

2022-24 Graduate Catalog



Student Success!
That's what we're about.

Portales, New Mexico 88130
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enmu.edu

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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. Avenue 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." (20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972)).

The Eastern New Mexico University System (the System) affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. The System prohibits any and all discrimination on the basis of sex. The System adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. The ENMU System Title IX policy specifically governs the System's sex-based discrimination policies and procedures. The System does not discriminate on the basis of sex in its educational programs, activities, employment, and admission decisions, and the University is required by Title IX and 34 C.F.R. Part 106 not to discriminate in such a manner.

When brought to the attention of the System, any sex-based discrimination will be appropriately addressed and remedied by the System according to the ENMU system Policy 80-12 Title IX Policy, and the ENMU System Resolution Process and Procedures Manual for Alleged Violation of the Title IX Policy. Links to these documents can be found at www.enmu.edu/titleix.

Inquiries concerning the application of Title IX and 34 C.F.R. Part 106 may be referred to the ENMU System Title IX Coordinator or to the Assistant Secretary for the Office for Civil Rights of United States Department of Education.

ENMU System Title IX Coordinator
ENMU Station 2
1500 S. Ave K
Portales, NM 88130
575-562-2235
TitleIX.Coordinator@enmu.edu

For inquiries to the Assistant Secretary for the Office for Civil Rights of United States Department of Education:

U.S. Department of Education
Office for Civil Rights
400 Maryland Ave. SW
Washington, DC 20202-1100
Customer Service: 800-421-3481
Fax: 202-453-6012
TDD: 877-521-2172
E-mail: OCR@ed.gov
Web: <https://www.ed.gov/ocr>

Release of Student Information Policy/FERPA

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. See the Family Educational Rights and Privacy Act (FERPA) at enmu.edu/FERPA or page 10.

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.
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.

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.

About Eastern New Mexico University

Mission

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

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

Focus

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

History

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

ENMU opened in the fall of 1934 as a two-year junior college and became a baccalaureate institution in 1940. Graduate programs were developed by the University and accredited by the North Central Association of Colleges and Schools in 1949. The master's degree is the highest degree conferred by the University.

Distance Learning

Eastern New Mexico University 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 programs feature a variety of delivery mechanisms, both across programs and within courses, depending on the nature and content of individual courses.

The most extensive outreach effort involves ENMU's online course offerings, which include both synchronous and asynchronous delivery methods. ENMU's lecture capture technology enhances the quality of the online courses offered by our graduate

programs. In addition, ENMU provides students with the capability to collaborate with one another, while participating in distance learning. ENMU's commitment to distance learning is campus-wide. The Golden Library provides extensive electronic and human support to distance-learning students. Campus services, such as advising, career and personal counseling, financial aid and other support services are also available to distance learning students.

ENMU delivers online education programs and courses throughout the United States and abroad.

University Accreditation

ENMU has been continuously accredited through the Higher Learning Commission (HLC) of the North Central Association since 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 that ENMU is authorized to offer programs in post-secondary education at both the undergraduate and graduate levels.

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).

In other words, ENMU must seek authorization to deliver distance learning outside New Mexico borders. The regulation changes are designed to address the growing population of students residing at a distance and pursuing university-level education online.

The state of New Mexico has joined the National Council for State Authorization Reciprocity Agreements (NC-SARA). ENMU is approved to participate in that agreement. Students who reside in other states who have joined NC-SARA may take online classes at ENMU without obtaining any other authorization. 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/NC-SARA.

About the Graduate School of ENMU

Mission

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

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

Goals

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

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

Programs

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

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

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

Graduate Dean

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

Graduate Council

The Graduate Council, composed of graduate coordinators from each graduate program, 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 to advise students on the choice of a graduate advisory committee and initial curricular planning. This person keeps the Graduate School apprised of changes in the graduate program, coordinates curricular proposals, determines students' admissibility to the program, coordinates the assignment of graduate 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.

Faculty

Designation as regular graduate faculty is determined by academic qualifications and experience, college and Graduate School recommendations. Final approval is granted by the Vice President for Academic Affairs. Associate graduate faculty status may be awarded to those individuals who do not hold a terminal degree but who have professional backgrounds that make them qualified to teach specific courses. Temporary status may be awarded to individuals who do not have the qualifications for regular or associate status for a limited period of time to address a specific, short-term need of a program. It is expected that individuals with temporary status will receive specific guidance or mentoring by the program.

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 their 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.

ENMU Academic Regulations and Procedures

General Academic Regulations

Students are responsible for complying with all regulations of the University, the Graduate School and the program they select for their major, emphasis or non-degree interest. All graduate students at ENMU are to comply with the student Code of Conduct as posted in the Student Handbook online at enmu.edu/StudentHandbook. For specific student responsibilities see page 2.

Student records are maintained electronically by the Graduate School. During the first semester of enrollment, students should verify that all records have been received, and that they 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. At least 50% of their degree plan includes graduate-only courses.
5. Their degree is conferred within six years from the semester of enrollment in the first course applied to the degree plan.
6. Their curricular requirements are governed by one catalog.
7. They have a minimum cumulative graduate GPA of 3.00.
8. They have a grade of "B" or higher in all core courses, a maximum of three 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 catalog used at matriculation. However, academic standards and regulations introduced in new catalogs apply to all students. Thus, probation and suspension regulations and specific grade-point average requirements apply to all students.

The University may make changes and exceptions to the curricular and academic policies provided that administrative and governance procedures are followed. Affected students are given reasonable consideration to 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 to 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 Student Code of Conduct covers all expectations for student conduct, sanctions, adjudication processes and the student's 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 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, they may ask that the

student be suspended temporarily 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; 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 university 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 working days of receipt of the written notification from the graduate dean.

If the student appeals, the Graduate Student Academic Appeals Committee shall hear the case and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to 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 hears appeals by students who are accused of unprofessional behavior or academic dishonesty, as well as graduate assistants accused of inadequate performance. The Committee has no jurisdiction over matters of faculty grading or matters of student behavior covered by other University and Student Government policies and procedures.

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

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

Program Admission

Admission Standards

Applicants seeking admission into 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.

Admission Procedures

All applicants, whether degree-seeking, leveling, or non-degree seeking, must submit an application to the graduate school. Application to the Graduate School includes submission of the online form and of official transcripts as described below. Individuals who are 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 that graduate study will begin without delay. Misrepresentation on the application or during the admission process is grounds for denial of admission and/or future enrollment. Discovery of failure to reveal a previous suspension or dismissal may result in immediate and permanent dismissal from the Graduate School.

- 1. Application** – All persons (including graduates of Eastern New Mexico University) seeking admission to the Graduate School are required to submit a formal application for admission. Applications are available online at enmu.edu/admission/how-to-apply.
- 2. Application Materials** – All applicants, except those applicants seeking to be admitted as Visiting Scholars or for Post-Graduate Professional Development (see non-degree classifications section of the catalog) must request an official transcript from each institution previously attended, to be forwarded directly to the Graduate School. Electronic transcripts will be accepted if sent directly from the institution to Graduate.School@enmu.edu. Transcripts in a student's possession will not be accepted unless they can be verified by the Graduate School as being official. Those students applying as Visiting Scholars are required to provide a letter from their home institution indicating that they are degree-seeking students in good academic standing, in

lieu of transcripts. Those students applying for Post-Graduate Professional Development status are required to provide an official copy of a transcript indicating that an undergraduate degree has been previously awarded. For more information about requesting transcripts, see enmu.edu/transcripts.

Admission to a Graduate Program

Admission into a graduate program depends on special program requirements. Additional information about the student and his or her academic background may be required by the program's graduate coordinator. Such information may include but is not limited to: a letter of application, Graduate Record Examination (GRE) scores, Graduate Management Admissions Test (GMAT) scores, a writing proficiency exam, qualifying or field exams, or 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 graduate catalog.

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

Applicants are notified about the admission decision electronically to the email address listed on the application.

All application materials may be sent electronically to Graduate.School@enmu.edu or mailed to:

Graduate School
ENMU Station 24
Administration Building, Room 212
1500 S. Avenue K
Portales, NM 88130
Phone: 575.562.2147

Timely Completion of the Admission Process

Admission to the Graduate School is granted after all application materials have been received. However, a student may enroll prior to full admission with permission, and must submit any missing requirements for their program within the first semester of enrollment. Failure to submit all materials will result in denial of future enrollment beyond the first semester. Further, if it is determined that the undergraduate degree is from an unaccredited institution, or other documentation is not acceptable for any reason, further enrollment will be denied.

Students are typically unable to register until the application is complete and an admission decision is made.

Applicants will be notified electronically of the success of their applications and will include a student's standing and any conditions, limitations, or

restrictions the program and/or Graduate School may see fit to impose. This communication serves as the only notification the student will receive.

International applicants are encouraged to apply for admission to the Graduate School at least one year before expected attendance, in order to meet University and Student Visa requirements in a timely manner. See "International Student Admission" found later in this section.

The University reserves the right to select individuals for admission based on merit in such a way as to promote the best interests of the University and the society as a whole and to maximize the potential for individual achievement.

Conditions for Readmission

ADMISSION DEFERRAL

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

RENEWAL OF APPLICATION

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

FOLLOWING ONE OR MORE INACTIVE SEMESTERS

Students who have been admitted and have previously attended classes but who have not enrolled for one or more 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 one or more semesters. Transcripts and other information previously submitted do not have to be resubmitted, but students who have attended other institutions during their absence from the University must provide one official transcript from each institution attended.

FOLLOWING DISMISSAL

The policies regarding dismissal from graduate study are found on page 14. Students who have been dismissed from graduate study due to unsatisfactory academic progress may petition the graduate school to continue

enrolling as non-degree seeking 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-seeking 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 submit the application materials listed below. Potential students should be advised that they must be able to enroll in a minimum of 6 hours of face-to-face courses for a total of 9 hours per semester in order to meet the requirements of their visa.

1. Complete a formal application to the Graduate School of ENMU;
2. Provide an independent evaluation of each official transcript from all previously attended universities or colleges outside the U.S. unless the applicant has a degree from a United States university or college;
3. Have an educational background equivalent to that required of United States citizens;
4. Provide official TOEFL IBT scores with a minimum score of 79 or official IELTS scores with a minimum score of 6.5 official Duolingo scores with a minimum score of 100 or verification of completion of the highest level of an intensive English program. Students who have obtained a University degree from an English-speaking country or can document that all instruction at a University was in English are exempted from submission of TOEFL or IELTS scores;
5. Complete admission process to the degree program;
6. Provide a certified financial statement with proof of ability to meet financial responsibilities while attending the University (current costs are available at enmu.edu under International Students);
7. Copy of valid passport, including photograph page, passport number and, once granted, the page showing the U.S. visa designation.

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

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. It is the student's responsibility to arrange for a visa interview with the appropriate embassy or consulate in their home country, including abiding by all

regulations in force and paying any and all fees required as part of the process to obtain a student visa. Because U.S. federal requirements for visa eligibility may change, it is imperative that students plan to complete the visa application process early. As the process for obtaining the visa may take several weeks, or even months, students are strongly urged to begin the application process at least 90 days prior to the beginning of the semester for which they are applying. Students who are unable to obtain a visa within a 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. Coursework relevant to teaching may be required of international students who will be serving as teaching assistants. See the Graduate Assistantship section of this catalog for additional information. Arrangements to pay tuition and fees must be made at the time of registration. International students are required to present proof of current health and accident insurance each semester as part of their continuing eligibility to maintain their student visas.

Degree Classification

Students who have been admitted to the Graduate School but have not been accepted in their chosen program are admitted on provisional status until accepted by their program. Regular status or conditional status will be conferred at the time of acceptance into the degree program. The distinction between regular and conditional status is based on a variety of factors including a student's cumulative grade point average (GPA) and required leveling requirements. A student's cumulative GPA is an arithmetic average of all undergraduate course work attempted at all undergraduate institutions prior to the attainment of the baccalaureate degree:

1. **Regular Status:** This status includes students who have met all the admission requirements of the Graduate School and the graduate program and:
 - a. Have a cumulative undergraduate GPA of at least 3.00 in the major and/or 3.00 cumulative overall; or
 - b. Have a cumulative graduate GPA of at least 3.00 if nine or more graduate hours have been attempted.
2. **Conditional Status:** This status includes students who have met all the admission requirements of the Graduate School and:
 - a. Have a cumulative undergraduate GPA of less than 3.00 but more than 2.499; or
 - b. Have not completed necessary leveling courses or other requirements as determined by the graduate program.

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

Once students admitted conditionally have successfully completed requirements for regular admission as specified by the program, 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 as degree seeking. 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 classification (cumulative undergraduate GPA of less than 2.5 but greater than or equal to 2.0).
4. Applicants with a graduate GPA of less 3.00 but 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 course work from ENMU with the intent of transferring such work to their home institution. Please be aware that it is a student's responsibility to make sure that course work taken at ENMU will be accepted by their home institution.

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

Although non-degree students are not routinely assigned an 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.

Non-degree classification precludes receiving a graduate assistantship, graduate fellowships, or financial aid, although some assistance may be available to students who are pursuing licensure or certification.

Change of Status from Non-Degree to Degree Classification

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

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

Upon completion of 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 7.) Generally, no more than nine credit hours completed while classified non-degree will be allowed on an official degree plan.

Changing Graduate Programs

Transfer between graduate programs requires submission of a new application. Students must complete all admission requirements of the new graduate program. (See "Admission to a Graduate Program," Page 7.) 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:

1. The course(s) was/were taken at an institution with accreditation that is recognized by C.H.E.A.
2. The student submits a written request to their graduate advisory committee identifying relevant courses they wish to transfer.
3. The student has earned at least a grade of "B" in each of the courses they wish to transfer.
4. The student does not transfer more than nine credits toward the master's degree.
5. The transfer credits have been accepted by the graduate advisory committee to fulfill degree plan requirements.
6. The transfer credits have not satisfied a previous degree.
7. The student understands that transferred credits do not reduce the residency requirements for an advanced degree and
8. 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)

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

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

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

These Notices can be accessed by students at enmu.edu/FERPA.

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

Office of the Registrar
ENMU Station 5
1500 S. Avenue 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.

Program Academic Procedures and Regulations

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 School Degree Plan

Students should consult with their advisors 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, face-to-face or phone conversations, or group meetings with other graduate students enrolled in the program.

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 in order to be awarded the degree. The catalog of record will be the catalog in effect for the semester admitted. Students may change to a later catalog, if they desire.

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

The student may be required by the advisory committee or by the program graduate faculty to take qualifying or field examinations before preparing a degree plan. If the graduate coordinator or advisory committee finds that the student's undergraduate background is deficient for advanced work in the

graduate program, the student may be required to take specific leveling courses. Undergraduate deficiencies and recommendations for removing them must be included in the degree plan. The student and the chair of the graduate advisory committee have a joint responsibility to ensure that the deficiencies are remedied as soon as possible.

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 complete a readmission form in order to be reactivated in the administrative system.

Language Requirements

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

Thesis and Non-Thesis Plan of Study

Two plans of study for a master's degree are offered: the thesis plan and the non-thesis plan. Both plans are available in all areas offering graduate work except as otherwise stipulated by a given program. The non-thesis plan requires a minimum of 30 hours of graduate course work. The thesis plan requires a minimum of 24 hours of graduate course work plus a six-hour thesis. The thesis topic must be approved by the graduate advisory committee, the graduate coordinator, and the graduate dean.

THESIS PLAN

The Graduate School has published a document entitled "General Thesis Guidelines" that 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 "Thesis Guidelines" which may be obtained from my.enmu.edu/web/graduate-school.

Each candidate choosing the thesis plan must submit a thesis that 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 six (6) hours of Master's Thesis (599) credit. Having once registered for Master's Thesis, the student must continue to register for a minimum of one hour during each regular semester (exclusive of summer) until the final copy of the thesis is approved by the graduate dean. A student who fails to register for at least one graduate hour in every semester after beginning thesis work must pay the missing tuition and fees before graduating. Students who register for thesis hours during a summer semester and who 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 3rd 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 must assume full responsibility for making corrections and changes as recommended.

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

READING COPY

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

The reading copy of the thesis is due in the Graduate School no later than four weeks prior to the last day of the fall, spring, or summer semesters. 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 drive or CD must be submitted to the Graduate School five days prior to the last day of the fall, spring or summer semester. Failure to meet the deadline will delay graduation. Final grades for thesis may not be given until two copies of the final approved thesis are delivered to the Graduate School. A certificate signifying official acceptance by the University will be signed by the graduate dean and must be included in the bound edition of the thesis. One of the thesis copies is for circulation, and the other will be deposited in Special Collections at the Eastern New Mexico University Golden Library. If the student wishes extra copies, independent arrangements should be made. A bindery fee must be paid to the Business Office cashier and the receipt presented at the time of thesis submission in the Graduate School.

GRADING OF THESIS/599 HOURS

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

Receipt of a grade of "S" does not 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 workdays 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 a period of two years.

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 or before remediation of any deficiencies identified by the graduate advisory

committee. Candidates who fail the exam or integrative experience the second time are automatically dismissed and are no longer eligible to participate in graduate study in the program as degree-seeking students.

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

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

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

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

Second Master's Degree

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

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

Standards of Scholarship

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 Grade Point Average (GPA) of at least 3.00 in all courses taken as a graduate student.

The cumulative 3.00 GPA rule shall apply to the following:

- a. The GPA for all graduate course work taken;
- b. The GPA for all graduate course work taken in the field of study; and
- c. All course work taken to complete the graduate degree, including all leveling course work on the degree plan.

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

Academic Standing

REGULAR STATUS

Students who maintain a cumulative GPA of 3.0 or better have demonstrated satisfactory academic progress and are considered to be in good academic standing. In addition, to maintain regular standing, students must perform adequately in all required examinations and meet all requirements by the time limits set forth in the Graduate School calendar and by the specific degree program.

PROBATION STATUS

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

Specifically, students will be placed on probation if their cumulative GPA falls below a 3.0. While on probation, students must obtain adviser approval prior to registration in order to develop an appropriate course of action for returning to good standing.

Students must understand that scholastic probation grants them conditional permission to continue in the Graduate School after they have become scholastically deficient, but that such permission is predicated upon the expectation that students will make every effort to return to regular standing. Students who are on probation must achieve a semester GPA of at least a 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. It is imperative, therefore, that 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 suspended from the University and are dismissed from degree-seeking status and from graduate study. Students who are suspended may petition the Graduate School to be allowed to register as non-degree seeking. Students classified as non-degree seeking are ineligible for financial aid.

Clemency Policy

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

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

Attendance

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

Numbering of Courses

Courses must be numbered 500 (or above for transfer courses) to be counted toward the graduate degree. Courses numbered 4XX are generally senior undergraduate courses. Courses marked as 400/500 level may be taken for undergraduate or graduate credit; however, graduate credit enrollment requires additional work. Students who complete the 400-level course of a pair of cross-listed courses may not take the 500 level to meet graduate degree requirements. Courses numbered 500 are specifically for graduate credit and may not be taken for undergraduate credit except as noted below for Accelerated programs. 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.

Accelerated Undergraduate/Graduate Degree Programs

Accelerated programs are joint degree programs with shared credits in 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 those programs that are identified as accelerated or joint degree programs. Students must be eligible to 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:

- a. Are enrolled in the final 12 hours of their undergraduate work

- b. Are taking sufficient work to complete all requirements for the baccalaureate degree
- c. Have a cumulative GPA of at least 3.00 and
- d. Are approved by the instructor, graduate coordinator and graduate dean. The total combined enrollment in undergraduate and graduate work must not exceed 16 hours for the regular semester or nine hours for the summer session.

Graduate work taken under this provision may not be used to meet undergraduate degree requirements (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 twelve hours and six hours maximum in one four-week summer session with a total of nine 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 nine 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. In the event the request is approved, the student accepts all regulations, requirements and curricula in the new catalog.

Once the graduate dean approves a student's request to change to the new catalog, the student may not return to the earlier catalog without adviser approval.

Grading System

Grades are based solely upon performance and are not negotiable. In computing the grade-point average, the total of credits for which the grades of "A," "B," "C," "D" or "F" have been earned is divided into the total number of grade points earned.

- A – The "A" grade indicates that the quality of work has been exceedingly high and more than the minimum amount of work has been done. An "A" grade is worth four grade points per credit hour.

- B – The "B" grade indicates that the quality of the work has been adequate, all the assigned work has been properly and correctly done and classroom performance on tests, recitations, reports, etc. has been consistently average. A "B" grade is worth three grade points per credit hour.
- C – The "C" grade indicates that the quality of work is below graduate standards. No more than three graduate credit hours of "C" will count in a degree plan for a master's degree. A "C" grade is worth two grade points per credit hour.
- D – The "D" grade indicates clearly inferior performance. A "D" grade is worth one grade point per credit hour.
- F – The "F" indicates failure and is given in cases of exceptionally poor performance. An "F" grade is worth no (zero) grade points per credit hour.

Graduate students may not apply the credit for a course in which they received a grade of "D" or "F" to fulfill their degree requirements; however, the grade points will be calculated in the cumulative GPA.

Special Grades

Special grades are not computed into the student's cumulative GPA. Special grades awarded to graduate students include "S/U," Satisfactory and Unsatisfactory, and "I," Incomplete. The "S/U" grading system is used for thesis hours and all workshops. Students may apply no more than 6 credit hours of "S" grade toward completion of degree requirements. Students may not use a grade of "U" to satisfy degree requirements.

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

1. In no case is an "I" to be used by faculty to avoid the assignment of "C," "D" or "F" grades for marginal or failing work.
2. The instructor will submit a copy of the signed incomplete "contract form" to the Registrar showing what must be done to make up the "I."
3. The work to make up an "I" must be completed by the time specified on the incomplete contract form to which the instructor and student have agreed.
4. Removal of an "I" is accomplished by the instructor submitting a change of grade form to the Registrar when the work has been completed. An "F" grade will be given for inadequate work or work not completed according to the 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 a faculty member is responsible for and has authority over grades they assign and over the criteria by which the student is evaluated. However, the University has developed a grade review procedure that allows for an objective review of a disputed grade. The specific Policy for Review of Grades is available in the offices of the college deans, the Office of Academic Affairs, or in the Graduate School.

Repeat of a Course

A course may be repeated to improve the GPA by voiding the previously received grade. The following regulations will apply:

1. The original and any repeat courses must be from an ENMU campus.
2. A course of one type may never be repeated by a course of another type (e.g., a directed study for a regularly scheduled classroom course).
3. All course enrollments and grades will appear on the transcript but only the highest grade earned will be used to calculate the grade point average 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 e-mail regarding this process so other arrangements can be made (all correspondence will be sent to the student's enmu.edu e-mail).

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

Adding or Dropping Courses

A student may change 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 international advising 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 Financial Aid office, if they are receiving financial aid prior to making the changes. Registration changes may result in delay of graduation or loss of financial aid.

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

Course Withdrawal

A student may change their registration by withdrawing from a course within the deadlines set in the University class schedule. Students must contact the Registrar's Office in order to withdraw from a course. Informing the 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 Financial Aid office to discuss the ramifications of withdrawal prior to withdrawing from courses.

Withdrawal from the Graduate School

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

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

Challenging Graduate Courses

A graduate student may not challenge a graduate course.

Auditing Courses (Enrollment for No Credit)

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

Workshops and Individual Research

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

Graduation

Graduate students completing their degrees must apply for graduation with their Graduate Coordinators according to published dates. Graduate students on the thesis plan must submit complete approved final copies of the thesis to the Graduate School five university working days prior to the last day of the semester before the graduate dean will approve graduation. Deadlines for submitting final copies of the thesis, reporting outcome of comprehensive exam(s) and/or thesis defense, and applying for graduation are printed in the University Calendar in the current class schedule. Graduation fees information is included in the Tuition and Fees section of this catalog.

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

Commencement

The University offers formal commencements in December and May of each academic year. Students wishing to participate in commencement must make application in the Graduate Office according to published dates. Students completing graduation requirements in a summer session may participate in either the preceding May commencement or the following December commencement. Any other exceptions must be approved by the vice president for Academic Affairs through the dean for the College in which the degree will be awarded.

Veterans' Standards of Progress

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

Failure to comply with the VARO guidelines may result in discontinuation of benefits. Eligibility is determined by contacting the VACO at the Office of the Registrar in the Administration Building office 105A.

Graduate Assistantships

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

Graduate assistantships are available in most programs offering a master's degree curriculum. The number of assistantships, their assignment to particular programs and the amount of the stipend is dependent upon the availability of funds. Interested students should submit an application to 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 the student has at least a 2.75 undergraduate cumulative GPA. In order to get an assistantship for subsequent semesters, a conditional student must achieve regular standing by the end of the first semester at the University.

WORKLOAD

The workload for a full-time graduate assistant during a regular semester is 20 hours per week. If the assistant has been given a teaching assignment, the workload is a maximum of six credit hours per semester during the regular academic year. Departments have the discretion to offer less than full-time appointments and may choose to make appointments on a semester-by-semester basis. A limited number of assistantships are available during the summer session and require 10 hours of work per week or teaching one three-credit-hour course. Full-time graduate assistants desiring outside employment must seek prior approval of the graduate dean.

STIPEND

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

ENROLLMENT REQUIREMENT FOR GRADUATE ASSISTANTS

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

student who receives a graduate assistantship must enroll in a minimum of three graduate credit hours. It is recommended that full-time graduate assistants take no more than nine credit hours in a regular semester. A full-time graduate assistant may not register for more than 12 hours without the permission of the student's graduate 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 Language and Culture (ALC) 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 Graduate Assistant (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. Those GAs 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 GRADUATE ASSISTANT

Graduate assistantships are usually granted for a designated period of appointment. Appointments are offered in the form of contracts for a maximum of nine months (a full academic year); although under certain circumstances programs may make appointments of one semester with reappointment conditional upon such matters as satisfactory academic and work performance. Academic year assistantships are subject to review for qualification and performance at the end of the first semester. In any event, the specific terms of an assistantship will be agreed upon at the time of appointment between the supervisor and the student." Ordinarily, appointments as graduate assistants are not granted to the same student for more than two years of full-time assistantship equivalency.

RESIGNATION OF THE ASSISTANTSHIP

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

1. **Dismissal Due to Lack or Loss of Eligibility:** The graduate dean may terminate, without appeal, an assistantship at any time in the event that the graduate student becomes ineligible for any of the following reasons:
 - Completion of degree requirements.
 - Unsatisfactory academic performance (including academic dishonesty or allowing the cumulative GPA to fall below 3.00).
 - Reduction of the course load below the minimum requirements without approval of the graduate dean.
2. **Dismissal Due to Employment Status:** As student employees, Graduate Assistants are also subject to at-will employment status in which either party can terminate the employment relationship at any time with or without cause and with or without notice (AGP&P 40-2).

THE APPEAL PROCESS

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

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

Tuition and Fees

Tuition and mandatory student fees are charged according to the number of credit hours for which enrolled. Students enrolled in classes for audit are charged the same as students enrolled for credit.

All tuition and mandatory student fee charges, as well as course fees and special services fees are subject to change without notice. Tuition and fees can change according to Legislative and/or Board of Regents' actions.

Students admitted to the Graduate School with a bachelor's degree will pay graduate rates for all classes for which enrolled regardless of the class level. An exception would be students with provisional admission into a leveling program.

Residency for Tuition Purposes

Resident or nonresident status is determined in accordance with a uniform definition established for all New Mexico institutions by the New Mexico Higher Education Department. Petitions for changes in residency status, including required documentation, must be submitted no later than the second Friday after the first day of classes. Contact the Graduate Admissions Office for further information.

All students are charged in-state tuition for the Summer semester.

Non-resident students enrolled in six (6) or fewer credit hours for the Fall and Spring semesters are charged in-state tuition. However, non-resident students enrolled in more than six (6) credit hours for the Fall and Spring semesters are charged out-of-state rates for all credit hours in which enrolled.

Tuition Reduction

A student who is 65 or older and a New Mexico resident may be eligible for the senior citizen tuition rate of \$5.00 per credit hour up to 10 credits per semester. Student must request the reduction in tuition and submit proof of age and residency to the Office of Enrollment Services. Student must have completed all course prerequisites for courses in which enrolled. Student must pay any course-specific fees charged for a course.

Financial Responsibility

When a student registers for any class, the student accepts full responsibility to pay all tuition, fees, etc. associated with the registration. If student drops or withdraws from some or all of the classes registered, student is responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule. Failure to attend classes or failure to receive a bill does not relieve the student of financial responsibility. It is the student's responsibility to keep addresses and phone numbers updated.

Tuition and Student Fee Refund Policy

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

The refund schedule for Fall and Spring 16-week classes):

- Refund of 100% through day 5
- Refund of 90% through day 10
- Refund of 50% through day 15
- Refund of 25% through day 20

Refund percentages vary for the eight-week classes and summer session classes. These can be found online.

Refund percentages are applied to total charges assessed and not the amount paid.

Tuition Refund Appeals Procedure

A withdrawing student requesting an exception to the published refund policy must submit a written appeal to the vice president for Academic Affairs explaining individual circumstances that would warrant the exception. The vice president will make the decision to approve or deny the appeal.

Payment Information

ENMU offers an online student account management/payment system that can be accessed at enmu.edu/onlinepayments. From this system you can:

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

The ENMU payment plan divides the semester account balance into four payments. Students must pay one-fourth of their balance by the semester payment deadline. Then, pay the balance in three equal monthly installments. These payment plan payments must be paid through the online payment system.

Other payments can be paid online or:

- At the Cashier Office in the Administration Building Foyer
- By calling the Cashier at (575) 562-2619
- By mail to:
 - ENMU Cashier
 - Station 4
 - 1500 S Ave K
 - Portales, NM 88130

Third-party payments are accepted. The Office of Student Accounts must have billing information each semester by the payment deadline. Student accounts are due by the 5th university working day after classes begin each semester.

Any questions regarding student accounts, payments, or billing should be referred to the Office of Student Accounts at (575) 562-2615.

Delinquent Accounts

Students with delinquent account balances will receive statements and letters requesting payment. However, failure to receive the statements and letters does not relieve the student of payment responsibility. If payment 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 student may be responsible. A hold will be placed on delinquent accounts preventing future registration and release of transcripts.

Financial Aid

The U.S. Department of Education Federal Student Aid programs provide financial assistance to qualifying students. Federal Student Aid can help cover costs such as tuition and fees, room and board, books and supplies, personal expenses and transportation. Go to studentaid.gov for more information.

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

Sources of Financial Aid

- **Merit Based Aid:** Usually a scholarship or assistantship.
- **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/Financial Aid, or by contacting the Office of Financial Aid at **575.562.2194**.

How to Apply

Students applying for aid should complete a Free Application for Federal Student Aid (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 October 1st 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

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

Awards

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

1. Estimated Cost of Attendance
2. Other financial assistance (resources)
3. Availability of funds

Estimated Cost of Attendance

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

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

The estimated cost of attendance is not the actual cost to attend ENMU. Please contact the Office of Student Accounts for ENMU's actual cost of attendance.

Other Financial Assistance (Resources)

Other financial assistance refers to any outside scholarships, assistantships, tuition waivers, stipends, WIA, DVR, State or Federal program award, participation awards, grants or assistance received by the student other than federal financial aid. These amounts are required by law to be included as financial assistance for the award year even if they are not paid through the ENMU Office of Financial Aid. Failure to notify ENMU about these resources could jeopardize your Financial Aid awards and lead to adjustments in the amount of aid you receive. To report additional resources please e-mail the Financial Aid Office at financial.aid@enmu.edu or call **575.562.2194** or **800.367.3668**.

Availability of Funds

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 financial aid is available to students who have eligibility remaining for the academic aid year that was not used 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 cancelled.
- Students entering ENMU in the spring or summer term should 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: Go to my.enmu.edu, and under the "Financial Resources" menu, choose "Financial Aid Status."

Please remember 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 audited courses or some repeats. Offers are subject to revision 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 meeting 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 agree annually to the ENMU Terms and Conditions via MyENMU.
- 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.
- If graduate students choose to take coursework outside of their graduate coursework, they must be taking at least 6 hours of coursework toward their program of study to receive federal student aid.
- 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 Federal Direct Unsubsidized Loans based on their eligibility. ENMU encourages frugal borrowing practices when considering any loan. Students should borrow only what is necessary to cover actual educational expenses. More information is available at studentaid.gov.

Federal Direct Loan funds will be paid in two disbursements. Students who borrow for the Fall/Spring

award year will receive their first disbursement at the end of the fall semester's 16-week drop/add period and their second disbursement at the end of the spring semester's 16-week drop/add period. Students who borrow for only one semester, such as fall graduates or students who enter ENMU or begin a new ENMU degree program in the spring term, will receive their first disbursement at the end of the semester's 16-week drop/add period and their second disbursement at the end of the semester's 8-week drop/add period. First-time Direct Loan Borrowers will receive their first disbursement 30 days following the beginning of their first semester.

Student Action

- Transfer transcripts from all prior institutions that show graduate work should be on file with the ENMU Graduate School in order for financial aid processing to be accurate.
- Students should register for all classes as early as possible so that financial aid awards will be accurate and made in a timely manner. Summer aid review requires students to be registered.
- **Students should monitor ENMU email for correspondence from the Office of Financial Aid. Respond to any requests quickly so there will be plenty of time to process required items.**

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, cancelled 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 should be able to view their awards by logging into **ENMU Portal**.

Aid Disbursement

At the end of the drop/add period each semester, ENMU will automatically transfer student's financial aid and scholarship awards to their student account to pay toward allowable institutional costs for courses the student is attending. Allowable institutional costs may include: Tuition, Student Fees, On-Campus Room and Board.

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 the 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 that was earned. This percentage is derived by dividing the number of days the student attended by the number of days in the period.

If the amount of aid disbursed to the student 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 considered as unofficially withdrawn.

Unearned funds will be returned to the U.S. Department of Education in this order:

1. Unsubsidized Direct Stafford 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. Go to enmu.edu/R2T4 to access the current ENMU R2T4 policy.

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 Eastern New Mexico University in compliance with federal regulations to determine students are meeting SAP and should be considered to receive Title IV federal student aid:

SAP REQUIREMENTS			
Degree	Completion Rate	GPA	Overall Maximum Time Frame
Teacher Certification	67%	3.0	30 Attempted Hours
Master's	67%	3.0	70 Attempted Hours
Second Master's	67%	3.0	Appeal Required

Cumulative Completion Rate

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

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

$$\text{Example} = \frac{60 \text{ Hours Passed}}{74 \text{ Hours Attempted}} = 81\%$$

Cumulative GPA

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

Maximum Time Frame

Maximum Time Frame is calculated as 150 percent of the hours necessary to complete the degree program and includes all attempted hours from all post-secondary institutions. Title IV Federal Student Aid eligibility expires when students appear to lack more hours than they can complete within the maximum time frame limit for their degree program. Students will begin to be monitored when they reach 120 percent of the hours necessary to complete their program. Students may be asked to petition for reinstatement and provide supporting documentation to show their degree program can be completed within the maximum time frame. Students who lack more hours than can be completed before reaching the maximum time frame limit may petition for reinstatement to receive an extension of Federal Student Aid. The procedure for reinstatement of financial aid includes submitting a Petition for Reinstatement, an Academic Success Action Plan (ASAP) and a current Degree Plan Checklist or CAPP Degree Evaluation Report. If approved, students must only enroll in the hours listed on their ASAP and complete all attempted hours with the GPA required by their program in order to continue receiving Federal Student Aid. Students pursuing a second Master's degree must petition for reinstatement and should thoroughly explain and document the need for the subsequent degree including any extreme mitigating circumstances.

Teacher Certification

Teacher Certification applies to students who already have a bachelor's degree and are returning for certification only.

Grade Calculation and Completion

Grades of "F," "I," "U" and "W" are considered unsuccessful completion of the course and count against a student's completion rate and maximum time frame calculations. Grade of "S" will count as work completed and will be counted as successful completion of the course. Since no grade point is given for the grade, it

is not calculated into the GPA. Successful completion of the term is defined as completion of all attempted hours with grades sufficient to satisfy their degree plan requirements. Title IV Federal Student Aid funds may be awarded once for a previously passed course.

ENMU Financial Aid SAP Status

Once grades are posted at the end of each semester, Financial Aid SAP Status will be updated for the next term for those students who are registered and have a current FAFSA. Students will be assigned a new status based on the semester's results:

SAP STATUS		
Academic Progress	Status	Result
Meeting Completion Rate and GPA	Eligible: Meeting SAP Policy	Eligible
Not Meeting Completion Rate and/or GPA (New or Transfer Students)	Ineligible: Rate/GPA	Not Eligible
First Failure Completion Rate and/or GPA (Continuing Students)	Warning: Meet SAP by Next Term	1 Semester Provisional Eligibility
Second Failure Completion Rate and/or GPA (Continuing Students)	Ineligible: Rate/GPA	Not Eligible
May Exceed Maximum Time Frame	Ineligible: May Exceed Max Time	Not Eligible
Exceed Maximum Time Frame	Ineligible: Over Max Time Limit	Not Eligible
Approved Petition/ Academic Plan	Probation/ Follow Plan	1 Semester Provisional Eligibility

Students may review their financial aid academic progress online by accessing their MyENMU account and following links to the financial aid area. Students with Provisional Eligibility should not waste this opportunity to prove they can make successful progress. Ineligible students will lose Title IV Federal Student Aid funding eligibility and have to pay for classes on their own until meeting the SAP requirements or completing a successful reinstatement request.

Reinstatement

The Scholarship and Financial Aid Committee will review written requests for reinstatement from students who have extreme mitigating circumstances which prevented them from complying with the SAP Policy. Mitigating circumstances are defined as unanticipated and unavoidable events beyond a student's control. Contact Financial Aid at **575.562.2194** for more information.

Academic Progress maintained by the Office of Financial Aid is not the same as Academic Standing which is maintained by the Office of the Registrar. Students must be academically eligible and registered at ENMU before written requests concerning Academic Progress will be reviewed.

Student Services and Facilities

Golden Library

The Golden Library, housed in the Golden Student Success Center (GSSC), offers extensive resources. Printed materials and databases provide access to thousands of information resources. Interlibrary loan allows access to materials in print and digital formats. The PASSPORT system facilitates students' access to other libraries in New Mexico. Digital resources make 24-hour access to its collections available to all students.

Current newspapers and periodicals are available on-site. Students may request that items be held at the circulation desk. Print and electronic reserves enable greater access to instructors' materials. Distance students can request that physical items in the library be mailed to them.

Graduate students may reserve lockers in the graduate student carrel area. Group study rooms and areas conducive to individual study are also available. Technology ports and charging stations support a wide variety of formats. The library houses a computer lab for student use. A test proctoring room is available.

The Golden Library houses Media Services, where students may print posters and transparencies, laminate items, and have papers bound. Students pay for the costs of the materials.

The Golden Library has unique items that support graduate research and training. The K-12 Curriculum collection contains copies of textbooks in use throughout the public-school system in New Mexico. Special collections include the Jack Williamson Science Fiction library, the Southwest collection with rare and hard-to-find items, and the university's archives.

Campus Bookstore

The mission of the ENMU Campus Bookstore is to enhance and support the educational processes of Eastern New Mexico University. The ENMU Campus Bookstore, managed by Barnes & Noble, partners with the University community to provide appropriate goods and services at a competitive price, help develop and maintain an effective learning environment, reflect an institutional image of competence and quality, provide advice on services and resources appropriate to educational needs, and generate income to augment University resources. In executing this role, the bookstore is committed to high quality, innovation and service. For information about bookstore services and policies, visit enmu.bncollege.com or enmu.edu/Bookstore.

Accessibility Resources and Testing

The Office of Accessibility Resources and Testing offers a variety of accommodations based on an individual's documentation of a disability. These may include e-textbooks, examination accommodations, note taking and other services. Orientation for services, programs and mobility are available in addition to adaptive equipment such as a text enlarger, reading software and dictation software. This office coordinates with the Commission for the Blind, Vocational

Rehabilitation and other agencies. For more information visit Student Academic Services (SAS), Room 186, **575.562.2280**, or see enmu.edu/Accessibility.

Counseling and Career Services

The Office of Counseling and Career Services (CCS) provides free personal, wellness and career choice as well as job search skills to all enrolled students. Licensed professional counselors help students address personal problems on a short-term basis and refer students who may require long-term counseling or treatment to local agencies. Career counseling services include career evaluation and placement assistance. Graduate students should consult their graduate coordinator for specific guidance in career planning. The Office of Counseling and Career Services is in Student Academic Services (SAS), Room 232, **575.562.2211**.

Student and Family Housing

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

Rents are due on the first day of each month. All utilities are furnished, including cable TV and basic telephone. Most apartments are furnished. For more information, contact the Office of Housing and Residence Life in the Campus Union at **575.562.2631** or **575.562.2632**.

Student Health Services

La Casa ENMU Student Health Services provides students with care and treatment for acute and minor illnesses, health clinics for men and women, and nutritional counseling upon request. Many services are provided free for most students. Limited prescription medications are available in the office, for a small fee. As with any medical clinic, confidentiality is assured.

La Casa ENMU Student Health Services is located on the west end, ground floor of Curry Hall, **575.562.2321**. Office hours are Monday through Friday, 8 a.m. to 5 p.m. Except in the event of an emergency, students are encouraged to make appointments. Appointments will reduce waiting time.

Student Health Insurance

ENMU is not responsible for costs arising from injury and sickness. Students are encouraged to purchase their own health insurance and to carry their insurance card with them. ENMU does not endorse any health insurance company; however, several options are listed at enmu.edu/HealthServices. Students may choose from these groups or arrange their own insurance coverage.

International students are required to document proof of current health insurance each semester as part of their ongoing verification to maintain visa status. International students should contact the International Student Officer at **575.562.4697** or international.advisor@enmu.edu for more information.

The Graduate School at ENMU

Graduate Dean John Montgomery

Graduate School Specialist Debra Koepp

Graduate Council Matthew Barlow
 Patricia Dobson
 Jayson Evaniuck
 Richard Guerra
 Kayhan Koleyani
 Kristin Kuhlman
 Bryan Moffitt
 Robert Stokes
 David Sweeten
 Suzanne Swift
 Mark Viner
 Juchao Yan
 John Montgomery
 (Ex Officio)

College Deans Robert Schneider
 COLLEGE OF BUSINESS

B. Lee Hurren
 COLLEGE OF EDUCATION
 AND TECHNOLOGY

David Steffens
 COLLEGE OF FINE ARTS

Mary Ayala
 COLLEGE OF LIBERAL ARTS
 AND SCIENCES

GRADUATE DEGREE PROGRAMS

MAJOR	EMPHASIS	DEGREE	MAJOR	EMPHASIS	DEGREE
College of Business			College of Education and Technology cont'd		
Business Administration		M.B.A.	Special Education	Early Childhood	M.S.E.
	Accounting	M.B.A.		General	M.S.E.
	Finance	M.B.A.		Special Education Licensure	M.S.E.
College of Education and Technology			Physical Education	Sport Administration	M.S.
Counseling		M.A.	School Counseling		M.Ed.
Education	Bilingual Education	M.Ed.	College of Fine Arts		
	Career and Technical Education	M.Ed.	Communication		M.A.
	Education Administration	M.Ed.	College of Liberal Arts and Sciences		
	Educational Technology	M.Ed.	Anthropology		M.A.
	Elementary Education	M.Ed.	Biology		M.S.
	English as a Second Language	M.Ed.	Chemistry		M.S.
	Pedagogy and Learning	M.Ed.	Communicative Disorders	Speech-Language Pathology	M.S.
	Reading/Literacy	M.Ed.	English		M.A.
	Secondary Education	M.Ed.	Nursing	Nursing Education	M.S.N.

CERTIFICATES AND PROFESSIONAL PREPARATION

College	Subject Area	Certificate/Endorsement
College of Education and Technology	Education	Alternative Licensure in Elementary Education
		Alternative Licensure in Secondary Education
		Alternative Licensure in Special Education

College of Business

Mission

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 distance delivery systems, preparing individuals for professional careers, further education, and life-long learning. The professionally accredited program is delivered by full-time, doctoral-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.

BUSINESS ADMINISTRATION

Graduate Faculty

Pattarapong Burusnukul
Corey Cole
Jean-Marc Gandonou
Matthew Haney
David Hemley
Kayhan Koleyni
George Kurian
Ziyi Niu
Robert Schneider
Debra Stone
Ying Yan
Man Zhang

**DEGREE: MASTER OF BUSINESS
 ADMINISTRATION**

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.

6. The ability to apply knowledge of global events in different functional areas of business.

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.

Application Deadlines

Students may apply to the MBA program for either the fall, spring, or summer semester to begin their study. There is no deadline for application. However, to ensure timely admission for the intended semester, students are strongly encouraged to complete their application at least three weeks before the semester's starting date. Fall semester starts in mid-August, spring semester in mid-January, and summer semester in early June. For exact semester's starting date, please check current academic calendar.

Materials may be submitted electronically to Graduate.School@enmu.edu or sent via mail to:

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

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**
3. the Graduate Management Admissions Test (GMAT) score of 450 or higher and completion of all CPC courses

PROVISIONAL STATUS

Applicants who have not completed all of the Common Professional Component (CPC) courses may be considered for provisional admission. Such applicants will have to complete BUS 555 Business Foundations for MBA with at least a "B" 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 ENMU MBA degree is that 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 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	2110	Principles of Accounting I
ACCT	2120	Principles of Accounting II
BLAW	2110	Business Law I
ECON	2120	Microeconomics Principles
BFIN	2110	Introduction to Finance
MGMT	2110	Principles of Management
MKTG	2110	Principles of Marketing
MATH	1350	Introduction to Statistics

The COB will accept various forms of documentation proving that 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. Completion of BUS 555 Business Foundations for MBA with at least a “B”.
2. Completion of the graduate level Foundation Courses offered at many other universities which reflect the content of specific CPC courses.
3. Completion of 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 2110 Principles of Accounting I
 - Introductory Business Law, equivalent to BLAW 2110 Business Law I
 - Principles of Microeconomics, equivalent to ECON 2120 Microeconomics Principles
 - Principles of Management, equivalent to MGMT 2110 Principles of Management
 - Principles of Marketing, equivalent to MKTG 2110 Principles of Marketing
5. The student has earned 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 to be completed entirely online.

Students who have a BBA degree (or equivalent) typically complete the 30 graduate credit hours of course work within two years. Per the Graduate School’s academic regulations and procedures, a master’s degree cannot be completed in less than two semesters. All course work 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 an additional semester to complete the required leveling course (i.e., BUS 555). 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 nine credits of graduate courses until regular admission has been granted or they have obtained written permission from the graduate coordinator.

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 minimum 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 nine graduate credits towards the MBA degree. See also Graduate School policies regarding Transfer of Credits from Other Institutions on page 10.

MBA Program Requirements

CORE REQUIREMENTS (30)

Students must complete the following core courses with a minimum grade of "B" in each course to earn an MBA degree:

ACCT	551	Accounting for Managers (3)
BUS	501	Law, Ethics, and Social Responsibility (3)
BUS	518	Managerial Research Analysis (3)
BUS	553	Integrative Strategic Management (3)
ECON	525	Managerial Economics (3)
FIN	541	Managerial Finance (3)
IS	500	Information Systems for Managers (3)
MGT	520	Leading Human Resources (3)
MGT	530	Production and Operations Management (3)
MKT	517	Marketing Management (3)

BUS 518 should be taken during the first semester of course work, while BUS 553 can only be taken the very last semester of course work. The prerequisite for FIN 541 is ACCT 551. The prerequisite for BUS 553 is FIN 541, while MGT 530 and MKT 517 are strongly recommended. All courses generally include an international component. Individual Research (579) or Topics (593) courses cannot substitute for the above core courses.

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

In addition to the Core Requirements, students may elect to pursue the MBA with Accounting Concentration. This option requires the completion of three additional graduate Accounting courses (9 credits), as listed below, with a minimum grade of "B" in each course.

- ACCT 550 Financial Accounting (3)
- ACCT 555 Federal Taxation (3)
- ACCT 558 Assurance Services (3)

Finance Concentration

In addition to the Core Requirements, students may elect to pursue the MBA with Finance Concentration. This option requires the completion of three additional

graduate Finance courses (9 credits), as listed below, with a minimum grade of "B" in each course.

- FIN 568 International Financial Management (3)
- FIN 570 Capital Markets and Institutions (3)
- FIN 580 Investment Portfolio Management (3)

Non-Degree Continuing Professional Education

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

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

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

1. contact the Graduate School to initiate a change of status **AND**
2. complete six graduate hours with a minimum GPA of 3.00 prior to requesting the change of status, **AND**
3. fulfill all application requirements as set forth by the graduate program (see Admission Requirements for the MBA program at page 27)

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 nine credit hours completed while classified non-degree seeking will be allowed on an official degree plan if a change of status is requested and approved.

Graduate Assistantships

The COB offers a limited number of Graduate Assistantship (GA) positions. 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 GAs, the COB:

1. offers GA positions on both a semester-by-semester basis and an academic-year/annual basis
2. requires individuals seeking a GA position within the COB to submit an application electronically

For information, please consult the graduate coordinator for the College of Business.

College of Education and Technology

Mission

The College of Education and Technology is committed to serving the educational needs of New Mexico, the region and the nation. The college offers graduate programs in counseling, education, kinesiology, and career and technical education. The college prepares students to function effectively in a pluralistic society by developing an awareness, understanding and appreciation for diversity.

COUNSELING

Graduate Faculty	Janet Birkey Bryan Moffitt
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DEGREE:	MASTER OF ARTS
MAJOR:	COUNSELING

DEGREE:	MASTER OF EDUCATION
MAJOR:	SCHOOL COUNSELING

Programs of Graduate Work

Flexibility in program planning for the M.A. and the M.Ed. degrees permits the student to prepare for positions in clinical mental health agencies, schools and private practice.

The Master of Arts in Counseling is a distance education program which 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 other licensing agencies across the United States. Students are not required to come to the Portales campus. Candidates in the 60-credit-hour Counseling Program may be eligible for licensure in New Mexico school counseling by the completion of the following 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 is a distance education program which requires 48 credit hours of coursework and meets licensure requirements for school counseling in New Mexico. Candidates 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. Students are not required to come to the Portales campus.

Counseling Admission Requirements

Those who apply to the Eastern New Mexico University Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School admissions requirements as described 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 may be considered for "provisional admission." In this case, candidates must earn a minimum GPA of 3.00 during the first semester or the first nine hours of enrollment.
3. A letter of intent to the counseling program faculty. The letter of intent should include answers to the following questions:
 - a. What inspired you to want to become a counselor/school counselor?
 - b. Building a good rapport with a client is one of the essential parts in the counseling process. How could you build an effective counseling relationship with a client? What might be your biggest challenge for it and how could you work on this challenge?
 - c. Respect and appreciation for diversity as well as awareness of the need for social justice are parts of ENMU Counseling Program objectives. Please explain your thoughts regarding these areas as a future counselor. Also, explain possible challenges you might have for these areas and how you could work on these challenges.
 - d. After you complete the degree program, what is your career goal? What kind of counselor/school counselor do you want to be? Write 2-4 pages using 12-font size, Times New Roman, and double-spaced.
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.

Electronic letters of recommendation must be directly sent from the professional's email address to Graduate.School@enmu.edu or mailed to:

Graduate School
ENMU Station 24
1500 S. Avenue K
Portales, NM 88130
Phone: 575.562.2147

The Degree Plan

Students prepare their degree plans in accordance with degree requirements, their professional development goals and advice from their assigned advisers. Candidates must develop and file a signed degree plan during the first semester of degree-seeking status and ensure that the degree plan is approved by the student, 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 the 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 10). Application of transfer credit to the degree plan requires approval from the counseling faculty and must be completed at least one semester prior to starting an internship. The counseling faculty, counseling graduate coordinator, and graduate dean must approve a request for transfer credits. Internship credits as well as courses including dispositional data assessment 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 counseling program to the degree plan (See Change of Status from Non-Degree to Degree-Seeking, Page 10).
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 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."

- Candidates 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 13).

Retention Requirements

Retention in the program will be based on the following factors:

- Attendance in the Counseling Program Orientation and submission of the Program Agreement form in the first semester of the program.
- Development of and adherence to an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below.
- Satisfactory progress through the program as indicated by an "A" or "B" in all courses specified in the degree plan.
- Obtain at least 80% grade on all Key Performance Indicators (KPI) in core courses.
- Pass 3 Dispositional Assessment (DA) points.
- Completion of at least 2 graduate courses on the degree plan every 12 months.

Probation and Dismissal

Students who fail to demonstrate basic knowledge, interpersonal and counseling skills, and professional behaviors 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 8; and the Counseling Student Handbook, Page 16).

Graduation Requirements

- Complete all course work included in the program of study or approved substitutions with a grade "B" or higher.
- Pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a national standardized examination based on eight knowledge areas of the National Counselor Examination for Licensure and Certification (NCE) in the semester prior to or during their internship experience.

- 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.

The Appeal Process

A candidate has the right to appeal the interpretation of College of Education and Technology graduate rules and policies, as well as counseling program rules and policies. Appeals are submitted to the 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.

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

National Board of Certified Counselors
3 Terrace Way
Greensboro, NC 27403-3660
Phone: 336.547.0607
Web: nbcc.org

The counseling curriculum provides course work consistent with the core area standards established by the Council for Accreditation of Counseling and Related Programs (CACREP) in school or clinical mental health counseling, respectively. ENMU is regionally accredited by the Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools (NCACS).

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
300 Don Gaspar
Santa Fe, NM 87501
Phone: 505.827.5821
505.827.5800
Web: ped.state.nm.us

CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in 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:

New Mexico Regulation and Licensing Department
Counseling and Therapy Practice Board
2550 Cerrillos Road
Santa Fe, NM 87505
Phone: 505.476.4622
Web: 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, 9 hours of electives, and comprehensive exam.

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 (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 Course (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)

DEGREE: MASTER OF EDUCATION IN SCHOOL COUNSELING (48 HOURS)

Candidate must complete 48 hours of graduate counseling courses and comprehensive exam.

Required Graduate Counseling Courses:

- COUN 501 Professional Orientation in Counseling (3)
- COUN 510 School Counseling (3)
- COUN 512 Trauma and Crisis Counseling (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 555 Human Growth and Development (3)
- COUN 556 Social and Cultural Foundations (3)
- COUN 575 Counseling Assessment (3)
- COUN 580 Counseling Children and Adolescents (3)
- COUN 597 Practicum in Counseling (3)
- COUN 598 Internship/Seminar (6)

Counseling Comprehensive Exam

Must be completed in accordance with this catalog (see Graduate Examinations, Page 13).

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.

The ENMU counseling program has an accelerated program with the ENMU psychology undergraduate program. To participate, students must meet the requirements of the ENMU psychology undergraduate program (see ENMU Undergraduate Catalog) as well as be eligible for admission into the graduate program prior to enrolling in graduate credits.

EDUCATION

Graduate Faculty	Cindy Bengé Michele D. Crockett Mary Arth Daughrity Rebecca S. Davis Tala Karkar Esperat Jayson Evaniuck Eugenia Hehr Flores Penny Garcia Alan W. Garrett Kathie Good Olga Gould Marty Holin Elizabeth Jackson Mary K. Kallus Bryan Moffitt Tsitsi Nyabando John Petrone JD Procter Michael Shaughnessy David Tompkins Mark Viner Charles Waggoner Kathleen Wagner
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DEGREE: MASTER OF EDUCATION MAJOR: EDUCATION

CURRICULUM AND INSTRUCTION CONCENTRATION

- Emphases:** Bilingual Education
 Career and Technical Education
 Educational Technology
 Elementary Education
 English as a Second Language
 Pedagogy and Learning
 Reading/Literacy

EDUCATIONAL STUDIES CONCENTRATION

- Emphases:** Education Administration
 Secondary Education

- CERTIFICATE: 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: the Master of Education, the Master of Special Education, Master of Education with a major in School Counseling, Master of Arts in Counseling and 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 in Curriculum and Instruction may select the thesis, graduate project or the non-thesis option. Thesis or graduate project option include 6 hours of thesis or graduate project credit and successful oral defense of the thesis or presentation of the graduate project. Candidates in Educational Studies will complete a capstone project as part of the 15 hours of the Educational Studies Core Coursework.

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

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 Admissions section in catalog for further details) and will not be allowed to register for further graduate course work until all requirements for admission are fulfilled.

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.00. Applicants with grade point averages between 2.75 and 2.99 will be considered for provisional 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 nine 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 explain why the applicant wants to pursue an advanced degree in education.
4. An electronic copy of the candidate's teaching license or confirmation of completion of a teacher education program or verification of registration for Praxis Core Academic Skills. Applicants for Career and Technical Education, Educational Technology, and the Master of Special Education with emphasis in Early Childhood are not required to submit a copy of a teaching license.

Requirements for Advancement to Candidacy

Refer to the Regulations section for future information on Advancement to Candidacy.

The Degree Plan

Candidates must develop and sign a degree plan with their adviser during the first semester of degree-seeking status. Degree plans should be submitted to the department graduate coordinator to be filed in the Graduate School. The candidate will not be recognized

officially as a candidate for a master's degree until these signatures are obtained and the degree plan is filed in the Graduate School office. Other guidelines for degree plan development include:

1. Complete EDF 500 or CI 521 during the first nine hours of degree-seeking status. 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 emphasis area course.
3. Apply no more than 9 hours of transfer credit from another university to the degree plan (See catalog section on Transfer of Credits. 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 seeking 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. 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 validate their ability to synthesize content of their master's degree course work by selecting and successfully completing one of the following options:

1. For the Curriculum and Instruction non-thesis option, candidates must successfully pass written comprehensive examinations. **A grade of "A" or "B" in course work does not ensure passage of the comprehensive examination.** Comprehensive exams or an integrative experience is 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.

Educational Studies candidates in Special Education or Secondary Education must pass all Educational Studies Core Coursework with a grade of "A" or "B," including SED/SPED 596 Graduate Capstone Project.

2. Educational Studies candidates in Education Administration must pass all Educational Studies Core Coursework with a grade of "A" or "B," including EDAD 598 Internship II. Candidates must submit passing scores for the Praxis Educational Leadership: Administration and Supervision (Test Code 5412) as the culminating integrative experience in accordance with this Graduate Catalog.
3. 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 University-established guidelines for development and presentation of theses. Copies of thesis guidelines and timelines may be acquired from the College of Education and Technology graduate coordinators or the ENMU Graduate School. General Thesis Guidelines may be obtained from enmu.edu/ThesisResources.

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 (G.A.R.C.) 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 from the college dean. For more detailed information about appeals procedures, contact the departmental graduate coordinator.

Certificates for Alternative Teacher Licensure

Graduate Certificate programs for completion of requirements for alternative licensure are available for 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 and Certificate for Alternative Licensure in Special Education. These certificate programs are described below. Detailed descriptions are available in the departmental and graduate offices of the College of Education and Technology.

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 that the hours have been completed within the 6-year time frame and that the hours are applicable to the degree being sought.

Alternative Licensure Overview

The Alternative Licensure 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. Additionally, these programs adhere to TREC, the conceptual framework for educator preparation programs at Eastern New Mexico University.

Alternative Licensure Application Checklist

- Apply and be accepted to the ENMU Graduate School and to a College of Education and Technology graduate alternative licensure certificate program 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.
- 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 2.75 GPA in your bachelor's or master's program.

Certificate for Alternative Licensure in Elementary Education

The Elementary Alternative Licensure Program is 21 credit hours, including 3 internship hours taken throughout the program. Meet with the alternative elementary licensure faculty adviser to create licensure (and degree) plans. File an alternative licensure plan 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, candidates must have a 24-hour endorsement with 12 hours in upper division coursework (300-400 level or higher) in an approved endorsement area. Candidates must maintain a minimum 3.0 GPA throughout the program.

Candidates must complete at minimum one academic year as "Teacher of Record" in a New Mexico K-8 public school.

Program of Study (21 Hours)**a. Introduction to Elementary Teaching and Literacy**
(classes must be completed with a "B" or higher)

ELED 508 Analysis of Elementary Education

ELED 521 Internship I

RED 587 Approaches to Teaching Literacy

b. Content Knowledge/Multicultural Heritage

RED 518 Content Area Literacy

BLED 578 Teaching Multicultural Heritage of the Southwest

ELED 511 Trends in Science and Mathematics Education

c. Diverse Learners

SPED 501 Introduction to Exceptional Students

d. Internship

ELED 522 Internship II

ELED 523 Internship III

ELED 523 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 New Mexico Public Education Department including:

- Praxis Core Academic Skills;
- Principles of Learning and Teaching: Grades K-6;
- Elementary Education: Curriculum, Instruction and Assessment;
- Teaching Reading: Elementary.

Please note that 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.

Alternative Licensure in Secondary Education

Alternative Licensure in Secondary Education requires completion of 18 credit hours of graduate course work and 3 hours of mentored internship as teacher of record in a public secondary. Must have a 30-hour endorsement with 12 hours in upper division coursework (300-400 level or higher) in an endorsement area.

Program of Study (21 Hours)**Foundations of Teaching and Diversity**

EDF 515 Theories of Learning/Motivation

SED 526 Diversity Issues in Secondary Education

EDF 538 Instructional Design for Educators

Professional Teacher Education

EDF 530 Assessment

RED 518 Content Area Literacy

SED 571 Internship I
Classroom ManagementSED 572 Internship II
Instruction and Assessment
SED 573 Internship III
Professional Evaluation

Note: Candidates must complete all exams required by the New Mexico Public Education Department for Secondary Alternative Licensure: Principles of Learning and Teaching: Grades 7-12 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) prior to enrollment in SED 573 Internship III Professional Evaluation. The Secondary Internships must be completed in the approved content area.

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 course work including 3 credit hours of internship. The program requires completion of 21 graduate credit hours as listed below:

Program of Study (21 Hours)

RED 510 Literacy Assessment/Evaluation
RED 518 Content Area Literacy
SPED 501 Introduction to Exceptional Students
SPED 505 Low Incidence Disabilities:
Theory to Practice
OR
SPED 548 Emotional Disturbance:
Theory to Practice
SPED 539 Classroom/Behavior Management
SPED 540 High Incidence Disabilities:
Theory to Practice
SPED 571 Internship I
Classroom Management
SPED 572 Internship II
Instruction and Assessment
*SPED 573 Internship III
Professional Evaluation

***This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department.** Candidates must have successfully completed: Praxis Core Academic Skills, Principles of Learning and Teaching: Grades K-6; or Principles of Learning and Teaching: Grades 7-12; and Special Education: Core Knowledge and Applications prior to registration for SPED 573 Internship III.

Educational Administration

Licensure Information

Requirements for licensure in Education Administration may be fulfilled through the specific degree or licensure program. Requirements for licensure as a school administrator in New Mexico include a master's degree, completion of an approved educational administration program, a New Mexico Level 2A teaching license, verification of having taught for one year while holding a Level 2A teaching license, and 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.

TESOL Endorsement

The four-course sequence leading to NMPED endorsement in Teaching English to Speakers of Other Languages provides training and strategies for immediate use in the K-12 classroom. Candidates participate 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

BLED	580	ESL Methods
BLED	530	Language Assessment and Placement of Bilingual Students
BLED	588	Linguistics for ESL
BLED	590	TESOL Endorsement Graduate Project

NMPED also requires 12 credit hours of undergraduate or graduate coursework in culture and ESL pedagogy plus 6 hours in any language other than English.

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

Curriculum and Instruction Concentration

Core Requirements for emphases in Bilingual Education, English as a Second Language, Educational Technology, Elementary Education, Pedagogy and Learning, Career and 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)

Educational Research

CI 521 Professional Research (3)

Assessment of Human Learning

*CI 591 Seminar in Curriculum, Instruction and Assessment (3)
OR
 *SED/SPED 596 Graduate Capstone Project (3)

Culture of Education

CI 531 Critical Pedagogy and Educational Reform (3)

*CTED Emphasis Program requires SED/SPED 596 in place of CI 591

Bilingual Education Emphasis

Non-Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements and 27 hours of required emphasis area coursework.

Required Emphasis Courses (27 hours):

BLED	501	Bilingual Education: Theory to Practice (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	587	Historical Impact of Bilingual Education (3)
BLED	581	Bilingual Strategies (3)
BLED	531	Assessing English Language Learners in the Classroom (3)
BLED	578	Teaching Multicultural Heritage of the Southwest (3)
RED	587	Approaches to Teaching Literacy (3)
AND		
SPAN		One 3-credit graduate course in literature or culture selected in consultation with adviser (3)
OR		
		Spanish Immersion Institute (6)

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

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Bilingual Education Emphasis Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements and 27 hours of required emphasis area coursework, including the 6 credit hours of thesis hours. This program is designed for practicing teachers wishing to pursue a master's degree, as well as a bilingual endorsement.

Required Emphasis Courses (27 hours):

BLED	501	Bilingual Education: Theory to Practice (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	578	Teaching Multicultural Heritage of the Southwest (3)
BLED	581	Bilingual Strategies (3)
BLED	531	Assessing English Language Learners in the Classroom (3)
SPAN		One 3-credit graduate course in literature or culture selected in consultation with adviser (3)
BLED	599	Master's Thesis (6)

Note: Candidates who wish to apply for an endorsement in New Mexico for bilingual education must pass Prueba de Español.

English as a Second Language Education Emphasis Non-Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements plus 21 hours of required emphasis area coursework and 6 hours of electives from the list of electives.

Required Emphasis Courses (21 hours):

BLED	501	Bilingual Education: Theory to Practice (3)
BLED	530	Language Assessment and Placement of Bilingual Students (3)
BLED	538	Language Arts and the English as a Second Language Teacher (3)
BLED	578	Teaching Multicultural Heritage of the Southwest (3)
BLED	580	ESL Methods (3)
BLED	588	Linguistics in ESL (3)
BLED	590	TESOL Endorsement Graduate Project (3)

Elective Courses (6 hours):

BLED	587	Historical Impact of Bilingual Education (3)
BLED	525	The Role of the Parent in the Bilingual Classroom (3)
ELED/SED	532	Technology Integrated Curriculum (3)
ELED/RED	542	Integrated Technology and Literacy Through Project Based Learning (3)

Note: Candidates will be required to provide a transcript with 6 credit hours in a single language other than English to the NM PED if they wish to receive an endorsement in TESOL.

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

English as a Second Language Education Emphasis Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements plus 21 hours of required emphasis area coursework and 6 hours of thesis from the list of electives.

Required Emphasis Courses (24 hours):

BLED	501	Bilingual Education: Theory to Practice (3)
BLED	530	Language Assessment and Placement of Bilingual Students (3)
BLED	538	Language Arts and the English as a Second Language Teacher (3)
BLED	578	Teaching Multicultural Heritage of the Southwest (3)
BLED	580	ESL Methods (3)
BLED	588	Linguistics for ESL (3)
BLED	599	Master's Thesis (6)

Elective Courses (3 hours):

BLED	587	Historical Impact of Bilingual Education (3)
BLED	525	The Role of the Parent in the Bilingual Classroom (3)
ELED/SED	532	Technology Integrated Curriculum (3)
ELED/RED	542	Integrated Technology and Literacy Through Project Based Learning (3)

Note: Candidates will be required to provide a transcript with 6 hours in a single language other than English to the NM PED if they wish to receive an endorsement in TESOL.

Educational Technology Emphasis

Completion of 9 hours of Curriculum and Instruction Core Requirements, 24 hours of required emphasis area coursework, and 3 hours of electives selected with adviser prior approval.

Required Emphasis Courses (24 hours):

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	Technology Curriculum Design and Action Research (3)
ELED/SED	537	Technology Leadership (3)
ELED/SED	538	IT Project Management for Teachers (3)
ELED/SED	540	Creativity Across the Curriculum (3)
ELED/RED	542	Integrated Technology and Literacy Through Project Based Learning (3)

Elective Courses (3 hours):
3 hours of electives selected with adviser prior approval.

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Elementary Education Emphasis

Non-Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis area coursework, and 6 hours of electives.

Required Emphasis Courses (21 Hours):

BLED	578	Teaching Multicultural Heritage of the Southwest (3)
CI	540	Teacher Leadership (3)
ELED	511	Trends in Science and Mathematics Education (3)
ELED	540	Creativity Across the Curriculum (3)
RED	518	Content Area Literacy (3)
RED	528	Supporting Writing in the Classroom (3) AND
ELED/SED	532	Technology Integrated Curriculum (3) OR
* ELED	508	Analysis of Elementary Education (3) AND
* RED	587	Approaches in Teaching Literacy (3)

* Candidates must be admitted to the Elementary Alternative Licensure Program to enroll in ELED 508 Analysis of Elementary Education and RED 587 Approaches to Teaching Literacy. ELED 508 and RED 587 are required courses for the Elementary Alternative Licensure Program. All other candidates must complete RED 528 and ELED/SED 532.

Elective Courses (6 Hours):
Non-thesis option: minimum 3 hours with RED prefix required:

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/BLED	538	Language Arts and the Teacher of English as a Second Language (3)
SPED	540	High Incidence Disabilities: Theory to Practice (3)
SPED	543	Communication and Collaboration Methods (3)
RED	527	Literacy Development in K-12 Learners (3)

For candidates pursuing Elementary Alternative Licensure, the following courses may be used as electives:

ELED	521	Internship I (1)
ELED	522	Internship II (1)
ELED	523	Internship III (1)
SPED	501	Introduction to Exceptional Students (3)

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Elementary Education Emphasis Thesis Option

Completion of 9 hours of Curriculum and Instruction Core Requirements 27 hours of required emphasis area coursework including 6 hours of thesis.

Required Emphasis Courses (27 hours):

BLED	578	Teaching Multicultural Heritage of the Southwest (3)
CI	540	Teacher Leadership (3)
ELED	511	Trends in Science and Mathematics Education (3)
ELED	540	Creativity Across the Curriculum (3)
RED	518	Content Area Literacy (3)
ELED	599	Master's Thesis (6)
RED	528	Supporting Writing in the Classroom (3) AND
ELED/SED	532	Technology Integrated Curriculum (3) OR
*ELED	508	Analysis of Elementary Education (3) AND
*RED	587	Approaches in Teaching Literacy (3)

* Candidates must be admitted to the Elementary Alternative Licensure Program to enroll in ELED 508 Analysis of Elementary Education and RED 587 Approaches to Teaching Literacy. ELED 508 and RED 587 are required courses for the Elementary Alternative Licensure Program. All other candidates must complete RED 528 and ELED/SED 532.

Pedagogy and Learning Emphasis

Candidates must complete 9 hours of Curriculum and Instruction Core Requirements, choose one 15 hour emphasis from the list below, and select 12 elective hours of study in a second area. The 12 hours of study in a second area can be in a second emphasis or may be combinations of course work in various areas with the approval of an adviser. The P & L Emphasis is often the ideal choice for candidates concurrently enrolled in the Alternative Elementary Education Licensure Program, National Board Program or the TESOL Endorsement Program. The flexibility of this curriculum allows teachers to meet the needs of diverse learners in their classrooms by broadly exploring several areas.

Curriculum and Instruction Core Requirements (9 hours):

One of the following emphasis areas (15 hours):

- Bilingual Education Emphasis
- English as a Second Language Emphasis
- Elementary Education Emphasis
- Educational Technology Emphasis
- Reading/Literacy Emphasis (Must have RED 517 as one of the classes)

Elective courses chosen in consultation with an adviser (12 hours).

Bilingual Education Emphasis Area (15 hours):

BLED	501	Bilingual Education: Theory to Practice (3)
BLED	534	Methods of Content Area Instruction in Bilingual Education (3)
BLED	578	Teaching Multicultural Heritage of the Southwest (3)
BLED	525	The Role of the Parent in the Bilingual Classroom (3)
BLED	593	Topics in Bilingual Education (3)

English as a Second Language Emphasis Area (15 hours):

BLED	578	Teaching Multicultural Heritage of the Southwest (3)
BLED	530	Language Assessment and Placement of Bilingual Students (3)
BLED	580	ESL Methods (3)
BLED	588	Linguistics for ESL (3)
BLED	590	TESOL Endorsement Graduate Project (3)

Elementary Education Emphasis Area (15 hours)

Select any 15 hours from the list below:

BLED	578	Teaching Multicultural Heritage of the Southwest (3)
CI	540	Teacher Leadership (3)
ELED	511	Trends in Science and Mathematics Education (3)
ELED	540	Creativity Across the Curriculum (3)
RED	518	Content Area Literacy (3)
ELED/SED	532	Technology Integrated Curriculum (3)

ELED/RED	542	Integrated Technology and Literacy Through Project Based Learning (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	569	Workshop in Elementary Education (3)
ELED	579	Individual Research in Elementary Education (3)
ELED	593	Topics in Elementary Education (3)
RED	510	Literacy Assessment and Evaluation (3)
RED	520	Literacy through Multimodalities (3)
RED	524	Children's and Adolescent Literature in the Classroom (3)
RED	528	Supporting Writing in the Classroom (3)
RED	587	Approaches in Teaching Literacy (3)
SPED	540	High Incidence Disabilities: Theory to Practice (3)
SPED	543	Communication and Collaboration Methods (3)
RED	527	Literacy Development in K-12 Learners (3)

For candidates pursuing Elementary Alternative Licensure, the following courses may be used as electives:

ELED	508	Analysis of Elementary Education (3)
ELED	521	Internship I (1)
ELED	522	Internship II (1)
ELED	523	Internship III (1)
SPED	501	Introduction to Exceptional Students (3)

Educational Technology Emphasis Area (15 hours):

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	Technology Curriculum Design and Action Research (3)
ELED/SED	537	Technology Leadership (3)
ELED/SED	538	IT Project Management for Teachers (3)
ELED/SED	540	Creativity Across the Curriculum (3)
ELED/RED	542	Integrated Technology and Literacy Through Project Based Learning (3)

Reading/Literacy Emphasis Area (15 hours):

Required Emphasis Area Course

RED	517	Advanced Reading Theory/Philosophical/Historical Foundations of Reading (3)
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Select 12 hours from the following list:

RED	538	Language Arts and the Teacher of English as a Second Language (3)
RED	510	Literacy Assessment and Evaluation (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	528	Supporting Writing in the Classroom (3)
RED	542	Integrated Technology and Literacy Through Project Based Learning (3)
RED	527	Literacy Development in K-12 Learners (3)

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Career and Technical Education (CTE) Emphasis

Candidates must complete 6 hours of Curriculum and Instruction Core Requirements (CI 521 & CI 531), three hours (SED/SPED 596), and 27 hours in the CTE Emphasis Area. Earning a Master of Education (M.Ed.) with an emphasis in Career and Technical Education 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.

Career and Technical Education (CTE) Emphasis: Non-Thesis Option (27 hours)

Candidates must complete 6 hours of Curriculum and Instruction Core Requirements (CI 521 & CI 531), three hours (SED/SPED 596), and 27 hours in the CTE emphasis area.

Required CTE Emphasis Area Courses (27 hours):

CTED	501	Philosophy and Practice of CTE (3)
CTED	503	Teaching Methods in CTE (3)
CTED	504	Educational Leadership in CTE (3)
CTED	505	Legal Issues in CTE (3)
CTED	506	Assessment and Evaluation in CTE (3)
RED	518	Content Area Literacy (3)
ELED/SED	532	Technology Integrated Curriculum (3)
SPED	540	High Incidence Disabilities: Theory to Practice (3)
CTED	507	Program Planning, Development and Evaluation in CTE (3)

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Reading/Literacy Emphasis Non-Thesis Option

Candidates must complete 9 hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis coursework, and 6 hours of RED electives.

If a course is cross-listed, the RED prefix must be selected.

Required Emphasis Courses (27 hours):

RED	510	Literacy Assessment and Evaluation (3)
RED	517	Advanced Reading Theory/Philosophical/Historical Foundations of Reading (3)
RED	518	Content Area 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	542	Integrated Technology and Literacy Through Project Based Learning (3)
RED	520	Literacy through Multimodalities (3)
RED	524	Children's and Adolescent Literature in the Classroom (3)
RED	590	Graduate Project (1-6)
RED	527	Literacy Development in K-12 Learners (3)

Candidates selecting the non-thesis option must complete Curriculum and Instruction Comprehensive Exams in accordance with this Graduate Catalog.

Reading/Literacy Emphasis Thesis Option

Candidates must complete 9 hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis coursework, and 6 hours of thesis.

If a course is cross-listed, the RED prefix must be selected.

Required Emphasis Courses (24 hours):

RED	510	Literacy Assessment and Evaluation (3)
RED	517	Advanced Reading Theory/Philosophical/Historical Foundations of Reading (3)
RED	518	Content Area 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	527	Literacy Development in K-12 Learners (3)
RED	599	Master's Thesis (6)

Elective Courses (3 hours):

RED	520	Literacy through Multimodalities (3)
RED	524	Children's and Adolescent Literature in the Classroom (3)
RED	542	Integrated Technology and Literacy Through Project Based Learning (3)

EDUCATIONAL STUDIES CONCENTRATION

The Master of Education in Educational Studies for Education Administration and Secondary Education is comprised of 36 hours of coursework. The Educational Studies Core consists of 15 hours of coursework. The selected emphasis area provides the remaining 21 hours of the concentration.

Educational Studies Core Requirements (15 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)
SPED/SED	596	Graduate Capstone Project OR
**EDAD	598	Internship II (3)

* Candidates pursuing Education Administration must select EDAD 560 School Law. Candidates pursuing Secondary Education may select EDAD 560 School Law or SPED 503 Special Education Law. Candidates pursuing Special Education Pedagogy must select SPED 503 Special Education Law.

** Only candidates admitted to the Educational Administration Program may enroll in EDAD 598.

Education Administration Emphasis

Completion of the 15 hours of Educational Studies Core Requirements and 21 hours of required emphasis area coursework.

Required Emphasis Courses (21 hours):

EDAD	525	Personnel (3)
EDAD	526	Visionary and Ethical Leadership (3)
EDAD	535	The Principalship (3)
EDAD	582	School Finance (3)
EDF	501	Curriculum: Theory to Practice (3) OR
EDF	536	American Curriculum History (3)
EDAD	597	Internship I (3)
EDAD	559	Leadership in the Instructional Core (3)

Degree seeking candidates must complete no fewer than 30 hours prior to enrollment in EDAD 597 and must submit passing scores for the Praxis Educational Administrator: PreK-12 Educational Leadership: Administration and Supervision (Test Code 5412) as the culminating integrative experience in accordance with this Graduate Catalog.

Licensure only candidates must complete no fewer than 18 hours prior to enrollment in EDAD 597.

Secondary Education Emphasis

Completion of the 15 hours of Educational Studies Core Requirements, 15 hours of required emphasis area coursework, and 6 hours of electives.

Required Emphasis Courses (15 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 Secondary Education (3)
*SPED	503	Special Education Law OR
*EDAD	560	School Law (3)

* Candidates will select the law course that was not taken as part of the 15-hour Educational Studies Core.

Elective Courses (6 hours):

The 6 hours of approved electives must be selected in consultation with the academic adviser from the following:

RED	518	Content Area Literacy (3)
SED	571	Internship I Classroom Management (1)
SED	572	Internship II Instruction and Assessment (1)
SED	573	Internship III Professional Evaluation (1)
SED	532	Technology Integrated Curriculum (3)
SPED	501	Introduction to Exceptional Students (3)
SPED	540	High Incidence Disabilities: Theory to Practice (3)
SED	540	Creativity Across the Curriculum (3)

SPECIAL EDUCATION

Graduate Faculty	Rebecca S. Davis Kathie Good Elizabeth Jackson Michael F. Shaughnessy
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DEGREE: MASTER OF SPECIAL EDUCATION
MAJOR: SPECIAL EDUCATION

**Emphases: Early Childhood Special Education
General Special Education
Special Education Licensure**

The Department of Educational Studies offers a Master of Special Education degree with three emphasis areas: Early Childhood Special Education, General Special Education, and Special Education Licensure. The Early Childhood emphasis course work will not satisfy state requirements for a license in Special Education. The Educational Studies Special Education Core consists of 15 hours of coursework. The selected emphasis area provides the remaining 21 hours

required for the degree. General and specific admission requirements, guidelines for preparing degree plans, and other policies are the same as those for the Master of Education degree (see requirements in the Education section of the Graduate Catalog.)

Early Childhood Special Education

This degree program is designed for candidates with a teaching license in early childhood, elementary education or special education and for individuals working in early care and intervention. 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 for individuals licensed in Special Education. This course of study will enable candidates to become better classroom teachers who engage more knowledgably and productively with students and their families, fellow educators, and the public at large.

Special Education Licensure Emphasis

This degree program is designed for individuals who are seeking licensure in Special Education. This course of study will enable candidates to acquire that knowledge and skills necessary for teaching students with disabilities. The program synthesizes theory and practice to enable beginning teachers to use effective instructional strategies and practices that will improve outcomes for individuals with disabilities.

Special Education Core Requirements (15 hours):

EDF	500	Educational Research (3)
EDF	515	Theories of Learning and Motivation (3)
EDF	530	Assessment (3)
SPED	503	Special Education Law (3)
SPED	596	Graduate Capstone Project (3)

Early Childhood Emphasis

Completion of the 15 hours of Special Education Core Requirements and 21 hours of required emphasis area coursework.

Required Emphasis Courses (21 hours):

SPED	508	Foundations of Early Childhood Special Education (3)
SPED	512	Language and Learning (3)
SPED	515	Foundations of Positive Behavior Supports (3)
SPED	501	Introduction to Exceptional Students (3)

SPED	552	Autism Spectrum Disorders (3)
SPED	521	Applied Behavior Analysis for Teachers (3)
SPED	526	Multicultural Special Education (3)

General Special Education Emphasis

Completion of the 15 hours Special Education Core Requirements and 21 hours of required emphasis area coursework.

Required Emphasis Courses (21 hours):

SPED	505	Low Incidence Disabilities: Theory to Practice (3)
SPED	508	Foundations of Early Childhood Special Education OR
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	515	Foundations of Positive Behavior Support OR
SPED	521	Applied Behavior Analysis for Teachers (3)
SPED	552	Autism Spectrum Disorders (3)
SPED	526	Multicultural Special Education (3)

Special Education Licensure Emphasis

Completion of the 15 hours of Educational Studies Core Requirements and 21 hours of required emphasis area coursework.

Required Emphasis Courses (21 hours):

SPED	501	Introduction to Exceptional Students (3)
SPED	539	Classroom and Behavior Management (3)
SPED	540	High Incidence Disabilities: Theory to Practice (3)
SPED	505	Low Incidence Disabilities: Theory to Practice OR
SPED	548	Emotional Disturbance: Theory to Practice (3)
RED	510	Literacy Assessment and Evaluation (3)
RED	518	Content Area Literacy (3)
SPED	571	Internship I Classroom Management (1)
SPED	572	Internship II Instruction and Assessment (1)
SPED	573	Internship III Professional Evaluation (1)

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.

HEALTH AND PHYSICAL EDUCATION

Graduate Faculty	Richard Guerra Xialou Liu Sarah J. Wall Youngmin Yoon
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DEGREE: MASTER OF SCIENCE
MAJOR: PHYSICAL EDUCATION

Emphasis: Sport Administration

The Health and Physical Education program offers Master of Science degree (thesis or non-thesis options) in physical education with an emphasis in sport administration. The sport administration emphasis will focus on management issues. The Sport Administration emphasis 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 program of study will be selected by the candidate and the candidate's graduate adviser in accordance with the ENMU Graduate Catalog. This program will not meet requirements for individuals seeking licensure as a K-12 public-school administrator.

Admission Requirements

Requirements for admission to the program include the following:

1. General admission requirements must be met as set forth by the Graduate School (refer to Section on Admissions).
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 to the HPE graduate program must submit a letter of intent. The one-page letter should include the following: a brief biography, a statement regarding the applicant's decision to attend the Sport Administration program of 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.

Degree Requirements

THESIS AND NON-THESIS PROGRAM

Candidates may select either a thesis or a non-thesis option. The non-thesis option program consists of 36 semester hours of coursework. All non-thesis candidates

must complete 33 hours of the core curriculum including a three-hour capstone course; 12 hours devoted to the emphasis area and an additional 6 hours of electives to total 36 hours. Core coursework must include HPE 578 Sport Administration Capstone Projects. Candidates must be in their final semester of coursework, have successfully completed all other core courses with a grade of "B" or better, and have instructor approval to enroll in HPE 578 Capstone Projects. HPE 578 must be successfully completed with a grade of "B" or better.

The thesis option is strongly encouraged for candidates considering future doctoral study. The thesis program consists of 36 hours of coursework; 21 hours in the core curriculum including 6 hours of thesis, 12 hours in the chosen emphasis area, and three hours of electives. Candidates electing the thesis option will not be required to enroll in HPE 578 Sport Administration Capstone Projects.

Master of Science in Physical Education (36 hours)

Required Graduate Emphasis: Sport Administration (33 hours):

*HPE	502	Research Methods (3)
HPE	510	Social and Psychological Aspects of Sport (3)
HPE	526	Sport Finance and Economics (3)
HPE	532	Sport Facility Management (3)
HPE	533	Management and Leadership in Sport (3)
HPE	537	Ethics in Sport (3)
HPE	538	Sport Law and Risk Management (3)
HPE	548	Strategic Sport Marketing (3)
HPE	577	Sport Event Management (3)
**HPE	578	Sport Administration Capstone Projects (Non-Thesis) (3)
		OR
HPE	599	Master's Thesis (6)

Electives: non-thesis and thesis (3 or 6 hours required):

HPE	518	Practicum I: Topics (1-3)
HPE	519	Practicum II: Topics (1-3)
HPE	520	Practicum III: Topics (1-3)
EXSC	527	Applied Sports Psychology (3)
EXSC	529	Science of Human Movement (3)
HPE	534	Sport and the Media (3)
HPE	569	Workshop in Physical Education (1-6)
HLED	575	Women's Sport/Wellness Issues (3)
HPE	579	Individual Research (1-3)
HPE	589	Internship (3)
HPE	593	Topics in Sports (3)

Candidates completing the non-thesis option must select 6 hours of electives with adviser approval.

Candidates selecting the thesis option must select 3 hours of electives with adviser approval.

*HPE 502 is to be completed within the first 6 hours of graduate work.

**HPE 578 must be taken in the final semester of coursework. Graduate students may complete a summer elective following a spring HPE 578 with approval of the department. Candidates must have successfully completed all other core courses with a grade of "B" or better prior to registration and be in good standing with the ENMU Graduate School. Instructor approval required.

Note: No practicum or workshop credits may be included on the degree plan.

Graduate Assistantships

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

Assistantships for Health and Physical Education students are available in teaching, research, and other activities as needed by the program. Individuals interested in being considered for an assistantship should contact the Graduate School.

College of Fine Arts

COMMUNICATION

Graduate Faculty	Edward Caffrey Patricia Dobson Jeffrey Gentry Colt Owens Darrell Roe
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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 classes.

The program is beneficial to both resident and distance students interested in pursuing a master's degree to:

- Enter the workforce directly upon graduation
- 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, non-profits, 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 Graduate School Office; the Communication faculty will review these materials to determine a student's acceptance into the program:

Official transcripts illustrating an undergraduate GPA of 3.0 or higher.

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 be admissible to graduate school 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 course work 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 course work, 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.

Course Requirements for the Master of Arts in Communication

Communication Core (12 credits):

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

All students are required to take the 12 credit hours associated with the Communication Core. Course substitutions to the Communication Core are not permitted.

In addition to the Communication Core, students may select from the following list of courses offered by the department to total 24 semester hours plus a 6-hour thesis for the thesis option or to total 30 semester hours for the non-thesis option:

COMM	509	Multimedia Journalism
COMM	511	Public Relations Cases and Concepts
COMM	517	Race, National Identity, and Media
COMM	522	Directing for Television
COMM	523	Global Media
COMM	525	Rhetoric and Popular Culture
COMM	526	Communication and Social Change
COMM	527	Integrated Communication Campaign
COMM	529	Management in Media
COMM	531	Documentary Writing and Production
COMM	532	Communication Capstone Project
COMM	546	Feature Writing
COMM	554	Relational and Interpersonal Communication Behavior
COMM	557	Social Media and Society
COMM	569	Workshop in Communication
COMM	575	Gender Communication
COMM	577	Family Communication
COMM	579	Individual Research
COMM	593	Topics in Communication
COMM	599	Master's Thesis

College of Liberal Arts and Sciences

ANTHROPOLOGY AND APPLIED ARCHAEOLOGY

Graduate Faculty	Brendon Asher John Montgomery Erik Stanley Robert Stokes
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DEGREE: MASTER OF ARTS
MAJOR: ANTHROPOLOGY

The degree of Master of Arts in Anthropology offers students a specialized focus on the archaeology of the Plains and Southwest U.S. A wide range of methods courses are offered that provide training in current analytical approaches to various archaeological materials. Classes are small and taught in person to give students the hands-on experience needed to succeed in the field. 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 (non-thesis option). Students should choose a thesis or research project that matches departmental and faculty areas of expertise (www.enmu.edu/AnthroStaff). The program is designed to prepare students for a career in public or private archaeology or to pursue a doctoral degree.

The non-thesis option is also offered as an online alternative for students who cannot come to campus for regular class meeting times and prefer not to write a traditional thesis. The ANTH 510 Internship requirement is flexible and may be completed either virtually with ENMU or another entity, or with the student's present employer, if willing. The student must work closely with their adviser to ensure that they take the required courses and electives when offered as online options, and the non-thesis degree plan prepared by the student's adviser will indicate whether the student is choosing to complete the required work completely online. Some elective classes may not be offered online.

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. The GRE is not required.

Applicants should have a clear idea of which focus within anthropology they wish to pursue. Applicants are encouraged to contact faculty members prior to applying

to explore possible opportunities for collaboration. Applications are reviewed year-round as they are received, but early applications are encouraged.

Accelerated Plan

The ENMU Anthropology Program has an accelerated plan that allows qualified undergraduate students at ENMU to begin a graduate degree during their last year of undergraduate coursework thereby allowing students to complete the M.A. degree more quickly. To participate, students should consult with the program's graduate coordinator to determine the procedures for application to the Graduate School during the last semester of their junior year. Admission to the accelerated program requires that students be admissible to graduate school with a minimum GPA of 3.00, 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 www.enmu.edu/GradApply.

Each applicant must submit the following items to the Department of Anthropology and Applied Archaeology via the online application system:

1. A one- to two-page letter of personal introduction outlining research focus, professional goals, and related work and educational experience.
2. A resume or CV.
3. Two letters of recommendation written and sent by academic or professional references.

An applicant's transcripts will be reviewed along with the resume or CV 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.

Students who have not taken a field school from an accredited institution may be required to take a graduate-level field school as a leveling course.

A non-degree seeking 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. Either option could be completed in two years by a full-time student following the recommended course of study.

For the thesis option, the student must complete 33 credit hours of coursework, complete and defend a thesis, and maintain a cumulative graduate GPA of 3.00.

For the non-thesis option, the student must complete 34 credit hours of coursework, an internship, a data research paper or project of publishable quality (which may be done in conjunction with the internship), and defend the project as a capstone. Students must maintain a cumulative GPA of 3.00. Students may be responsible for making arrangements and covering expenses of 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.

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. 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
- Bioarchaeology
- Geographic Information Systems
- Quantitative Methods
- Geoarchaeology
- Historic Preservation
- Cultural Resource Management
- Historical Archaeology
- Ceramic Analysis

RECOMMENDED COURSE OF STUDY FOR COMPLETION IN TWO YEARS		
Non-Thesis	Thesis	Hours
FALL I		
ANTH 550	ANTH 550	3
ANTH 513 or Elective	ANTH 513 or Elective	3
ANTH 503 or 532	ANTH 503 or 532	3
Total Hours:		9
SPRING I		
ANTH 501	ANTH 501	3
ANTH 561 or Elective	ANTH 561 or Elective	3
ANTH 541 or 542	Elective	3
Total Hours:		9
SUMMER I		
ANTH 510 (or Fall II)	---	3
Total Hours:		0-3
FALL II		
ANTH 503 or 532	ANTH 503 or 532	3
ANTH 510 or Elective	Elective	3
Elective	Elective 4	3
Total Hours:		9
SPRING II		
ANTH 541 or 542 or Elective	ANTH 599	3
Elective 4 (if needed)	ANTH 599	0-3
ANTH 598	Non-Thesis Capstone	1
Project Defense	Thesis Defense	-
Total Hours		4-7

Master of Arts in Anthropology Thesis Plan (33 hours)

As indicated below, student must complete 21 hours of graduate anthropology requirements, and 12 hours of electives to total 33 hours of coursework.

Required Graduate Anthropology Courses (21 hours):

ANTH	501	Anthropological Research Foundations (3)
ANTH	503	Geographic Information Systems for Anthropology (3)
ANTH	513	Hunter-Gatherer Archaeology OR
ANTH	561	Archaeology of the Southwest (3)
ANTH	532	Peoples of the Southwest (3)
ANTH	550	Anthropological Method and Theory (3)
ANTH	599	Master's Thesis (6)

Required Elective Courses (12 hours):

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

ANTH	504	Human Osteology (3)
ANTH	510	Internship in Applied Anthropology (3-6)
ANTH	511	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	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	583	Graduate Field Research (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)

Master of Arts in Anthropology Non-Thesis Plan (34 hours)

As indicated below, student must complete 22 hours of graduate anthropology requirements including a research project resulting in a written report of a substantive analysis directed towards an explicit research problem and defense of the project to the student's committee, and 12 hours of electives as indicated below to total 34 hours of coursework.

Required Graduate Anthropology Courses (22 hours):

ANTH	501	Anthropological Research Foundations (3)
ANTH	503	Geographic Information Systems for Anthropology (3)
ANTH	510	Internship in Applied Anthropology (3)
ANTH	513	Hunter-Gatherer Archaeology (3) OR
ANTH	561	Archaeology of the Southwest
ANTH	532	Peoples of the Southwest (3)
ANTH	541	Historic Preservation OR
ANTH	542	Cultural Resources Management (3)
ANTH	550	Anthropological Method and Theory (3)
ANTH	598	Non-Thesis Capstone (1)

Required Elective Courses (12 hours):

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

ANTH	504	Human Osteology (3)
ANTH	511	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	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	583	Graduate Field Research (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)

BIOLOGICAL SCIENCES

Graduate Faculty	Matthew A. Barlow Kenwyn R. Cradock Zhiming Liu Darren A. Pollock Manuel F. Varela
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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.
2. Have earned a bachelor's degree.
3. Submit a statement of research interest(s) to the Graduate School.
4. Submit at least two letters of recommendation to the Graduate School.
5. 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.

Degree Requirements**PLAN A: THESIS**

1. Required courses: 30 credits, including the following core courses:

BIOL	513	Conservation Biology (3) 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)
BIOL	599	Master's Thesis (6)

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

2. All students are required to have 2 courses in statistics either taken prior to admission to the program or as a part of the graduate degree plan. Courses prior to admissions can include undergraduate or graduate level statistics. Students that have not completed this requirement will be required to take graduate level statistics (STAT 500 or 503 and/or STAT 513).
3. Any student accepting a graduate teaching assistantship will need to complete BIOL 508 Pedagogy and Professional Development (1).
4. Oral final examination: defense of thesis and assessment of thesis student's knowledge of biology (final semester of enrollment).
5. Prior to final acceptance of the thesis document the student must submit a draft or drafts of a publication-ready manuscript(s).

PLAN B: NON-THESIS

1. Required courses: 36 credits, including the following core courses:

BIOL	513	Conservation Biology (3)
BIOL	528	Biotechnology (3)
BIOL	562	Evolution (3)
BIOL	579	Individual Research (3)
BIOL	580	Graduate Project (3)
BIOL	582	Biological Literature (3)
BIOL	592	Research Presentation in Biology (3)

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

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

2. All students are required to have 2 courses in statistics either taken prior to admission to the program or as a part of the graduate degree plan. Courses prior to admissions can include undergraduate or graduate level statistics. Students that have not completed this requirement will be required to take graduate level statistics (STAT 500 or 503 and/or STAT 513).
3. Any student accepting a graduate teaching assistantship will need to complete BIOL 508 Pedagogy and Professional Development (1 credit).
4. Written final comprehensive examination: to assess non-thesis student's knowledge (final semester of enrollment; non-thesis plan only).

CHEMISTRY

Graduate Faculty	Jim Constantopoulos James P. Finley Steven Karpowicz Juchao Yan
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DEGREE: MASTER OF SCIENCE
MAJOR: CHEMISTRY

The degree Master of Science in Chemistry offers candidates 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 candidates 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 candidates already involved in careers in chemistry, environmental science, medicine, science education or related fields.

To begin the Master of Science program in chemistry, a candidate 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). Candidates 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 candidates 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, candidates 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, candidates must submit to the graduate coordinator old and new degree plans, transcripts, and a letter of intent stating reasons for the change. Candidates 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. Candidate-initiated change is allowed only once and can only be made during the semester prior to the semester the candidate graduates (see Change of Thesis or Non-Thesis Plan of Study, page 13).

Master of Science in Chemistry Thesis Option (32 hours)

Candidate 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. Any course substitution must be approved by all chemistry graduate faculty.

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 (5 hours):

Candidate must complete 5 hours of electives selected with concurrence of the candidate's chemistry graduate faculty, and at least 2 out of 5 hours must be from chemistry; 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:

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)
GEOL	554	Geochemistry (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)

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

Thesis Requirement (6 hours):

CHEM	599	Master's Thesis (6)
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Prospectus should be orally presented to all chemistry graduate faculty at the end of the first semester of thesis registration. Prospectus must be signed off by the candidate's thesis committee, chemistry graduate coordinator, and the graduate dean no later than the end of the second semester of thesis registration. 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 candidate'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)

Candidate 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. Any course substitution must be approved by all chemistry graduate faculty.

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):

Candidate must complete 12 hours of electives selected with concurrence of the candidate's chemistry graduate faculty, and at least 6 out of 12 hours must be from chemistry; 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
GEOL	554	Geochemistry (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)

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

Required Research (3 hours):

CHEM	579	Scientific Investigations (3)
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Maximum of 3 hours credit culminating in a comprehensive and scientifically sound written report.

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. To participate, students must be admissible into the graduate program prior to enrolling in graduate credits.

COMMUNICATIVE DISORDERS

Graduate Faculty	Adrienne McElroy Bratcher Laura Bucknell Rachel Lingnau Lacy Plummer Erin Sherman Suzanne Swift Nicole Whitehouse Jennifer Thompson Dwayne Wilkerson
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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 (M.S.) education program in speech-language pathology at Eastern New Mexico University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Our 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 infants to the elderly. In addition, speech-language pathologists may also work in a variety of settings such as schools, private clinics, hospitals, rehabilitation centers, state-agencies and private practices. The master's degree is necessary for employment and licensure as a speech-language pathologist in the vast majority of all school, medical, or private settings.

Distance Education Option

Although our ENMU CDIS program accreditation includes distance education, ENMU does NOT offer the CDIS graduate degree completely online. We require a mandatory, minimum, one semester on campus presence for your first practicum experiences. This is typically completed in the second full-time 16-week semester of enrollment after admission, but can vary dependent on individual prerequisite deficiencies and full or part-time matriculation status. **Students must successfully pass all 501, 501 Lab, 508, and 508 Lab outcomes on campus before being released to complete any practicum experiences with a non-ENMU supervisor. Exceptions**

to these policies may be considered on a case-by-case basis for active-duty military students/spouses and for international students who are experiencing delays in obtaining their visas; however, all students must complete their on-campus residency no later than their 505 semester. All ENMU CDIS students must be supervised by a CCC-SLP. Students who have not met all prerequisites prior to beginning their on-campus graduate residency 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 ENMU's learning management system, Mediasite, and Zoom to participate in "live" classes during the time the course is offered on campus (MST). Failure to do so may result in unacceptable grades and expulsion from the program.

Accelerated Plan

Qualified students who wish to pursue graduate study in Communication Disorders may choose to participate in an accelerated educational program. Undergraduate students admitted into the CDIS graduate program as part of an accelerated plan may take up to 9 graduate hours during their last year of undergraduate coursework. These hours will apply to both undergraduate and graduate degrees, but must be elective credits at the undergraduate level and meet degree plan requirements at the graduate level. These courses may be counted toward the overall 120 SCH hour undergraduate degree requirements and the 58 SCH graduate degree requirements at ENMU. Students making a "C" in a graduate course will not be permitted to count that course toward meeting graduate degree requirements, but will be allowed to use that course to meet undergraduate degree requirements.

To participate in the accelerated program, students should apply to the Graduate School during the semester in which they will complete 90 credit hours (usually, during the junior year). Admission to the accelerated program requires that students be admissible to graduate school with a minimum GPA of 3.00, and will be based on a review of academic performance through the time of application. Students participating in the accelerated program must seek approval for graduate course registration from the graduate coordinator and graduate dean. Students may choose 9 graduate credits from the following list:

CDIS 511 (3 credits):	Speech Sound Disorders
CDIS 513 (2 credits):	Voice and Resonance Disorders
CDIS 515 (2 credits):	Language Sample Analysis (pre/co-requisite CDIS 454)
CDIS 516 (2 credits):	Language Assessment (pre/co-requisite CDIS 454)
CDIS 517 (2 credits):	Language Intervention
CDIS 525 (2 credits):	Fluency Disorders
CDIS 531 (1 credit):	Hearing Disorders
CDIS 551 (2 credits):	Augmentative/Alternative Communication and Autism

Application for Admission

The ENMU CDIS program admits 30-35 students each fall and 30-35 students each spring semester. Summer admission is available on a limited basis for students who are "pre-req" complete and require little to no leveling coursework prior to beginning their graduate program.

Students applying to the ENMU CDIS program must complete 3 tasks:

1. Apply to ENMU's graduate school. Our ENMU graduate application can be found at (www.enmu.edu/future-students/applyNow).
2. Apply to the ENMU CDIS program using the Communication Sciences and Disorders Centralized Application Service (CSDCAS). CSDCAS can be found online at <http://csdcas.liasoncas.org/>. Our CSDCAS application includes the following components:
 - Graduate Course(s), Clinical Clock Hours, and Second Language Questions: 5 Questions
 - Official transcripts from all colleges and universities attended
 - Clinical observation and/or practicum clock hour logs signed by their undergraduate university program director
3. Interview with CASPer. CASPer is an online interview service that can be accessed via <https://takealtus.com/>. Applicants should interview with CASPer 30 days prior to ENMU application deadlines. Please make sure to register for your test at least 3 days before your preferred test date and time to account for identity verification and payment processing timelines. Last-minute bookings are not recommended. CASPer results are only valid for a single application cycle, and only for the test type for which you have taken the test. You will need to take a separate CASPer test for future application cycles or different program types.

Optional: Students who have not completed a professional writing in communicative disorders pre-requisite course will be required to take CDIS 578. A GRE writing score of > 4.0 may be used to fulfill this requirement. If you opt to take the GRE to meet your professional writing requirements, send your official scores (sent directly from ETS) to CSDCAS. The GRE code for Eastern New Mexico University CSDCAS is 4503. Scores must be less than 5 years old.

CSDCAS applications open each year on July 15 and close the following year on July 1. Applications will re-open for the next application cycle on July 15. Students must indicate which semesters they are applying for on their application in CSDCAS. Once the student's requested term(s) have passed, their application will be removed from eligibility and the student must reapply for future semesters.

The ENMU CDIS program follows a rolling application policy. This means we consider applications for students as they arrive and we fill available seats with qualified applicants as they arrive. We review applications all

year long for the next unfilled admission group. If an acceptable applicant applies for a given semester but all our seats are already filled, we will admit this applicant for the next available semester. Please note that early admission will require early commitment to the program from the student.

Students must have completed at least 15 hours of CDIS coursework to be eligible for early admission. **Early admitted students must notify the program of placement acceptance or declination within 30 days of our admission offer. Students who are admitted by term (for the next upcoming semester) must accept a summer or fall term offer by April 15, and a spring term offer by October 15. If we do not receive notification of student decisions by established deadlines, we will award unclaimed positions in the program to another applicant.** Please be advised that all students must meet the conditions of their admission letter in order to maintain their position in the program (e.g., completion of specified leveling courses as scheduled by their graduate coordinator with a recorded grade of "B" or better).

Student applications will result in one of the following actions:

- Early admission
- Admitted for next available fall
- Admitted for next available spring
- Waitlisted
- Rejected

Admission deferrals will not be authorized in the ENMU 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. Prior to application, students should 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 Dialects. Background checks with fingerprinting are required for all practicum placements, as are vaccinations and health care screenings. Students without current vaccinations, students with felony records, students with a significant history of ongoing substance abuse, and students who do not pass required checks and screenings cannot be placed in practicum, and therefore, cannot complete the program. Please note that most practicum placements require student vaccination for COVID-19. Students are further advised that CDIS graduate programs are inherently stressful and may not be well-suited for some students. Changes judged 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 placements and practicum sites have the right to refuse assignment or terminate any clinical placement at any time for any student without cause. Students should additionally be advised that, due to infection control policies, animals may be altogether prohibited or

restricted to certain areas at clinical sites. Health and liability insurance policies are required for practicum.

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 provisional status pending completion of their in-progress courses with a "B" or better (and completion of their bachelor's degree if applicable). Such students will be changed to regular status during their first semester of coursework.
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 full-time graduate 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 graduate matriculation. Early admission students will be admitted provisionally when offered admission, but will be re-evaluated for provisional or regular status during their first term of graduate matriculation.

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 have not completed a professional writing in communicative disorders pre-requisite course or students who show writing deficiencies in their first semester of practicum will be required to take CDIS 578 (A GRE writing score of > 4.0 may be used to fulfill this requirement.) 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 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.

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 "B" or better prior to being considered for regular admission**, and prior to enrollment in specified

graduate courses. An applicant's CDIS prerequisite GPA will be computed using the course-numbered list below (including statistics). Please be advised that all course grades from each time a course is taken will be included in this calculation.

CDIS	300	Speech-Language-Hearing Anatomy and Physiology
CDIS	301	Survey of Communicative Disorders
CDIS	310	Phonetics/Phonology
CDIS	311	Articulation/Phonological Disorders
CDIS	330	Communication Development and Language Science
CDIS	332	Language Science and 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
CDIS	478	Professional Writing in Communication Disorders (A GRE writing score of > 4.0 may be used to fulfill this requirement.)

Current ASHA SLP certification requirements specify:

- Introduction to statistics (a pre-requisite for CDIS 561)
- One physical science (must be physics or chemistry)
- One life science (must be general biology, human biology, or anatomy and physiology; we do not accept anthropology courses for this requirement)
- One social science (must be a general sociology or general/developmental psychology; we do not accept anthropology courses for this requirement)

Students should be advised that, though not required for admission to the ENMU CDIS graduate program, 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. ASHA SLP certification courses must be completed with a grade of "C" or better.

Students who have completed all CDIS prerequisites with ENMU (listed above) AND who have a calculated GPA of 3.0 or greater in these courses will be given special consideration in our graduate admission process.

Students who apply with undergraduate deficiencies should ideally complete 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 in fall, spring, and summer semesters so please check rotations at <https://my.enmu.edu/web/cdis/course-rotations-and-suggested-course-of-study> 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 ENMU 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 that we do not advise any graduate 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 their employment and licensing requirements are. ENMU graduate advisers 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. Whenever possible, the evaluation of 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 the student's requested term(s) have passed, their application will be removed from eligibility and they must reapply for future semesters. A student who is not accepted may take a maximum of nine (9) hours of CDIS graduate credit at ENMU. Interested students will need to contact the graduate school to be reclassified as a non-degree seeking student.

Mandatory Background Check

Our program requires that admitted students pass a background check prior to beginning the program. Background screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure clinical placements. This background check would be conducted after students accept an offer of admission and before they begin the program. The state of NM may deny licensure for individuals who have been found guilty of committing acts which are contrary to public health and safety.

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

All ENMU CDIS graduate students are governed by the policies set forth in both the Graduate Catalog and the CDIS Graduate Student Handbook.

The ENMU CDIS program requires 58 credits of coursework. All students must successfully complete all specified prerequisites (including physics or chemistry), life science (human biology), social science (sociology or psychology), and statistics as well as capstone experiences (defined below) prior to being approved for graduation. Matriculation typically requires two-three years of full-time enrollment including summers to complete the degree requirements. The exact length of each student's program is flexible, and depends on their admission semester, prerequisite completion, full- or part-time status, clinical competencies, practicum availability, and clinical clock hour accruals. Our published completion timelines are below:

- Students who attend full-time with an undergraduate CDIS degree who have **completed all pre-requisites** before admission should complete in **8 semesters**.
- Students who attend full-time without an undergraduate CDIS degree or who have **not completed all pre-requisites** before admission should complete in **11 semesters**.
- Students who attend part-time with an undergraduate CDIS degree who have **completed all pre-requisites** before admission should complete in **12 semesters**.
- Students who attend part-time without an undergraduate CDIS degree or who have **not completed all pre-requisites** before admission should complete in **15 semesters**.

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

Spring Start	Summer Start	Fall Start
Year 1: SP-SU-FA	Year 1: SU-FA-SP	Year 1: FA-SP-SU
Year 2: SP-SU-FA	Year 2: SU-FA-SP	Year 2: FA-SP-SU
Year 3: SP	Year 3: SU	

In some cases, students attending full-time are able to successfully complete their program in 6-7 semesters; however, additional semesters are required when students have not completed all pre-requisites before beginning the program, when practicum start dates are delayed, or when students do not follow the full-time schedule as outlined (i.e., when they take fewer than the maximum hours prescribed per semester). 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 (6) years from the first semester of enrollment (even if the student's initial courses were taken as a non-degree seeking student). Academic coursework may be completed via distance education, though additional on campus activities may be required for students who need

academic or clinical remedial interventions to address identified deficiencies.

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.

University policies/procedures, course rotations, degree plan templates, the portfolio process, comprehensive exams, KASA tracking, student intervention plans, and research expectations are clarified for students in the first semester CDIS 510 course, as is mandatory identity verification for all students. This is a first semester course.

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 be enrolled in a minimum 5 credits each fall and spring semester and 2 credits in the summer semester unless otherwise approved by the graduate coordinator. Students must further be enrolled in and complete a practicum course at least one time per year. Students may defer a "live" practicum for a single semester if enrolled in 509 Virtual Patient Supervision. 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 full-time students accepted into the ENMU CDIS program must take practicum on campus during the second regular (16 week) semester after admission unless otherwise directed by the Graduate Coordinator. During their on-campus semester, students are expected to be available on campus 5 days per week. Additional semesters on campus may be required if all CDIS 501 outcomes and mandatory evaluation experiences and competencies have not been met/completed by the end of the enrolled semester. CDIS 501 must be taken concurrently with CDIS 501 Lab, and CDIS 508 must be taken concurrently with CDIS 508 Lab during each student's initial enrollment in these courses. CDIS 501, 501 Lab, 508, and 508 Lab are not offered via distance education and must be taken on campus.

Students may only complete off-campus practicum with the approval of the Clinical Director or Graduate Coordinator each semester. This permission may be revoked with an unfavorable off-campus student practicum rating, especially if administrative and professional behavior violations have occurred. Students may additionally be called back to campus to complete evaluations if needed to ensure KASA outcome completion. Students may not complete any clinical activity outside of practicum enrollment, and 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, a driving records check, and completion of a physical examination by a 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 in these requirements 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.

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 designated program personnel at least 2 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.

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 2
- Successful completion of all Graduate Research Project requirements to include a grade of "B" or better in CDIS 564: Analysis and Presentation in Clinical Research and EBP
- A grade of "B" or better in CDIS 589: Internship in Speech-Language Pathology
- Passing marks on the Graduate Student Portfolio
- Passing marks in Grand Rounds
- Achievement of all ENMU Knowledge and Skills Acquisition outcomes (KASA), including clinical competencies
- Successful completion of all required clinical clock hours across the scope of practice and disabilities and lifespan
- Submission of an original copy of NESPA (PRAXIS) scores to the CDIS Graduate Program.

- Completion of required program administrative and assessment activities as specified by the CDIS Graduate Coordinator.

Requirements for CDIS 590: Graduate Seminar are specified in the syllabus for this course. Graduate research project requirements are specified in the Graduate Student Handbook. Students must identify and delimit a clinical question, complete an extensive EBP-based literature review, and select an appropriate methodology for intervention. Students must plan data collection, construct and analyze data sets using descriptive and inferential statistics, describe findings, limitations, and suggestions for further study, and then present their project in a variety of formats.

CDIS 589 is the final practicum course for ENMU CDIS graduate students. Internships must be full-time, 5 days per week, 36-40 hours per week minimum and must be at least 8 weeks in duration unless otherwise approved by the Clinical Director or Graduate Coordinator (please see CDIS 589 course description for more detail). **According to CFCC standards, 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 direct clinical contact hours. These hours must include screenings, assessments/evaluations, intervention/treatment, and patient counseling activities serving multiple client/patient populations across the life span, disability range, and from culturally/linguistically diverse backgrounds. Students 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 30 observation hours and practicum at the ENMU SHROC, in a K-12 school, and in a medical site prior to graduating. Students must further complete hours with clients aged birth through age 5, ages 6-18, 19-64, and ages 65+. Additional information about these specific requirements are available in the Graduate Student Handbook located on the ENMU CDIS portal.

Portfolio material should include a synthesis paper that summarizes the student's learning experience and future goals, professional reflections, 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.

Achieving all outcomes set forth in the Knowledge and Skills Acquisition (KASA) checklist is critical to both graduation and to 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 (PRAXIS) scores, and program feedback/survey completion as a part of the portfolio.

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 and at www.asha.org.

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 561 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 Graduate Catalog and the CDIS Graduate Student Handbook. Failure to do so may result in delay of graduation or possible expulsion from the program.

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 for these reasons must 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 nine (9) hours of CDIS graduate credit at ENMU. Seniors must get written permission from the graduate dean before enrolling in graduate coursework. Generally, the CDIS graduate program does not accept graduate transfer credits toward completion of the degree plan or fulfillment of KASA outcomes. Limitations on clinical clock hour transfers are specified in the ENMU CDIS Graduate Student Handbook.

Course requirements:

CDIS	501	Practicum 1 (1)
CDIS	501L	Practicum 1 Lab (1)
CDIS	502	Practicum 2 (2)
CDIS	502L	Practicum 2 Lab (1)
CDIS	503	Practicum 3 (2)
CDIS	503L	Practicum 3 Lab (1)
CDIS	504	Fundamentals of Clinical Practice (2)
CDIS	505	Practicum 4 (2)
CDIS	505L	Practicum 4 Lab (1)
CDIS	508	Practicum in Assessment (1)
CDIS	508L	Practicum in Assessment Lab (1)
CDIS	514	Diversity, Equity, and Inclusion (2)
CDIS	510	Graduate Seminar 1 (1)
CDIS	511	Speech Sound Disorders (3)
CDIS	513	Voice and Resonance Disorders (2)
CDIS	515	Language Sample Analysis (2)
CDIS	516	Language Assessment (2)
CDIS	517	Language Intervention (2)
CDIS	525	Fluency (2)
CDIS	526	Neurogenic Speech Disorders (3)
CDIS	528	Dysphagia (2)
CDIS	528L	Dysphagia Lab (1)
CDIS	529	Neurogenic Language Disorders (3)
CDIS	531	Hearing Management (1)

CDIS	540	Oral Motor and Craniofacial Differences (2)
CDIS	542	Telepractice (1)
CDIS	551	Neurodiversity and Augmentative-Alternative Communication (2)
CDIS	554	Current Trends and Professional Issues in CDIS (2)
CDIS	561	Methods in Clinical Research and EBP (2)
CDIS	564	Analysis and Presentation in Clinical Research and EBP (2)
CDIS	589	Internship in Speech-Language Pathology (4)
CDIS	590	Graduate Seminar 2 (2)
Total Credits	58	

Practicum Placements

All fall and spring practicum placements must be 14 weeks in length unless otherwise approved by the Clinical Director and/or Graduate Coordinator. CDIS 501 is only ever offered for 1 credit and requires (minimally) 2 half days per week for treatment and an additional 1 day per week for supervisory meetings. CDIS 508 requires a minimum of two half days per week and an additional 1 day per week for supervisory meetings. CDIS 502, 503, and 505 are available for variable credit according to the schedule below:

Fall and Spring:

- 1 credit = 1 day (or 2 half days) per week X 14 weeks = 14 days
- 2 credits = 2 days (or 4 half days) per week X 14 weeks = 28 days
- 3 credits = 3 days per week X 14 weeks = 42 days

Summer:

- 1 credit = 2 days per week X 7 weeks = 14 days
- 2 credits = 4 days per week X 7 weeks = 28 days
- 3 credits = 6 days per week X 7 weeks = 42 days
- 3 credits = 5 days per week X 8 weeks + 2 days = 42 days

CDIS 507 and 508 also follow the above hour requirements. Other schedules may be available with the consent of the Clinical Director and/or the Graduate Coordinator. Days must be at least 7 hours on site with 50% productivity to count as full day. Days must be at least 3.5 hours on site with 50% productivity to count as half day. CDIS 589 Internship credit hours are based on 1 credit = 2 weeks on site (e.g., 4 credits = 8 weeks).

All students in practicum must follow the terms as specified in their Practicum Packet, their KASA outcomes, and their Graduate Student Handbook. Students must earn a grade of "B" or better in order to count clock hours obtained for ASHA requirements.

Required clinical experiences include the following:

- Experience at the ENMU SHROC, RGH, CCS, or CDC site is required. An ENMU employee as supervisor is mandatory. This will occur in CDIS 501.
- Experience at a school-based K-12 site is required. A school-based preschool will NOT meet this requirement. This will occur in CDIS 502.
- Experience with a birth-5, early childhood, or preschool population is required. This will occur in CDIS 503. Kindergarten clients in a school-based site will NOT meet this requirement.
- Experience with a SNF population is required (unless a site cannot be acquired and a suitable equivalent is approved).
- Experience at a primarily adult site is required. Adult clients in a school-based site will NOT meet this requirement.
- Experience with older adults/geriatrics is required.
- Experience in a hospital/rehab (or other significant medical placement) is required.
- Students must complete hours with young children (0 to 5), children (6 to 17), adults (18 to 64), and older adults (65+).
- ENMU students must minimally complete practicum at the university clinic, a public or private K-12 school, and a medical facility prior to graduating.

Practicum course requirements include the following:

- CDIS 501: Practicum I: ENMU SHROC or other ENMU site
- CDIS 502: Practicum II: K-12 school setting (MUST include K-5 children)
- CDIS 503: Practicum III: Birth to 3, preschool, or private practice/outpatient setting that includes children 0 to 5 years old
- CDIS 505: Practicum IV: SNF, home health, or outpatient medically based practicums with adults
- CDIS 508: Practicum in Assessment: ENMU SHROC or other ENMU site
- CDIS 589: Internship: Outpatient/inpatient hospital/clinic, rehabilitation center, acute care setting, or specialized medical clinic or center

Practicum prerequisites are listed below:

- 501 pre-reqs: 504
- 501 pre-reqs/co-reqs: 508/508L, 511, 515, 516, 517, 525
- 502 pre-reqs: 501/501L, 504, 508/508L, 511, 515, 516, 517, 525
- Completion of approximately 10-15 clock hours
- 503 pre-reqs: 501/501L, 504, 508/508L, 511, 515, 516, 517, 525, 540
- Completion of approximately 10-15 clock hours
- 505 pre-reqs: 502/502L, 503/503L, 526, 528/528L, 529
- Completion of approximately 200 clock hours
- 589 pre-reqs: All coursework
- Completion of 300 clock hours

Students may **not** obtain clock hours for a category in which they have not taken appropriate coursework.

ENGLISH

Graduate Faculty	Patrice Caldwell Micah Donahue Henna Messina Michael Rizza David Sweeten
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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 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 and statement of purpose to the Department of Languages and Literature. To ensure a smooth application process, applications should be submitted three weeks before the beginning of the intended starting term. Those applying for Graduate Assistantships are strongly encouraged to submit applications early and 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 course work and their foreign language proficiency. Graduates with B.A. or B.S. degrees from other disciplines who have had few English courses, other than freshman English, will be required to take ENGL 503.

Foreign language proficiency is required of M.A. students in English. Reading knowledge of a modern language can be demonstrated in one of four ways:

- A student who has successfully completed two years of college-level modern language courses (receiving no grade lower than "C") will be considered to have reading proficiency. (Any grade lower than "C" earned in any of the undergraduate

modern language courses will need to be made up or compensated for by passing a reading proficiency test in that language.)

- For students who have not already studied a modern language, this requirement may be met by taking four semesters of French or Spanish course work concurrently with their graduate course work.
- 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.

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

After being admitted to the program, but before enrolling in any courses, students should have an interview with the graduate coordinator to develop a degree plan and to become familiar with the expectations of the graduate English faculty. A student admitted to the Graduate School with non-degree status may enroll in graduate English courses; however, no more than six graduate credits earned while the student held non-degree status may be applied toward the requirements for the degree once they have gained regular admission.

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

Accelerated Plan

The ENMU English Master of Arts program has an accelerated plan that allows qualified undergraduate students at ENMU 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 9 hours of graduate courses during their senior year from the following list: ENGL 502, ENGL 511, ENGL 512, ENGL 526, ENGL 530 and ENGL 547. 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 must make a grade of "B" in the course taken for graduate credit.

Qualifying Exams, Oral Defense, and Thesis

Requirements

Master of Arts students in English must complete a minimum of 27 credit hours of course work 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 ENGL 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 ENGL 503 may take one of the following exams as a specialized focus: British or American literature. Students who do not enroll in ENGL 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 workdays 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 be done the following semester, but may not be done before then, or before remediation of any deficiencies identified by the graduate advisory committee.

After completing the exam, and after receiving approval for a thesis prospectus from the student's 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 ENGL 504 (Writing for Publication) and the other developed with one's adviser in ENGL 599 (Thesis Hours). 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 thesis will also use ENGL 504 to begin drafting their theses (especially for the analytical component) and then complete drafting with their advisers in ENGL 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 or before remediation of any deficiencies identified by the graduate advisory committee. Candidates who fail the exam the second time are no longer eligible to participate in graduate study in the program as degree-seeking students.

Core Areas of Study

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

ENGL	500	Literary Theory (3)
ENGL	502	Bibliography and Methods (3)
ENGL	504	Writing for Publication (3)
ENGL	511	Inclusion and Resistance: Americas (3)
ENGL	512	Inclusion and Resistance: The Anglophone World (3)

The English graduate program offers students the option to shape their studies towards their own interests in the thesis process. Students either take a thesis approach that focuses on literary analysis of a specific topic or produce a creative thesis, usually in fiction, poetry, or creative non-fiction. As studies in literature often take on interdisciplinary components, students may take, as electives, up to 6 hours of graduate courses in other departments such as Anthropology or Communication.

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 ENGL 513 Fiction Writing and ENGL 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, the focus in creative writing is not indicated as a special course of study in a candidate's university transcripts.

All candidates must take 6 credits in thesis work (ENGL 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 three-hour course with the grade of "C." All candidates for the M.A. who hold teaching assistantships must take ENG 501 Pedagogy of College Writing.

Requirements for the Master of Arts in English

Required Core Courses (15 credits):

ENGL	500	Literary Theory (3)
ENGL	502	Bibliography and Methods (3)
ENGL	504	Writing for Publication (3)
ENGL	511	Inclusion and Resistance: Americas (3)
ENGL	512	Inclusion and Resistance: The Anglophone World (3)

Elective Courses (12 Credits):

ENGL	501	Pedagogy of College Writing (3)
ENGL	503	Graduate Survey of British, American, and Global Literature in English (3)
ENGL	513	Fiction Writing (3)
ENGL	514	Poetry and Creative Nonfiction (3)
ENGL	526	American Authors/Genres/Themes (3)
ENGL	530	British Authors/Genres/Themes (3)

ENGL	547	Literary and Cultural Studies (3)
ENGL	569	Workshop in English (1-3)
ENGL	579	Individual Research (1-3)
ENGL	593	Topics in English (1-3)

Required Thesis Hours (6 credits):

ENGL	599	Master's Thesis Credit Hours (6)
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Required Exams, Oral Defense and Thesis:

- Qualifying Exams (Written)
- Thesis Prospectus
- Thesis
- Thesis Defense (Oral)

NURSING

Graduate Faculty	Susan Bassett Kristin Kuhlmann
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**DEGREE: MASTER OF SCIENCE
IN NURSING**

Emphasis: Education

Mission Statement

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

Philosophy

The M.S.N. program at Eastern New Mexico University is based on the belief that nursing is both an art and science. It is 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 Eastern New Mexico University, of which nursing is an integral part.

Central to the nursing program's philosophy are the professional concepts which form the core of the humanistic, intellectual and ethical values associated with a master's education. Caring is the central concept of the practice of professional nursing which includes empathy, human connections and the ability to translate these characteristics into compassionate, sensitive and

appropriate care. The ENMU M.S.N. 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 practice 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 Eastern New Mexico University, the nursing program shares the university's emphasis of liberal learning, freedom of inquiry and cultural diversity within the nursing program.

Program Outcomes/Competencies

Upon completion of the program, ENMU M.S.N. 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.

Admissions

To apply to the M.S.N. program, applicants must:

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

Official transcripts may be sent by email to Graduate.School@enmu.edu or have the transcripts sent to ENMU:

Graduate School
Eastern New Mexico University
Station 24
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 provided (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 should also be advised that M.S.N. classes are online only and delivered using internet technologies (e.g., web-based videoconferencing, presentations and assessments). Although technological assistance is typically available, this model will require a certain degree of technological proficiency with computers and the internet. Additionally, while the nursing program is offered via distance education, some activities may require infrequent travel to the ENMU campus.

Students in the M.S.N. Program must follow all policies and procedures as outlined in the M.S.N. Student Handbook. This document is available from the Nursing Program office, on the university website under Master of Science in Nursing, and will be provided to all students upon initial enrollment in the program.

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

The program requires 36 total hours of coursework. Twelve hours (4 courses) are considered core courses and 24 hours (8 courses) are education-based courses. **Students may be required to provide proof of immunizations, current TB test, and current professional liability insurance prior to register for the capstone course of NURS 544.**

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 M.S.N. 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 may 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 of graduate coursework must be completed at ENMU.

Requirements for the Master of Science in Nursing Degree

Master Core (12 credit hours):

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

Education Emphasis Courses (24 credit hours):

NURS	512	Teaching Strategies for Nurse Educators (3)
NURS	514	Curriculum Development (3)
NURS	516	Roles, Responsibilities and Relationships of the Nurse Educator (3)
NURS	517	Integrated Concepts of Disease Management (3)
NURS	540	Research Applications in Nursing (3)
NURS	544	Clinical Capstone (3)
EDF	503	Educational Psychology (3)
EDF	538	Instructional Design (3)

Accelerated Plan

The ENMU nursing 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 MSN 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. While in their senior year, students participating in the accelerated program must seek approval for registration from the nursing graduate coordinator and graduate dean.

Once admitted, students may take up to 6 hours of graduate (500 level) nursing 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. 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 (which requires a "B" as a minimal grade for credit).

The two graduate courses for shared credit include:

NURS 502 Research Methods in Nursing (3) Shared credit for NURS 416: Nursing Research and Evidence-Based Practice (3 credits) on the BSN degree plan.

NURS 510 Nursing Concepts and Theories (3) Shared credit for NURS 413: Nursing Theory (3 credits) on the BSN degree plan.

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Course Descriptions

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

ACCOUNTING

ACCT 550 Financial Accounting (3) The application of accounting principles to practical cases and accounting problems. Prerequisites: 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. Prerequisites: 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 and ACCT 550 and ACCT 551. (F)

ACCT 558 Assurance 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 and 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 required. (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.) Prerequisites: Entry into the MBA program. (TBA)

AGRICULTURE

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

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

ANTHROPOLOGY AND APPLIED ARCHAEOLOGY

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 F)

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

ANTH 518 Zooarchaeology (3) Techniques for the identification of faunal remains and review of important theoretical issues in zooarchaeology. (Odd 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. Emphasis areas include basic ceramic, lithic, faunal, and historic artifact analyses as skill sets for use in the field and laboratory and serves as a foundation for our advanced analysis classes. Students will also learn basic laboratory equipment use and procedures, imaging, and creating and manipulating datasets for data tracking and interpretive display. (Even F)

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) Students will learn the history of the preservation movement in the United States and how it affects archaeological, cultural, and built environment sites and places, including significant preservation laws and regulations, architectural styles and historic places and districts, and contemporary ethical issues and collaborations to determine what of the past is preserved and interpreted at historic sites and in museums. (Odd S)

ANTH 542 Cultural Resources Management (3) A practical overview of the history of cultural resource management and how it is implemented in the United States, with development of knowledge and skill sets necessary for a career in CRM archaeology. (Even S)

ANTH 550 Anthropological Method and Theory (3) Advances in anthropological method and theory as used in modern biological, cultural, and archaeological practice and how these varied approaches are implemented to understand the world, past and present. (F)

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

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. (Even F)

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 598 Non-Thesis Capstone (1) The non-thesis option student will complete and defend their research paper or project as a requirement for graduation. A publishable quality final product is required for the capstone. (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 530 Language Assessment and Placement of Bilingual Students (3) Identification and development of evaluation procedures as entry/exit criteria for bilingual students. (S)

bled 531 Assessing English Language Learners in the Classroom (3) Addresses research-based concepts and issues related to the equitable and appropriate language and content assessment of English learners in a classroom setting. Includes the use, development, and modifications of formative assessments, with additional summative assessment insight to inform instructional planning, implementations, practices, and pedagogy. Additionally, it will include the role of language proficiency instruments to inform instruction and placement, and various issues of assessment that affect English language learners in the context of elementary, middle, and secondary levels. (F)

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.)

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 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 581 Bilingual Strategies (3) Identification and evaluation of instructional strategies, theory, and materials utilized for bilingual education programs. (F)

bled 587 Historical Impact of Bilingual Education (3) Explores the origins of teaching in two languages from the earliest days of indigenous education as provided by the Spanish to the later education of Spanish Speakers as provided by English speaking Americans, including the study of pioneers of bilingual education, various international bilingual education programs, and course cases and legislation impacting bilingual education today. (S)

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)

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

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

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

BIOLOGICAL SCIENCES

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

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

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

BIOL 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 529 Cellular and Molecular Exercise Physiology (3) This course is designed as a detailed study of the molecular and cellular physiological adaptations to exercise. The first half of the course is designed to understand the changes in the architecture for the cell, cellular life span, and transfer of genetic signaling for protein production in an applied stress. The second half of the course is focus on the cell specific changes to exercise, such as the cardiac myocyte, skeletal muscle cell and the blood cells. (Odd Su)

BIOL 530 Limnology (3) Study of freshwater habitats, and the ecology, distribution and identification of common freshwater organisms of the Southwest. (Odd S)

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

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

BIOL 533 Neurobiology (3) An in-depth look at the function of the human nervous system including current research techniques such as model systems utilizing genetics, advanced electrophysiology and optical imaging of neuronal function. Concurrent enrollment: BIOL 533L. (Even S)

BIOL 533L Neurobiology Laboratory (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. The 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 2210/L, 2225/L. (Even S)

BIOL 534 Advanced Cardiovascular Exercise Physiology (3) This course is designed as a detailed study of the structure and function of the human cardiovascular system during the stresses of exercise. The course will cover the fundamental understanding of normal physiology functions and adaptations to acute and chronic aerobic exercise in addition to resistance training. The students will learn clinical techniques for measuring cardiovascular function and potential changes associated with aging and some pathological conditions. (Even Su)

BIOL 535 Bioinformatics (3) Fundamental concepts and methods in bioinformatics, a field at the intersection of biology, chemistry and computing. An overview of the methods and computational tools for high-throughput modeling, sequencing and searching of genomic and proteomic data. (S)

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

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

BIOL 541 Advanced Laboratory Instruction (3) Hands-on experience in the development and instruction of a laboratory class under the supervision of a faculty member. Students will learn course development and management techniques beyond laboratory instruction. Prerequisites: Graduate student in good standing; GPA of 3.5 or better; departmental approval.

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

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

BIOL 550 Virology (3) Characteristics, structure, identification and clinical relevance of viruses. (Even F)

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 macroevolutionary 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. 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 for graduate degree. 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. Prerequisites: 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. The course must be taken during the first semester of course work. Prerequisites: 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 only and graduate coordinator consent. FIN 541 is required, while MGT 530 and MKT 517 are strongly recommended. (F, S)

BUS 555 Business Foundations for MBA (3) This course serves as a leveling course for prospective MBA students who have not completed all of the Common Professional Component (CPC) courses. The course provides needed foundation in all functional areas of business administration. Knowledge and skills acquired prepare students for the graduate study in the MBA program. To demonstrate required competency in business foundation, students must successfully complete this course with at least a B. Prerequisite: Provisional admission to the MBA program. (F, S, SU)

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

BUS 593 Topics in Business Administration (1-3) 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.) Prerequisites: Entry into the MBA program. (TBA)

CAREER AND TECHNICAL EDUCATION

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, CTE 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 study of biological molecules and their functions, with integration of concepts such as thermodynamics, equilibrium, quantum chemistry, electrochemistry, and reaction mechanisms. 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 and special topics. (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) An overview of modern medicinal chemistry, an understanding of current drug targets, the principles of drug discovery, the development of drug candidates and the mechanisms of drug actions in the body. For the student who plans to pursue a career in medicine, pharmacy, nursing, dentistry or in pharmaceutical- or biomedical-related industries. 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) Reactions and thermodynamics of primary and secondary metabolic pathways, with a focus on the results of (mis)regulation of these pathways. (Odd F)

CHEM 551 Pharmaceutical Chemistry (2) Design, synthesis, properties, analysis, formulation, testing, delivery, patenting, and regulation of pharmaceutical agents, and structure-activity relationship and different types of pharmacodynamic agents. (Even S)

CHEM 579 Scientific Investigations (1-3) Independent laboratory or literature work. Report required. May be repeated for a maximum of 3 credits. Credit is only applied to non-thesis option.

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 multiplatform 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. (S)

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. (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. (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. (F, S)

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) Relational and Interpersonal Communication Behavior examines 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 557 Social Media and Society (3) The ubiquitous presence of social media platforms has changed the way society operates. Businesses, brands, political campaigns, non-profit organizations, activists and more have had to re-conceptualize strategies around strategic communication. Citizens, too, as both voters and citizens, are grappling with changes in how they interact with each other and organizations on social media. Citizens are navigating a world where government and big business have limitless data about our attitudes and behavior. In short, social media has had a profound influence on society. This seminar will explore social media and society through a focus on several areas: 1) data-driven persuasion, 2) online communication and relationship management 3) data, privacy, and ethics, 4) social media analytics and 5) societal implications. This course builds on these concepts to explore social media theories and research. This course will also provide students with a practical overview of social media research methods and tools. (Odd S)

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

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, from political campaigns to social movements. (Su)

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 579 Individual Research (1-3) Independent study. (May be repeated for a maximum of 3 credits.) Prerequisite: 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 for graduate degree. Prerequisite: Consent of graduate advisory committee.

COMMUNICATIVE DISORDERS

CDIS 501 Practicum 1 (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. CDIS 501 enrollment requires that students be available to deliver treatments in the ENMU SHROC two half-days per week and available on campus for clinical meetings with their supervisor an additional one day per week minimally. Students must provide services for one to five clients. (May be repeated for credit.) Prerequisite: First semester enrollment in CDIS 501 requires admission to the graduate program, completion of CDIS 504, concurrent enrollment in CDIS 501 Lab, and verification of additional requirements as listed in the ENMU CDIS Graduate Student Handbook. (F, S, Su)

CDIS 501L Practicum 1 Lab (1) Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to practicums. Models of delivery and collaborative/inter-professional practice will be introduced. Cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises. Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making. The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized. Résumé writing, interviewing skills, and other practice issues are included. This lab meets 110 minutes per week. (F, S)

CDIS 502 Practicum 2 (1-3) Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. Practicum experiences should be focused on a K-12 school setting, though these experiences may be augmented with assigned clients from the ENMU SHROC or other designated sites. Students should plan to acquire 100 hours in this practicum. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501, 508, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 502 requires concurrent enrollment in CDIS 502 Lab. (F, S, Su)

CDIS 502L Practicum 2 Lab (1) Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to school-based practicums (including federal, state, and institutional regulations). Models of delivery and collaborative/inter-professional practice with school-based personnel will be discussed, especially with regard to counseling teachers and families. Cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises. Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in school based settings. The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized; IEP, 504, Service Plans, and fiduciary issues related to working in school environments are included. This lab meets 110 minutes per week. (F, S)

CDIS 503 Practicum 3 (1-3) Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. Practicum experiences should be focused on a birth to 3, preschool, or private practice setting that includes young children, though these experiences may be augmented with assigned clients from the ENMU SHROC or other designated sites. Students should plan to acquire 100 hours in this practicum. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501, 508, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 503 requires concurrent enrollment in CDIS 503 Lab. (F, S, Su)

CDIS 503L Practicum 3 Lab (1) Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to birth to three, preschool, and private practice practicums (including federal, state, and institutional regulations). Models of delivery and collaborative/inter-professional practice with birth to three, preschool, and private practice personnel will be discussed, especially with regard to counseling teachers, developmental specialists, and families. Cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises. Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in birth to three, preschool, and private practice settings. The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized. IFSP, IEP and fiduciary issues related to working in birth to three, preschool, and private practice environments are included. This lab meets 110 minutes per week. (F, S, Su)

CDIS 504 Fundamentals of Clinical Practice (2) Issues of clinical practice across medical, educational, and community care settings including scope, 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.). Inter-professional education/collaboration 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. (F, S)

CDIS 505 Practicum 4 (1-3) Supervised clinical experience including evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. Practicum experiences should be focused on skilled nursing, home health, and outpatient medically based practicums that include adults, though these experiences may be augmented with assigned clients from the ENMU SHROC or other designated sites. Students should plan to acquire 100 hours in this practicum. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 502 and 503, completion of 200 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 505 requires concurrent enrollment in CDIS 505 Lab. (F, S, Su)

CDIS 505L Practicum 4 Lab (1) Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to skilled nursing, home health, and outpatient medically based practicums (including federal, state, and institutional regulations). Models of delivery and collaborative/inter-professional practice with skilled nursing, home health, and outpatient medically based personnel will be discussed, especially with regard to counseling CNAs, PT/OT, social workers, nurses, physicians, and families. Cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises. Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in skilled nursing, home health, and outpatient medically-based settings. The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized. ISP, POC, and fiduciary issues related to working in skilled nursing, home health, and outpatient medically based environments are included. This lab meets 110 minutes per week. (F, S, Su)

CDIS 507 Practicum in Telepractice (1-3) Supervised clinical experience in telepractice including evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501 and 542, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. (F, S, Su)

CDIS 508 Practicum in Assessment (1-3) Supervised clinical experience in evaluating patients, administering speech/language assessments, holding client conferences, and maintaining records. (May be repeated for credit.) Prerequisite: Successful completion or concurrent enrollment in CDIS 501, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 508 must be completed at the ENMU SHROC at least two days per week and requires concurrent enrollment in CDIS 508 Lab. (F, S, Su)

CDIS 508L Practicum in Assessment Lab (1) Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to conducting evaluations and assessments across multiple settings (including federal, state, and institutional regulations). Models of delivery and collaborative/inter-professional practice when conducting assessments will be discussed, especially with regard to interviewing and informing various stakeholders. Cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises. Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in assessment. The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized. POC and fiduciary issues related to conducting assessments are included. This lab meets 110 minutes per week. (F, S)

CDIS 509 Virtual Patient Supervision in Children (a) or Adults (b) (1) This course provides supervision for selected virtual patient cases. This course uses case-based virtual clients to address objectives, standards, and KASA outcomes. This is a one-credit elective that meets (up to) 100 minutes per week for debriefings. This course may be used to meet mandatory annual practicum requirements but cannot be used in place of a required level of practicum. (May be repeated for credit.) (F, S, Su)

CDIS 510 Graduate Seminar 1 (1) University and graduate catalog policies/procedures, the CDIS Graduate Student Handbook, course rotations, and degree plan templates will be explained. Practicum planning and policies/procedures will also be covered, as will portfolio process, KASA tracking, student intervention plans, research expectations, code of ethics, scope of practice, accreditation and CFCC standards, diversity, data-driven and evidence-based practice, client rights, HIPAA, FERPA, abuse/neglect reporting, and patient counseling. The role of professional organizations, clinical teaching/modeling, supervision and self-assessment in practice will be explored, as will workforce issues, and improving professional interpersonal communication skills in challenging situations/conflict mediations. Duty of care to clients and self. This course is pass/fail. (F, S)

CDIS 511 Speech Sound Disorders (3) Current concepts and special considerations in studying and managing speech sound production and articulation/phonological disorders of various types. Evaluation and intervention across the lifespan, multiple disabilities, and in various treatment settings will be emphasized. Multicultural considerations and issues related to federal/state standards, eligibility, and legal matters will be included. (F, S)

CDIS 513 Voice and Resonance Disorders (2) Anatomy and physiology of the vocal and resonance systems, normal and abnormal voice and resonance productions, instrumental and perceptual evaluation, and direct/indirect management and treatment of disorders. Includes the opportunity to perform nasoendoscopy under supervision. (F, S, Su)

CDIS 514 Diversity, Equity and Inclusion (2) Identifying biased constructs, language, and actions to include assessment and treatment practices. Cultural humility, responsiveness, and competence regarding all aspects of client/professional interactions. Recognizing and combatting implicit/explicit bias, racial disparities, and social inequities in healthcare, education, and patient/client services (social determinants of health effects). Appreciating the impact and influence of social and cultural identity. Recognizing the needs of and expanding support for diverse and non-traditional learners and colleagues (to include 2SLGBTQIA++). Acknowledging and responding to microaggressions in the workplace. Improving self-awareness through self-assessment and reflection, and cultivating professional conflict mediation strategies. Advocacy and care for others and self. This course is pass/fail. (F, S)

CDIS 515 Language Sample Analysis (2) Informal evaluation of morphology, syntax, semantics, pragmatics, narratives, literacy, auditory-language processing, problem solving, and metalinguistics in children and adolescents. Extensive analysis and coding of language samples and other criterion-referenced measures is required. Informal measures of pre-linguistic, paralinguistic, and social aspects of communication will also be discussed. (F, S)

CDIS 516 Language Assessment (2) Formal evaluation of morphology, syntax, semantics, pragmatics, narratives, literacy, auditory-language processing, problem solving, and metalinguistics in children and adolescents. Standardized assessments, principles of dynamic evaluation, and curriculum based/functional assessments will be reviewed, as will pre-linguistic, paralinguistic, and social aspects of communication. Multicultural assessment and state standards, eligibility requirements, and legal issues surrounding evaluation and the administration of standardized assessments will be discussed. (F, S)

CDIS 517 Language Intervention (2) Intervention strategies for children and adolescents having language disorders (e.g., FIT, preschool, elementary, secondary, and DD populations). The impact of cultural and linguistic variables, bilingualism/multilingualism, language and literacy, and delivery of contextually appropriate and relevant services to clients with learning disabilities, intellectual challenges, CAPD, deaf/HOH, deaf, and neurodiverse/autistic clients will be discussed. Competent services with consideration for identity, culture, community, neighborhood, and built environments will also be explored. (F, S)

CDIS 525 Fluency (2) Current concepts and special considerations in studying and managing fluency disorders including stuttering, cluttering, and other related disorders. Evaluation and intervention across the lifespan, multiple disabilities, and in various treatment settings will be emphasized. Extensive analysis and coding of fluency samples and other criterion referenced measures is required. Multicultural considerations, client counseling, and issues related to federal/state standards, eligibility, and legal matters will be included. (F, S, Su)

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

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

CDIS 528L Dysphagia Lab (1) Advanced study of endoscopic and radiographic techniques used to evaluate swallowing. Co-requisite: CDIS 528 or consent of instructor. (F, 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, S)

CDIS 531 Hearing Management (1) Current concepts and special considerations in the diagnosis and treatment of hearing disorders. Understanding audiology reports in applied practice will be emphasized, as will basic issues in aural rehabilitation. Cochlear implants and CAPD will be discussed. (F, S)

CDIS 540 Oral Motor and Craniofacial Differences (2) Characteristics, causes, assessment, and treatment of oral motor/orofacial myofunctional issues with emphasis on swallowing, feeding, and speech sound production. Genetic inheritance, embryology, morphogenesis, pathomorphology, anatomy and physiology, and treatment across the lifespan for persons with craniofacial anomalies/clefts or syndromes will be discussed. Sensory integration/motor development, visual impairment/low-vision, adaptive positioning, specialized feeding equipment and client/caregiver education, training, and counseling are reviewed. Chronic disability and end of life care are discussed. (F, S)

CDIS 542 Telepractice (1) Principles of telepractice in service delivery. Technology, media platforms, methods, and materials will be included, as will issues of HIPAA compliance, billing, and licensure across states. Students who completed CDIS 442 as an undergraduate cannot receive degree plan credit for this course. (F, S, Su)

CDIS 551 Neurodiversity and Augmentative-Alternative Communication (2) This course will familiarize students with methods to evaluate and treat persons who are neurodiverse and those who are non-verbal or who have limited verbal communication. Low/high tech systems, social and legal issues, and feature matching across several modalities will be included (i.e., listening, speaking, reading, and writing). Authentic assessment, ecological inventories, applied behavioral analysis, and client/family counseling are specifically addressed, as is chronic disability and end of life care. Pre-linguistic, paralinguistic, and social aspects of communication will be discussed. (F, S, Su)

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, inter-professional and other models of practice, access to services, billing, and federal, state, and institutional regulations and policies related to service delivery. Professional duty, accountability, fiduciary responsibility, and issues in supervision/support personnel are discussed. Specific content in client counseling/communication, multicultural issues/cultural competence, and advanced ethical issues in CDIS will also be addressed. Prerequisite: Concurrent enrollment in or successful completion of CDIS 503 and 505. This course may only be taken in the final year of CDIS matriculation. (F, S)

CDIS 561 Methods in Clinical Research and EBP (2) An introduction to clinical research methodology in communicative disorders with a specific focus on single subject and other small group direct intervention designs; 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 learn and apply the components of quality literature reviews and methodologies for clinical research. Students must be enrolled in or have completed a statistics course with a "B" or better to take CDIS 561. (F, S)

CDIS 562 Analysis of Clinical Research and EBP (2) The application of statistical reasoning to research models in speech-language pathology, with a specific emphasis on analysis of client progress in single subject and small group designs. 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 solve clinical problems and evaluate therapy practices using EBP/PICO designs. Students will be required to statistically analyze data with interpretive findings for clients seen in CDIS 501. Prerequisite: CDIS 501, 561. (F, Su)

CDIS 563 Colloquium for Clinical Research and EBP (2) Capstone research course requiring critical analysis and integration/synthesis of research findings (EBP) in clinical dissemination formats. Developing professional presentation and writing skills will be emphasized. Students will be required to present and defend individual research findings from their CDIS 501 clinical client in a formal venue. This course will culminate with submission of a fully developed PowerPoint, a clinical research report, and construction of a professional poster. Prerequisite: CDIS 562. (F, S)

CDIS 564 Analysis and Presentation in Clinical Research and EBP (2) Capstone research course requiring integration/synthesis of EBP findings, descriptive/inferential statistical analysis of data, and determination of appropriate inferences/generalizations and limitations of findings for client diagnosis/POC development. Students will be required to present and defend evidentiary findings in a formal venue. This course will culminate with submission of a fully developed PowerPoint, a clinical research report, and construction of a professional poster. Prerequisite: CDIS 501, 561. (F, S)

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

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, S)

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

CDIS 580 Case Studies in CDIS (3) Administer, score, analyze, and synthesize results of formal evaluations to compose professional reports and plans of care for pediatric through geriatric populations across a variety of disorders. Professional behaviors, communications, and counseling with clients, caregivers, IPP teams, and other stakeholders will also be emphasized. (Su)

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 with minimal assist. Practicum experiences may be obtained at off-campus sites such as outpatient/inpatient hospitals/clinics, rehabilitation centers, acute care settings, and specialized clinics/centers. Other settings may be available with approval of the Clinical Director or Graduate Coordinator. CDIS 589 enrollment requires that students complete five full days per week for at least eight weeks (36-40 hours per week). Students must accrue at least 100 hours in CDIS 589. Part-time equivalents (fewer hours per week for 9+ weeks) may be arranged if available and approved by the Clinical Director or Graduate Coordinator. Students must follow the established schedule of the supervising therapist at the participating site. Students should be advised that some clinical internship sites require 10-16 week commitments. (May be repeated for credit. All repeats/credits must be approved by the CDIS graduate student advisory committee.) Prerequisite: Successful completion of CDIS 505, completion of 300 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. Weekly classroom seminar may be required. (F, S, Su)

CDIS 590 Graduate Seminar 2 (2) A comprehensive integration and analysis of the field of speech-language pathology. Evaluation and synthesis of information and evidence for clinical decision in case-based settings. Clinical operations, human resource management, and marketing will be explored, as will certification, licensure, CFY expectations, issues in supervision, and the use of clinical assistants. NESPA/PRAXIS preparation activities are required. Completion of the graduate portfolio and simulated ground rounds conclude this clinical capstone experience. Prerequisite: Concurrent enrollment in or successful completion of CDIS 503 and 505. This course may only be taken in the student's final semester of academic (non-clinical) course enrollment unless specifically approved by the Graduate Coordinator. (F, S)

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

COMPUTER SCIENCE

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, 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. Prerequisite: COUN 501, 533, 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. Prerequisite: COUN 501, 533, 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. Prerequisite: COUN 501, 533, 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, 533, 544 (may be taken concurrently). (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, 533, 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 life-span. Assessment, diagnosis, and treatment of addiction with diversity & advocacy issues are explored. Prerequisites: COUN 501, 502, 533, 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, 533, 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, 533, 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 life-style developmental theories. Practice in the use of instruments and activities that assess career interest, aptitude, feasibility and decision-making. Prerequisites: COUN 501, 533, 544. (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; ethical and legal issues related to the practice of counseling. Prerequisites: 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. Prerequisite: COUN 501, 533, 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. Prerequisite: COUN 501, 533, 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, 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 consideration will be paid to multicultural, advocacy and ethical considerations. Prerequisites: 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. Prerequisite: COUN 501, 533, 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 difference. Prerequisite: COUN 501, 533, 544 (may be taken concurrently). (Odd F, Even Su)

COUN 569 Workshop in Counseling (1-3) As announced. May be repeated for a maximum of 3 credits. Prerequisite: Consent of graduate coordinators. (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, 533, 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 coordinators.

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. Prerequisite: COUN 501, 533, 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 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 field 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 six 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 Teacher 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 569 Workshop in Curriculum and Instruction (1-3) As announced. Only workshops in a Curriculum and Instruction area of education are acceptable for credit. (Maximum of 3 credits may count toward graduate degree with prior approval of graduate advisory committee.)

CI 579 Individual Research (1-3) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

CI 583 Field Studies in Curriculum and Instruction (1-3) (May be repeated for a maximum of 6 credits with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken. (F, S, Su)

CI 590 Graduate Project (1-6) FA graduate project designed as a culminating exhibition of mastery of the content of the candidate's program.

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. (F, S, Su)

CI 593 Topics in Curriculum and Instruction (1-3) As announced. (May be repeated for a maximum of 6 credits.)

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 required. (TBA)

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. (TBA)

EDUCATION ADMINISTRATION

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

EDAD 526 Visionary and Ethical 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 The Principalship (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. Data-informed decision-making processes and communication of results, progress and involvement strategies to engage all stakeholders in the school improvement process are also addressed. (F, S, Su)

EDAD 559 Leadership in the Instructional Core (3) Theories of practice of learning, pedagogy, and professional development to achieve effectiveness in the principal's roles as the instructional leader in the core curriculum. (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. (A maximum of 3 credits may count toward graduate degree with prior approval of graduate advisory committee.)

EDAD 579 Individual Research (1-3) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

EDAD 582 School Finance (3) General school administrative responsibilities in a culturally diversified society with special emphasis on the development of budgets that fulfill state and federal requirements at the program, building and district levels. (F, S, Su)

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 90 clock hours accrued during the semester. Prerequisite: Completion of 30 hours of coursework as a degree-seeking student or 18 hours of coursework as a "licensure only" student. Consent of graduate adviser and coordinator of administrative internships. (See Internship Manual for requirements.) May not be taken concurrently with EDAD 598 (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 90 clock hours [accrued during the semester. Prerequisites: Successful completion of EDAD 597 with a grade of "B" or better consent of graduate adviser and coordinator of administrative internship. Candidates must be in good standing with the ENMU Graduate School (See Internship Manual for requirements.) May not be taken concurrently with EDAD 597. (F, S)

EDUCATION FOUNDATIONS

EDF 500/COUN 533 Educational Research/Research Seminar (3) Introduction to educational research including, qualitative, quantitative, descriptive, experimental, and action-research designs. Candidates will be required to design and write a research report on some aspect of educational or counseling 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. (A maximum of 3 credits may count toward graduate degree with prior approval of graduate advisory committee.) Prerequisite: Consent of instructor.

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

EDF 583 Field Studies in Education Foundations (1-3) (May be repeated for a maximum of 6 credits with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken. (F, S, Su)

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

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 practicum if not teacher of record. Course is designed for candidates in the Elementary Alternative Licensure Program. Concurrent enrollment in ELED 521 Internship I required. Pre-requisite: Admission into the alternative licensure program. (F, S)

ELED 511 Trends in Science and Mathematics Education (3) Examination of cognitive theories for understanding of science and mathematics. In-depth look at trends including literacy, problem-solving, inquiry, discovery and technology applications in the modern elementary classroom. (F, S, Su)

ELED/RED 520 Literacy through Multimodalities (3) See RED 520 for course description. (F, Su)

ELED 521 Internship I (1) Field-based professional development and mentoring in a K-8 elementary classroom with particular focus on daily routines, classroom management, and expectations in an elementary classroom. Concurrent enrollment in ELED 508 required. Candidates must be admitted to the Elementary Alternative Licensure Program and be the teacher of record in a public-school classroom. (F, S)

ELED 522 Internship II (1) Field-based professional development and mentoring in a K-8 elementary classroom with particular focus on assessment and in instruction. Candidates must be admitted to the Elementary Alternative Licensure Program and be the teacher of record in a public-school classroom. (F, S)

ELED 523 Internship III (1) Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. 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 Technology Curriculum Design and Action Research (3) This course is designed to implement units supported by technology, within a classroom setting, perform action research using advanced curriculum design and enhance technology skills within a K-12 classroom. Prerequisite: ELED 532. (F)

ELED/SED 537 Technology Leadership (3) This course is designed to support educators as they transition into becoming an instructional technology leader within their school and district. Prerequisites: ELED 532. (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. (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. (F S)

ELED 569 Workshop in Elementary Education (1-3) As announced. (A maximum of 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 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: Permission of graduate advisory committee.

ELED 593 Topics in Elementary Education (1-3) As announced. (May be repeated with permission of advisor.)

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

ENGLISH

ENGL 500 Literary Theory (3) Introduction to some of the theoretical and philosophical texts and literary movements that inform and influence the reading of literature. Prerequisite: Graduate standing. Required for all graduate students in English. (Odd F)

ENGL 501 Pedagogy of College Writing (3) Practical and theoretical approaches to the teaching of writing on the college level. Prerequisite: Graduate standing. Required for all graduate teaching assistants in English. (F)

ENGL 502 Bibliography and Methods (3) Introduction to the research tools and methodology of literary scholarship. Prerequisite: Graduate standing. Course required for all graduate students in English. (Even F)

ENGL 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)

ENGL 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)

ENGL 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)

ENGL 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)

ENGL 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)

ENGL 514 Poetry and Creative Nonfiction (3) Intensive workshop course investigating the borderlands where lyric and nonfiction come together, coningle, and blur genre lines. Prerequisite: Graduate standing. (Odd S)

ENGL 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. Prerequisite: Graduate standing. (F, Even S)

ENGL 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. Prerequisite: Graduate standing. (F)

ENGL 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. Prerequisite: Graduate standing. May be repeated for credit because topics vary. (S)

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

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

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

ENGL 599 Master's Thesis (1-6) Must total six credit hours for graduate degree. Prerequisite: Graduate standing and consent of graduate advisory committee.

FAMILY AND CONSUMER SCIENCES

FCS 513 Families at Risk (3) Family stress and effective coping mechanisms that relate to normative transitions and crisis events. Effective parenting strategies.

FCS 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. A maximum of 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 and ACCT 551. (F, S)

FIN 568 International Financial Management (3) Theory and practice of financial decision making in international markets. Emphasis is placed on the financial management related to a multinational corporation. Major topics include foreign currencies, exchange rate determination and parity conditions, foreign exchange exposure, and risk management. Prerequisite: FIN 541 (S)

FIN 570 Capital Markets and Institutions (3) Theory and practice of financial intermediation. Emphasis is placed on exploring the structure and function of U.S. capital markets and institutions. Major topics include capital market instruments, roles of traditional and nontraditional financial intermediaries, financial system stability, and regulation of financial institutions. Prerequisite: FIN 541 (F)

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

FIN 580 Investment Portfolio Management (3) Theory and practice of investment portfolio management. Emphasis is placed on portfolio construction, monitoring, and evaluation. Major topics include modern portfolio theory, valuation principles and practices, equity and bond portfolio management, risk management, and portfolio evaluation. Students will also gain hands-on experience making real time investment decisions. Prerequisite: FIN 541 (F)

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.

GEOLOGY

GEOL 510 Environmental Geology (3) The human relationship to the geological environment: resources, utilization and exploitation; how geological processes past and present have altered economic sociological patterns. Prerequisite: consent of instructor.

GEOL 520 Environmental Geochemistry (3) Review of basic chemical concepts. Geochemistry of natural waters, soil and the atmosphere. Water, soil and air pollution, hazardous waste and toxicology. 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 554 Geochemistry (3) Application of chemical principles to the study of geologic systems, aqueous geochemistry, crystal chemistry, surface chemistry, thermodynamics, oxidation reduction, radioactive and stable isotopes, kinetics. (Even F)

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

EXSC 527 Applied Sports Psychology (3) (Formerly HPE 527) 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 is strongly recommended or concurrent enrollment. (F)

EXSC 529 Science of Human Movement (3) Fundamental background class for understanding safe coaching techniques. Includes underlying concepts in biomechanics, exercise physiology and motor behavior. (Su)

HLED 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 is strongly recommended or concurrent enrollment. (S)

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. Graduate students will write article summaries, develop a research question/problem, and complete a research proposal. HPE 502 should be taken within the first six hours of enrollment. Prerequisite: must be degree-seeking within HPE. (F, S)

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 is strongly recommended or concurrent enrollment. (S)

HPE 518 Practicum I: Topics (1-3) Supervised experiences with faculty, coach, staff. Graduate students will observe and assist with planning, organizing, routine duties, maintaining records; and attend meetings. Prerequisite: Consent of instructor, department, and graduate advisory committee. (TBA)

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. (TBA)

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. (TBA)

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 is strongly recommended or concurrent enrollment. (F)

EXSC 527 Applied Sports Psychology (3) (Formerly HPE 527) 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 is strongly recommended or concurrent enrollment. (F)

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 is strongly recommended or concurrent enrollment. (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 is strongly recommended or concurrent enrollment. (F)

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 is strongly recommended or concurrent enrollment. (S)

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 is strongly recommended or concurrent enrollment. (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 is strongly recommended or concurrent enrollment. (S)

HPE 548 Strategic Sport Marketing (3) Principles of marketing when applied to sports, recreation and institutional fund-raising. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

HPE 569 Workshop in Physical Education (1-6) As announced. (May be repeated for a maximum of 6 credit hours). (TBA)

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 is strongly recommended or concurrent enrollment. (F)

HPE 578 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. Graduate students must be in the final semester of enrollment or within the final six hours of coursework and have completed all other required core coursework prior to registration for HPE 578. HPE 578 must be successfully completed with a grade of "B" or better. Candidates must be in good standing with the ENMU Graduate School at the time of enrollment. (F, S)

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

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) (TBA)

HPE 591 Graduate Seminar (1-3) As announced. (TBA)

HPE 593 Topics in Sport (1-3) As announced. May be repeated for credit. (TBA)

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. Must total 6 credit hours for graduate degree. Prerequisite: Graduate standing and consent of graduate advisory committee (TBA)

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 required. (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 4 credits.) Prerequisites: Approval of instructor and graduate coordinator required. (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 required. (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.

MUSIC

MUSIC ENSEMBLES

MUS 526 Music Ensembles (1) A) Choral; B) Instrumental; C) Band

Applied Music Private Lessons (1-3) 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. Prerequisite: consent of instructor. (F, S, Su)

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

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

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. (S)

NURS 514 Curriculum Development (3) Curriculum development and the many processes that contribute to it. Major topics include curriculum components; professional, societal, and educational trends; frameworks; course and curriculum mapping, competencies and outcomes; and the ethics and standards of curriculum development and revision. Prerequisite: EDF 503, EDF 538 (may be taken concurrently). (F, S)

NURS 516 Roles, Responsibilities and Relationships of the Nurse Educator (3) Roles, responsibilities and relationships which are part of the nurse educator in both academic and health care settings. Major topics include professional development, using evidence to improve teaching, cultural diversity, scholarship related to teaching, balancing role demands, collaboration and advocacy, and curriculum assessment and evaluation as a member of the nursing education team. (Su)

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 curriculum. This project will be presented to faculty using distance technology modalities or at the spring ENMU research conference. Prerequisite: NURS 514 (may be taken concurrently). This course serves as a prerequisite for NURS 544 (may be taken concurrently). (F, S)

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. Prerequisite: NURS 540 (may be taken concurrently). (F, S)

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.

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 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 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 in relation to critical literacy in and out of the classroom. (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 527 Literacy Development in K-12 Learners (3) Exploration of the development of literacy in K-12 learners with a focus on reading and writing development, connecting theory with age-appropriate literacy practices. (Even F)

RED 528 Supporting Writing in the Classroom (3) Emphasis on the theoretical background for the teaching of writing in the classroom. First-hand experience in the Reading/Writing Workshop including writing across the content areas. (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 542 for course description. (F, 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 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 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. Co-requisite: comprehensive exam must be taken prior to or during the semester the project is defended.

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

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

SECONDARY EDUCATION

SED 526 Diversity Issues in Secondary 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, Su)

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 532 for course description. (Su)

SED/ELED 535 Technology Curriculum Design and Action Research (3) See ELED 535 for course description. Prerequisite: ELED/SED 532. (F)

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

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

SED/ELED 540 Creativity Across the Curriculum (3) See ELED 540 for course description. (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. (F, S)

SED 569 Workshop in Secondary Education (1-3) As announced. (A maximum of 3 credits may count toward graduate degree with prior approval of graduate advisory committee.)

SED/SPED 571 Internship I Classroom Management (1) Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in classroom management. Prerequisite: Must be the teacher of record in a public-school classroom. (F, S)

SED/SPED 572 Internship II Instruction and Assessment (1) Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in instruction and assessment. Prerequisite: Must be the teacher of record in a public-school classroom. (F, S)

SED/SPED 573 Internship III Professional Evaluation (1) Field-based professional development and mentoring in a public-school classroom. Teacher reflection and evaluation of dispositions, professionalism, and practice. This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department. (F, S)

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

SED 583 Field Studies in Secondary Education (1-3) (May be repeated with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

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

SED 596 Graduate Capstone Project (3) The Graduate Capstone Project integrates previous coursework and includes guided study in a specific area of Secondary Education. The course provides practical experience culminating in the demonstration of competency in research and effective practice as evidenced by design, creation and/or implementation of a paper or professional presentation. Prerequisites: Candidates must have completed no fewer than 30 hours applicable to their degree plan, have completed all Educational Studies Core courses, and be in good standing with the ENMU Graduate School. Instructor approval required. (F, S)

SOCIOLOGY

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

SOC/EDF 535 Sociology of Education (3) Educational institutions and problems in teaching practices in schools.

SOC 569 Workshop in Sociology (1-3) As announced. (May be repeated for credit.)

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 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.

SPECIAL EDUCATION

SPED 501 Introduction to Exceptional Students (3) Overview of Special Education and current categories of eligibility under IDEA. Teaching strategies, Special Education policies and procedures for working with children with exceptionalities. SPED 501 cannot be applied to the Master of Special Education/General Emphasis Degree. (F, 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, S).

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. (F, S)

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 Foundations of Positive Behavior Support (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 8. (F)

SPED 521 Applied Behavioral Analysis for Teachers (3) The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted. (Even S)

SPED 523 Assessment and Programming for Early Childhood Special Education (3) Procedures and instruments used in assessment of young children (birth through 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 regard to young children (birth through 8). Recommended completion of SPED 523 and completion of SPED 508 prior to registration. (Even S)

SPED 526 Multicultural Special Education (3) This course is designed to introduce students to the trends and issues in Special Education relative to students with disabilities and students with disabilities who come from culturally and linguistically diverse backgrounds. (Odd F)

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 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/SED 571 Internship I Classroom Management (1) Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in classroom management. Prerequisite: Must be the teacher of record in a public-school classroom (F, S)

SPED/SED 572 Internship II Instruction and Assessment (1) Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in instruction and assessment. Prerequisite: Must be teacher of record in a public-school classroom. (F, S)

SPED/SED 573 Internship III Professional Evaluation (1)

Field-based professional development and mentoring in a public-school classroom. Teacher reflection and evaluation of dispositions, professionalism, and practice. This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department. (F, S)

SPED 579 Individual Research (1-3) (May be repeated for a maximum of 4 credits). Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

SPED 583 Field Studies in Special Education (1-3) As announced. Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

SPED 593 Topics in Special Education (1-3) As announced.

SPED 596 Graduate Capstone Project (3) The Graduate Capstone Project integrates previous coursework and includes guided study in a specific area of Special Education. The course provides practical experience culminating in the demonstration of competency in research and effective practice as evidenced by design, creation and/or implementation of a paper or professional presentation. Prerequisites: Candidates must have completed no fewer than 30 hours applicable to their degree plan, have completed all Educational Studies Core courses, and be in good standing with the ENMU Graduate School. Adviser approval required. (F, S, Su)

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.

2022-24 Eastern New Mexico University

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UNIVERSITY FACULTY

Hamid Allamehzadeh | Professor of Electronics Engineering Technology (1998) | B.S., M.S., Ph.D., University of Oklahoma

Richard Allington | Assistant Professor of History (2019) | B.A., Christendom College; M.A., Ph.D., Saint Louis University

Sieun An | Assistant Professor of Psychology (2020) | B.A., State University of New York at Albany; M.A., Ph.D., New Mexico State University

Gillian Andersen | Instructor of English (2002) | B.A., University of Kentucky; B.S., Eastern New Mexico University; M.A., Ph.D., Texas Tech University

William Andersen | Professor of Physics (1995) | B.S., Baylor; Ph.D., M.I.T.

Regina Aragon | Assistant Dean, College of Liberal Arts and Sciences; Professor of Mathematics (1993) | B.A., M.A., Ph.D., University of Colorado

Megan Arlett | Assistant Professor of Creative Writing (2022) | B.A., University of Leicester; M.F.A., Florida International University; Ph.D., University of North Texas

Brendon Asher | Blackwater Draw Director; Assistant Professor of Anthropology (2016) | B.A., M.A., University of Kansas

Mary Fanelli Ayala | Dean, College of Liberal Arts and Sciences; Professor of Spanish (1992) | B.A., LaSalle University; M.A., Ph.D., Temple University

Suzanne Balch-Lindsay | Assistant Vice President of Academic Affairs; Professor of History (1995) | B.A., M.A., Ph.D., Texas Tech University

Kalynn Baldock | Chair, Department of Agriculture, Food Science, and Kinesiology; Assistant Professor of Agriculture (2020) | B.S., M.S., Eastern New Mexico University; Ed.D., Texas Tech University

Matthew Barlow | Graduate Coordinator; Associate Professor of Biology (2010) | B.S., University of New Mexico; M.S., Ph.D., University of North Texas Health Science Center at Fort Worth

Jonathan Barr | Chair, Department of Theatre and Digital Filmmaking; Associate Professor of Digital Filmmaking (2012) | B.A., M.F.A., Temple University

Susan Bassett | Instructor of Nursing (2015) | B.A., Augustana College; M.S., South Dakota State University; Ph.D., Capella University

Anne Beck | Professor of Theatre (2003) | B.F.A., Cornish Institute; M.F.A., Columbia University; Ph.D., The City University of New York

Stephanie Beinlich | Assistant Professor of Voice (2017) | B.M., Western Michigan University; M.M., D.M.A., University of South Carolina

Cindy Benge | Assistant Professor of Reading and Literacy Education (2019) | B.A., Texas Tech University; M.Ed., Ed.D., Sam Houston State University

Janet Birkey | Assistant Professor of Counseling (2018) | B.A., M.A., Eastern New Mexico University; D.C., Midwestern College;

Josh Blackwood | Instructor of Technical Theatre and Design (2021) | B.S., State University of New York, College at Brockport; M.F.A., Carnegie Mellon University

Gary Bond | Chair, Department of Psychology and Political Science; Professor of Psychology (2014) | B.A., M.A., Ph.D., New Mexico State University

Steven Brust | Associate 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 | Chair, Department of Business, Management, Marketing, Hospitality Management, and Information Systems; Associate Professor of Marketing (2011) | B.S., Texas Tech University; M.S., West Texas A & M University; Ph.D., Texas Tech University

Edward Caffrey | Instructor of Communication (2018) | B.S. University of Maryland University College, M.A. Pittsburg State University

Patrice Caldwell | President; Associate Professor of English (1980) | B.A., University of Southern California, Los Angeles; M.A., Ph.D., University of California

Omar Camarillo | Associate Professor of Criminal Justice (2015) | B.S, M.S., University of Texas-Pan American; Ph.D., Texas A&M University at College Station

Lisa Campbell | Instructor of Culinary Arts (2020) | B.S., M.A., New Mexico State 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

Edgar Ceh Varela | Assistant Professor of Computer Science (2021) | B.S., Technological Institute of Merida; M.I.T., Inter-American University for Development; Ph.D., New Mexico State University

Amanda Childress | Assistant Professor of Art (2022) | A.A., Victor Valley College; B.S., Art Institute of California; M.F.A., Marywood University

Corey Cole | Assistant Professor of Finance (2014) | B.B.A., M.B.A., Eastern New Mexico University; Ph.D., Northcentral University

James Constantopoulos | Curator, Miles Mineral Museum; Professor of Geology (1990) | B.S., California State University, Northridge; M.S., Ph.D., University of Idaho

Kenwyn Cradock | Chair, Department of Biology; 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 Daugherty | Associate Professor of Elementary Mathematics Education (2002) | B.A., M.A., Ph.D., University of Wyoming

Rebecca Davis | Assistant Dean; Professor of Special Education (2006) | B.S., New Mexico State University; M.C.D., Louisiana State University Medical Center; Ed.D., Texas Tech University

Kelly De La Rosa | Instructor of Nursing (2017) | B.S.N., Texas Tech University Health Sciences Center; M.S.N., Grand Canyon University

Shannon Demuth | Assistant Professor of Management (2021) | B.S., J.D., University of Arkansas; M.A., Pacifica Graduate Institute; M.S., Colorado State University- Global Campus

Rebecca Dewbre | Instructor of Communicative Disorders (2022) | B.S., M.S., Eastern New Mexico University

Patricia Dobson | Graduate Coordinator; Chair, Department of Communication; Professor of Communication (2001) | B.S., M.A., Eastern New Mexico University; Ph.D. Capella University

Micah Donahue | Associate Professor of English (2016) | B.A., Colorado State University; M.A., New Mexico State University; Ph.D., Pennsylvania State University

Maria Duarte | Assistant Professor of History (2017) | B.A., Universidad Michoacana; M.A., California State University; Ph.D., Indiana University

Dhimitraq Duni | Assistant Professor of Mathematics Education (2018) | A.A., Santa Fe Community College; B.S., University of Florida; M.S., DePaul University; Ph.D., Illinois State University

Donald C. Elder | Professor of History (1995) | B.A., University of Northern Iowa; M.A., Ph.D., University of California-San Diego

Tala Esperat | Assistant Professor of Curriculum and Instruction (2020) | B.A., Bethlehem University; M.P.A., Lamar University; Ph.D., Texas Tech University

Jayson Evaniuck | Graduate Coordinator; Assistant Professor of Educational Foundations and Secondary Education (2017) | B.A., University of Northern Colorado; M.S., University of Oregon; Ed.D., University of Memphis

James Finley | Associate Professor of Chemistry (2002) | B.A., Southern Illinois University; Ph.D., University of Chicago

Eugenia Flores | Instructor of Bilingual Education (1999) | B.A., M.Ed., Eastern New Mexico University

J. Ben Fuqua | Instructor of English (2022) | B.A., University of the South; M.A., University of Alabama; Ph.D., University of Georgia

Gregory Gallagher | Associate Professor of Music (2016) | B.M., Cedarville University; M.M., D.M.A., Louisiana State University

Jean-Marc Gandonou | Associate Professor of Economics (2013) | B.A., University of New Orleans, France; M.S., Ph.D., University of Kentucky

Penny A. Garcia | Professor of Curriculum and Instruction (2013) | B.A., College of Santa Fe; M.S., Ph.D., University of New Mexico

Alan W. Garrett | Professor of Secondary Education and Education Foundations (1992) | B.S., University of Oklahoma; M.Ed., Abilene Christian University; Ph.D., University of Texas at Austin

Jeff Gentry | Professor of Communication (2017) | B.A., Eastern Montana College; M.A., Colorado State University; Ph.D., University of Oklahoma

Leslie Anne Gill | Professor of Psychology (1996) | B.A., Loyola Marymount; M.A., Ph.D., Southern Illinois University

Scott Golem | Assistant Professor of Art (2017) | B.A., Michigan State University; M.F.A., University of North Texas

Linda Gonzalez | Assistant Professor of Spanish (2020) | B.A., M.A., Ph.D., The University of New Mexico

Katherine Good | Chair, Department of Educational Studies; Professor of Special Education (2001) | B.S., M.S.E., Eastern New Mexico University; Ed.D., Texas Tech University

Olga Gould | Assistant Professor of Reading (2020) | B.A., M.A., State Pedagogic University, Russian Federation; M.Ed., Florida Atlantic University; Ph.D., State University of New York, University at Buffalo

Erika Grussendorf | Instructor of Social Work (2018) | B.S., Western New Mexico University; M.S.W., Western New Mexico School of Social Work

Richard Guerra | Graduate Coordinator; Assistant Professor of Health and Physical Education (2018) | B.S., M.S., Ph.D., Indiana University

Christin Haney | Instructor of Social Work (2018) | B.B.A., Baker College; M.S.W., University of Michigan

Matthew Haney | Associate Professor of Management (2015) | B.A., Columbia College Chicago; M.S., Ph.D., Texas Tech University

Melissa Hardin | Director, Social Work; Assistant Professor of Social Work (2010) | B.S., Eastern New Mexico University; M.S., New Mexico Highlands University; D.S.W., Walden University

David D. Hemley | Chair, Department of Accounting, Finance, PFL, Agri-business, and Economics; Professor of Finance (1998) | B.A., M.A., Northern Illinois University; M.B.A., Regis University; Ph.D., Colorado State University

Cheryll Hendershot | Instructor of English (1997) | B.A., M.A., Eastern New Mexico University

Scott Hendershot | Instructor of Mathematics (2017) | B.S., M.A., Eastern New Mexico University

B. Lee Hurren | Dean, College of Education and Technology | B.A., Southern Utah University; M.Ed., Ph.D., University of Nevada, Reno

Ali Hussein | Assistant Professor of Agriculture (2019) | B.S., University of Minnesota; M.S., Kansas State University; Ph.D., Oklahoma State University

Gabriel Idowu | Director, Instructor of Aviation Science (2022) | B.S., M.S., Embry-Riddle Aeronautical University

Essa Imhmed | Assistant Professor of Computer Science (2022) | M.S., Universiti Utara Malaysia; M.S., Ph.D., New Mexico State University (ABD)

Elizabeth Jackson | Assistant Professor of Early Childhood Education-Special Education (2019) | B.A., M.Ed., University of North Florida; Ph.D., Florida State University

Kristi Jarman | Associate Professor of Mathematics (2006) | B.S., West Texas A & M University; M.S., Ph.D., Texas Tech University

Mary K. Kallus | Chair, Department of Curriculum and Instruction; Associate Professor of Reading Education (2003) | B.A., M.Ed., Ph.D., Texas Tech University

Steven Karpowicz | Assistant Professor of Chemistry (2018) | B.S., Washington University in St. Louis, University of California, Los Angeles; Ph.D.

Kayhan Koleyni | Graduate Coordinator; Assistant Professor of Economics (2019) | B.S., M.S., Azad University; M.A., Ph.D., University of Memphis

Kristin Kuhlmann | Director, Nursing Program; Assistant Professor of Nursing (2017) | B.S., University of Arizona; M.S., Arizona State University; Ph.D., University of New Mexico

George Kurian | Assistant Professor of Management (2019) | B.Tech, Mahatma Gandhi University; M.B.A., Ph.D., University of Texas at Arlington

Jamie C. Laurenz | Vice President, Academic Affairs; Professor of Agriculture (2008) | B.S., South Dakota State University; M.S., Ph.D., Texas A & M University at College Station

Kayla Liechty | Instructor of Music (2005) | B.M.E., Stetson University; M.M., M.M.E., The Florida State University

Rachel Lingnau | Associate Professor of Communicative Disorders (2016) | B.S., Eastern New Mexico University; Au.D., Texas Tech University

Zhiming Liu | Professor of Biology (1998) | B.A., Shanghai Fisheries University; M.S., South China Normal University; M.S., University of Washington; Ph.D., Texas Tech University

Sarah Lonelodge | Assistant Professor of English (2022) | B.A., University of Oklahoma; M.A., University of Central Oklahoma; Ph.D., Oklahoma State University

Amala Luncheon | Assistant Professor of Management (2022) | B.Sc., University of Guyana; M.Sc., University of Leicester; M.Phil., Ph.D., Walden University

Yetta Massey | Instructor of Education Foundations (2013) | B.S., Eastern New Mexico University; M.S., New Mexico State University

Miles Massicotte | Assistant Professor of Piano (2020) | B.M., Connecticut State University; M.M., D.M.A., Stony Brook University

Adrienne McElroy-Bratcher | Associate Professor of Communicative Disorders (2012) | B.S., M.S., Eastern New Mexico University; Ph.D., Nova Southeastern University

Henna Messina | Assistant Professor of English (2021) | B.A., Fordham University; M.A., City University of New York, Hunter; Ph.D., University of Georgia

Zachary Mitchell | Assistant Professor of Biology (2022) | B.S., Mississippi State University; M.S., Eastern Illinois University; Ph.D., Texas State University

Bryan Moffitt | Graduate Coordinator, Assistant Professor of Counseling (2017) | B.S., M.Ed., Ph.D., Texas Tech University; M.B.A., Brenau University; J.D., Florida School of Law

John L. Montgomery | Assistant Vice President of Academic Affairs for Research and Program Development; Graduate Dean; Director, Agency for Conservation Archaeology; Professor of Anthropology (1984) | B.A., University of Arizona; M.A., Texas Tech University; Ph.D., University of Colorado

Lawrence Nelson | Director, Emergency Medical Services Management; Instructor of Emergency Medical Services Management (2010) | EMS Certificate, University of Texas Health Science Center, Houston; B.S., Grand Canyon University, Phoenix; M.S., Jacksonville State University

Ziyi Niu | Assistant Professor of Information Systems (2019) | B.S., Southwest University of Finance and Economics; M.S., Northern Illinois University; Ph.D., Mississippi State University

Tsitsi Nyabando | Assistant Professor of Early Childhood Education (2019) | B.A., Africa University; M.Ed., Ph.D., East Tennessee State University

Nkechi Obodozie | Instructor of Management and Finance (2021) | B.A., Nnamdi Azikiwe University; M.B.A., Eastern New Mexico University

Colt Owens | Instructor of Communication (2004) | B.S., M.A., Eastern New Mexico University

Cheryl Pachak-Brooks | Instructor of Music (1995) | B.S., University of Southern Colorado; M.M., Eastern New Mexico University

Brian Pasko | Chair, Department of Mathematical Sciences; Professor of Mathematics (2006) | A.A.S., Milwaukee Area Technical College; B.S., Marquette University; M.S., Ph.D., Kansas State University

Jason Paulk | Director, Choral Activities; Professor of Music (2005) | B.M.E., Stetson University; M.M., Westminster Choir College; D.M.A., University of Oklahoma

John P. Petrone | Assistant Professor of Education Administration (2018) | A.A., Orange Coast College; B.A., Southampton College-Long Island University; M.A., Chapman University; Ed.D., Drexel University

Lacy Plummer | Instructor of Communicative Disorders (2020) | B.S., M.S., Eastern New Mexico University

Darren Pollock | Professor of Biology (2001) | B.S., M.S., University of Manitoba; Ph.D., University of Alberta

Kimberly Potters | Instructor of Mathematics (2007) | A.A.S., Community College of the Air Force; B.S., M.A., Eastern New Mexico University

J.D. Procter | Assistant Professor of Bilingual Education (2019) | B.A., M.A., University of Texas at San Antonio; Ph.D., University of the Incarnate Word

Michael Rizza | Chair, Department of Languages and Literature; Associate Professor of English-Creative Writing (2015) | B.A., Rutgers University; M.A., Temple University; Ph.D., University of South Carolina

Robin Caine Rizza | Instructor of English (2019) | B.A., University of California, Los Angeles; M.F.A., University of South Carolina

Darrell Roe | Associate Professor of Communication (2016) | B.A., M.A., Baylor University; Ph.D., University of Georgia

Lynette Roller | Instructor of Mathematics (2015) | B.S., University of Alaska; Eastern New Mexico University

Duane W. Ryan | Director, Broadcasting; Associate Professor of Communication (1967) | A.B., California State University; M.A., Brigham Young University

Emily Salgado | Assistant Professor of Percussion (2022) | B.M.E., Furman University; M.M., Florida State University; D.M.A., University of Michigan

Shyanne Sansom | Instructor of Culinary Arts (2019) | B.S., M.S., Eastern New Mexico University

Md Abu Sayeed | Assistant Professor of Electronic Engineering Technology (2020) | B.S., Khulna University of Engineering and Technology; M.S., Lamar University; Ph.D., University of North Texas

Michelle Schmidt | Assistant Professor of Sociology (2018) | B.A., M.A., Ph.D., University of Illinois

Robert Schneider | Dean, College of Business; Associate Professor of Management (2015) | B.S., University of Maryland; M.A., University of Phoenix; Ph.D., Capella University

Richard Schwartz | Chair, Department of Art; Professor of Music (2013) | B.M., Temple University; M.M., The University of Michigan; D.M.A., Boston University

Dustin Seifert | Chair, Department of Music; Director, Band Activities; Instructor of Music (2000) | B.M.Ed., University of Akron; M.M.Ed., University of Illinois

Gregory P. Senn | Professor of Art (1986) | B.S., University of Wisconsin-Platteville; M.F.A., West Texas State University

Priyanka Shailat | Assistant Professor of Communicative Disorders (2022) | B.S., M.S., University of Mysore, India; SLP.D., Loma Linda University

Sarbagya Shakya | Assistant Professor of Electronic Engineering Technology (2021) | B.S., Tribhuvan University; M.E.C.E., Pokhara University; Ph.D. (ABD), University of Southern Mississippi

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- Mo Ahmadian** | Professor Emeritus of Electronics Engineering Technology
- Timothy Ashmore** | Professor Emeritus of Communication
- Donald Averill** | Associate Professor Emeritus of Chemistry
- Rosemary Bahr** | Professor Emerita of Sociology
- David C. Batten** | Associate Professor Emeritus of Anthropology
- Arlene Berne** | Associate Professor Emerita of English
- Stanley Berne** | Associate Professor Emeritus of English
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- Milbur Bolin** | Associate Professor Emeritus of Economics
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- Phillip Buscemi** | Professor Emeritus of Biology
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- Greg W. Erf** | Professor Emeritus of Art
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- Glenn McCoy** | Professor Emeritus of Religion
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Milton Swenson | Professor Emeritus of Music

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Thomas Toglia | Associate Professor Emeritus of Professional Technical Education

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Howard Webster | Professor Emeritus of Education

Linda Weems | Professor Emerita of Communicative Disorders

Arthur Welker | Assistant Professor Emeritus of Music

Robin Wells | Assistant Professor Emerita of Special Education

Patricia Whitney | Professor Emerita of Reading and Literacy

Charles Wiley | Professor Emeritus of Art

Margaret M. Willen | Associate Professor Emerita of Modern Languages

Richard S. Willen | Associate Professor Emeritus of Sociology

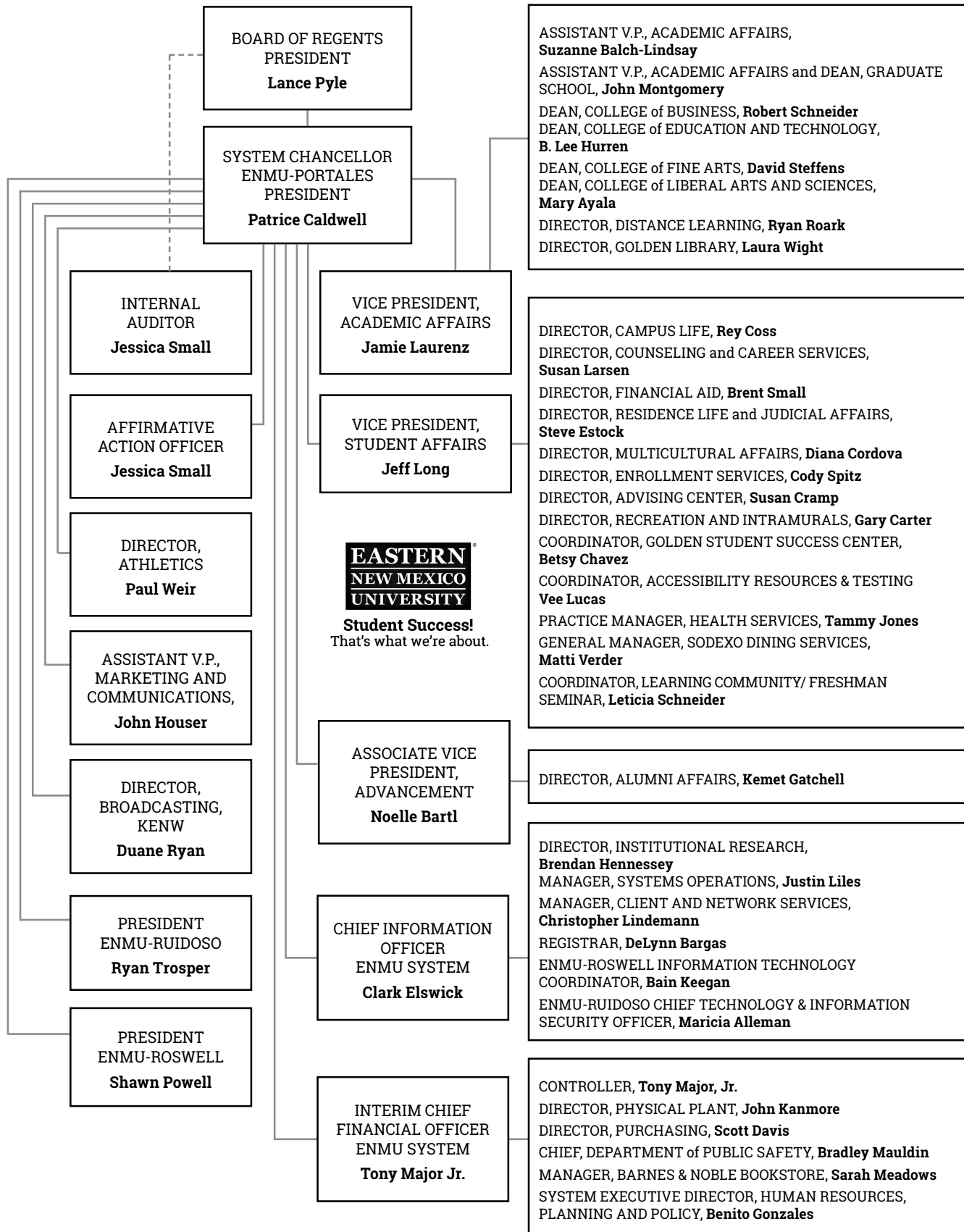
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Vern Witten | Associate Professor Emeritus of Mathematics

William Wood | Professor Emeritus of Music

Jean Wozencraft-Ornellas | Professor Emerita of Music

ENMU Administrative Chart



Student Success!
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2022-24 Eastern New Mexico University

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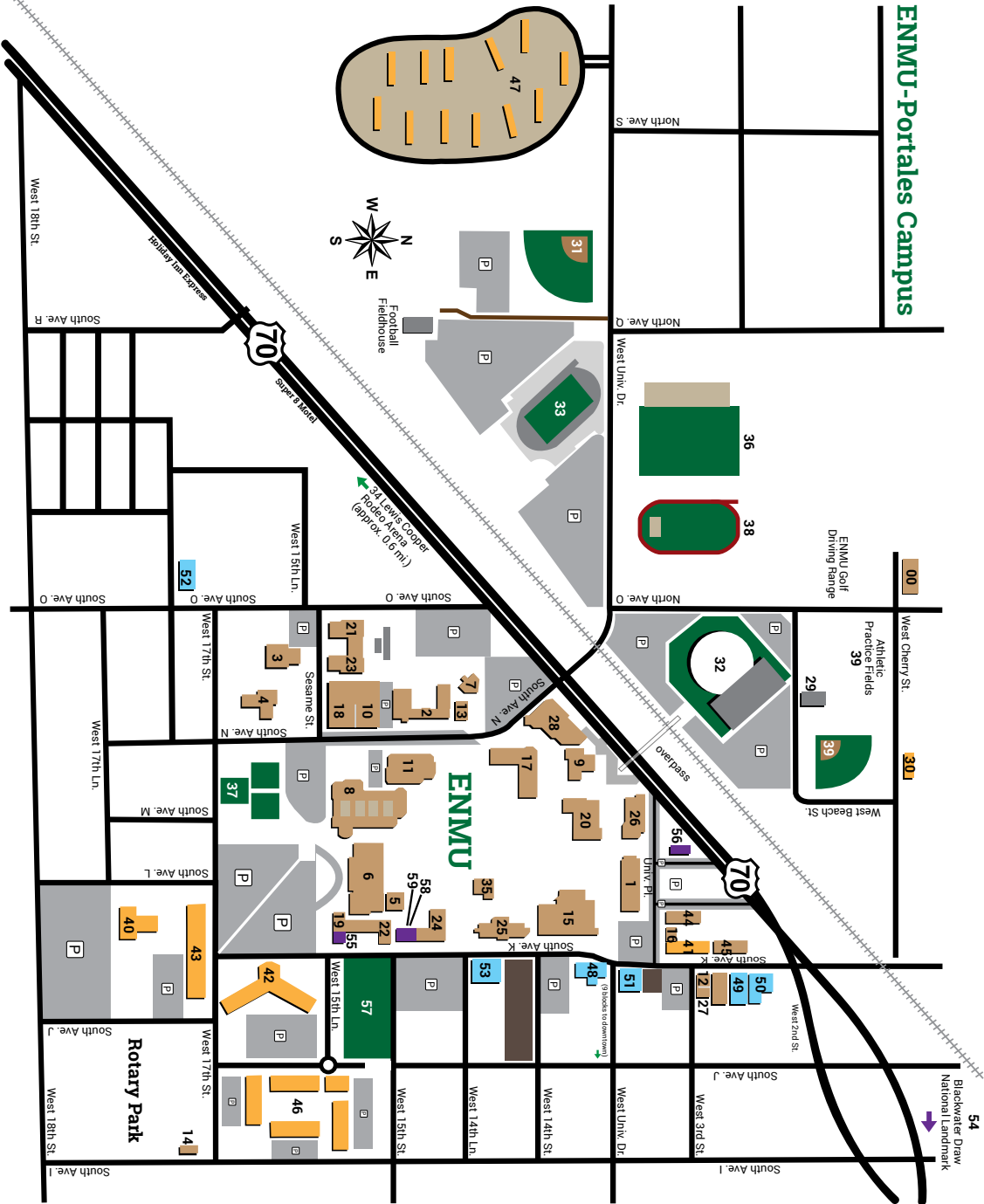
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ENMU Legend

- 00 – Presidential Residence (PR)
- 1 – Administration (ADM)
- 2 – Art and Anthropology (AA)
- 3 – Art Annex (AAX)
- 4 – Agriculture (AG)
- 5 – Campus Bookstore (BKST)
- 6 – Campus Union (CUB)
- 7 – Child Development Center (CDC)
- 8 – College of Business (COB)
- 9 – University Computer Center (UCC)
- 10 – Communication Building (COM)
- 11 – Education (ED)
- 12 – ENMU Foundation (DEV)
- 13 – Family and Consumer Sciences (FCS)
- 14 – Council of Prof. Emeriti (COPE)
- 15 – Golden Student Success Center (SSC)
- 16 – Health Services (CUSP)
- 17 – Jack Williamson Liberal Arts (JWLA)
- 18 – KENW Broadcast Center (COM)
- 19 – Lea Hall (LH)
- 20 – Music Building (MB)
- 21 – Physical Plant (PP)
- 22 – Post Office (PO)
- 23 – Purchasing (PU)
- 24 – Roosevelt Science Center (RSC)
- 25 – Science (S)
- 26 – Student Academic Services (SAS)
- 27 – Department of Public Safety (DPS)
- 28 – University Theatre Center (UTC)
- 29 – Athletic Weight Training Facility (AWTF)
- 30 – Mascot Manor (MM)
- 31 – Greyhound Baseball Field (BF)
- 32 – Greyhound Arena (GA)
- 33 – Greyhound Stadium (GS)
- 34 – Lewis Cooper Rodeo Arena (LCA)
- 35 – Natatorium (NAT)
- 36 – Soccer Field (SF)
- 37 – Tennis Courts (CTS)
- 38 – Track and Field (TRK)
- 39 – Greyhound Softball Field (SBF)/ Athletic Practice Field (APF)
- 40 – Bernalillo Hall (BH) non-residential
- 41 – Curry Hall (CUR)
- 42 – Eddy Hall (EH)
- 43 – Guadalupe Hall (GH)
- 44 – Harding Hall (HDH) non-residential
- 45 – Quay Hall (QH) non-residential
- 46 – San Juan Village (SJV – A, B, C, D)
- 47 – West Campus Apartments (WC)
- 48 – Baptist Student Union (BSU)
- 49 – Christian Campus House (CCH)
- 50 – Church of Christ Student Center (CC)
- 51 – Presbyterian Campus Ministry (PCMC)
- 52 – Thomas More Newman Center (TMNC)
- 53 – Wesley Foundation (WF)
- 54 – Blackwater Draw National Landmark (BWD) (site located 8 miles northeast of main campus on NM4467)
- 55 – Blackwater Draw Museum (BWDM)
- 56 – Roosevelt County Museum (RCM)
- 57 – Greek Park (GP)
- 58 – Genaro Natural History Museum (GNHM)
- 59 – Miles Mineral Museum (MAMM)

ENMU-Portales Campus



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