and how those impact society and culture. (Odd F)

COMM 527 Integrated Communication Campaign (3)
This course examines the theories and techniques of integrated communication, including public relations, advertising, marketing, sales promotions and personal selling. Students will explore how all forms of communication work toward organizational and client objectives, and how those contribute to organizational/client brand. The course will include development of public relations strategies as well as tactical communication pieces. Students taking the course at a distance must have access to Adobe Creative Cloud. (Odd S)

COMM 529 Management in Media (3)
Study of management styles and processes, structural organization and hierarchies, and management of personnel and resources of media entities, with particular attention paid to groups in public relations, journalism and other media settings. Study will include exploration of personnel issues, organizational relationships, leadership issues, and challenges encountered in management of media groups. Emphasis placed on communication and behavior within group settings/process. Case study emphasized. (Even S)

COMM 531 Documentary Writing and Production (3)
Emphasis on the pre-production, production and post-production of television documentaries. Students will study the various styles of documentary production, explore the purpose or message producers convey to the audience, and write and produce their own original short documentary. Lab fee required. (Odd F)

COMM 532 Communication Capstone Project (3)
The capstone project integrates previous coursework and professional experience, and includes guided study in a specific area of communication. The course provides practical experience culminating in the demonstration of competency in professional practice evidenced by design, creation and/or implementation of a product for a client, which may include promotional materials, media materials, campaigns, design pieces, media applications, broadcast, newspaper, newsletter, magazine materials and other communication products.

COMM 545 Communication Theory (3)
A paradigmatic survey of communication theory, including 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. (F)
COMM 546 Feature Writing (3)
This course focuses on writing long-form features for magazines, newspapers and various consumer and online media; study of magazine markets and selling techniques for the freelance writer; and hands-on practice under deadline pressure in magazine and feature writing in newsroom conditions. Students will write, edit and analyze their own work as well as stories written by their peers, and will read the work of successful magazine and book authors. (F)

COMM 554 Relational and Interpersonal Communication Behavior (3)
Examines relational and interpersonal communication behaviors in interpersonal relationships, ranging from day-to-day encounters to the most significant and critical relational events. Exploration will include relationship development, maintenance, and dissolution, the creation, expression and meaning of messages, and how behavior impacts those engaged in interpersonal relationships. Specific emphasis is on application of theory and improvement of communication skills within personal relationships. (S)

COMM 577 Family Communication (3)
An examination of current theory and research surrounding family process and communication, including the way 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. (Su)

COMM 575 Gender Communication (3)
Explores how our ideas about biological sex and gender and our identities as men, women and sexual beings are influenced by and contested in the communication around us, from interpersonal relationships to the mass media and from political campaigns to social movements. (Su)

COMM 557 Strategic Communication (3)
The ubiquitous presence of social media (SM) platforms has changed the ways organizations produce and circulate messages. Organizations like non-profit, transnational media firms, activist organizations, corporations, and small- to medium-sized businesses are grappling with challenges to re-conceptualize strategies around branding and strategic communication. At the heart of such re-conceptualization is four key concepts: a) participatory culture, b) transmedia branding, c) spreadable media, and d) crowdsourcing. This course builds on these key concepts and explores strategic social media theories and research. This course would help students to understand digital branding, engagement, content marketing, viral messages, and conversations with stakeholders and key audiences. This course examines the strategic use of advertising, and marketing and customer relations, among others. (Odd S)

COMM 569 Workshop in Communication (3)
As announced. May be repeated for a maximum of 6 credits.

COMM 579 Individual Research (1-3)
Independent study. May be repeated for a maximum of 3 credits. Prerequisites: consent of instructor and graduate advisory committee.

COMM 593 Topics in Communication (1-3)
As announced. May be repeated for credit when topics vary.

COMM 599 Master’s Thesis (1-6)
COMM 599 credit must total 6 credits to satisfy graduate degree requirements. 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 is required. CDIS 501 enrollment requires that students be available for 2 half days per week, deliver treatment to client(s) 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. All students in practicum must follow the terms as specified in the Clinical Schedule Agreement form. Students must earn a grade of “B” or better in order to count clock hours obtained for ASHA requirements. Prerequisites and concurrent enrollment: 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. Two hours of weekly classroom seminar required. Procedural guidelines for progressing through ENMU clinical practicums will be covered in seminar (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). Résumé writing, interviewing skills and other practice issues are included. May be repeated for credit. (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 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 (or 1 full day) 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 full 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 502 enrollment for 3 credits requires that students be available for 3 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.

All students in practicum must follow the terms as specified in the Clinical Schedule Agreement form. Students must earn a grade of “B” or better in order to count clock hours obtained for ASHA requirements. Prerequisites: 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. Weekly classroom seminar is required. May be repeated for credit. (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 (or 1 full day) 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 or complete introductory level assessments independently.

CDIS 503 enrollment for 3 credits requires that students be available for 3 full 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.

All students in practicum must follow the terms as specified in the Clinical Schedule Agreement form. Students must earn a grade of “B” or better in order to count clock hours obtained for ASHA requirements. Prerequisites: 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. Students complete approximately 100 clock hours before enrolling in CDIS 503. Weekly classroom seminar is required. May be repeated for credit. (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, abuse reporting). Concepts in screening/assessment, goals determination, selecting therapy targets/objectives, service delivery models, intervention approaches, functional behavior assessment/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.). Interprofessional education will also be addressed. 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). Prerequisite: admission to the graduate program. Concurrent enrollment: CDIS 501. (F, S)

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 (or 1 full day) 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.

All students in practicum must follow the terms as specified in the Clinical Schedule Agreement form. Students must earn a grade of “B” or better in order to count clock hours obtained for ASHA requirements. May be repeated for credit. Prerequisites: 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. Students should complete approximately 200 clock hours before enrolling in CDIS 505. Weekly classroom seminar is required. (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)
This course will introduce students to normal and abnormal vocal productions, evaluation and treatment of disorders, anatomy and physiology of the voice, and instrumental and clinical management. This includes the opportunity to perform nasoendoscopy under supervision. (F)

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. Pre-linguistic, paralinguistic, and social aspects of communication will also be discussed. (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, ID, 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. (S)

CDIS 526 Neurogenic Speech Disorders (3)
Current concepts and special considerations in studying and managing speech disorders related to neurological deficits. (F)

CDIS 527 Craniofacial Anomalies (2)
This course will focus on morphogenesis, pathomorphology, instrumental and perceptual evaluation, anatomy and physiology, and treatment across the ages for persons with craniofacial clefts or syndromes. Also included will be genetic inheritance, resonance disorders, and obligatory vs compensatory errors. (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 528L Dysphagia Lab (1)
Advanced study of endoscopic and radiographic techniques used to evaluate swallowing. Corequisite: CDIS 528 or consent of instructor. (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/orofacial myofunctional 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)
The course will familiarize students with methods to evaluate and treat persons who are non-verbal or limited verbal communicators. Low/high tech systems, social and legal issues, and feature matching across several modalities will be included (i.e., listening, speaking, reading and writing.) Pre-linguistic, paralinguistic and social aspects of communication will also be discussed. (S)

CDIS 554 Current Trends and Professional Issues in Communicative Disorders (2)
Examination of current trends and professional issues in the field of speech-language pathology, including technological developments, legal issues, abuse reporting, billing practices and policy changes. Specific content in client counseling, multicultural issues and advanced ethical issues in CDIS will also be addressed. This course may only be taken in the final year of CDIS matriculation. (S)

CDIS 542 Telepractice (2)
Principles of telepractice and establishing a practice to provide intervention. Technology, media platforms, methods and materials will be included, as will issues of HIPAA compliance, billing and licensure across states. This class will culminate with 8 weeks of applied service delivery in a practicum environment. Corequisite: enrollment in CDIS 501, CDIS 502, CDIS 503 or CDIS 505 practicums. (Alt S)

CDIS 557 Clinical Applications of Research Methods (2)
Advanced course in applied experimental protocols specific to clinical case applications with speech-language pathology and audiology/aural rehabilitation clients. The role of research in assessment/intervention using evidence-based practices will be emphasized through critical review of published research. Students will solve clinical problems and evaluate therapy practices using EBP/PICO designs. 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)
This course explores the 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 will be examined. Interpretation of evidentiary data and determination of appropriate inferences/generalizations and limitations of findings for client diagnosis/POC development will also be a specific focus. Students will additionally be required to report data with interpretive findings for methodology completed in CDIS 557. Prerequisite: CDIS 557. (F)

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 will be addressed. Students will additionally be required to present and defend their individual research findings completed in CDIS 560 at a professional research conference. This course will culminate in submission of peer-reviewed publication-ready student papers to the program, construction of a professional poster, and the publication of student works in the ENMU CDIS online journal. Prerequisite: CDIS 560. (S)

CDIS 578 Professional Writing in Speech-Language Pathology (3)
Clarifying, reducing, expanding and synthesizing materials for professional documents and high quality reports, proposals, and in speech-language pathology. Audience adaptation, organization, style and mechanics explored. Editing and clinical applications emphasized. Significant analytical term report required. (F)

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 (1-6)
Supervised clinical experience in evaluation and therapy at a cooperating institution, with selected study in pertinent areas. Students in 589 will deliver treatment to multiple clients/advanced clients at a single/multiple setting(s), and complete intermediate to advanced evaluations/assessments independently. Practicum experiences may be obtained at off-campus sites such as outpatient hospitals/clinics, rehabilitation centers, acute care settings, and specialized clinics/centers. Other settings may be available with approval of the clinical director. CDIS 589 enrollment requires that students complete a minimum of 5 days per week for at least 8 weeks (36-40 hours per week). Part-time equivalents (fewer hours per week for 9+ weeks) may be arranged if available and approved by the clinical director. All students in practicum must follow the terms as specified in the Clinical Schedule Agreement form. Students must also follow the established schedule of the site and a 5 five day per week obligation is typically required should be advised that some clinical internship sites require 10- to 16-week commitments. May be repeated once for credit. Additional repeats/credits must be approved by the CDIS graduate advisory committee. Prerequisites: 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. Weekly classroom seminar may be required. (F, S, Su)

CDIS 590 Graduate Seminar (2)
A comprehensive integration and analysis of the field of speech-language pathology to include: portfolio assessment; infusing theory, knowledge and research into clinical care and applications in evidence-based practice; application of theories of clinical operations, human resource management and marketing. Completion of simulated ground rounds culminate this clinical capstone experience. NESPA preparation activities are required. This course may only be taken in the student’s final semester of academic (non-clinical) course enrollment. (F, S)

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

CS 551 Design and Analysis of Algorithms (3)
Techniques for analyzing performance of algorithms; principles and concepts of algorithm design. Prerequisite: 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. As announced.

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

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. As announced.

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

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; professional standards, code of ethics, and 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. (F, S)

COUN 502 Advanced Psychopathology (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. Prerequisites: COUN 501, COUN 533, and COUN 544. (S)

COUN 509 Introduction to Clinical Mental Health Counseling (3)
Designed to examine professional issues, program development, client characteristics and community needs assessment of clinical mental health counseling. Students will learn the basics of being a mental health counselor in the community. Prerequisites: COUN 501, COUN 533, and COUN 544. (F)

COUN 510 School Counseling (3)
Designed to provide 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. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (S)
COUN 512 Trauma and Crisis Counseling (3)
Designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community. Prerequisites: COUN 501, COUN 533 and COUN 544. (Even S, Odd Su)

COUN 513 Gender Studies and Human Sexuality (3)
Designed to provide a synthesis of information to introduce students to gender issues and male and female development from prenatal experience through retirement. Students will have an opportunity to examine components of women’s and men’s lives such as gender comparisons in cognitive abilities, achievement motivation, social characteristics, and personality characteristics; work experiences; physical health and psychological disorders; love relationships and sexuality; and violence related to gender. The course should prepare students to be more aware of specific gender issues that impact the course of psychotherapy. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (Odd S, Even Su)

COUN 514 Addiction Counseling and Psychopharmacology (3)
Designed to provide counselors in training with an overview of the addictive process and the practice of addiction counseling. Models of addiction along with professional issues in addiction counseling, co-occurring disorders, such as process addiction and mental illnesses will be addressed. Students will develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction and its impact across the lifespan. Assessment, diagnosis, and treatment of addiction with diversity and advocacy issues also being explored. Prerequisites: COUN 501, COUN 502, COUN 533 and COUN 544. (Even F, Odd Su)

COUN 516 Ethics (3)
Designed to focus on the ethical standards that govern the counseling profession. Current legislation and court decisions affecting professional behavior are examined. Particular emphasis is placed on the individual counselor’s development of a professional identity within legal and ethical parameters. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (S)

COUN 517 Techniques in Counseling (3)
Designed to cover the basic attending and relationship building skills needed to develop and establish a therapeutic counseling relationship. Students will learn how to establish clear counseling goals and objectives, design intervention strategies, evaluate client outcome, and terminate the counseling relationship. Students will also learn a basic model for direct intervention. Prerequisites: COUN 501, COUN 533 and COUN 544 (F)

COUN 533/EDF 500 Research Seminar/Educational Research (3)
Introduction to counseling research including historical, descriptive and experimental designs. Candidates will be required to design and write a research report on some aspect of counseling thought or practice. (F, S, Su)

COUN 542 Career and Lifestyle Development (3)
Designed to examine major career and lifestyle developmental theories. Practice in the use of instruments and activities that assess career interest, aptitude, feasibility and decision-making. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (S)
COUN 544 Theories of Counseling (3)
Designed to provide an overview of the major theories in 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; and ethical and legal issues related to the practice of counseling. Prerequisite: COUN 501 (may be taken concurrently). (F, S)

COUN 545 Family Counseling (3)
Designed to provide an overview of family systems theory and major models of family interaction. Common family counseling scenarios are simulated and prominent therapeutic interaction skills are practiced. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (F)

COUN 547 Group Counseling (3)
Designed to examine group dynamics 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. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (S)

COUN 549 Advanced Techniques in Counseling (3)
Designed to be an in-depth study of specific theoretical interventions and to introduce the student to appropriate professional behavior in the clinical setting. The course will provide practice, and experience and skills needed in the counseling environment such as intake, assessment, diagnosis, case conceptualization, treatment planning and record keeping. Students will learn the process of working with a client from intake to discharge. Special attention will be paid to multicultural, advocacy and ethical considerations. Prerequisite: COUN 517. (S)

COUN 555 Human Growth and Development (3)
Designed to examine 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. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (F)

COUN 556 Social and Cultural Foundations (3)
Designed to examine cultural and social issues that may influence the counseling experience. Students will practice skills designed to increase counselor awareness, sensitivity and responsiveness to cultural differences. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (Odd F, Even Su)

COUN 569 Workshop in Counseling (1-3)
As announced. May be repeated for credit. Prerequisite: Consent of graduate coordinator. (Su)

COUN 575 Counseling Assessment (3)
Designed to examine functions of testing and measurement in education; educational and social issues related to testing and the use of test results; theoretical aspects of psychometrics; selection of commercial standardized test; and common commercial standardized tests. Prerequisites: COUN 501, COUN 533 and COUN 544. (Even F, Odd Su)

COUN 579 Individual Research (1-3)
Independent study. May be repeated for a maximum of 3 credits. Prerequisite: consent of graduate coordinator.
COUN 580 Counseling Children and Adolescents (3)
Designed to provide a conceptual framework for developmentally appropriate counseling interventions for children, adolescents and their families. Ethical and legal considerations that involve counseling minors. Prerequisites: COUN 501, COUN 533 and COUN 544 (may be taken concurrently). (Odd F, Even Su)

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

COUN 597 Practicum in Counseling (3)
Designed to facilitate 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). Enrollment requires practicum/internship coordinator’s approval. (F, S)

COUN 598 Internship/Seminar (3)
Designed to provide an 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. This course requires approximately 20 contact hours of filed site experience per week for a total of 300 contact hours per semester. All candidates are required to complete two semesters of COUN 598 for a total of 6 semester hours and 600 contact hours. Prerequisites: COUN 597 and successful completion of CPCE a semester prior to or during COUN 598. (F, S)

CURRICULUM AND INSTRUCTION

CI 521 Professional Research (3)
Research as systematic, intentional inquiry into one’s own practice, which includes the framing of research questions and development of the necessary tools for collection and analysis of data. Must be completed with a grade of B or better. (F, S, Su)

CI 531 Critical Pedagogy and Educational Reform (3)
Candidates analyze and critique hegemonic practices in education. Marginalization, alienation, violence, poverty and “othering” will be examined as structural mechanisms designed to selectively empower and oppress students in educational settings. Must be completed with a grade of B or better. (F, S, Su)

CI 540 Instructional Leadership (3)
Educational leaders contribute to students’ success through informed decision-making and practice. This course focuses on developed and emerging curricular and instructional practices that contribute to student achievement. (F)

CI 591 Seminar in Curriculum, Instruction, and Assessment (3)
An in-depth examination of interrelated issues that involve curriculum, instruction and assessment. Emphasis on alternative assessment strategies, interpretation of assessment data, and data-driven changes in curriculum and instruction. Must be completed with a grade of B or better. (S, Su)
EARLY CHILDHOOD EDUCATION

ECE/ELED 565 Child Guidance (3)
The teacher in guidance; parent-teacher relationships; interagency cooperation. Concurrent enrollment: ECE 565L. Prerequisite: consent of instructor. (S)

ECE/ELED 565L Child Guidance Laboratory (1)
Supervises observation and teaching of young children in the ENMU Child Development Center. Includes planning and implementing experiences with young children. Concurrent enrollment: ECE 565. Prerequisite: consent of instructor. (S)

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

ECE/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: ECE/ELED 565/565L. (F, 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, S)

ECON 579 Individual Research (1-3)
Independent study. May be repeated for a maximum of 3 credits. Prerequisite: approval of instructor and graduate coordinator. As announced.

ECON 593 Topics in Economics (1-3)
Graduate topics in economics. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. Prerequisites: entry into the MBA program. As announced.

EDUCATION ADMINISTRATION

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

EDAD 526 Leadership (3)
Examination of current literature and major writers relative to theories of leadership. All candidates will develop a personal set of goals for the development of their own “leadership style.” (F, S, Su)

EDAD 535 Principal Dispositional Leadership (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, S, 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. Must be completed with a grade of B or better. (F, S, Su)

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 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, Su)

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 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 candidate’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 internship (see Internship Manual for requirements). (F, S)

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 to satisfy graduate degree requirements. 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. Candidates will be required to design and write a research report on some aspect of educational thought or practice. Must be completed with a grade of B or better. (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. (F)

EDF 515 Theories of Learning and Motivation (3)
A comparison of behavioristic, cognitive, gestalt and constructivist theories; motivational techniques; their applications to classroom learning. Must be completed with a grade of B or better. (F, S, 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. Must be completed with a grade of B or better. (F, S)

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. (F, S)

EDF 538 Instructional Design for Educators (3)
Theory and application of instructional design process in various educational settings. Emphasis on designing quality instruction to maximize student academic learning. (F, S, Su)

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 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 candidate'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: consent 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 to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee.

ELEMENTARY EDUCATION

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. Course is designed for candidates in the Elementary Alternative Licensure Program. Pre-requisite: Admission into the alternative licensure program. (F, S)

ELED/RED 507 Teaching Writing (6)
Participants explore a number of research-based approaches to the teaching of writing. Participants present successful teaching strategies in the area of writing across the curriculum and write extensively. Availability dependent on external grant funding. Prerequisites: admission by application only.

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, Su)

ELED/RED 520 Literacy through Multimodalities (3)
See RED/ELED 520 for course description. (F)
ELED 523 Induction to Teaching (1)
Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. Candidates must successfully complete NES Assessment of Professional Knowledge: Elementary and the NES Essential Components of Elementary Reading Instruction while enrolled in ELED 523. Hours may be applied toward master’s degree with emphasis in Bilingual, Elementary, English as a Second Language, Educational Technology, or Reading/Literacy education. Prerequisites: Complete all required licensure coursework and pass all NES exams required for elementary licensure. (F, S)

ELED 524 Induction to Teaching Seminar (2)
Seminar designed to meet the varying needs of Alternative Licensure Program candidates. Prerequisites: complete all required licensure coursework and pass all NES exams required for elementary licensure. (F, S)

ELED/SED 529 Operating Systems, Networking and Cloud Computing for Teachers (3)
An overview of operating systems including Mac and Windows, basic networking concepts, and implications and understanding of cloud computing at the local school and district level. (F)

ELED/SED 531 Social Issues and Ethics in Digital Computing for Teachers (3)
Explores the social and ethical issues confronting classroom teachers. Areas to be explored: understanding what computer ethics means and its implication for 21st Century Learning; risks of computing in the digital classroom; privacy and copyrights issues and what it means to be connected to a digital world. (Su)

ELED/SED 532 Technology Integrated Curriculum (3)
The focus for this course is to support educators in designing lessons and courses that focus on developing and deepening student understanding while incorporating technology resources. (Su)

ELED/SED 535 The Technology Rich Environment (3)
This course is designed to implement units supported by technology, within a classroom setting, perform action research using advanced curriculum design and enhance technology skills within a K-12 classroom. Prerequisite: ELED 532. (F)

ELED/SED 537 Technology Leadership (3)
This course is designed to support educators as they transition into becoming an instructional technology leader within their school and district. Prerequisite: ELED 532. (S)

ELED/SED 538 IT Project Management for Teachers (3)
This course will introduce participants to 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)

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. This course is part of the four-course sequence that leads to the gifted certification. (F, Su)

ELED/SED/RED 542 Integrated Technology and Literacy Through Project-Based Learning (3)
Explores aspects of creating student-led projects using technology. Project-Based Learning (PBL) will be used as a vehicle to explore ways to engage students in literacy, diversity and inquiry-based learning. Specific areas to be covered will be 21st century learning, in-depth inquiry, driving questions and assessments. (S)
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 ELED/RED 581 for course description. (S)

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

ELED/BLED/RED/SED/SPED 586 Assessment of Educators as Teachers and Leaders II (3)
See BLED/ELED/RED/SED/SPED 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 candidate'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: Consent 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 to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee.

ENGLISH

ENG 500 Literary Theory (3)
Introduction to some of the theoretical and philosophical texts and literary movements that inform and influence the reading of literature. 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. Required for all graduate teaching assistants in English. Prerequisite: graduate standing. (F)

ENG 502 Bibliography and Methods (3)
Introduction to the research tools and methodology of literary scholarship. Required for all graduate students in English. (Even F)

ENG 503 Graduate Survey of British, American and Global Literature in English (3)
Intensive reading survey of British and American literary traditions, as well as global literature written in English. 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 504 Writing for Publication (3)
Intensive writing class designed to produce publishable articles and professional writing samples. Includes instruction about identifying journals' varied research requirements and for locating appropriate publication outlets. (Odd S)

ENG 511 Inclusion and Resistance: Americas (3)
Intensive textual investigations into the dynamics of marginalization and acceptance in cultures of the Americas, in arenas of cultural identity, transnational narrative, and perceptions of nature and progress. (Even S)
ENG 512 Inclusion and Resistance: Europe (3)
Intensive textual investigations into the dynamics of marginalization and acceptance in European cultures, in arenas of cultural identity, transnational narrative, and perceptions of nature and progress. (Odd S)

ENG 513 Fiction Writing (3)
Intensive workshop courses focusing on short fiction, the novella, or the novel. Prerequisite: Graduate standing. May be repeated for credit because topics vary. (Even F)

ENG 514 Inventing Realities, Fabricating Truths (3)
Intensive workshop course investigating the borderlands where lyric and nonfiction come together, comingle, and blur genre lines. (Odd S)

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 because topics vary. (S and Even F)

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 because topics vary. (F and Odd S)

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 because topics vary. (Odd F and Even S)

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

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)
ENG 599 credits must total 6 credit hours to satisfy graduate degree requirements. Prerequisite: 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/FCS 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 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 learning 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 EDF 538. (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, ACCT 551 and graduate coordinator consent. (F, 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. (TBA)

FIN 593 Topics in Finance (1-3)
Graduate topics in finance. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. 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.

**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. Prerequisite: consent of instructor. (Alt S)

**GEOL 539 Teaching in Earth Sciences (1)**
Methods, resources, safety and lesson plans in teaching geology lecture and laboratory. Open only to students working toward teaching licensure. Prerequisite: consent of instructor. GEOL/CHEM 554 Geochemistry (3)

**GEOL 579 Individual Research (1-3)**
Independent study. May be repeated for a maximum of 4 credits. 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 Research Methods (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 complete a research proposal. HPE 502 should be taken within the first 6 hours of enrollment. Prerequisite: must be degree-seeking within HPE. (F, S)

**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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

**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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)
HPE 508 Kinesiology (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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (Odd F)

HPE 510 Social and Psychological Aspects of Sports (3)
This course will analyze current issues in sport and physical activity organizations from a sociological and psychological perspective. Topic emphasis will be placed on understanding current issues from both an individual as well as an organizational perspective. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

HPE 518 Practicum I: Topics (1-3)
Supervised experiences with faculty, coach and staff. Students will observe and assist with planning, organizing, completing routine duties, maintaining records, and attending meetings. Prerequisite: consent of instructor, department and graduate advisory committee. As announced.

HPE 519 Practicum II: Topics (1-3)
Supervised experiences with faculty, coach, staff. Graduate 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. As announced.

HPE 520 Practicum III: Topics (1-3)
Supervised experiences with faculty, coach, staff. Graduate 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. As announced.

HPE 526 Sport Finance and Economics (3)
The course will examine the various ways to finance sport, from constructing sport facilities to financing events and operations. Topics covered include budgeting, fund raising, financial statements, and the economic impact of sport. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)

HPE 527 Applied Sports Psychology (3)
This course focuses on developing an in-depth understanding of psychological interventions to enhance sports performance in both individual and team sports settings. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. Prerequisite: HPE 510. (F)

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. This course cannot be used to satisfy degree requirements. (Su)

HPE 532 Sport 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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)
COURSE DESCRIPTIONS: HPE

HPE 534 Sport and the Media (3)
Examination of the sport media industry, its relationship to sport marketing and its impact on sport and sport organizations is explored. Topics covered include how athletes/coaches/fans/teams/leagues and other sport organizations use the role of traditional media, new media, and social media to build their brands and manage their image. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)

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. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)

HPE 538 Sport Law & Risk Management (3)
Extensive overview of legal principles that apply to sports, recreation, and physical activity. A broad range of legal areas are covered, including negligence, constitutional law, statutory law, contracts, antitrust, labor law, and risk management. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

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. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. As announced.

HPE 548 Strategic Sport Marketing (3)
Principles of marketing when applied to sports, recreation and institutional fund-raising. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

HPE 569 Workshop in Physical Education (1-6)
As announced. May be repeated for a maximum of 6 credits. As announced.

HPE 575 Women's Sport/Wellness Issues (3)
Survey of selected topics in women's sports and wellness. Topics may include current, historical, physiological, psychological, and legal issues. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (S)

HPE 577 Sport Event Management (3)
Principles and practices of planning, funding, operating, and evaluating indoor and outdoor sporting events and recreational activities internationally and in the United States. Topics covered include staffing, budgeting, marketing, promotion, key organizations, media, trends, security, and risk management. Prior completion of HPE 502 or concurrent enrollment in HPE 502 is strongly recommended. (F)

HPE 578 Coaching/Sport Administration Capstone Projects (3)
A faculty-directed integrative experience capstone course. Graduate students will develop and implement applied projects and assignments. This course will provide evidence that graduate students can synthesize and apply information completed within the core and emphasis area coursework. HPE 578 must be successfully completed with a grade of B or better. May be repeated only one time for credit. Prerequisites: completion of all other required graduate core coursework and consent of instructor. (F, S)

HPE 579 Individual Research (1-3)
Independent study. May be repeated for a maximum of 3 credits. Prerequisite: consent of instructor. As announced.
HPE 589 Internship (3)
A practical and novel work experience in an area related to student’s area of interest. Must have satisfactorily completed 12 hours of graduate coursework before enrolling (graded satisfactory/unsatisfactory). As announced.

HPE 591 Graduate Seminar (1-3)
As announced.

HPE 593 Topics in Sport (1-3)
As announced. May be repeated for credit.

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. HPE 599 credits must total 6 credit hours to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee. As announced.

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. Prerequisite: consent of instructor. May be repeated for a maximum of 4 credits.

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. (F, S, 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. (TBA)

IS 593 Topics in Information Systems (1-3)
Graduate topics in information systems. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. Prerequisite: entry into the MBA program. (TBA)
MANAGEMENT

MGT 520 Leading Human Resources (3)
A practical guide for managers on how to improve the level of performance and quality of work of people within an organization. Students will attempt to understand the requirements of managing a diverse workforce and the necessity of effective leadership in an ever-changing business environment. Prerequisites: entry into the MBA program. (F, S)

MGT 530 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. (F, 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. (TBA)

MGT 593 Topics in Management (1-3)
Graduate topics in management. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. 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. (F, 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. (TBA)

MKT 593 Topics in Marketing (1-3)
Graduate topics in marketing. Offered on demand; titles of topics will be announced. May be repeated for credit with consent of MBA graduate advisory committee. 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. Prerequisite: 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, and 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 to satisfy graduate degree requirements. 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. (F, S)

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

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. (F, S)
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. Prerequisites: EDF 503, EDF 538, 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. Prerequisites: EDF 503, EDF 538, may be taken concurrently. (S)

NURS 516 Roles, Responsibilities and Relationships of the Nurse Educator (3)
Roles, responsibilities and relationships 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 517 Integrated Concepts of Disease Management (3)
Principles of pathophysiology, physical assessment and pharmacology as these apply to the management of disease processes using a conceptual approach to interdisciplinary care. (Su)

NURS 540 Research Applications in Nursing (3)
Prepares students to apply nursing education principles and methods acquired during prior coursework to develop a nursing program curriculum. Students will utilize nursing education best practices and evidence-based practice findings in the design of a contextual nursing curriculum. Emphasizes the utilization of nursing concepts and theories, teaching methodologies, curriculum development, roles and responsibilities of nurse educators and students in the design of a nursing program course. This project will be presented to faculty using distance technology modalities and/or at the spring ENMU research conference. (F)

NURS 544 Clinical Capstone (3)
The clinical capstone course for the program. Students will complete 90 contact hours in settings enabling them to focus on education, leadership, nurse educator roles and responsibilities. Pre- or corequisite: 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.

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/ELED/ENG/SED 507 Teaching Writing: High Plains Writing Project (6)
See RED/ELED/ENG/SED 507 for course description. As announced.

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. (F, S)

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. (Even F, 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. Course is designed to provide an understanding of the reading process and evaluation of past and current approaches to teaching reading in the elementary and middle school setting. (F)

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 Literacy through Multimodalities (3)
In-depth study of the multiple literacies learners and readers encounter today, including multimodal texts. Examination of the impact of technology, multiple sign systems, and semiotics. (Odd F, Su)

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. (Odd S, Su)

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

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. (S)

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

RED/ELED 542 Integrated Technology and Literacy Through Project Based Learning (3)
See ELED/SED/RED 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 the psycholinguistic 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. (F)
COURSE DESCRIPTIONS: RED

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

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

RED 587 Approaches to Teaching Literacy (3)  
Study of writing and reading development from childhood to adulthood using methods and materials for fostering phonemic awareness, phonics, word study, comprehension, and fluency and spelling and language investigations within a literature-based, writing-centered pedagogy. Required for elementary alternative licensure. (F, S)

RED 590 Graduate Project (1-6)  
A graduate project designed as a culminating exhibition of mastery of the content of the candidate’s program. Corequisite: 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 to satisfy graduate degree requirements. Prerequisite: consent of graduate advisory committee.

SECONDARY EDUCATION

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

SED 526 Diversity Issues in Education (3)  
The purpose of this course is twofold: (1) to examine diversity and its educational impact in the secondary education classroom and (2) to assist students in developing an educational environment that supports a multitude of students. Students are expected to engage in a focused exchange of ideas related to a range of topics, including race and ethnicity, gender, class, exceptionalities, language, and others. (F, S)

SED/ELED 529 Operating Systems, Networking and Cloud Computing for Teachers (3)  
An overview of operating systems including Mac and Windows, basic networking concepts, and implications and understanding of cloud computing at the local school and district level. (F)

SED/ELED 531 Social Issues and Ethics in Digital Computing for Teachers (3)  
Explores the social and ethical issues confronting classroom teachers. Areas to be explored: understanding what computer ethics means and its implication for 21st century learning; risks of computing in the digital classroom; privacy and copyrights issues and what it means to be connected to a digital world. (Su)

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

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

SED/ELED 537 Technology Leadership (3)  
See ELED/SED 537 for course description. Prerequisites: ELED/SED 532 and 535. (S)
SED/ELED 538 IT Project Management for Teachers (3)
See ELED/SED 538 for course description. (S)

SED/ELED 540 Creativity Across the Curriculum (3)
See ELED/SED 540 for course description. Part of the four-course sequence that leads to the gifted certification. (F, Su)

SED/ELED/RED 542 Integrated Technology and Literacy Through Project Based Learning (3)
Explores aspects of creating student-led projects using technology. Project-Based Learning (PBL) will be used as a vehicle to explore ways to engage students in literacy, diversity and inquiry-based learning. Specific areas to be covered will be 21st century learning, in-depth inquiry, driving questions and assessments. (S)

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 consent of instructor. Prerequisite: consent of instructor 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/ELED/RED/SPED 585 for course description. (F, S)

SED/BLED/ELED/RED/SPED 586 Assessment of Educators as Teachers and Leaders II (3)
See BLED/ELED/RED/SPED 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 candidate’s program.

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

SED 597 Internship in Secondary Education
Field-based teaching experiences in a public secondary school; either completed while teaching full-time as the teacher of record or as a student teaching experience through the Teacher Education Office; provides opportunities to develop skills in state board of education approved secondary teaching competencies. Prerequisites: Admission to Alternative Secondary Licensure Program, completion of all licensure exams required by the New Mexico Public Education Department: Essential Academic Skills (Subtests I, II & III), Assessment of Professional Knowledge: Secondary and Content Knowledge Assessment (not “Middle Grades”) – For the first endorsement on the license, the appropriate content knowledge assessment is required in Art; English Language Arts; English to Speakers of Other Languages (ESOL); Family and Consumer Sciences; French; General Science; German; Health; Mathematics; Music; Physical Education; Reading; School Library Media Specialist; Social Science; OR Spanish) and completion of EDF 515, EDF 530, RED 518, SED 526, and EDF 538. The Secondary Internship semester must be completed in the approved content area. (F, S)

SED 599 Master’s Thesis (1-6)
SED 599 credit must total 6 credits to satisfy graduate degree requirements. 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. Topics may include:
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 Introduction to Exceptional Students (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. (Odd S, 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. Must be completed with a grade of B or better. (Even S, Su)

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. (F)
COURSE DESCRIPTIONS: SPED

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. (F, S)

SPED 510 Consultation, Collaboration, and 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. (S)

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. (F)

SPED 512 Language and Learning (3)
Communication development in young children (birth through 8) 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. Emphasis is on young children birth through age 8. (F)

SPED 523 Assessment and Programming for Early Childhood Special Education (3)
Procedures and instruments used in assessment of young children (birth through age 8) 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 (birth through age 8). Prerequisites: Recommended completion of EDF 530 with a grade of B or better OR SPED 523; and completion of SPED 508 prior to registration. (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, Su)
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, candidates will complete SPED 547 Internship. The internship course will act as the student teaching component for the Alternative Licensure Program. During the internship experience, candidates will complete projects with components from all previous coursework. Prerequisites: admission to the Alternative Special Education Licensure Program, completion of licensure required academic coursework (SPED 501, SPED 539, SPED 540, SPED 505 or SPED 548, RED 510 and RED 518) and completion of all licensure exams require by the New Mexico Public Education Department: Essential Academic Skills (Subtests 1, 2 & 3), Assessment of Professional Knowledge (Elementary or Secondary), and Content Knowledge Assessment in Special Education). (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. (Even S, Su)

SPED 552 Autism Spectrum Disorders (3)
Disorders that fall under the category of 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. (Even S, 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 candidates knowledge and skills to work with students diagnosed with the variety of disabilities investigated. Theory and research will be coupled with active practice in the classroom. SPED 570 may be repeated for credit as the topical offerings vary. SPED 570 course will fulfill elective credit in the master’s level program or may be used as continued learning courses.

A. Medical problems in classrooms? (1-3 credits)
B. Seizures and Epilepsy (1 credit)
C. Sensory integration (1-3 credits)
D. Diagnostic/Interpretative education (3 credits)

As announced.

SPED 579 Individual Research (1-3)
May be repeated for a maximum of 4 credits. Prerequisite: consent of instructor 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 of Special Education degree, or as professional development enrichment coursework. 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. Disability awareness (3 credits)
F. FBA/BIP
G. Working with non-verbal students (1-3 credits)

SPED 583 Field Studies in Special Education (1-3)
As announced. Prerequisite: consent of instructor 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/ELED/RED/SED/SPED 585 for course description. (F, S)

SPED/BLED/ELED/RED/SED 586
Assessment of Educators as Teachers and Leaders II (3)
See BLED/ELED/RED/SED/SPED 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 candidate’s program. SPED 590 credit must total 6 credits to satisfy graduate degree requirements. Candidates 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 to satisfy graduate degree requirements. Candidates may register for 1-3 hours per semester to reach the total required. Prerequisite: consent of graduate advisory committee.
STATISTICS

STAT 500 Statistical Analysis I (3)
Basic statistical research methodology; techniques of statistical inference. Prerequisite: must not be 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.
# ENMU Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department, Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Acheson-Brown</td>
<td>Professor of Political Science (1994)</td>
<td>B.A., Washburn University; B.S., M.A., Kansas State University; Ph.D., University of Kansas</td>
</tr>
<tr>
<td>Hamid Allamehzadeh</td>
<td>Professor of Electronics Engineering Technology (1998)</td>
<td>B.S., M.S., Ph.D., University of Oklahoma</td>
</tr>
<tr>
<td>Gillian Andersen</td>
<td>Instructor of English (2002)</td>
<td>B.A., University of Kentucky; B.S., Eastern New Mexico University; M.A., Ph.D., Texas Tech University</td>
</tr>
<tr>
<td>William Andersen</td>
<td>Professor of Physics (1995)</td>
<td>B.S., Baylor; Ph.D., M.I.T.</td>
</tr>
<tr>
<td>Regina Aragon</td>
<td>Chair, Department of Mathematical Sciences; Professor of Mathematics (1993)</td>
<td>B.A., M.A., Ph.D., University of Colorado</td>
</tr>
<tr>
<td>Mary Fanelli Ayala</td>
<td>Dean, College of Liberal Arts and Sciences; Professor of Spanish (1992)</td>
<td>B.A., LaSalle University; M.A., Ph.D., Temple University</td>
</tr>
<tr>
<td>Suzanne Balch-Lindsay</td>
<td>Assistant Vice President of Academic Affairs; Professor of History (1995)</td>
<td>B.A., M.A., Ph.D., Texas Tech University</td>
</tr>
<tr>
<td>Matthew Barlow</td>
<td>Associate Professor of Biology (2010)</td>
<td>B.S., University of New Mexico; M.S., Ph.D., University of North Texas Health Science Center at Fort Worth</td>
</tr>
<tr>
<td>Susan Bassett</td>
<td>Instructor of Nursing (2015)</td>
<td>B.A., Augustana College; M.S., South Dakota State University</td>
</tr>
<tr>
<td>Stephanie Beinlich</td>
<td>Instructor of Voice (2017)</td>
<td>B.M., Western Michigan University; M.M., D.M.A., University of South Carolina</td>
</tr>
<tr>
<td>Steven Bellin-Oka</td>
<td>Assistant Professor of English (2016)</td>
<td>B.A., University of Maryland; M.F.A., University of Virginia; Ph.D., University of Southern Mississippi</td>
</tr>
<tr>
<td>Janet Birkey</td>
<td>Assistant Professor of Communication (2018)</td>
<td>B.C., Midwestern College; M.A., B.A., Eastern New Mexico University</td>
</tr>
<tr>
<td>G. Beth Birky</td>
<td>Assistant Professor of Health and Physical Education (2012)</td>
<td>B.S., Eastern Mennonite University; M.S., Florida State University; Ph.D., University of New Mexico</td>
</tr>
<tr>
<td>Gary Bond</td>
<td>Chair, Department of Psychology and Political Science; Professor of Psychology (2014)</td>
<td>B.A., M.A., Ph.D., New Mexico State University</td>
</tr>
<tr>
<td>Nicole L. Bougie</td>
<td>Instructor of Communicative Disorders (2012)</td>
<td>B.S., College of Health Sciences, Marquette University; M.S., Eastern New Mexico University</td>
</tr>
<tr>
<td>H. Doyle Brinson</td>
<td>Assistant Professor of Education Administration (2015)</td>
<td>B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., East Carolina University</td>
</tr>
</tbody>
</table>
Thomas R. Brown
Assistant Dean, College of Liberal Arts and Sciences; Interim Chair, Department of Anthropology and Applied Archaeology; Professor of Computer Science (2000) | B.S., M.S., Illinois State University; Ph.D., University of New Mexico

Charles Broz
Associate Professor of Family and Consumer Sciences (2011) | A.S., Kendall College; B.A., University of Illinois, Urbana; M.A., Northeastern Illinois University; Ph.D., Texas Tech University

Steven Brust
Assistant Professor of Political Science (2014) | B.S., University of Southern California, Los Angeles; M.A., Franciscan University of Steubenville; M.A., Ph.D., The Catholic University of America

Pattarapong Burusnukul
Graduate Coordinator, Associate Professor of Marketing (2011) | B.S., Texas Tech University; M.S., West Texas A&M University; Ph.D., Texas Tech University

Tyleen Caffrey
Instructor of Social Work (2017) | B.S., Pittsburg State University; M.S.W., University of Southern Mississippi

Patrice Caldwell
Executive Director, Planning and Analysis/Institutional Renewal; Associate Professor of English (1980) | B.A., University of Southern California, Los Angeles; M.A., Ph.D., University of California

Omar Camarillo
Assistant Professor of Criminal Justice (2015) | B.S, M.S., University of Texas-Pan American; Ph.D., Texas A&M University

Tracy A. Carr
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

Corey Cole

James Constantopoulos
Curator, Miles Mineral Museum; Professor of Geology (1990) | B.S., California State University, Northridge; M.S., Ph.D., University of Idaho

Kathleen Cooper
Instructor of Nursing (2015) | B.S.N., Villanova University; M.S.N., Eastern New Mexico University

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

Deborah Corbin
Assistant Professor of Accounting (2013) | A.A., Ocean County College; B.S., Georgian Court University; M.B.A., Plymouth State University; D.B.A., Argosy University–Sarasota

Kenwyn Cradock
Chair, Department of Biology; Associate Professor of Biology (2005) | B.S., M.S., University of Natal; Ph.D., The Ohio State University

Michele Crockett
Associate Professor of Elementary Education (2018) | B.A., M.A., University of California, Riverside; Ph.D., University of California, Los Angeles

Mark Dal Porto
Professor of Music (2001) | B.A., M.A., California State University; D.M.A., University of Texas at Austin

Mary Daughrity
Associate Professor of Elementary Mathematics Education (2002) | B.A., M.A., Ph.D., University of Wyoming
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Davis</td>
<td>Graduate Coordinator; Associate Professor of</td>
<td>B.S., New Mexico State University; M.C.D., Louisiana State University Medical Center; Ed.D., Texas Tech University</td>
</tr>
<tr>
<td>Kelly De La Rosa</td>
<td>Instructor of Nursing (2017)</td>
<td>B.S.N., Texas Tech University Health Sciences Center; M.S.N., Grand Canyon University</td>
</tr>
<tr>
<td>Patricia Dobson</td>
<td>Chair, Department of Communication; Associate Professor of Communication (2001)</td>
<td>B.S., M.A., Eastern New Mexico University; Ph.D., Capella University</td>
</tr>
<tr>
<td>Micah Donahue</td>
<td>Assistant Professor of English (2016)</td>
<td>B.A., Colorado State University; M.A., New Mexico State University; Ph.D., Pennsylvania State University</td>
</tr>
<tr>
<td>Maria Duarte</td>
<td>Assistant Professor of History (2017)</td>
<td>B.A., Universidad Michoacana; M.A., California State University; Ph.D., Indiana University</td>
</tr>
<tr>
<td>Dhimitraq Duni</td>
<td>Assistant Professor of Mathematics Education (2018)</td>
<td>A.A., Santa Fe Community College; B.S., University of Florida; M.S., DePaul University; Ph.D., (ABD) Illinois State University</td>
</tr>
<tr>
<td>Donald C. Elder</td>
<td>Professor of History (1995)</td>
<td>B.A., University of Northern Iowa; M.A., Ph.D., University of California-San Diego</td>
</tr>
<tr>
<td>Jeffery S. Elwell</td>
<td>President; Professor of Theatre and Digital</td>
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Undergraduate 2017-2019
Graduate 2018-2020
Effective Date: July 31, 2019
VA Pending Payment Compliance

Educational Institution Name/Address: Eastern New Mexico University--Portales
1500 S. Ave K, Portales, NM 88130

VA Facility Code: 11801131

Person Completing Addendum: Scott Smart
Title of Person Completing Addendum: Chief Financial Officer

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

I, Scott Smart, do hereby certify this addendum to be true and correct in content and policy. Our institution will adopt this addendum, effective August 1, 2019, and will incorporate this policy into the next revision of our catalog.

Signature

Date

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