Equal Educational and Equal Employment Opportunity Policy
Western New Mexico University (WNMU) is dedicated to providing equal opportunities in areas of employment and academics without regard to age, ancestry, disability, gender identity, genetic information, national origin, pregnancy, race/color, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status as outlined in federal and state anti-discrimination statutes. Furthermore, WNMU is committed to providing a place of work and learning free of discrimination and harassment on the basis of a person’s age, ancestry, disability, equal pay/compensation, gender identity, genetic information, national origin, pregnancy, race/color, religion, retaliation, serious medical condition, sex, protected veteran status, sexual harassment, sexual orientation, spousal affiliation, equal pay/compensation, pregnancy, retaliation, sexual harassment. Equal educational opportunity includes recruitment and admission; access to courses and facilities; access to counseling, testing, and tutoring services; housing; financial assistance and student employment; health and insurance services; extracurricular programs and activities; and participation in athletics. Where a violation of policy is found to have occurred, WNMU will act to stop the conduct, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the WNMU’s policies and procedures and WNMU’s Student Code of Conduct.

Questions and comments concerning WNMU’s non-discrimination policies may be addressed to Debra Noble, Office of Diversity and Compliance/Title IX Coordinator, PO Box 680 Silver City, NM 88062, 575-538-6025.

Questions and comments concerning WNMU’s disability services may be addressed to: JoBeth Erling, Coordinator of Student Accessibility Services, 1000 W College Ave Silver City, NM 88062, 575-538-6138.

Western New Mexico University Catalog
Academic programs at Western New Mexico University are available to all students without regard to age, ancestry, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

Any item in this catalog is subject to modification at any time by proper administrative procedure.
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<td>(575) 538-6321 Light Hall</td>
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School of Nursing & Allied Health (575) 538-6960 School of Nursing Building
School of Social Work (575) 538-6421 Phelps Dodge Building
Small Business Development Center (575) 538-6320 Watts Hall
Sodexo (575) 538-6111 Mustang Dining Hall 2nd floor
Sports Information (575) 538-6214 Brancheau PE Complex
Student Activities Center (575) 538-6611 Student Memorial Center 1st floor
Student Government (575) 538-6377 Student Memorial Center 3rd floor
Student Health Services (575) 538-6014 Juan Chacon Building
Swimming Pool (575) 538-6735 Brancheau PE Complex
SWNM Leadership Program (575) 538-6348 Watts Hall 124
Technical Services
Library Manager (575) 538-6355 Miller Library
The Center for Gender Equity (575) 538-6635 1211 Mississippi Street
University Bookstore (575) 538-6123 Student Memorial Center 1st floor
University Foundation (575) 538-6310 Hunter Hall
University Librarian (575) 538-6358 Miller Library
Veteran’s Affairs (575) 538-6116 Juan Chacon Building
Western Institute for Lifelong Learning (575) 538-6835 Juan Chacon Building
WNMU Museum (575) 538-6386 Fleming Hall
WNMU Switchboard (575) 538-6011
WNMU-Deming (575) 546-6556 WNMU-Deming
Writing Center/Lab (575) 538-6051 Miller Library

All departments at WNMU receive mail through a central post office. Address any correspondence to a specific department and/or individual and use the following address:
Western New Mexico University
PO Box 680
Silver City, New Mexico 88062
Telephone: (575)538-6011
University Calendar

Enrollment dates listed below are for 15 week semester classes.
See on-line schedule for specific part of term enrollment dates.
http://fuse.wnmu.edu:8080/webtm

Fall 2019

First Day of Class ................................................ Mon., Aug. 19
Last day to add/audit/drop/change classes ............................ Fri., Aug. 23
Disenrollment for Non-Payment ...................................... Fri., Aug. 23
Late Registration Fee of $50.00 begins ............................ Mon., Aug. 26
Deadline to apply for Spring 2018 graduation ...................... Sun., Sept. 1
Labor Day (University Closed) ..................................... Mon. Sept. 2
Census Date .......................................................... Fri., Sept. 6
Grading Day (No Class) .......................................... Fri., Oct. 11
Mid Semester grades due ......................................... Mon., Oct. 14
Spring 2019 class registration begins .............................. Tues., Oct. 15
Last day to withdraw from class(es) with a grade of "W" ............. Fri., Nov. 1
(grades earned and assigned will not convert to a grade of "W")
Thanksgiving Recess (University closed) ........................ Mon.-Fri., Nov., 25-29
Final exam week .................................................. Mon.-Th., Dec. 9-12
Last day of class meeting ....................................... Thurs., Dec. 12
Commencement .................................................... Fri., Dec. 13
Fall grades due in the Office of the Registrar NO LATER THAN noon Mon., Dec. 16
Winter Break (University closed) ................................ To be Determined

Spring 2020

First Day of Class ................................................. Mon., Jan 13
Last day to add/audit/drop classes ................................ Fri., Jan. 17
Disenrollment for Non-Payment .................................... Fri., Jan. 17
Martin Luther King Day (University closed) .................... Mon., Jan. 20
Late Registration Fee of $50.00 begins .......................... Tues., Jan. 21
Census Date ....................................................... Fri., Jan., 31
Deadline to apply for Summer 2019 graduation ................ Sat., Feb. 1
Mid Semester grades due ..................................... Thurs., Mar. 5
Spring Recess (all campuses) (University Closed) .......... Mon.-Fri., Mar., 16-20
Summer and Fall 2018 class registration begins ................ Mon., Mar. 23
Last day to withdraw from class(es) with a grade of "W" ........ Fri., April 3
(grades earned and assigned will not convert to a grade of "W")
Spring Holiday (University closed) .............................. Fri., April 10
Final Exam Week ................................................ Mon.-Th., May 4-7
Last day of class meetings ....................................... Thurs., May 7
Nursing Pinning Ceremony ....................................... Thurs., May 7
Commencement .................................................... Fri., May 8
Grades due in the Office of the Registrar NO LATER THAN noon ...... Mon., May 11
Memorial Day (University closed) ........................................ Mon., May 25

**Summer 2021**

Classes begin Summer A term ........................................ Wed., May 27
Classes end Summer A term .......................................... Thurs., July 30
Classes begin Summer B term ........................................ Wed., May 27
Classes end Summer B term .......................................... Thurs., June 25
Independence Day (University closed) ........................... Sat., July 4
Classes begin Summer C term ....................................... Wed., July 1
Classes end Summer C term ....................................... Thurs., July 30
Western New Mexico University

University History

The community of Silver City realized a long-time dream on 11 February 1893 when the Thirtieth Session of the Territorial Legislature of New Mexico passed "An Act to Establish and Provide for the Maintenance and Government of the Normal Schools of New Mexico." Silver City and Las Vegas were chosen to be the locations of these teacher-training institutions. This successfully culminated the efforts of many in Silver City, who had attempted for years to convince the Territorial Legislature to approve an institution of higher learning in Silver City.

A Board of Regents, appointed by Governor L. Bradford Prince, was given the task of selecting a site for the school. During the 29 May 1893 Board of Regents meeting, the Regents took a field trip to examine the 20 acres of land being offered by the Town of Silver City for the Normal School buildings. The minutes of the meeting reflected that the Board of Regents accepted the acreage, known as Jordan’s Addition, that was located on a hill west of the Town. On June 2, 1893, the Town Council of Silver City headed by Mayor (and Regent) Major John W. Fleming agreed to deed the land to the Regents of the Normal School. Regent President (and Town Mayor) John W. Fleming’s offer of 20 acres of Town-owned property situated on a high hill west of the community. This site allowed the institution to be visible to all who came into town. On September 7, 1894, an impressive dedication ceremony was held. A copper box containing coins, magazines, and other items of the period was placed within the cornerstone of Old Main laid by the officials and townspeople. The military band of Fort Bayard provided appropriate music.

The first director was George Selby, an educator from Deming, who was given the title of principal. He is remembered as the man who was given the difficult task of developing curricula and providing instruction for the first forty students.

With the departure of Selby, Dr. Charles M. Light became the principal. He later became the first to be given the title of President. Professor Light, a Doctor of Pedagogy, provided a needed air of stability for the young institution and presided over substantial growth of the physical plant, faculty, and student body. His tenure lasted until 1914.

It was during 1917 that Fleming Hall was completed to house a gymnasium and Science Department. Today this building is the home of the WNMI Museum which was established in 1974. The WNMI Museum houses Campus Collections that include the copper box and contents of Old Main’s cornerstone and the first catalog of the New Mexico Normal School in Silver City. In 1923 the New Mexico Normal School became New Mexico State Teachers’ College; and Dotson Field
was constructed. The field, now known as Old James Stadium, was named after an alumnus who died in World War I.

Light Hall was built in 1928 to serve as an auditorium, library and classroom facility. Although Graham Gymnasium was started years earlier, it was not completed until 1936. The gym is named after President Graham who died suddenly during the gym’s construction phase. During the Depression of the 1930's numerous W.P.A. projects brought improvements to the campus. At the end of the 1930, a secondary school associated with the college began operation in a new building on the east side of the campus as part of the broader educational mission mandated by the state of New Mexico. Western High School was turned over to the Silver Consolidated School District on 1 July 1960.

Although there was a delay in campus expansion during World War II, the influx of many veterans following the war made it necessary to bring temporary housing to the campus. The new housing was immediately dubbed Veterans' Dormitory. In 1948 a College Cafeteria replaced the cafeteria located in the basement of Ritch Hall. In 1949 the Mustang Field House and swimming pool were completed, and the campus name was changed to New Mexico Western College. In 1949 the wish for an enclosed pool was fulfilled. In 1954 the President's home was completed. J. Cloyd Miller Library was built in 1957 following the razing of "Old Main." In the same year, Harlan Hall was constructed as the new Science Building.

Western New Mexico University received its current name in 1963. In 1966, the Fine Arts Center Theatre, the McCray Art Building, and the Parotti Music building were finished. These buildings provide cultural opportunities for the University and local community. New building additions including, the Phelps Dodge-Felix Martinez Buildings (1970), Glaser Hall (1981), Juan Chacon Building (1983), Thomas B. McDonald Student Memorial (1997), Besse-Forward Global Resource Center (2002), and the School of Nursing (2010) reflect the fulfillment of more recent needs of the University.

WNMU celebrated its 125th Anniversary in 2018. Exemplary teaching, quality programs, and enhanced regional service characterize the University mission, as WNMU continues into its second hundred years. Today, WNMU has campuses in Silver City, Deming, Truth or Consequences.

**Mission Statement**

An open-access institution and New Mexico’s Applied Liberal Arts and Sciences University, Western New Mexico University combines a foundation of liberal arts education with quality professional programs and career and technical preparation in a diverse, inclusive, creative, and caring community of learners empowered with the essential skills and knowledge for lifelong success in work and life.

Ser una institución de acceso abierto y la Universidad de Artes Liberales y Ciencias Aplicadas de Nuevo México, Western New Mexico University combina una base de educación en artes liberales con programas profesionales de calidad y preparación
técnica en una comunidad diversa, inclusiva, creativa y solidaria de estudiantes capacitados con habilidades y conocimientos esenciales para el éxito permanente en la vida y el trabajo.

**Vision Statement**

Western New Mexico University is a premier and innovative Applied Liberal Arts and Sciences University in combination with internationally recognized professional programs and career and technical preparation. Its students achieve career goals, become conscientious citizens, practice social and environmental responsibility, and impact their communities and their futures as independent thinkers who know themselves within the changing context of a global, digital world. Embracing its identity as a Hispanic Serving Institution, WNMU is the central contributor in its region for public service, economic development, and cultural enrichment.

Western New Mexico University es una Universidad de Artes Liberales y Ciencias Aplicadas superior e innovadora en combinación con programas profesionales reconocidos internacionalmente y preparación profesional técnica. Sus estudiantes alcanzan metas profesionales, formándolos en ciudadanos comprometidos, que practican la responsabilidad social y ambiental, que tienen impacto en sus comunidades y en su futuro como pensadores críticos independientes que se conocen a sí mismos dentro del contexto cambiante de un mundo global y digital. Adoptando su identidad como una institución de servicio a hispanos, WNMU es el contribuyente central en su región para el servicio público, el desarrollo económico y el enriquecimiento cultural.

**Accreditation and Standing**

WNMU is accredited by the Higher Learning Commission, (230 S. La Salle, Suite 7-500, Chicago, IL 60604 312-263-7462, info@hlcommission.org) and by the New Mexico State Board of Education for offering undergraduate and graduate work. Western New Mexico University, through its School of Business is nationally accredited by the Association of Collegiate Business Schools and through the School of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). The university has received national accreditation for its nursing, social work, and the economic development course/institute. The Early Childhood Program and Child Development Center are also nationally accredited.

WNMU is a member of the American Association of University Women, the Hispanic Association of Colleges and Universities, the, and The American Library Association.

**University Setting**

WNMU is located in the mountain community of Silver City, population 15,000, which serves as the marketing and financial center for a vast four-county area extending west to Arizona and south to Mexico.
Located in the foothills of the Mogollon Mountains and the Black Range at an elevation of 6,000 feet, Silver City has a climate that is dry, mild, and invigorating. The Gila National Forest provides opportunities for backpacking, camping, hunting, and fishing. Within the forest are hiking trails and Indian ruins, including the famous Gila Cliff Dwellings. Hot springs and ghost towns are nearby. The area is popular with rockhounds and is still panned for gold.

The town is far enough removed from large urban centers to permit tranquility and a sense of freedom, yet close enough to the metropolitan areas of Las Cruces, El Paso, Juarez, Albuquerque, Tucson, and Phoenix to enjoy their advantages. Silver City is served by commuter air to Albuquerque and other cities in the neighboring states, and by van service to the El Paso airport.
Academic Regulations

This section of the Catalog is a guide to the academic regulations and curricula of WNMU. Each student is responsible for complying with the regulations of WNMU and of the curricular program he or she selects.

Academic Achievement Recognition

**Dean's List:** To qualify for the Dean's List, full-time students must earn at least a 3.3 grade point average and have at least 12 hours credit for the term.

**President's List:** To qualify for the President's List, full-time students must earn at least a 3.7 grade point average and have at least 12 hours credit for the term.

Academic Amnesty Policy

An undergraduate student enrolling at WNMU after at least a five calendar year period of separation from any accredited institution of higher learning may wish to be considered for academic amnesty. Application for this consideration will be made by the student to the Registrar in the Fall or Spring semester immediately following the semester in which the student completes 24 or more credit hours at WNMU with a G.P.A. of at least 2.50 for these hours. Developmental Studies courses and non-academic vocational courses will not count toward the five year separation requirement or the G.P.A. requirement. Upon granting of the application, all courses prior to the five year separation will be removed from consideration for a degree and will not count toward the G.P.A. but will remain on the student's transcript. The student's transcript will be marked "Academic Amnesty Granted". Appropriate courses will be flagged, whether earned at WNMU or elsewhere. The student may not pick and choose which courses to remove from consideration. Academic Amnesty may be granted only once and is not reversible.

Academic Credits

An academic credit hour is the equivalent of one 50-minute standard class lecture per week for a minimum of 15 weeks. Laboratories, physical education activity classes, music lessons, ensembles, and workshops may generate credit hours at a lower rate.

Students enrolling in an improper course level will be reassigned to a more appropriate class.

Academic Credit Alternatives

**Adult Learning and Education Experiences**

Western New Mexico University will grant credit of up to 44 hours from a variety of off-campus sources as approved by the American Association of Collegiate
Registrars and Admissions Officers, the Council on Postsecondary Education, or the American Council on Education. It is recognized that certain curricula are affected by outside licensing and/or accrediting agencies that prohibit such substitutions or waivers. In such cases, the recommended credit may not be applied towards the degree in that discipline.

**Correspondence Credit (Undergraduate)**

A maximum of nine credit hours of correspondence credit is accepted toward a baccalaureate degree, and no more than six are accepted towards an associate degree. In accepting off-campus credit, WNMU will be guided by the interpretation of the college from which the credit is transferred. (Graduate students refer to Graduate Policies in the Graduate Studies Section.)

**Credit by Challenge Examination**

The program of credit by examination is available to students who, for reasons of scholarship or past academic experience, possess information and expertise at the same level as students who have completed a comparable course.

Eligibility for credit by examination is limited to students who have established a record of superior performance within a specific discipline or in their studies in general.

The usual set of conditions which justifies a request for establishing course credit by successful examination includes the following:

1. The student has demonstrated evidence of scholarship in the field in which the examination is desired;
2. The student has taken a course involving similar content but has not established credit for the course at WNWMU;
3. The student has had extensive experience of a theoretical and practical nature in a field which relates to the course in which the examination is requested;
4. The student has had private tutoring in the field, such as in music or art.

The following guidelines govern the examination procedures:

1. The examination will be searching in nature (comprehensive), strictly graded, and at least four hours in length;
2. The minimum passing grade shall be C;
3. The courses a student may challenge are determined by academic departments at WNWMU. Physical education activities classes are not open to challenge.

Any currently enrolled student with a cumulative G.P.A. of 2.0 or higher may challenge certain undergraduate courses by examination. The procedure is as follows:

1. Obtain a petition with a "statement of purpose" from the Office of the Registrar;
2. Obtain the signature of the instructor;
3. Obtain the signature of the appropriate Department Chair;
4. Obtain the final approval of the Associate Vice President for Academic Affairs;
5. Pay the fee of $15 per credit hour in the Business Office;
6. Make arrangements with the appropriate department chair to take the examination;
7. Complete the petition by mid semester;
8. Pay the normal cost of the course in the Business Office.

Challenge exams are only available for those courses not already recorded on an official university or college transcript.

No more than 15 credit hours by challenge examination may be recorded on the transcript for a baccalaureate degree. No more than six credit hours may be challenged for an associate's degree. Credit earned by challenge examination may not satisfy any part of the last 15 credit hours required for graduation.

DANTES Subject Standardized Tests/American Council on Education

DANTES Subject Standardized Tests (DSST) exams were developed to enable schools to award credit to students with knowledge equivalent to that learned by students taking the course. The ultimate passing score for each exam is determined by the school. The school is provided with a recommended passing score established by a national council of college faculty who teach the relevant course. The DSST program is approved by the American Council on Education (ACE), and ACE provides both a recommended passing score and number that could be awarded to successful students.

WNMU will accept credit based on the recommendations of the American Council of Education (ACE). Students can get their ACE transcripts from ACE at http://www.acenet.edu/news-room/Pages/How-To-Get-ACE-Credit-Recommendations.aspx.

Tests Available through the WNMU Testing Center

Refer to the WNMU Testing Center chapter within the Undergraduate Studies section of this catalog for more information on: NES, GED, HiSet, NBCC, CPCE, ACCUPLACER, Credit by College-Level Examination (CLEP)

Academic Integrity

Academic integrity standards are established to provide a systematic process for engagement between faculty, students, and administration. Further, consequences are established to remedy violations of academic integrity. Each student shall observe standards of honesty and integrity in academic work completed at WNMU. Adherence to the standards is considered a serious matter. Violations of academic
integrity such as cheating and plagiarism, intentional or unintentional, may result in penalties including dismissal from the university.

Violations include any behavior that misrepresents or falsifies a student's knowledge, skills or abilities. Such violations include two broad categories: (1) cheating and (2) plagiarism.

1. Definition:

**Cheating** includes, but is not limited to, using or attempting to use unauthorized materials such as notes, texts, images, electronic devices, and unauthorized copies of test materials. Cheating is also understood to mean unauthorized collaboration with others, copying the work of another, interfering with the work of another, taking an examination for another student or knowingly permitting another person to take an examination for oneself, or any action that presents the work of others to misrepresent the student's knowledge, skills or ability.

**Plagiarism** includes, but is not limited to, the intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work, failure to quote and/or cite sources, providing or receiving unauthorized assistance in the preparation of any academic work, the fabrication of sources or information, or submitting the same work for more than one course/instructor without the permission of the current course instructor.

II. Procedures for Addressing Academic Integrity Violations by Faculty and Students:

A. Faculty Members

If a faculty member suspects a student has violated academic integrity, the faculty member should handle the matter in the manner specified below:

1. Communicate with the Student

The faculty member must communicate or provide documentation of attempting to communicate with the student who has allegedly violated academic integrity to discuss the matter within 10 working days following discovery of the violation during the semester or if at the end of the semester, 10 working days after the start of the new regular semester following the semester in which the alleged violation occurs.

a. If the faculty member finds the student did not violate academic integrity, the matter is closed and the allegations are dismissed.

b. If the faculty member finds the student violated academic integrity, the faculty member must file a report within 10 working days after communicating with the student to the dean/chair of his/her department, to the dean/chair of the student’s academic department or the Center for Student Success if undeclared, and to the Vice President for Academic Affairs. The report will describe the nature of the violation and the action taken.
c. If the faculty member finds the student guilty of violating academic integrity and chooses to handle the matter directly with the student, the possible sanctions include, but are not limited to, failure/grade penalty on the assignment, rewriting the assignment, failure/grade penalty on the test, and failure/grade penalty in the course.

d. If the faculty member is unable to communicate with the student because the alleged violation occurs at the end of the semester, a grade of NR will be reported on the Academic Integrity Report and page 1 of the report will be forwarded to the Office of the Registrar.

e. If the student fails to respond within 30 days, the faculty member may assign a grade at his/her discretion.

2. Referring the Violation to the Academic Integrity Committee

If after communicating with the student, the faculty member believes the student has violated academic integrity, he/she may choose to refer the matter to the Academic Integrity Committee for a hearing by the Committee. The referral must be made within 10 working days after meeting with the student during the semester or if at the end of the semester, 10 working days after the start of the new regular semester following the semester in which the alleged violation occurs. The faculty member must report the alleged violation to the dean/chair of his/her respective department, to the dean/chair of the student's academic department or the Center for Student Success if undeclared, and to the chair of the Academic Integrity Committee.

B. Students Accused of a Violation

If a student is accused of violating academic integrity, he/she must communicate with the faculty member making the accusation.

1. Communicate with Faculty Member

The student must communicate with the faculty member who has suspected him/her of violating academic integrity to discuss the matter within 10 working days following discovery of the violation during the semester or if at the end of the semester, 10 working days after the start of the new semester following the semester in which the alleged violation occurs. If the matter is not resolved with the faculty member to the student's satisfaction, the student may refer the matter.

2. Referring the Issue to the Dean/Chair of the Department

If after communicating with the faculty member, the student feels the matter is not resolved to his/her satisfaction, he/she may refer the issue to the dean/chair of the department where the alleged offense occurs and to the dean/chair of the student's academic department or the Center for Student Success if undeclared within 10 working days of communicating with the faculty member. The dean/chair of the department must convene a meeting of the student and the faculty member within 10 working days of the referral.
3. Referring the Issue to the Academic Integrity Committee

If no resolution of the matter is reached, the student may refer the matter to the Academic Integrity Committee. The student must submit a report requesting a hearing within 10 working days after the meeting with the dean/chair of the department of the faculty member.

III. Academic Integrity Committee

The Academic Integrity Committee shall be a standing Faculty Senate committee which replaces all previously established committees for the resolution and disposition of violations of academic integrity non-residential issues (Academic Integrity Panel). The Discipline Committee will not hear issues on Academic Integrity.

A. Composition

The Academic Integrity Committee is composed of three faculty members and three alternates on a two-year departmental rotating basis. Committee members will be nominated by academic department to serve on the Committee. Three student members and three alternates appointed by the ASWNMU and one staff member who has taught a college level course and one staff alternate who has taught a college level course will be appointed by the Staff Senate at the beginning of the academic year. The Committee shall elect a chair, vice-chair and secretary. In the event that a quorum of the regular members cannot be obtained for a pending matter, and the chair determines that a hearing must occur before a quorum can be obtained, alternates identified above may serve.

B. Duties

The duties of the Academic Integrity Committee shall include by not be limited to the following tasks:

1. Hear cases brought before the committee after the following the above procedures;
2. Make recommendations based on substantial evidence presented;
3. Be governed by rules consistent with due process procedures an approved by the legislative branch of the Associated Students, the University Administration, and the University Board of Regents.
4. The chair of the Academic Integrity Committee will be responsible for notifying the faculty member and the student in writing, (by letter of WNMU e-mail) and by phone of the date, time and place at which the Committee will hold a hearing. In addition, the chair is responsible for conducting the hearing or rescheduling a hearing as outlined in III.C.3.
5. The vice-chair is responsible for notifying the members of the Academic Integrity Committee (faculty, students, and staff) of the date, time, and place at which the Committee will hold a hearing. The vice-chair may also conduct a hearing in the absence of the chair and will fulfill the duties of the chair in that case. If this occurs, a faculty alternate will serve on the committee as the third faculty member.
6. The secretary is responsible for preparing a written report of the hearing which includes the decision of the Committee, having the chair or vice-chair sign the report and forwarding copies of the report to the Vice President for Academic Affairs, the faculty member, the dean/chair of the faculty member’s department, the dean/chair of the student’s academic department or the Center for Student Success if undeclared, the student and the Registrar.

C. Hearings

1. Procedures

If the above procedures have not been followed, a hearing will be conducted.

2. Notice to the Faculty Member and the Student

Within 10 working days after an alleged violation of academic integrity has been referred to the Academic Integrity Committee, the chair of the Committee will notify the faculty member and the student, in writing (by letter or WNMU e-mail), and by phone, the basis for the alleged violation, and the date, time, and place at which the Committee will hold a hearing.

3. Date of Hearing

The hearing should not take place until at least 10 working days after the notification is sent. If the hearing falls during a University holiday, break in the semesters, during the summer months, or when a quorum of the Academic Integrity Committee is not available, the chair has the responsibility to schedule the hearing within the earliest reasonable time frame.

4. Who May Attend

Members of the Academic Integrity Committee, the student and the faculty member must attend the hearing. Witnesses and the dean/chair of the department of the faculty member may attend the hearing. The student has the right to have someone with him/her who may only speak at the pleasure of the Committee, but can also informally consult with the student.

5. Failure to Appear

If the faculty member or the student fails to appear at the hearing on the date, time, and place specified in the notice, the Academic Integrity Committee may hear testimony and evidence and reach a decision on the basis of that evidence. If either party is unable to appear on the date specified in the notice, he/she should notify the chair for the reasons that prevent. If the chair determines that good cause exists for not attending on the scheduled date, a new date for the hearing will be set no later than 30 days within the semester that the alleged violation occurs or if at the end of a semester, 30 days after the start of the new semester following the semester in which the alleged violation occurs.

6. Reports

The Secretary of the Academic Integrity Committee shall prepare a written
report of the hearing which includes the decision of the Committee. The chair or the vice-chair of the Committee will sign the report before it is sent to the Vice President for Academic Affairs, the dean/chair of the faculty member’s department, the dean/chair of the student’s academic department or the Center for Student Success if undeclared, the faculty member and the student. A copy of the report will also be placed in the student’s official file in the Office of the Registrar.

IV. Appeal of Decision from Academic Integrity Committee
A. If the student or the faculty member does not accept the decision of the Academic Integrity Committee, he/she may appeal the decision in writing to the Vice President for Academic affairs within 10 working days after receiving the report from the Academic Integrity Committee.
B. The Vice President for Academic Affairs shall review the record of the hearing and the evidence supporting the appeal and shall determine whether the decision of the Academic Integrity Committee was arbitrary or shall affirm the decision.
C. If the Vice President for Academic Affairs finds the decision to be arbitrary, he/she may reverse the decision. In all cases, the decision of the Vice President for Academic Affairs in final.

V. Consequences
A. A first finding of a violation of academic integrity will result in an Academic Integrity Warning.
B. A second finding of a violation of academic integrity will result in an Academic Integrity Probation.
C. A third finding of a violation of academic integrity will result in an Academic Integrity Suspension. Students may reapply for admission after one year.

Policy and Procedures adapted from similar policies and procedures from UNM, NMSU, ENMU, Baylor University, and Virginia Tech

Academic Standing, Undergraduate

Good Academic Standing
Students who maintain the minimum academic standards stated in the scale listed under Probation and Suspension will be considered in good standing.

Probation and Suspension
Academic Probation: Academic standing is based upon the overall G.P.A. and is reviewed at the end of each semester; students who have not made satisfactory progress will be placed on academic probation for the next semester. Satisfactory progress is based on the number of overall G.P.A. hours and overall G.P.A. according to the following scale.
Overall G.P.A. Hours | Overall G.P.A.
---|---
0-29 | 1.65
30-45 | 1.75
46-59 | 1.90
60 + Hours | 2.00

**Conditions of Academic Probation:** Certain restrictions are placed on students who are on Academic Probation status to assist them with improving their academic performance. Non-compliance with any of these restrictions is taken very seriously because the conditions of Academic Probation exist to help students identify and solve their academic issues.

1. A student on Academic Probation is required to discuss the Persistence Plan Tracking Program with his or her Advisor or Success Coach and sign the Student Agreement within two weeks of the start of the semester.
2. A student must fulfill the requirements set forth in the Student Agreement.
3. A student on Academic Probation may register for a maximum academic load of 13 semester credit hours. (Note: Students with declared majors in Applied Technology Programs may register for a maximum academic load of 15 semester credit hours.)
4. A student on Academic Probation may be required to withdraw from intercollegiate athletics.
5. A student on Academic Probation should contact the Office of Financial Aid to determine how his or her Financial Aid is affected by their academic status.

The student remains on academic probation until his/her overall G.P.A. hours and overall G.P.A. meet or exceed acceptable standards (see scale above) or

**Academic Suspension:** A student on academic probation will be suspended at the end of the semester in which the overall G.P.A. remains below acceptable standards and the semester G.P.A. falls below 2.0. Students placed on academic suspension are sent a certified letter by the Registrar.

The first suspension from WNMU is for one full calendar year from the date of suspension. A student may appeal their first suspension to the Admissions and Academic Standing Committee. A second suspension may not be appealed. The student must serve a suspension of one full calendar year. With any subsequent suspension, the student must serve a full two calendar year suspension without any right to appeal. Students serving their suspension must contact the Office of the Registrar for re-admission following the suspension period.

**Reinstated from Suspension:** Suspended students who are reinstated re-enter WNMU on academic probation.
During the period of suspension, a student may not register for classes, live in student housing, or participate in student activities at WNMU.

**NOTE:** Students suspended from another institution are not eligible to enroll at WNMU until they have served the suspension period of that institution.

**Assessment Program**

At Western New Mexico University students, faculty, and staff participate in assessment activities that help us to identify what works so we can continually improve the institution and ensure that teaching and learning are actually taking place. From the time you begin until graduation, you will be asked to participate in a variety of assessment activities. We realize that your time is precious, but we believe the feedback benefit - to the institution and to you - is worth the investment of your time.

Assessment at WNMU is not an end in itself; it is a vehicle for educational improvement. At the institutional level, the assessment program helps determine where and how our general education program is succeeding in achieving institutional goals and where changes need to be made to ensure continuous improvement. At the departmental level, the assessment program documents aspects of student learning within specific majors and to make changes as necessary to ensure continuous improvement.

For the individual student, assessment provides feedback on personal growth. The various assessment activities all help you measure not only what you know, but what you can do with what you know. As an active learner, you now share the responsibility for your learning; assessment gives you the constant feedback you need to monitor your own progress toward your goals.

**Participation in all assessment activities is required of each WNMU student.** Students will be given adequate notice of institutional assessment activities that are conducted throughout the year. Failure to participate in these assessment activities can result in administrative action. The consequences can include, but are not limited to, restricting the student's enrollment in certain courses, disenrollment from all courses for the semester, or reduction in a course grade if related to course activities.

**Attendance**

Attendance is expected at all sessions of each course for which the student is enrolled; the responsibility for attendance is placed upon the student. The student is responsible for making up missed assignments and making appropriate arrangements with the instructor. Failure to attend class does not imply withdrawal. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Non-attendance of classes due to late registration is considered the same as absences after registration.
An instructor may also drop/withdraw a student who does not meet the prerequisites of a course. Only students enrolled for credit or audit are permitted to attend classes. Students not enrolled may visit classes with the Instructor permission.

**Choice of Catalog**

Students pursuing an undergraduate/graduate degree may choose to graduate under the catalog which was in effect when they entered WNMU, or any subsequent catalog, provided the catalog is not more than six years old when the degree requirements are completed. Students may not use more than one catalog to complete degree requirements.

Curricular requirements are established by WNMU and include general education courses, supporting course work, and specific discipline requirements. Each undergraduate/graduate student's degree plan is individually determined following catalog guidelines and advisor recommendations. Students may request through their advisors an exception or substitution to the curricular requirements of their degree programs and to the academic regulations established in this catalog. Exceptions and substitutions must be approved by the department chair in the student's major/minor and (if appropriate) the Dean and Vice President for Academic Affairs.

WNMU may make changes and exceptions to curricular and academic policies, provided that administrative and governance procedures are followed and that reasonable consideration is given to individual petitions for exceptions.

**Classification of Students**

A student's undergraduate classification depends upon the number of credit hours earned:

- **Freshman** 0 - 29 credit hours earned
- **Sophomore** 30 - 59 credit hours earned
- **Junior** 60 - 89 credit hours earned
- **Senior** 90 - and up

**Copyright Policy**

Copyright is the right of the creator of a work to control the use of that work by others. Copyright protects literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial works, graphic works, sculpture, motion pictures and other audiovisual works, as well as sound recordings and architectural works. In other words, copyrighted work may not be reproduced by others without the copyright owner's permission.

Although there are some exceptions to the rules, i.e. fair use, discussed later, generally the unauthorized reproduction, performance or distribution of a copyrighted work is copyright infringement and may subject the guilty party to civil and criminal penalties.
Western New Mexico University (WNMU), its faculty, students and employees must comply with the Copyright Law. Questions regarding copyright law compliance should be directed to your department head, your professor, your supervisor, or the University Librarian and copyright compliance officer. Additional information about copyright is available on the following web sites: http://209.85.173.132/u/WNMU?q=cache:qt_yhnzAavYJ:www.wnmu.edu.

Course Load

The normal course load for students enrolled in the Fall or Spring semester is between 15-18 credit hours. A student carrying a load of 16 credit hours for each of eight semesters will have completed the necessary credit hours for graduation provided the student followed a specific degree plan without modification. Students who carry less than 16 credit hours for eight semesters may be ineligible for Financial Aid after the eighth semester of enrollment. Twelve credit hours is the normal load for students registering for summer school.

The responsibility for formulating and enforcing policies governing the student course load belongs to the student's advisor, Department Chair/Director/Dean and the Vice President for Academic Affairs or designee. The student's previous academic record will be taken into account when determining the course load. The advisor also determines, along with the student, the appropriate course load to carry during a given semester and indicates the total number of credit hours on the student's registration form.

A student desiring to carry a course load greater than 18 credit hours may register for additional credit hours if the previous semester's grade-point average was 3.0 (B) or above and no grades of "I" are outstanding. To carry a course load beyond the 18 credit hour course load, the student must petition for permission by completing the Petition for Overload form. The maximum course load in the summer session including interim or mini-sessions is twelve credit hours.

Registration in a one hour Physical Education course, registration in band, orchestra, chorus, or a Natural Sciences laboratory may be carried as additional hours beyond the normal 18 credit hours in the semester or 12 in a summer term without petitioning for excess hours.

Students who have a grade of incomplete from a prior semester may be restricted to carrying a normal load less the number of incomplete credits.

Non-credit or audit courses are counted as a part of the student’s load when determining tuition and requirements for overloads. Interim courses also count as part of the 18 hour course load (or twelve hours in the summer) for the semester in which they are placed.

WNMU is frequently requested to certify a student’s enrollment status as to full-time or part-time. The following guidelines are used primarily to verify enrollment for the purpose of Financial Aid eligibility and loan deferments.
Course-load guidelines:

**Fall, Spring, and Summer**

Undergraduates

a. Full-time: 12 or more credit hours per semester
b. Three-quarter time: 9-11 credit hours per semester
c. Half-time: 6-8 credit hours per semester
d. Less than Half-time: 1-5 credit hours per semester

Course Numbering

Courses numbered from 097 to 099 are remedial courses, 100 to 199 are intended for Applied Technology freshmen, from 200 to 299 for sophomores, 1000-1999 are intended for freshmen in academic courses, 2000-2999 for sophomores in academic courses and from 300 to 399 for juniors, and from 400 to 499 for seniors. Courses numbered in the 500 and 600 series are normally open only to graduate students (see Seniors Taking Graduate Courses).

Course Numbering Standards

Co-op Work Experience

The Co-op Work Experience courses are numbered 194 or 1995, 294 or 2995, 394, and 494. These courses are arranged through the Student Success Office, Juan Chacon Building, room 210. This program provides opportunities to supplement course work with practical work experience related to the student's educational and occupational objectives. The student will work a minimum of 45 hours per credit hour. Co-op Work Experience courses may be taken for one to six credit hours per semester. A maximum of six credit hours of Co-op Work Experience courses may be applied toward an associate or baccalaureate program.

Independent Study Courses (Graduate and Undergraduate)

Independent study courses may be made available in most departments by special arrangement between student and professor.

There are three types of arranged independent study:

1. Directed Study is used when the student wishes to study a subject not regularly offered. These courses are numbered 185 or 1992, 285 or 2992, 385, 485, and 585.

2. Directed Research is used when the student is performing research under the direction of a faculty member. These courses are numbered 190 or 1991, 290 or 2992, 390, 490 and 590.

3. Tutorial Reading is used when a student must take a regularly offered class on an independent basis. These courses are identified with their original course numbers with a TR/______ at the beginning of the course title.
WNMU policy is to prevent the abuse of the Independent Study as it may result in the loss of core-classroom learning; WNMU subscribes to the following general policy statements. Departments within WNMU may impose additional criteria and regulations.

1. Independent study courses (Directed Study, Directed Research, and Tutorial Reading) shall be used primarily for the purpose of academic enrichment. The assignment and approval of Independent Studies for other reasons shall be strictly limited to emergency situations.

2. A student in a baccalaureate program requesting approval for an Independent Study must have successfully completed 60 hours of college work and must have a G.P.A. of 2.5 or higher. A student in an associate program must have successfully completed 30 credit hours of college work and must have a G.P.A. of 2.5 or higher.

3. A maximum of twelve credit hours of Independent Study may be applied toward the graduation requirements at the baccalaureate level. A maximum of eight credit hours of Independent Study may be applied toward the graduation requirements at the associate level.

Internships and Practica

Internship courses are numbered 181 or 1998, 281 or 2998, 381, and 481.

1. There shall be a 45:1 ratio between field hours and credit hours; i.e., for a three credit hour course the student will work 135 hours in the field.

2. A maximum of six credit hours of practicum/internship hours may be applied toward an associate or baccalaureate program except when required by a professional accrediting agency.

3. The activities and duties performed by the student during the practicum/internship shall meet the goals and objectives of the discipline as defined by the department that offers the practicum/internship.

4. The faculty in charge of the practicum/internship shall prepare a written agreement detailing the responsibilities of the student and field agency during the practicum/internship. This agreement shall also specify the criteria for assigning a grade at the end of the practicum/internship. Both the student and field agency shall sign the agreement before the practicum/internship begins. The agreement shall be filed in the student's advisement file and in the Office of the Registrar.

5. The student, faculty, and agency shall evaluate the practicum/internship experience at the completion of the field experience.

6. If students are to receive stipends, per diem allowances, or other remuneration, criteria or guidelines shall be developed by the department which offers the practicum/internship. These criteria or guidelines shall clearly state the situations under which monies may be paid to a student.
7. A statement shall be filed with the department and Office of Academic Affairs defining the specific goals and purpose of any practicum/internship course listed in the catalog. It shall include a statement of how the above items are addressed.

**On-the-Job-Training (OJT)**

These courses are limited to associate degree programs and are numbered 196 or 1998 and 296 or 2998. The course instructor works closely with the on-the-job supervisor in determining the student's grade. Students may earn credit for work experience related to their educational and occupational objectives. The student will work a minimum of 45 hours per credit hour. OJT may be taken for one to six credit hours per semester. A maximum of six credit hours of OJT courses may be applied toward an associate degree.

**Professional Development**

Professional Development courses are numbered 144, 244, 344, 444, and 544. Courses are for professional development only and may not be used for degree credit.

**Workshops**

Workshop courses are numbered 180 or 1993, 280 or 2993, 380, 480, and 580. A workshop course can be offered up to two times before the department decides to make it a permanent course. The workshop content should not duplicate any existing course at WNMU. Collaboration with any other department offering similar content is highly recommended.

**Service Learning**

There will be an "SL" designation after the course description. Service Learning at WNMU engages students in structured community service activities and guided reflection as a part of the academic curriculum. Service learning gives students real-world experiences to enhance their learning while helping address community needs and foster civic engagement through volunteerism. Service-learning experiences support the WNMU undergraduate learning goals and outcomes. Typically, a service learning class at WNMU requires at least 15 hours of structured community service activities and asks students to produce at least 2,000 words in written reflection. Three credits of service learning courses are required for graduation with a Bachelor's Degree.

**Examinations**

Examinations other than final examinations are to be given at the discretion of the instructor.
Final examinations are held during the last week of the semester. The schedule of examinations is issued by the Vice President for Academic Affairs and is published in the semester schedule of classes. Any changes in the examination schedule must be approved by the Vice President for Academic Affairs.

The arrangements for a make-up examination shall be made by the student in consultation with the instructor.

**Grading System - Grade Points**

The WNMU grading system is expressed in letters, which carry grade points used in calculating the cumulative grade-point average (G.P.A.). Grades awarded in all courses indicate the quality of work completed. Grades of A, B, C, D, F, NF, and P are earned and recorded at WNMU. In computing the grade-point average, the total of credits in which the grades of A, B, C, D, F, NF have been earned is divided into the total number of grade points computed.

- **A** = 4 grade points per credit hour
- **B** = 3
- **C** = 2
- **D** = 1
- **F** = 0
- **NF** = 0 Given to students who did not officially withdraw from the course but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. This grade is given at the end of the term when grades are due.
- **P** Indicates a passing grade in a course. P is not computed in the G.P.A.
- **I** Indicates work is still pending and is given only when circumstances beyond the student’s control have prevented completion of the course within the official dates of a session. It is not intended as an opportunity to raise the grade in a course. "I" is not computed in the G.P.A.
- **IP** Indicates work in progress and is to be used for senior projects.
- **PR** Indicates work in progress and is to be used for graduate thesis.
- **MI** Indicates work is still pending for a student due to military obligations. A military incomplete will allow the student one full semester after release from active duty to complete the course work. A MI may not be given to a student who has a grade of D or F at the time of request.
- **MW** Indicates the student withdrew due to military obligations. A military withdrawal will be treated as a regular withdrawal and will not be calculated in the G.P.A.
- **W** Indicates withdrawal from the course with the permission of the proper authorities. Withdrawals are not permitted after the eleventh week of the semester. W is not computed in the G.P.A.
Additionally, students may want to refer to the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students or the Office of Financial Aid Satisfactory Academic Progress Policy for Graduate Students in reference to grades.

**Military Withdrawals**

Students who formally withdraw from the University before the end of the 11th week of the semester due to military obligations are entitled to a grade of MW (military Withdraw) or MI (Military Incomplete) in each course in which he/she is enrolled. Military orders or evidence of enlistment must be made available to the Registrar.

**Auditing a Course**

Students may register for any course as an audit, or without credit. The fee is the same as for credit. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Courses taken for audit may be repeated. The last day to change a course to an audit is the same date as the last day to drop a course.

**Final Course Grades**

Students can access their final grades via Mustang Express at [www.mywnmu.edu](http://www.mywnmu.edu) approximately seven days after the official close of the semester.

**Incomplete Grade**

The grade of incomplete (I) is given for coursework that could not be completed due to circumstances beyond the student’s control. In no case will a grade of I be used to avoid the assigning of D or F grades for marginal or failing work. A grade of I is requested by the student. A student must remove the I by completing all coursework by the close of the last day of classes in the following semester. Failure to comply with this regulation will result in automatic conversion from I to F.

**Mid-Semester Grades**

All mid-term semester grades of D or F are reported to the Office of the Registrar according to the WNMU Catalog schedule. These grades are made available to the student via their Mustang Express account, Athletics/Coaches, Office of Financial Aid, and the Student Service Specialists in the Office of Admissions.

If the student receives an unsatisfactory grade because of an apparent error in the registration process, he/she should contact the Office of the Registrar immediately.

**Repeating a Course**

Student may repeat a course previously taken at WNMU in order to improve the grade. The higher grade in a repeated course will be substituted in the calculation of the grade-point average for the final grade earned. All grades earned for the course remain posted on the permanent record, but credit may be earned only once.
Graduate Courses Taken by Seniors
Seniors who are within 12 credit hours of graduation, have completed all required courses for the baccalaureate degree, and have an overall grade-point average of 3.0 or above may petition to enroll for graduate credit. Forms may be obtained at the Office of the Registrar. A maximum of six graduate credit hours may be applied to a WNMU graduate program. Courses which are offered at two or more levels with identical titles may not be repeated for credit, with the exception of courses specifically structured for repetition.

Graduation

Commencement
Any students in their final semester of classes are considered degree candidates and are required to submit a “Graduation Application”. The Graduation Application form is available online at http://registrar.wnmu.edu/graduation/apply/. It must be completed and submitted by the designated deadline; June 1st for Fall; September 1st for Spring; February 1st for Summer. The advisor must also submit the student’s advisor approved Degree Plan with any substitution and/or waiver forms to Sylvia. Sierra@wnmu.edu. The advisor must indicate on the degree plan the student’s term in which they are eligible for graduation. Students will not be awarded their degree until the Final Degree Audit is completed by the Registrar’s Office.

Participation in the Commencement Ceremony
Commencement exercises are held at the end of the fall and spring semesters. Students whose requirements were completed in the preceding summer, as well as those who have completed requirements during the semester in which they applied for, are invited to and have their names printed in the commencement program. Participation in commencement does not, in itself, mean that a student is considered a WNMU graduate. Condition to participate a student must need 7 or fewer credit hours to complete their degree requirements. Students who are in the process of completing their final degree requirements in the fall and degree recipients from the previous summer session will participate in the fall ceremony.
Students who are in the process of completing their final degree requirements in the spring must attend the spring ceremony. However, degree candidates that wish to participate in a spring commencement, prior to completing degree requirements in summer session may do so if they meet the condition stated above.
In order to be awarded a degree, a student must fulfill university requirements.

Graduation with Honors
Baccalaureate degree candidates who have a cumulative grade-point average of 3.5 or above are designated for honors at graduation as follows:
Cumulative G.P.A. | Honor
---|---
3.90 or better | Summa Cum Laude
3.75 or better | Magna Cum Laude
3.50 or better | Cum Laude

**Student Grade or Instructor Professional Conduct Complaint Appeals Process**

I. **Scope.** This policy applies to student complaints concerning:
   
   A. Assignment of Grades; or
   
   B. Professional conduct of an instructor that does not involve a complaint of discrimination or harassment, such as a complaint of unfair treatment not involving discrimination or decisions about eligibility for program or degree requirements. For complaints of discrimination or harassment, refer to the Policy for Resolving Student Complaints of Discrimination or Harassment in the Student Handbook. The Student Handbook is online at [www.wnmu.edu](http://www.wnmu.edu).

II. **Definitions.**

   A. "Working days' means Monday, Tuesday, Wednesday, Thursday, and Friday, unless the day is a school holiday or vacation period. If the last day of the designated time period is a school holiday or vacation period, the designated time period will run until the end of the next day which is not a school holiday or vacation period. The term "vacation period" does not include the week of final exams.

III. **Procedures**

   A. **Step 1.**

      1. The student must submit a written complaint to the instructor within 30 working days of receiving grade notification or experiencing the disputed conduct. The student must also provide a copy of the written complaint to the Dean, Vice President for Academic Affairs, and the Vice President for Student Affairs.

      2. Within 10 working days of receiving the written complain, the instructor will respond to the complaint, stating in writing the instructor's decision and the basis for the decision. The instructor will also provide a copy of the written decision to the Dean, Vice President for Academic Affairs, and the Vice President for Student Affairs.

      3. If the student is dissatisfied with the instructor's decision the student may proceed to Step II.

   B. **Step II.**

      1. Within 10 working days of receiving the instructor's decision, the student must submit a written complaint to the department chairperson of the instructor, stating why the student is dissatisfied with the instructor's written decision. The student must also provide a copy of the written complaint to
the Vice President for Academic Affairs and the Vice President for Student Affairs.

2. If the instructor is the department chairperson, within 10 working days of receiving the chairperson's decision, the student must submit a written complaint to the Dean of the department, stating why the student is dissatisfied with the chairperson's written decision. The student must also provide a copy of the written complaint to the Vice President for Academic Affairs and the Vice President for Student Affairs.

3. The department chairperson, Dean, or a faculty member designated by the department chairperson or Dean ("designee") will investigate the complaint and, within 10 working days of receiving the written complaint, advise the student and the instructor, in writing, of the department chairperson's, Dean's, or designee's findings and decision. The department chairperson, Dean, or designee will also provide a copy of the written decision to the Vice President for Academic Affairs and the Vice President for Student Affairs. The department chairperson's, Dean's, or designee's investigation may include interviews with the student, the instructor, other students in the course, other instructors who have taught the course, and the review and comparison of pertinent papers and examinations.

4. If the student is dissatisfied with the department chairperson's, Dean's, or designee's decision, the student may proceed to Step III.

C. Step III.

1. The student must submit a written request to the Student Appeals Committee for a hearing. The student must submit the request within 5 working days of receiving the department chairperson's, Dean's, or designee's written decision.

2. The student should refer to the Student Appeals Hearing Guidelines found in the Student Handbook for a further explanation of the Student Appeals Committee hearing guidelines.
Admissions

When To Apply
We strongly encourage prospective students to apply and send the required documents as EARLY as possible to the Admissions Office. Students applying for the fall, spring, or summer terms should apply no later than one month prior to the first day of classes for the term in which they seek enrollment. (See the Academic Calendar for specific dates.) Students who submit applications after the recommended dates are not guaranteed admission to the university for that term.
(Note: The Academic Calendar in the Catalog will reflect exact date deadlines that will reflect the "one month prior to the first day of classes for the term" date.)

Secondary School Preparation
Most students accepted for admission to WNMU have graduated from high school and have taken a college preparatory curriculum. It is recommended that high school students complete at least four units of English, three units of social studies (including U.S. History), two units of science, and three units of mathematics. Those who plan to enter the fields of pre-engineering, pre-pharmacy, pre-dentistry, the sciences, or business administration are advised to include in their preparation at least intermediate algebra and plane geometry.

Experience has shown that students who have below a C average in high school are likely to experience difficulty with university-level work. Students who have not completed all the admissions requirements are admitted conditionally. Students who have not completed admission files during their first term of enrollment will not be allowed to register for any subsequent semester. WNMU reserves the right to refuse admission to any applicant for scholastic or other reasons which have been deemed by WNMU authorities as sufficient and proper.

Advanced Standing
WNMU grants admission with advanced standing to exceptionally able students who have participated in the Advanced Placement Program in high school. Students entering WNMU may receive advanced standing and college credits when they are certified by the College Entrance Examination Board as having satisfactorily completed appropriate examinations administered by the Educational Testing Service. In addition, examination scores must be reviewed and approved by the WNMU faculty. Students who are interested in the program should write to the College Entrance Examination Board, Box 592, Princeton, NJ 08540, while they are in high school.
APPLICATION FOR ADMISSION

Regular Admission - First Time Any College
High school graduates or High School Equivalency (GED) holders may be granted regular admission by completing the WNMU application and providing appropriate documentation of one of the following:

1. ACCUPLACER Placement Exam; unless GED scores in reading language arts and math are 165 or better or HiSET scores in reading, writing, and math are 15 or better; or

2. Achievement of an ACT sub-score of 21 or better (or SAT equivalent of 310 in reading and writing or 530 in Math). The ACT/SAT must have been taken in the past five years; or

3. Completion of the ACCUPLACER placement exam in corresponding areas where the ACT sub-score was less than 21 or SAT sub-score in reading and writing was less than 310 or math less than 530.

Applicants must submit an official high school transcript showing graduation completion or an official High School Equivalency (GED or HiSET) transcript to the WNMU Admissions Office and complete admissions/placement requirements listed above to earn final admission.

Students who have not completed admissions requirements may be admitted conditionally for one semester only. Students on conditional admission are ineligible for Financial Aid and participation in intercollegiate athletics.

Regular Admissions - Transfer Students
Students who present transcripts from regionally accredited colleges and universities may be given credit for such work. Students are expected to meet all admission requirements set forth by WNMU until official transcripts have been received directly from the records office of each institution previously attended.

Regular admission for transfer students requires the student to be in good standing at the institution from which he/she is transferring. Transfer students may be granted regular admission by completing the WNMU application form and providing appropriate documentation of one of the following:

1. ACCUPLACER Placement exam; or

2. Submission of a transcript showing completion of a college level writing course with a grade of C or better and mathematics course with a grade of D or better; or

3. Achievement of an ACT sub-score of 21 or better in reading, English, and math (or SAT equivalent of 310 or better in reading, writing and 530 in math). The ACT/SAT must have been taken in the past five years; or

4. GED score of 165 or better in reading language arts, and math or 15 or better in reading, writing, and math for HiSET.
5. Submission of a transcript showing completion of an undergraduate degree from an accredited institution recognized by CHEA (Council of Higher Education Accreditation).

All transfer applicants who have completed less than 24 hours must submit an official high school transcript or an official GED transcript.

Students who have not completed admissions requirements may be admitted conditionally for one semester only. Students on conditional admission are ineligible for Financial Aid and participation in intercollegiate athletics. All transfer applicants must submit official transcripts to the Admissions Office from all institutions previously attended to earn final admission.

A transfer student will enter WNMU on the same status as the last institution attended i.e. if a student is in good standing or on probation from the last institution attended, he/she will enter WNMU in good standing or probationary status, respectively. However, transfer students whose combined G.P.A. from all transfer institutions falls below WNMU’s acceptable standards (see sliding scale listed under "Probation and Suspension" in the Academic Regulations section of this catalog) will enter on probationary status regardless of his/her status at the institution from which the transfer was made.

Evaluation of transferable courses will not be completed until the student has supplied the Admissions Office with all documents necessary to complete admission requirements.

A transfer student who has been suspended from another institution is not eligible for admission until he/she has served the required suspension period of that institution.

**Academic Probation**

A transfer student who is on academic probation from the last institution attended will enter WNMU on academic probation.

**Transfer Evaluations - (See Records and Registration Section)**

**ACCUPLACER Placement Testing**

All undergraduate students new to WNMU must participate in WNMU’s placement testing program unless the GED, HiSET, ACT/SAT sub-score requirements are met. WNMU uses the ACCUPLACER test for this purpose. The ACCUPLACER test is used to assist Student Service Specialists with placement of students in appropriate English, math, and other courses. ACCUPLACER has three parts: math, reading, and Write Placer. ACCUPLACER test scores determine placement in developmental studies or college level courses in Math, and English. Students who have already completed appropriate coursework at another institution may be exempt. Such students should consult an Admissions Officer at the Admissions Office.
The ACCUPLACER should be taken before New Student Orientation, or at other scheduled ACCUPLACER test sessions. It is each student's responsibility to complete ACCUPLACER. All students identified above must complete the test prior to registration for classes. More information concerning ACCUPLACER testing is available at the WNMU Testing Center in the Office of Admissions, Juan Chacon Building, 2nd floor, room 219.

Non-Degree students and senior citizens may register for certain courses without taking the ACCUPLACER. Students who have already completed appropriate coursework at other accredited institutions may waive ACCUPLACER based upon their transcript evaluation.

Placement methods include the use of one of the following:

1. A comprehensive review of the student's past records including GEDm HiSET, or ACT/SAT test scores, appropriate CLEP scores or Advance Placement Scores, and college transcripts; or

2. Completion of all or part of the ACCUPLACER. Completion of the ACCUPLACER is required in corresponding areas where the sub-score was less than the ACT sub-score of 21 or SAT sub-scores of 310 in reading and writing and a math sub-score of 530. The ACT/SAT must have been taken within the past five years.

Students who have a 31 ACT sub-score or SAT sub-score of 1190 or appropriate CLEP or Advance Placement Scores can receive credit for an equivalent college level course.

Transfer students who have not completed a college level writing course with a C or better, a mathematics course with a grade of D or better or who have not achieved an ACT sub score of at least 21 in reading, English, or math, SAT Subscore of 310 in reading and writing or 530 in math are also required to take the ACCUPLACER for placement into the appropriate course or courses. Placement exam scores are used in initial advising and registration.

Students who score below college proficiency levels on the ACCUPLACER in writing, reading, and/or mathematics must take the appropriate developmental (review) courses beginning their first semester and each semester thereafter until they reach college level competency. Students may enroll in classes meeting certificate and degree requirements at the same time that they are completing their developmental courses. If the developmental course is a prerequisite, it must be completed before enrolling in a higher level course.

**ACCUPLACER Placement Testing Waivers**

Each student enrolling at WNMU must be assessed in basic skills in writing, mathematics, and reading unless s/he meets one of the following criteria for a waiver:

1. Submission of transcript showing completion of an undergraduate baccalaureate degree from a regionally accredited institution;
2. Achievement of an ACT sub-score or 21 or better (or SAT 310 in reading and writing, and 530 in math). The ACT/SAT must have been taken within the past five years;

3. GED scores in reading language arts, and math of 165 or better, or scores in reading, writing, and math of 15 or better for HiSET.

4. Submission of a transcript showing completion of college level writing course with a grade of C or better or a mathematics course with a grade of D or better;

5. Enrollment in eleven or fewer hours for personal enrichment as a non-degree bound Special Student. Students enrolling in English or Math courses must take the ACCUPLACER for placement purposes.

6. Permission of the department chair to enroll as a high school student in a course offered by that department. Students enrolling in English or Math courses must take the ACCUPLACER for placement purposes.

Students who initially enroll in courses for personal enrichment or job upgrading and who have not participated in a placement program must do so before enrolling in a certificate or degree program unless they meet the second criterion above.

**International Students**

The general policies of the University as outlined in this catalog apply to international as well as U.S. students. However, some special policies are necessitated by federal laws which are applicable only to international students.

An international student is any individual attending WNMU who holds an F-1, M-1, or J-1 non-immigrant visa. Legally admitted immigrants and refugees are not considered international students.

Information and application materials for admission to WNMU as an international student are available from the Admissions Office.

**English Proficiency:** WNMU requires that international undergraduate students establish English proficiency by one of these means:

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED**) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English;

- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English;

- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English;
- Completes (with passing grades in all courses of ‘C’ grade or higher) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English.

Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

1. A Test of English as a Foreign Language (TOEFL) score of 550 or higher on the written version of the test or 61 or higher on the Internet version of the test; or

2. A Score of 6 on the IELTS (International English Language Testing System); or

3. An ACT English subscore of 21 or higher or an SAT Verbal score of 310 or higher AND demonstration of adequate speaking skills as assessed by an interview conducted by a designee of the Vice President for Academic Affairs; or

4. An ACT English subscore of 17-20 or an SAT Verbal score of 430-490 AND three years of high school English with a 2.5 G.P.A. and demonstration of adequate speaking skills as assessed by an Interview conducted by a designee of the Vice President for Academic Affairs.

Admissions: Applications for admission for Summer term must be received by March 1; Fall semester received by June 1st with applications for Spring semester received by August 1st. All supporting materials, including national examination scores and/or transcripts from colleges or universities (with an English translation); and evaluation by an independent credentials evaluator; all test scores, including the TOEFL; proof of adequate financial support; and health examination form must be on file in the Admissions Office by:

- April 1 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Summer semester
- July 1 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Fall semester
- September 1 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Spring semester

Materials not received by the deadlines noted above may not be processed nor guaranteed for issuance of I-20’s for that term. If time does not permit processing for the requested semester, admission and the I-20 will be deferred to the subsequent semester. International students are required to show proof of adequate health insurance or arrange to purchase such insurance. The policy must include emergency evacuation or repatriation to their home country. If such proof is not provided, a health insurance policy will be provided by the university with the cost of the policy being the responsibility of the student.

International students will need a certified translation to accompany the official transcripts. See NACES for information [http://www.naces.org](http://www.naces.org).

**WNMU Foreign Transcript Translation and Evaluation Requirements**

Western New Mexico University seeks to afford students with foreign transcripts, every opportunity to transfer as many credits as possible. To that end, WNMU requires students with foreign transcripts to provide a highly detailed translation
and evaluation of any foreign transcript being submitted for possible credit transfer. Translations and evaluations must contain:

- Semester Units
- Individual Grade Equivalents
- Over all G.P.A.
- Identification of class levels
  - upper division, lower division, professional, vocational
- Course descriptions

Translations and evaluations submitted without the above criteria will not be considered for credit transfer.

Western New Mexico University requires that students with foreign transcripts use the following firms to translate and evaluate their transcripts:

Educational Perspective: NACES Member since April 2003
P.O. Box 618056
Chicago Illinois 60661
Phone: (312) 412-9300
Fax: (312) 412-9353
E-mail: info@edperspective.org
Website: http://www.edperspective.org

International Academic Credential Evaluators: NACES Member since May 2006
P.O. Box 2465
Denton, TX 76202-2465
Phone: (940) 383-7498
Fax: (940) 382-4874
E-mail: staff@iacei.net
Website: http://www.iacei.net

Span Tran Evaluation Services: NACES Member since April 1996
2400 Augusta Drive, Suite 451
Houston, TX 77057
Phone: (713) 266-8805
Fax: (713) 789-6022
E-mail: apps@spantran.com
Website: www.spantran.com

IEEES Foreign Educational Credential Evaluations: Non NACES Member
316 N. Milwaukee Street, Suite 214
Milwaukee, WI 53202
Phone: (414) 319-5000
Fax: (414) 319-5003
E-mail: evaluations@edevals.com
Website: http://edevals.com/about.html
Late Application for Admission

WNMU reserves the right to deny registration to any student who is late in applying for admission. A student who is permitted to register without having completed all of the steps for admission does so at his/her own risk, and may be required to withdraw and be subject to the standard refund policies of WNMU.

Readmission

A student wishing to be readmitted to WNMU must complete the Application for Readmission form available online or at the Admission Office and any other necessary requirements as directed by that office.

Any student who has attended other colleges or universities prior to application for readmission to WNMU must have official academic transcripts sent from those institutions to the Admissions Office as part of the application procedure. Students should be prepared to provide the Admissions Office with a copy of each course description to match the transcripts.

Residency

New Mexico Residency for Tuition Purposes

A student is classified as a resident or non-resident for tuition purposes based on information supplied on the application at the time of admission. The residence classification is only changed upon re-application for admission or submission of a petition for New Mexico residency. Non-resident students who believe they have satisfied requirements for establishing New Mexico residency may file a petition in the Admissions Office. No petitions will be accepted after the first day of classes. No petitions will be approved unless all requirements for residency are met before the first day of classes for the semester in which the change in residency status is requested.

Each person must meet the requirements individually. To become a legal resident of New Mexico, four basic requirements must be satisfied.

1. The Twelve Month Consecutive Residence Requirement: A student must physically reside in New Mexico for the twelve consecutive months immediately preceding the semester for which the petition is submitted.

   NOTE: A student whose parents or guardians reside out-of-state cannot begin to complete the twelve-month requirement until after their 18th birthday.

2. The Financial Independence Requirement: A student cannot be approved for residency if he/she is financially dependent upon parents or legal guardian who are not residents of New Mexico. At the time the student applies for residency (if under 23 years of age), a copy of his/her parents’ or guardian’s 1040 or 1040A U.S. income tax for the previous year must be submitted with the application. If the student is shown to be a dependent on this tax form, he/she will not be eligible for residency.
3. The Written Declaration of Intent Requirement: The student must sign a written declaration of intent to relinquish residency in another state and to establish it in New Mexico.

4. The Overt Act Requirement: Residency regulations require the completion of several overt acts which support the student’s declaration of intent to become a permanent resident. Examples of such acts are securing a New Mexico automobile registration, registering to vote in New Mexico, filing a New Mexico state tax return for the previous year, securing full-time employment, purchasing residential or business property, or having a long-established bank account in New Mexico. Other relevant factors may be considered along with those listed above.

Other Residency Regulations

The following are general policy statements under the regulations for New Mexico residence:

- All students are charged resident tuition rates during summer sessions;
- Active-duty members of the armed forces stationed in New Mexico and their dependents are eligible to enroll at WNMU and pay tuition at the resident rate. Re-certification must be made each semester the student is enrolled;
- Non-residents are eligible to apply for residency status after living in New Mexico for 12 consecutive months and satisfying other requirements for establishing residency;
- Students under 18 years of age and students financially dependent upon parents or guardian will be considered to have the same residency as the parents or guardian;
- Spouses and their dependents who move to New Mexico to work full-time, practice a profession, or conduct a business full-time (and who can provide appropriate evidence), or marry a New Mexico resident, are not required to complete the Twelve Month Residence requirement before applying for resident status;
- Students between the ages of 19 and 23 must submit a copy of their parents' or guardian's 1040 or 1040A U.S. income tax form for the previous year with their application for residency.
- Residence requirements are mandated by the Higher Education Department and are subject to change.
- Procedures and a brochure explaining all requirements for establishing New Mexico residency for tuition purposes are available at the Admissions Office.

For more information about Residency contact the Director of Admissions.
Non-degree bound Admission

Students desiring to be admitted to WNMU who cannot fulfill the usual requirements will be considered for admission based on the following conditions:

1. **Admission by Examination (High School Equivalency):** WNMU follows the guidelines established by the New Mexico State Department of Education concerning the Tests of High School Equivalency - General Education Development (GED) or HiSET (High School Equivalency Test). Students who have not graduated from high school may be admitted on the basis of satisfactory scores on the GED or HiSET, administered by the New Mexico Higher Education Department. Information on the tests may be obtained from the New Mexico Higher Education Department, the GED or HiSET websites, or from a local high school. The tests are also administered on the WNMU campus. Registration and payment for the tests are made online through the respective websites. Payment for the seat fee must be made on WNMU’s MarketPlace site. The WNMU Testing Center can help with registration to pay the seat fee. Classes for test preparation are offered through Adult Educational Services. It is WNMU policy that a student must be at least 17 years of age or his/her class must have graduated from high school before the student may be granted admission on the basis of a High School Equivalency diploma;

2. **Special Student:** A student may be admitted to WNMU to take those courses which are of interest to him/her without meeting the high school graduation requirements. A student with this classification enters with the understanding that courses pursued will not count toward a degree until the entrance requirements for the degree-bound student have been completed. The student must contact the Admissions Office concerning these requirements and procedures for a change of status from special student to degree-bound student. Degree-bound students are subject to course prerequisites. Special Students may register for up to eleven credit hours during a semester. Special Students are not eligible for Financial Aid. Students enrolling in English or Math courses must take the ACCUPLACER test for placement purposes. Special, Non-Degree Bound students are allowed to take, at their own risk, with instructor permission, any undergraduate course offered at WNMU without fulfilling the prerequisite requirement(s) for the course;

3. **Concurrent Enrollment:** High school students from private schools or home schools in New Mexico may enroll part-time at WNMU while they are completing their secondary education. Students must have permission from their school system even if they are not attending a public high school. A student must be recommended by his or her counselor and principal for the program. Approval of concurrent enrollment by the Admissions Office is required for final admission;
4. **Dual Credit**: High school students from NM public schools or public charter schools may enroll at WNMU while they are completing their secondary education. Course selection is limited to a specific list of courses provided to each high school. Approval for enrollment into these classes is granted by a designated staff member or administrator at each school. Additional information regarding this program may be obtained by contacting the Director of Outreach Programs at Western New Mexico University.

**Academic Advisement**

Academic Advising is an integral component of Western New Mexico University. Student Services Specialists (SSS) assist students in defining academic goals and career planning. They provide guidance with appropriate class scheduling, so that students can meet their desired goals.

Most new freshmen and transfer students will begin their advisement at the Admissions Office in the Juan Chacon Building. Below is the Policy Regarding Assignment of SSS. Students in these categories will be advised as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>All first semester freshmen and undeclared students</td>
<td>Student Service Specialists or Learning Center</td>
</tr>
<tr>
<td>NM Transfer-Ready Certificate</td>
<td>Student Services Specialist or Learning Center</td>
</tr>
<tr>
<td>Students in two year or certificate programs</td>
<td>Faculty in Major Departments</td>
</tr>
<tr>
<td>Students who have a declared a major or a two year or certificate program</td>
<td>Faculty in Major Departments</td>
</tr>
<tr>
<td>Graduate students</td>
<td>Faculty in Major Departments</td>
</tr>
<tr>
<td>Associate of Arts in Liberal Studies (A.A.) degree</td>
<td>Interdisciplinary Studies Department</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies (B.I.S.) degree</td>
<td>Interdisciplinary Studies Department</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Category</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Students</td>
<td>High School Counselors in coordination with the Admissions Office</td>
</tr>
<tr>
<td>Undergraduate Special/ Non Degree Students</td>
<td>Undergraduate - Admissions Office - Student Service Specialist</td>
</tr>
<tr>
<td>Graduate Special/ Non Degree Students</td>
<td>Department of Graduate Studies</td>
</tr>
</tbody>
</table>

Students may declare a major at any time after registering for their first semester.
Declaration of Major
The Student Services Specialist will initiate the transfer of the student to a departmental advisor, but will continue to assist the student with Financial Aid questions and issues, course registration, and other support services, as needed, throughout the first year of college. Students must contact the Admissions Office and be guided through the process of filling out the "Declaration of Major" form online.

Students are required to declare their major at 30 credit hours. If this is not done at 30 credit hours, the student will be placed on a "Major Declaration Hold".

The process for declaration or change of major includes:

- Completing the proper catalog year Declaration of Major form online, or completing a new form online if a student changes or adds a major, minor, or area of concentration.
- The student has an assigned advisor in the department; this information is emailed to the student immediately.
- Documentation in "Comments" section of Advising Space.

Campus Police Department

Safety and Security Report
The "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998," commonly referred to as the "Clery Act", requires institutions of higher education receiving federal Financial Aid to report specified crime statistics on college campuses and to provide other safety and crime information to members of the campus community. You can access them by going to http://www.wnmu.edu/admin/businessaff/CampusPoliceLossControl/index.shtml.

Standards of Conduct
Students attending WNMU are subject to all state, city and WNMU laws, regulations and rules.

WNMU recognizes its responsibility to the individual student, to the state, and to the communities of which its students are members. It maintains, therefore, a policy of disapproving those types of behavior which violate the standards of acceptable conduct. Continued misconduct of any type will jeopardize the student's privilege of recommendation by WNMU and may cause his/her suspension or permanent dismissal.

WNMU will cooperate with duly constituted legal authorities when a student is involved in violations of the law.
Students who are arrested by law enforcement officers and who are subsequently convicted for law violations may be subject to disciplinary action imposed by the University including warning, censure, restitution, probation, suspension and expulsion as the individual case warrants.

Students are subject to the provisions of New Mexico Statute and to disciplinary action by the University, including warning, censure, restitution, probation, suspension, and expulsion for engaging in the following conduct:

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to WNMU;
2. Forgery, alteration, or misuse of WNMU documents, records, or identification;
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other WNMU activities, including public service functions or other authorized activities on WNMU premises;
4. Physical abuse of any person or of property owned or controlled by WNMU or at functions sponsored or supervised by WNMU; or conduct which threatens or endangers the health or safety of any person;
5. Theft of or damage to property of a member of the WNMU community, or of a campus visitor;
6. Unauthorized entry into or use of WNMU facilities;
7. Violation of WNMU policies or of campus regulations, including those concerning the registration of student organizations, the use of WNMU facilities, or the time, place, and manner of public expression;
8. Use, possession, or distribution of illegal narcotics, and drinking or possession of alcoholic beverages on the WNMU campus, as provided by the laws of the state of New Mexico;
9. Violation of rules governing residence in property owned or controlled by WNMU;
10. Disorderly conduct, including lewd, indecent, or obscene conduct or expression on property owned or controlled by WNMU or at functions sponsored or supervised by WNMU;
11. Failure to comply with directions of WNMU officials acting in the performance of their duties;
12. Conduct which adversely affects the student’s suitability as a member of the academic community.
UNIVERSITY REGULATION PROHIBITS THE CONSUMPTION OF ALCOHOLIC BEVERAGES ON WNMU PROPERTY

Vehicle Usage

General Provisions

1. The operation and storage of a motor vehicle on campus is a privilege granted by WNMU. This privilege may be revoked at any time. A vehicle is the owner’s responsibility at all times. The owner must handle his/her vehicle with safety, operate it within regulations, and park and care for it without danger or problems to others.

2. All state, city, and WNMU traffic regulations will be observed at all times.

3. The maximum speed limit for motor vehicles on campus is 15 miles per hour, except in congested areas and around apartments, residence halls, and parking lots, where the maximum speed limit is 10 miles per hour.

4. Unnecessary noise from mufflers or any other noise making device is prohibited.

5. Pedestrians have the right of way at all times.

6. WNMU assumes no responsibility for damage or loss to a motor vehicle while it is operated or parked on the campus.

7. Double parking is prohibited.

8. Under no circumstances is any vehicle to be parked in such a manner as to obstruct traffic.

9. Parking in loading zones (green) is permitted for only 15 minutes.

10. The lack of parking spaces is not a valid reason for illegal parking.

Moving Traffic Violations

All moving violation fines must be mailed to the address on the back of the citation.

Permits

All students, staff, faculty, and frequent visitors who operate a motor vehicle on the WNMU campus must register and display a current parking permit sticker on their vehicles at all times. Register all vehicles at the Campus Police Department. Parking permits are free and may be obtained at Campus Police with proof of vehicle registration. The vehicle is not considered registered unless a visible permit is displayed. All parking lots at Western New Mexico University are permit parking only. Parking permits expire August 15th of each year.

If the ownership of the vehicle bearing a parking permit sticker changes, the permit will be revoked, and the former owner must remove it from the vehicle. Any vehicle not registered is subject to removal from the campus, and fines will be assessed.
against the owner or student. Tickets will be issued to those vehicles that do not clearly display a current parking permit. A copy of all parking and traffic regulations are available at the Campus Police Department.

**Handicapped Parking Permits**

Handicapped parking permits, issued by New Mexico Vehicle Division, must be displayed along with a current identification sticker from WNMU on the vehicle, at all times.

**Parking Penalties**

Any person who violates a campus parking regulation adopted pursuant to Section 29-5-1, NMSA 1978, is guilty of a misdemeanor and shall be punished by a fine of not less than $20 and not more than $120 ($60 for parking in a handicapped or $80 for parking in a fire zone) per citation.  

Failure to comply with the regulations may subject the driver to the loss of driving or parking privileges on campus and/or the impounding of the vehicle. All costs, tow charges, storage, and fines will be charged to the owner. Other disciplinary action may be taken. Students who live in campus housing are required to park in their residence parking lots until 5:00 p.m. Monday thru Friday. If found in a parking lot other than their assigned residence lot, a $20 ticket for illegal parking will be issued. More than three unpaid violations may result in disciplinary action by WNMU and/or issuance of magistrate traffic citations. **Lack of space is not a valid excuse for the violation of regulations.**

Parking is not allowed in the following areas and doing so will result in receiving a ticket: **Yellow** (no parking zones or official parking only), **Red** (fire lanes), **Green** (loading zones), **Purple** (non-student or visitor), or **Blue** (disabled, unless a state handicap permit is present and visible). It is also illegal to park in the crosswalks, on the sidewalks, on the grass, or to be double-parked.  

The parking lot in front of the University Museum is for museum visitors only. It is not a general parking area. Anyone who parks in this place, and who is not visiting the museum will be issued a parking ticket.

**Payment of Fines**

All parking and parking permit sticker fines must be mailed to or paid in person at the WNMU Business Office within five working days. After five working days, a $5 late fee will be charged per day up to $50 ($60 to $120 for parking in a handicap and $80 for parking in a fire lane). After remitting payment to the business office, the receipt must be taken to the Campus Police Department to resolve the citation.
Weapons and Firearms

It is the intention of Western New Mexico University to provide a safe and harmonious setting where students, faculty, and staff can work without fear or threat of bodily harm.

The sale, possession, transfer, or use of any weapon(s) or firearm(s) on campus, except in officer training programs conducted under the auspices of the United States Armed Forces, state or local government law enforcement agencies, or by officers thereof, is prohibited. Weapons, which include firearms, knives, other than pocket knives not exceeding 4 inches in length when folded and kitchen utility knives not exceeding 7 inches in total length; clubs, explosives, spiked wrist bands, chains, brass knuckles, or other items that may cause or be used for the purpose of causing intimidation, injury, or death. Any individual who has knowledge that another person has a weapon(s) or firearm(s) on campus has a duty to report the situation to the Campus Police. The failure to report a violation of weapon(s) or firearm(s) is a serious misconduct and is grounds for disciplinary actions. Such an offense, as accessory, will be disciplined and subject to the same penalty as the primary offender.

Persons with weapon(s) or firearm(s) must enter campus at the closest point to the Campus Police Department and deposit all prohibited materials at that office for the duration of their stay.
Center for Student Success

The Center for Student Success offers a variety of services to support the academic success of WNMU students, including, Academic Alert, career services, supplemental instruction, tutoring, and new student orientation. The Center For Student Success administers initiatives for students on academic probation who need additional academic support through a Path To Success program. Open 7-days a week, the Center for Student Success, offers a social space where students can meet with tutors and check out equipment including laptops.

Academic Alert Program

Instructors are asked to identify students in their classes who may be "at risk" and refer those students to the Center for Student Success. Staff may also submit an Academic Alert if they are made aware of academic or other issues experienced by a student with whom they work or interact. Identified students are contacted and, in concert with the professor, designated staff member (if necessary), and student, a plan is developed for the students to obtain appropriate progress in the course. Student Services Specialists, faculty advisors, tutors, and other appropriate support staff will assist students to improve their class performance, and may refer students to appropriate services on campus and in the community. The Academic Alert form is located in Mustang Express faculty page and can be accessed by any faculty or staff member who determines that a student may benefit from personalized services.
Community Relations

Alumni Association
The Western New Mexico University Alumni Association establishes mutually beneficial relationships between WNMU and its alumni to promote the best image, interests and development of the University in every way. In carrying out such objectives and purposes, the Association seeks to create, foster, develop, and encourage individual and community interest in and support of Western New Mexico University and higher education in general. The Alumni Office is located on the first floor of Hunter Hall. Phone: 1-800-872-9668, or (575) 538-6675, E-mail: alumni@wnmu.edu, Mailing Address: P.O. Box 680, Silver City, NM 88062.

Marketing and Communications, Office of
The Office of Marketing & Communications is the holder of the University’s brand and image and is the primary source for accurate and up-to-date information about Western New Mexico University. The office is responsible for researching, writing and distributing a variety of news and feature stories designed to promote the University’s image and position as New Mexico’s only Applied Liberal Arts and Sciences university as well as its programs, people, culture and educational philosophy. The office works through traditional and nontraditional media platforms to inform and engage external and internal stakeholders including local, statewide and national news media, staff, students and faculty as well as elected officials and members of the community. The office is responsible for the development and implementation of the University’s strategic marketing and communications plan that includes brand and reputation management, mass advertising and the development and oversight of collateral materials to ensure the University’s identification standards are adhered to with integrity, purpose and quality.

The director of marketing and communications serves as the primary spokesperson for the University to external and internal audiences. The Office of Marketing & Communications is located in the Juan Chacon building, room 258 and can be reached at (575) 538-6353 or marketing@wnmu.edu.

Community & Workforce Development, Department of
The Department of Community & Workforce Development (DCWD) trains students on the newest enabled technology advancements. The Applied Technology Programs include Computer Technology (CTP), Certified Nursing Assistant (CNA), Construction Technology, Industrial Maintenance, Electrical Technology, Financial Services, Programmable Logic Controllers (PLC), Renewable & Non-renewable energies, and Welding.
Mission Statement

Department of Community & Workforce Development’s goal is to educate and train students in the areas of applied technology to provide an effective work force to support economic growth and community development, and to ease student transition into the work force. The Department of Community & Workforce Development strives to keep on the cutting edge with industry. These programs focus on career technical education with a focus on innovation and certification in each discipline.

Among the goals of the applied technology programs in the DCWD is to provide a learning environment for the teaching of the academically underprivileged in the geographic areas it serves. The program facilitates growth in self-esteem and human potential by providing opportunities in professional growth for student, staff, and faculty. It also provides an innovative curriculum through traditional and non-traditional instructional methodologies and conducts a continuous student, community, faculty, and staff program appraisal which includes an extended follow-up on program effectiveness.

University Foundation

The WNMU Foundation is dedicated to raising funds for scholarships, capital improvements, programs and other activities in support of the objectives and goals of Western New Mexico University. Established in 1982, the Foundation is an independent non-profit 501 (c) 3 corporation which solicits and administers donations and endowments to meet the needs of the students, faculty, staff, facilities and operations of WNMU, which are not fulfilled through state and federal assistance. The Foundation conducts annual on-campus, alumni, local, regional and special event fund-raising campaigns, seeking contributions of cash, stocks, bonds, real estate, equipment, tangible property, and bequests from individuals and corporations. All gifts to the WNMU Foundation are tax deductible to the maximum allowable by law. The Foundation offices are located on the ground floor of Hunter Hall. Phone: (575) 538-6310, Fax: (575) 538-6275, E-mail: Jodi.EdensCrocker@wnmu.edu, Mailing Address: P.O. Box 1158, Silver City, NM 88062, WEB page: http://www.wnmu.edu/old/admin/foundation.
Early Childhood Education

Early Childhood Programs

Mission
The Early Childhood Programs at Western New Mexico University seek to support the highest quality of early care and education through community outreach, teacher education/training, and advocacy. We promote the primacy of play in child development in a child-and family-centered context, respecting each family's uniqueness and diversity.

Purpose
The Programs offer a comprehensive array of child- and family-centered services. The Programma foster and maintain collaboration and flexibility to meet the increased need for quality care and education throughout the campus and Southwest New Mexico.

The Early Childhood Laboratory Sites
The Programs provide a rich learning environment for university students with many other University Departments, including, Social Work, Nursing, and Education. In these model early care and education settings, education students, counseling interns and students from other disciplines have the opportunity to enhance their course work by overseeing young children interact and learn in developmentally appropriate environments. The Programs offers on-the-job training to graduate and work study students. Service providers from the community utilize the lab site to provide specialized services to children enrolled in the programs.

The Preschool/Child Development Center (CDC)
Located in Sechler-Rhoades Hall, CDC is accredited by the National Association for Education of Young Children and licensed by the State of New Mexico as a five star early care and education center. It serves 120 children of students, WNMU staff members, faculty, and community families. Children range in age from 6 weeks to 5 years. The center is open from 7:45 a.m. to 4:45 p.m.

The Growing Tree Infant/Toddler Program (GT)
Located on the campus of the Opportunity High School, the Growing Tree Program is also a nationally accredited, five STAR program for children, ages six weeks to three years, of teen parents enrolled in Silver Schools and WNMU students. Growing Tree operates on the Silver Consolidated School District calendar and is open from 7:30 a.m. to 4:00 p.m.

Early Childhood Family Counseling Center (FCC)
The WNMU Family Counseling Center supports young children, their families, and the professionals who work with them by providing comprehensive, play-based child and family services. Licensed counselors, including play therapists and infant
mental health endorsed specialists, offer developmentally appropriate assessment and therapeutic interventions to children and families at the CDC and Growing Tree. They work intensively with families and teaching staff developing and implementing strategies to support secure attachments. The mission of the Family Counseling Center is to strengthen families through child- and family-centered therapy that enhances relationships and effects long-lasting, sustainable change. This program:

- Includes collaboration with various departments at WNMU, for students who are seeking internship, and lab site experiences.
- Connecting with the community to bridge services for children and families.
- Provides trainings and hosts conferences related to Play Therapy, Infant Mental Health, and other family- and child-centered intervention strategies.
Extended University and Online Learning

Extended University and Online Learning staff oversee WNMU’s distance education programs. A regional learning center in Deming and high speed technology make the University accessible to students throughout southwestern New Mexico and beyond. Distance education technologies and flexible programming are used to enable students anywhere to earn university credits in a format that fits their busy schedules.

Extended University and Online Learning staff collaborate with local industry, government agencies, K-12 educational systems and community groups to design and deliver degree and certificate programs focused on workforce development. In addition, WNMU’s online degree-completion programs are popular with two-year schools such as Central New Mexico Community College and Dona Ana Community College.

Online Learning

Western New Mexico University provides students with a variety of online undergraduate and graduate courses, as well as a full range of electronic support services. Standard WNMU student services such as registration and payment are available online, as well as specialty services such as electronic tutoring and academic advising. In addition, all students are offered a short, free, non-credit online orientation course focused on the use of Canvas, WNMU’s course management system. For more information about online programs visit the WNMU home page at www.wnmu.edu or e-mail questions to online@wnmu.edu.

Technical Requirements

Supported browsers for Canvas: Because it is built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. Canvas supports the most recent two versions of every browser release. It is strongly recommended that users update to the newest browser version as well as the most up-to-date Flash plug-in. For the current technology requirements please consult the website: http://online.wnmu.edu/tech-requirements/.
Financial Aid, Office of

General Information

WNMU’s Financial Aid program provides assistance to students who, without such aid, would be unable to attend WNMU. Financial assistance consists of scholarships, grants, loans, and employment, which may be offered singly or in various combinations to qualified students. Student aid from WNMU and other sources is supplementary to the efforts of the student. The total amount of financial assistance offered a student may not exceed the amount he/she needs. The determination of needs is evaluated, using a federally determined formula based on the support which the student may expect from other sources (such as the student’s family).

The ability of a family to meet WNMU expenses will be determined by considering the family’s relative financial strength in terms of income, assets, and debts, and of additional children to be educated. WNMU will clearly state the total yearly expenses for the student. Students who need Financial Aid should expect to borrow a reasonable part of this aid to meet the cost of their education. WNMU’s Financial Aid funds and employment opportunities will be offered as a package arrangement to incoming and enrolled students. The Office of Financial Aid will provide upon request, each week during the spring semester, workshops describing the application process as well as avenues toward alternative funding. All students who require financial assistance are urged to attend at least one of these sessions.

The Student Office of Financial Aid will provide further information regarding the guidelines for each type of aid.
All students desiring federal financial assistance are required to:

1. Apply for Financial Aid. This can be accomplished with a single form - Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov;
2. Indicate on FAFSA the WNMU ID# 002664. The Office of Financial Aid will receive an Institutional Student Information Record (ISIR) electronically. This information is used in the determination of type and amount of Financial Aid award;
3. Undergraduate and graduate students must be regular admitted students to be eligible.

First time incoming transfer students must also have a transfer credit evaluation.

**Disbursal of Funds**

A student will receive an award notification that will describe the award package and instructions to log on to the WNMU Web site and how to proceed to the Financial Aid Section. Whereas, scholarship and grants are automatically accepted, loans and work-study must be accepted by the student. The student must follow the instructions for the appropriate award to participate in these programs. The student will receive credit for these awards in the Business Office.

**Returning Title IV Federal Aid**

The Office of Financial Aid at Western New Mexico University is required by the Department of Education to recalculate federal Financial Aid eligibility for students who withdraw, drop out, are dismissed or take leave of absence prior to completing 60 percent of the semester. Federal Title IV Aid includes Pell Grant, Supplemental Educational Opportunity Grant (SEOG); TEACH Grant, Perkins Loan, Stafford Loan and Plus Loan. The withdrawal date is defined by the Department of Education as the date the student begins the institutional withdrawal process, last date of recorded attendance, or the mid-point of the term for a student who leaves without notifying the institution. Students who are officially withdrawing from all of their courses may initiate the withdrawal process on-line through their Mustang Express account. The withdrawal process will be done electronically. It is important that the student assures proper withdrawal for all courses:

Step 1: Student Initiates Withdrawal  
Step 2: Academic Support  
Step 3: Business Office  
Step 4: Office of Office of Financial Aid  
Step 5: Residence Life  
Step 6: Office of the Registrar  
Step 7: Residence Life  
Step 8: Business Office  
Step 9: Student is officially withdrawn

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Until a student has passed the 60% point of an enrollment period, only
a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% is considered to have earned all awarded aid for the enrollment period.

The unearned portion of Federal Student aid Funds will be returned to the appropriate aid program(s). The funds are returned in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Graduate Plus Loan
5. Federal Plus Loan
6. Federal Pell Grant
7. Federal SEOG Grant
8. Federal Teach Grant

A school must return unearned funds for which it is responsible as soon as possible, but no later than 45 days from the determination of a student’s withdrawal. Students withdrawing from classes are responsible for payment of any balance due after the required return of Federal Student Aid Funds to the Business Office.

Recalculation will be based on percent of earned aid using the following formula:

1. Percent earned equals number of days completed up to the withdrawal dated divided by the number of days in the semester. For example, if the semester begins on August 17th and the student withdrew on September 10th the following formula applies:
   
   \[
   \frac{25 \text{ days completed}}{101 \text{ day of instruction in the fall semester}} = 24.8 \text{ percent earned Financial Aid}
   \]

2. Federal Financial Aid is returned to the Department of Education based on the percent of unearned aid and will be calculated as 100 percent of time in the term minus the percent completed (above) multiplied by the amount of aid disbursed. For example: using the 24.8 percent of earned time above, for a student who received a $2,675 grant and his total charges are $1,769.28 the following formula applies:
   
   \[
   100\% \text{ or } (101 \text{ days}) - 24.8\% \text{ earned or } (25 \text{ days completed}) = 75.2\% \text{ unearned}
   \]
   
   Student charges = $1,769.28 \times 75.2 \text{ percent} = $1,330.48 to be refunded to the federal aid program.

3. This is the required federal refund policy and does not take into account Western New Mexico University’s policy of 100 percent and 0 percent tuition refund. Any University refund will be used to repay the aid programs first. If, as in the example above, a student withdraws on September 10th, he or she will be in 0 percent refund time period or they will receive only 0 percent of tuition
charges. The student will still owe a refund of 75.2 percent of aid received.

For example:

<table>
<thead>
<tr>
<th>August 17</th>
<th>September 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$1,769.28</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$2,675.00</td>
</tr>
<tr>
<td>Refund Check</td>
<td>$905.72</td>
</tr>
<tr>
<td></td>
<td>$1,330.48 unearned aid</td>
</tr>
</tbody>
</table>

To remain eligible for Federal Student Aid during the semester, the student must be attending classes, taking exams and completing required course work.

To be eligible for Financial Aid for the following semester(s), the student must demonstrate satisfactory academic progress toward degree completion as determined by federal regulation in conjunction with the university policy.

**Unofficial Withdrawals:**

A student who receives all Fs or Ws, for non-attendance, for the semester will owe a refund to the Title IV Aid Programs. The refund will be calculated as if the student withdrew at 50 percent of the semester, unless the student's last day can be determined through an academically related activity.

**Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students**

**Purpose and Scope**

Federal regulations mandate that a student receiving financial assistance under Title IV programs must maintain Satisfactory Academic Progress in his or her course of study regardless of whether or not Financial Aid is awarded each semester. Western New Mexico University's (WNMU's) Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students must be applied consistently to all Financial Aid recipients within identifiable categories of students (such as full-time or part-time).

**Students pursuing Certificates, Associate's, or Bachelor's degrees are responsible for understanding and adhering to the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students.**

Financial Aid Satisfactory Academic Progress for Undergraduate Students is measured with the following standards as mandated by Federal Regulations:

- Qualitative (Cumulative Grade Point Average)
- Quantitative (Maximum Time Frame for Completion)
- Quantitative Percentage (Attempted Hours/Earned Hours)
Qualitative Standard

Students will be expected to maintain the minimum academic standards as outlined in the Academic Standing section of the WNMU Catalog. WNMU uses a 4-point scale for grade point average (G.P.A.) and requires students to maintain a 2.0 cumulative G.P.A. or better.

Quantitative Standard

The quantitative standard is used to accurately measure a student’s progress in a program. There are two components of the quantitative standard:

1. Quantitative Percentage: 67% Completion Rate Requirement

Students must complete 67% of the course load for which they register each semester. The chart below shows credit hour totals and the number of credits that must be completed to meet this requirement. Developmental/remedial course work will be counted in the 67% calculation.

<table>
<thead>
<tr>
<th>Attempted Semester Credit Hours</th>
<th>67% Completion Rate Requirement</th>
<th>Earned Semester Credit Hours must be more than or equal to: (amended 10/25/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Credit Hours</td>
<td>67%</td>
<td>12 Credit Hours</td>
</tr>
<tr>
<td>17 Credit Hours</td>
<td>67%</td>
<td>11 Credit Hours</td>
</tr>
<tr>
<td>16 Credit Hours</td>
<td>67%</td>
<td>11 Credit Hours</td>
</tr>
<tr>
<td>15 Credit Hours</td>
<td>67%</td>
<td>10 Credit Hours</td>
</tr>
<tr>
<td>14 Credit Hours</td>
<td>67%</td>
<td>9 Credit Hours</td>
</tr>
<tr>
<td>13 Credit Hours</td>
<td>67%</td>
<td>9 Credit Hours</td>
</tr>
<tr>
<td>12 Credit Hours</td>
<td>67%</td>
<td>8 Credit Hours</td>
</tr>
<tr>
<td>11 Credit Hours</td>
<td>67%</td>
<td>7 Credit Hours</td>
</tr>
<tr>
<td>10 Credit Hours</td>
<td>67%</td>
<td>7 Credit Hours</td>
</tr>
<tr>
<td>9 Credit Hours</td>
<td>67%</td>
<td>6 Credit Hours</td>
</tr>
<tr>
<td>8 Credit Hours</td>
<td>67%</td>
<td>5 Credit Hours</td>
</tr>
<tr>
<td>7 Credit Hours</td>
<td>67%</td>
<td>5 Credit Hours</td>
</tr>
<tr>
<td>6 Credit Hours</td>
<td>67%</td>
<td>4 Credit Hours</td>
</tr>
<tr>
<td>5 Credit Hours</td>
<td>67%</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>4 Credit Hours</td>
<td>67%</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>3 Credit Hours</td>
<td>67%</td>
<td>2 Credit Hours</td>
</tr>
</tbody>
</table>
2. **Quantitative: Maximum Time Frame**

Maximum Time Frame is measured by dividing the number of credit hours that the student has attempted by the number of credit hours that are required to complete the student’s program of study. If the student reaches 150 percent, then he or she has reached the Maximum Time Frame. Note: Federal regulations mandate that students receiving financial assistance under Title IV will have a total of twelve (12) semesters to complete a program of study regardless of whether they reach their Maximum Time Frame.

The graph below contains three examples.

<table>
<thead>
<tr>
<th>Graduation Requirement Hours</th>
<th>Maximum Time Frame Percentage</th>
<th>Attempted Hours Permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 Credit Hours</td>
<td>150%</td>
<td>180</td>
</tr>
</tbody>
</table>

In the example, the program of study requires 120 credit hours to graduate. Therefore, 180 credit hours would be 150%; when the student reaches 180 credit hours attempted in that program, he or she will have reached his or her Maximum Time Frame.

Students who reach the Maximum Time Frame allowed for a program of study will be placed on Financial Aid Suspension for which there is no appeal. However, students may complete their program of study but must pay their own expenses, such as tuition, fees, books, supplies, etc.

**Maximum Time Frame Adjustment for Change of Major**

Students who change their majors will not have credits attempted and grades earned excluded from the Maximum Time Frame calculation.

**Students who graduate and return to WNMU for a 2nd degree**

If a student graduates from WNMU and re-enrolls at WNMU to pursue another program, all developmental/remedial courses and academic courses where the student earned grades of "F", "W," or "I" will not be excluded from the Maximum Time Frame calculation.

**How my grades are evaluated under the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students?**

- The student’s cumulative G.P.A. must be a 2.0 or higher to satisfy the requirements of the qualitative standard of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students.
• Grades of "A", "B", "C", "D," "F," "P", and transfer credit will be considered credit hours attempted and earned.
• Grades of "W", "MI," "MW," or "I" will not be considered as credit hours earned for the 67% Completion Rate Requirement and Maximum Time Frame Rule but will be considered as credit hours attempted for the semester.
• Students who withdraw from the college must still maintain Financial Aid Satisfactory Academic Progress for Undergraduate Students for the 67% Completion Rate Requirement and Maximum Time Frame Rule.

What happens if I fail to meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students?

1. Following the first semester in which a student does not meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students, the student will be placed on Financial Aid Warning Status for the next semester of enrollment. Students may be allowed to receive Financial Aid funds while on Financial Aid Warning Status as long as they are otherwise eligible.

2. A student who is on Financial Aid Warning Status and who improves his or her academic performance as defined by the qualitative and quantitative standards will be placed in good standing and may be eligible to continue to receive Financial Aid for following semesters.

3. A student who is on Financial Aid Warning Status who fails to meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students will be placed on Financial Aid Suspension and denied further funding until he or she meets the qualitative and quantitative standards.

4. Appeals Process

A student who fails to meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students because of unusual circumstances beyond the student's control, such as illness, death in the family, or an accident, has the right to appeal. Throughout the appeal process the student must be prepared to pay his or her own expenses, such as tuition, fees, books, supplies, etc. Please follow the procedure below to appeal a Financial Aid Suspension.

• A Financial Aid Appeal form must be obtained from and submitted to the WNMU Office of Financial Aid.

• Documentation supporting the extenuating circumstances must be available for review.

• It is the student’s responsibility to follow up with the Office of Financial Aid after submitting a complete appeal form with all of the required documentation to determine the status of his or her appeal.

• Appeals will be approved or disapproved by the Office of Financial Aid Appeals Committee.
• If a Financial Aid Appeal is **approved**, the student will be placed on Financial Aid Probation and will be eligible to receive Title IV aid. The student's record is reviewed after the first semester of Financial Aid Probation. If the student has brought his or her cumulative G.P.A. up to a 2.0 and has also successfully completed 67% of the total number of credits attempted during the probation semester, he or she will be placed in good standing. If the student has completed 67% of the total number of credits but did not bring his or her cumulative G.P.A. up to a 2.0 and the term G.P.A. is a 2.0 or better, the student is eligible for one additional semester of probation. If the term G.P.A. is less than a 2.0, the student will be placed on Financial Aid Suspension. A student who is on Financial Aid Probation will be notified by university e-mail of his or her status and what he or she must do to continue to receive Financial Aid.

• If a Financial Aid Appeal is **disapproved**, the student will be placed on Financial Aid Suspension and denied further funding until he or she meets the qualitative and quantitative standards. If otherwise eligible, a student may complete his or her program of study but must pay his or her own expenses, such as tuition, fees, books, supplies, etc.

• **All decisions made by the Financial Aid Appeals Committee are final.**

**Additional Information**

**Complete Withdrawals and the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students**

Students who completely withdraw must still maintain the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students. A complete withdrawal will always have a negative effect on a student's standing under this policy. If a student completely withdraws during the semester and follows the appropriate procedures and deadlines, his or her grades for the semester will be all "W"s. These grades are not passing; therefore, the student did not meet the 67% Completion Rate Requirement and will be placed either on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension depending on what his or her status was before the semester began.

**Academic Probation and Suspension**

Students on Academic Probation or Academic Suspension will automatically be placed on Financial Aid Warning or Financial Aid Suspension, respectively. If a student successfully appeals his or her Academic Probation or Academic Suspension, that appeal has no effect on his or her standing with the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students; he or she will still be on Financial Aid Warning or Suspension. Please reference the Financial Aid Appeals Process section of this document for more information.
Notification of Status under the Financial Aid Satisfactory Academic Progress Policy

Students placed on Financial Aid Probation or Financial Aid Suspension will be notified by university e-mail of their status after grades are available.

The effect of dropping or withdrawing from a course

Students who reduce their course load by dropping or withdrawing from a course after the semester has begun risk non-compliance with the 67% Completion Rate Requirement. For more information, contact the Office of Financial Aid.

The effect of Financial Aid Suspension on Financial Aid Awards

Title IV federal aid for undergraduate students consists of grants, loans, and student employment; therefore, all grants, loans, and student employment awards will be cancelled (or discontinued in the case of student employment) if a student is on Financial Aid Suspension.

Consortium Agreements and the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students

When WNMU has a Consortium Agreement with a participating institution, the student must meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students of the institution that is awarding aid.

The effect of repeating courses

There is no specific limitation on the number of times a student may attempt a course under the Financial Aid Satisfactory Academic Progress Policy for Undergraduate Students. All course attempts, even repeated courses, will count when assessing whether a student meets the 67% Completion Rate Requirement and/or Maximum Time Frame limit.

The effect of Incomplete grades

Courses in which a student receives an incomplete ("I") at the end of the semester will count as attempted credit hours and as a non-passing grade when assessing if a student meets the 67% Completion Rate Requirement and/or Maximum Time Frame limit.

Renewal of Aid

No Financial Aid award is automatically renewed. Applications for continuation of aid must be made each year. Minimum requirements for continuation of Financial Aid include maintaining satisfactory progress toward a degree.

Grants

Federal Pell Grants

The Federal Pell Grant Program is designed to provide students with financial assistance needed to attend post-secondary educational institutions. The Pell Grant is
intended to be the basis for a financial-aid package and may be combined with other forms of aid to meet the cost of education. The amount of the grant is based upon the financial resources of the student and family. To be eligible for a Pell Grant a student must:

1. Establish financial need by completing and submitting a FAFSA application;
2. Be a U.S. citizen, or reside in the U.S. for other than a temporary purpose and intend to become a permanent resident, or a permanent resident of the Trust Territories of the Pacific Islands;
3. Be enrolled in an eligible undergraduate course of study and not previously have received a bachelor's degree from any institution.

It is the responsibility of the applicant to complete the FAFSA and submit it to the processing center. The results will come in the form of an Institutional Student Information Report (ISIR) and will be received electronically by the Office of Financial Aid, provided that our school code has been reported on the FAFSA (002664).

**Federal Supplemental Educational Opportunity Grants**

Federal Supplemental Educational Grants are available to undergraduate students with financial need who are unable to obtain educational credit without such aid. The student must show evidence of academic promise and the capability of maintaining good standing. The application form for this program is the FAFSA.

**New Mexico Student Incentive Grant / Leveraging Educational Assistance Partner**

WNMU will provide to qualified undergraduates the New Mexico Student Incentive Grant for the academic year. Recipients of this grant must be residents of New Mexico who exhibit substantial financial need and who are enrolled full time. Students enrolled less than full-time will have their grant prorated based on enrollment hours. The application form for this program is the FAFSA.

**Teacher Education Assistance for College and Higher Education**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $2,000 per semester and up to $4,000 per year in "grant" aid to eligible undergraduate and graduate students. Eligible undergraduate students may not receive more than $16,000 and graduate students may receive no more than $8000 in total TEACH Grant. Students enrolled less than full-time will have their TEACH Grant prorated based on enrollment hours. The amount of TEACH Grant awarded when combined with other student aid may not exceed a student's cost of attendance (COA).
Loans

Federal Perkins Loans

It is a long-term, low-interest (5%) loan program for undergraduates and graduate students who show academic promise. These funds must be used to meet educational expense. The maximum amount an eligible student may borrow is $5,500 per award year for undergraduates or $8,000 per year for a graduate or professional student. The maximum aggregate amount an eligible student may borrow is (1) $27,000 for an undergraduate who has completed two academic years and is pursuing a bachelor’s degree; (2) $60,000 for a graduate student including loans borrowed as an undergraduate; and (3) $11,000 for any student who has not completed two academic years of undergraduate work.

Following a grace period of nine months after a student ceases to be enrolled on at least a half-time basis, repayment of the loan begins. Borrowers teaching in elementary or secondary schools in areas of low-income families, or teaching handicapped children, may qualify for cancellation of their entire obligation; at a percentage per year over 5 years. Repayments may be deferred up to three years if the borrower is serving as an active member of the armed services or as a Vista or Peace Corps volunteer. The application form for this program is the FAFSA.

Federal Direct Subsidized Loan

Allows undergraduate and graduate students with financial need to borrow funds on an annual basis. The annual amount is dependent upon cost of attendance, expected family contribution, grade level, and other resources received. Interest and principal payments are deferred as long as a student is enrolled at least half-time. Borrowers pay an origination fee that is deducted from each disbursement. Repayment of the loan plus interest begins six months after the student ceases to be enrolled at least half-time. Undergraduate student must be enrolled in at least 6 undergraduate credit hours. Graduate students must be enrolled in at least 6 graduate credit hours. For a "First Year, First Time Borrower" student loans will not be disbursed until 30 days after the start of the semester.

Federal Direct Unsubsidized Loan

Allows undergraduate and graduate student to borrow funds on an annual basis. The annual amount is dependent upon cost of attendance, expected family contribution, grade level, and other resources received. Interest accrues while the student is enrolled in school and the student has the option of paying the interest payments or letting the interest payments be added to the loan amount. Loan principal payments are deferred as long as the student is enrolled at least half-time. Borrowers pay an origination fee that is deducted from each disbursement. Repayment of the loan plus interest begins six months after the student ceases to enroll at least half-time. Undergraduate student must be enrolled in at least 6 undergraduate credit hours. Graduate students must be enrolled in at least 6 graduate credit hours. For a
"First Year, First Time Borrower" student loans will not be disbursed until 30 days after the start of the semester.

**Federal Direct Parent Loan**

Based on need and allows parents of dependent students to borrow funds on an annual basis. The annual amount is dependent upon cost of attendance and other resources received. Repayment of interest and principal payments are due once the loan has been fully disbursed (paid out). Borrowers pay an origination fee that is deducted from each disbursement. Borrowers must pass a credit check. Dependent students whose parents have been denied a PLUS loan due to an adverse credit history may be eligible for an additional federal direct unsubsidized loan.

**Federal Direct Graduate PLUS Loan**

Based on need and allows students to borrow funds on an annual basis. The annual amount is dependent upon cost of attendance and other resources received. Repayment of interest and principal payments are due once the loan has been fully disbursed (paid out). Borrowers pay an origination fee that is deducted from each disbursement. Borrowers must pass a credit check.

Students must be enrolled at least half-time; which is 6 hours in Fall/Spring/Summer. This applies to both undergraduates & graduates. Students must have been admitted as a Regular Degree (no conditions or provisions to admission) Bound Student before a loan can be certified. Undergraduate student must be enrolled in at least 6 undergraduate credit hours. Graduate students must be enrolled in at least 6 graduate credit hours.

**New Mexico Nursing/Occupational Therapy Loan Program**

The New Mexico Nursing/Occupational Therapy Loan Program is a loan-for-service program. The purpose of the program is to increase the number of nurses/therapist in underserved areas in New Mexico. The student must declare intention to practice in an under served New Mexico area, complete a need analysis and contact the Office of Financial Aid.

**Scholarships**

Applicants must reapply for scholarships every year by March 1st. In addition to this application, students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) www.fafsa.edu.gov.

Performance Scholarships are awarded to qualified members of the concert band, choir, and jazz ensemble. Application can be made through the Music Department.

A number of private scholarships are provided through WNMU. Applicants must meet the specific requirements stipulated by the individual scholarship. Any financial-need determination required by the scholarship will be made by the Office
of Financial Aid. Any academic or skill-performance assessment required by the scholarship will be made by the donor.

Scholarships are competitive and can be renewed each year by application only, and are awarded to qualified students. High-school student applicants are typically considered on the basis of their high school academic records, achievement test scores, activities, and character. A student may receive a maximum of 8 semesters under the scholarship program and must maintain a minimum G.P.A. specified in order to renew assistance. To renew a scholarship, a student must reapply each year.

**Foundation Scholarships**
The Western New Mexico University Foundation offers numerous scholarships, funded by the contributions of businesses, non-profit entities, and individuals, to students who meet the criteria established by our generous scholarship donors. Upon completion of the scholarship application which is due March 1 of each year, students will be considered for various private scholarships specifically aligned with their career and academic goals. Recipients may be new or returning students depending upon the scholarship awarded; reside in or out of state depending upon the scholarship criteria. Must be a full-time student, have a grade point average as listed in the scholarship criteria. Many scholarships require a grade point average 2.5 or higher. Recipients must continue to meet the donor criteria for the scholarship meet the award renewal requirement. Students inquiring about Foundation scholarships should go to http://www.wnmu.edu/financialaid/scholarship.shtml. When applying for a Foundation scholarship students should refer to the main web page www.wnmu.edu, application for scholarships. Applications are not available on line after the March 1st deadline. All applications must be submitted by March 1 and must include all the necessary documents specified in the application check list. Applications are not available on line after the March 1 deadline.

**Arizona Tuition Waivers:** Waivers for non-resident tuition are offered to Apache/Navajo, Cochise, Greenlee Graham, Pima Counties, and other Arizona counties as permitted who have a grade-point average of 2.0 and who maintain a grade-point average of 2.0 while at WNMU. Application is made through the WNMU Office of Admissions.

**Athletic Scholarships** are available to qualified members of the WNMU athletic teams. For more information, contact the Athletics Office.

**Board of Regents Scholarships** are tuition only scholarships awarded to undergraduates who have demonstrated exceptional academic achievement. The recipient must be a state resident and be enrolled full-time. One third of these scholarships are reserved for students who demonstrate financial need. Applications for these scholarships must be submitted each year. They are not automatically renewed from one year to the next.
Colorado Waivers: Waivers for non-resident tuition are offered to Colorado residents who have a grade-point average of 2.0 and who maintain a grade-point average of 2.5 while at WNMU. Application is made through the WNMU Office of Admissions.

Competitive Out-of-State Tuition Waivers: Qualified students who are classified as non-residents of New Mexico receive an annual private scholarship of at least $200, along with a waiver of non-resident tuition. Recipients must have an ACT score of at least 23 and a grade-point average of at least 3.0. Application is made through the WNMU Office of Admissions.

The DeGrazia Scholarship In Fine Arts: The DeGrazia Art and Cultural Foundation, Inc., has established a scholarship which is endowed to honor DeGrazia’s contribution to the arts. Scholarship funds are designated for minority, native American, and Hispanic fine art students from the states of Arizona and New Mexico. Application is made through the WNMU Foundation.

Endowed Merit: Resident students who have scored a 26 A.C.T., and have a 3.0 G.P.A. are eligible for this $1200/year scholarship. Application is made through the WNMU Foundation.

Fry Foundation: A scholarship is offered to Cochise County residents and graduates of Cochise County high schools. Application is made through Cochise College.

Graduate Scholarship: Purpose of the Graduate Fellowship program is to increase graduate enrollment of minority students in graduate school. Western has three Graduate Fellowships: - one (1) in the M.B.A. program and two (2) in the Education program. Application is made through the Office of Financial Aid and appropriate department. Selection is made by the student's program department.

Lennie Merle Besse Forward Scholarship: Is offered to cover tuition, fees, room and board. The applicant must have an ACT of 24 or higher, or a high school cumulative G.P.A. of 3.5 or better. Applicants will be interviewed and must submit an essay stating why they deserve the scholarship. Application is made through the WNMU Foundation.

Ida Mitchell Moore Memorial: Is a tuition and fees renewable scholarship is for an in-state resident who aspires to a career as a science teacher in the state of New Mexico. Applicant must be a junior or senior with at least a 3.0 G.P.A. Application is made through the WNMU Foundation.

New Mexico Legislative Lottery Scholarships: Available to New Mexico resident students who have graduated from a New Mexico high school (or obtain a GED) and enroll in the next immediate semester. NM Lottery Success Scholarship recipients must enroll in 15 hours per semester and complete the 15 hours with a 2.5 cumulative grade point average. The amount of the Lottery Scholarship is sent annually by June 1 by the New Mexico Higher Education Department and can only be applied to tuition. A student will remain eligible to receive this scholarship by completing 15 NEW credit hours in each consecutive fall and spring terms while
maintaining a cumulative G.P.A. of 2.5 or better- repeated courses do NOT count. Students are not required to complete a FAFSA to receive the scholarship but is strongly encouraged. Students with disabilities who are eligible must contact the Office of Financial Aid.

**N.M. Scholars Program:** To recognize well qualified New Mexico high school graduates a renewable program is awarded in the amount of tuition, fees, books. May receive scholarship no more than 4 years. Requirements are N.M. high school graduate, total family income less than $30,000, upper 5% of graduating class and be attending an eligible university by the end of his or her 21st birthday. Application is made through the Office of Financial Aid.

**Mary Margaret and Bill Gowanlock Memorial Scholarship:** A scholarship is offered annually for $500/semester. This scholarship is available to a male and a female education major who is maintaining a minimum of 3.0 cumulative G.P.A. Application must be made through the WNMU Foundation Office.

**A.A. Parotti Memorial Scholarship:** Established in the spring of 1971 in honor of this distinguished educator and artist who served on the music faculty of WNMU for 33 years. Application is made through the WNMU Foundation. Application is made through the WNMU Foundation.

**Rosina Patterson Memorial:** For NM Residents majoring in Business who have demonstrated academic achievement and are financially needy. Tuition and fees and half of book costs. Application is made through the WNMU Foundation.

**Harold Runnels Scholarship:** The family of Harold Runnels has established this tuition and fees scholarship in memory of our former state representative. Application is made through the WNMU Foundation Office. Application is made through the WNMU Foundation.

**Lorraine Schula Scholarship:** Is designed to award deserving students majoring in visual arts and music. Application is made through the WNMU Foundation.

**Senator Harrison Schmitt Scholarship:** The Honorable Senator Harrison Schmitt has provided a scholarship for tuition and fees to a freshman resident of New Mexico. The recipient of the scholarship must have demonstrated an above-average degree of academic achievement. Application must be made through the WNMU Foundation Office.

**John Stermer Art Scholarship:** Established by Lucy Stermer in memory of her husband. The scholarship is awarded to an undergraduate art major. Application is made through the WNMU Foundation.

**Alan R. Thompson Teaching Scholarship:** Is offered to upper-division students who plan to pursue a teaching or coaching career and who have a minimum grade-point average of 2.5. Application must be made through the WNMU Foundation Office.
"24" Club Betty Cook Memorial Scholarship: In memory of Betty Cook is given by the "24" Club of Silver City to a Grant County Woman. Application is made through the WNMU Foundation.

Chase Webb Art and Theater Scholarship: Established in honor of Chase Webb, Drama Professor 1940-1970. Application is made through the Art and Theater Disciplines of the Expressive Arts Department of WNMU.

Veteran's Program

WNMU has been approved by the Veterans' Approval Office for the training of veterans under the Veterans' Readjustment Act, Public Law 90-77, and for certain training programs for the children of veterans. "WNMU has been approved for Veterans Benefits by the State Approving Agency." General admission to WNMU is sought through the Admissions Office. The Office of the Registrar handles the advisement of veterans entering these programs. Veterans are required to consult with this office before registration.

After proper certification has been made and approved, persons receiving veteran benefits are required to make "satisfactory progress toward an educational goal" in order to continue receiving benefits.

To facilitate the prompt and accurate reporting of the student's status and course load, the veteran must inform the Office of the Registrar of his or her enrollment intent prior to the beginning of each semester. Changes in enrollment status made after the last day to add courses must be reported immediately. Student veterans wishing to withdraw from any course must advise the Office of the Registrar. Students electing not to advise the office will assume full responsibility for changes of status, overpayment, etc.

Veterans attending WNMU have full access to all student services and activities.

It is the student's responsibility to remain in good standing with the VA and to respond to notification of changes in regulation. The VA toll-free telephone number is 1-888-442-4551. More information may be found at http://www.gibill.va.gov.

Work Options

Federal Work-Study/State Work-Study

Federal Work-Study is a federally sponsored program providing financial assistance to undergraduates through part-time work. Student who are residents or non-residents are eligible to receive federal works-study. State Work-Study is a state sponsored program providing financial assistance to undergraduates through part-time work. Work-study positions are awarded to students according to need. The application form for this program is the FAFSA. It is WNMU’s policy to provide a wage rate that is approved by the U.S. Education Department.
Information Technology

The Information Technology Department (IT) operates and manages the computing, networking, and communications systems at Western New Mexico University. IT is committed to meeting the technological needs of students, faculty, and staff. The academic computing labs located on the Silver City campus provide access to basic computing services to students, including Internet access, e-mail, word processing, database, spreadsheet, and presentation software. Specialized lab equipment includes scanners, digital cameras, digitizing tablets, and color laser printing.

The Information Technology (IT) Department also operates and manages the administrative computing environment at WNMU. It provides technical advice, training, and hardware/software support for administrative and instructional support offices. The IT Help Desk offers quick troubleshooting for technical problems. The Help Desk also handles computer service requests for WNMU employees. The team works with WNMU employees to meet their specific needs on an individual, group, or departmental basis.

Mission Statement

The Information Technology (IT) department at Western New Mexico University is committed to providing the computing and communication services, facilities and technical leadership necessary for the University to achieve its mission and vision.

In support of the University’s efforts:

- We contribute to the strategic and tactical planning process;
- We provide technical support for academic and administrative technologies;
- We implement and maintain the technology needed to enable and strengthen teaching, learning, and research by faculty, staff and students;
- We maintain the technical competence necessary to meet the changing technology needs of the University.

We strive to insure that WNMU is a center of excellence in the application of technology and that WNMU’s status is enhanced by reliable availability of all information, services and applications needed to further its teaching, learning, research, and public service missions.
J. Cloyd Miller Library

Named for J. Cloyd Miller (University President 1952-1962), Miller Library is the only building on campus distinguished by a bell tower. The library sits at the top of the 10th street rise on the curve that descends toward the Phelps Dodge Building on 12th street. The front entrance of the library faces east, overlooking the town of Silver City.

The Miller Library forms the north wing of the Thomas B. McDonald Building (Student Union Building) and can be reached by taking the elevator on the first floor to the 3rd floor mall. The west entrance of the library is at the end of the mall.

With a focus on students, the Miller Library's mission is to serve the Western New Mexico University community by providing access to information and by teaching research skills. Assistance is available in person, by telephone, and through E-mail and E-chat. The Miller Library is the venue for many programs including open forums, lectures, performances, book readings and author signing events.

Miller Library obtains, disseminates, and preserves information in a wide variety of print and electronic formats including books, periodicals, media, maps, microform records and Government Documents. It is a partial Federal and State Government Depository. Special Collections, including rare books and archives such as the Juan Chacon Papers and the Bruce Hayward papers, are held in the Library's Treasure Room.

The Library also provides access to photocopy machines, microform reader-printers, research computer terminals, wireless computer access, scanners and equipment for the hearing and sight-impaired. Interlibrary Loan services can obtain resources not owned by the Miller Library. The library's electronic resources are available via the internet by visiting http://voyager.wnmu.edu. In addition to its online public access catalog, the library provides access to over 100 research databases key to university research and study.

Media Technologies Services (MTS) is located on the Miller Library's first floor. MTS handles media equipment setups and deliveries on campus for faculty and staff. MTS also offers limited equipment checkout services to students, providing them access to laptops, tablets, video and still cameras to use in their academic pursuits. Both groups can make use of MTS' media duplication and editing services including a fully equipped digital media editing booth located in their offices.

The Miller Library is a member of OCLC, the New Mexico Council of Academic Libraries (NMCAL), and Amigos Library Services and is an affiliate member of the National Network of Libraries of Medicine.
Museum

WNMU Museum

Founded in 1974, the university museum is located in Fleming Hall. Fleming Hall was built between 1916 and 1917 as a gymnasium and the science department for the Normal School. The museum features both permanent collections of historic and prehistoric Southwestern cultures and various traveling exhibits.

Permanent exhibits and collections include the internationally famous Eisele Collection of Pottery and Artifacts, one of the largest most comprehensive collections of Mimbres pottery and artifacts on permanent display in the world. This major collection includes approximately 600 pieces of prehistoric pottery and 50 pieces of prehistoric basketry and footwear dating back to A.D. 200. Other permanent exhibits and collections include historic photographs and memorabilia documenting the history and the evolution of the university, the O.C. Hinman and John Harlan Photography Collections featuring historical photographs taken in southwestern New Mexico and surrounding mining district, and the WS Ranch Site Collection of Mogollon Indian artifacts.

The museum provides educational tours of its facility to the University community, visitors, and various school and civic groups that focus on Mimbres prehistory, Southwest prehistory, campus history, and other topics. The museum provides educational arts and culture tours in the U.S. Southwest, Northern Mexico, Peru, and other countries. The museum also has an extensive rotating short-term exhibition program.

The museum is a member of the American Association of Museums, the New Mexico Association of Museums, the Association of College and University Museums and Galleries, the University Museums and Collections Association, the Silver City-Grant County Chamber of Commerce, and the Council for Museum Anthropology.

Beginning August 1, 2016, and throughout 2016-2017 year, Fleming Hall will be under transformation. The WNMU Museum Shop and an exhibition of Mimbres Pottery will be temporarily housed in Watts Hall, at the corner of Silver Heights Blvd/Hwy 180 and Swan St. This temporary location will be open Monday through Friday and from 10:00 a.m. to 4:00 p.m., and closed weekends and all university holidays. Admission is free. For more information visit the Museum’s website, www.wnmumuseum.org.
Records and Registration

The Office of the Registrar is responsible for the maintenance of educational records at Western New Mexico University. Records include, but are not limited to, student transcripts and faculty grade reports. The academic folders for students are also maintained by the Office of the Registrar. These folders are maintained for a minimum of five years after a student last attends and then are destroyed.

The Office is responsible for the oversight of all registrations and enrollments; name and address changes, including end-of-term grade processing, grade changes, class schedules, classroom scheduling, enrollment and degree verification, transcript processing, ad hoc reporting, university catalog, degree audits, commencement ceremonies, transfer evaluations, processing Veteran Educational Benefits, and fulfilling many types of request from faculty, staff, and students.

Access to, and Confidentiality of Records

As electronic data and on-line systems make student data more readily available on campus, the issue of who legally and ethically should have access to the data presents itself. The following reflects the Western New Mexico University policy regarding access to student data:

1. The University permits the release of a student’s records to school officials at the university who have a legitimate educational interest in the student;

   A school official is defined as a person employed by the institution in an administrative, supervisory, academic, research, or support staff position. Also included are persons under contract to the institution to perform a special task, such as an attorney or an auditor;

   A school official is determined to have a legitimate educational interest if the information requested is necessary for that official to perform appropriate tasks that are specified in his/her position description or by a contract agreement or to perform a task related to a student’s education or a task related to the discipline of the student or if they are involved in providing a service relating to the student or the student’s family such as health care, job placement or Financial Aid;

2. Students can access their own data for informational purposes. This policy does not override other policies which require students to follow specific procedures to obtain their data i.e., transcript requests, student records folder review, etc.

In order to assist faculty and staff in interpreting this policy, the following guidelines are presented:

1. A student’s advisor can access the academic information required to provide accurate and effective academic advisement. The advisor may not release the information to a third party. The information is for the purposes of working with the student only;
2. An instructor may access the record of a student to determine if the student has the proper prerequisites as stated in the course schedule or catalog for the course they are teaching. The information may not be released to a third party;

3. Administrative and support staff assigned responsibilities for working with students in general may access the data appropriate to perform their job in an accurate and effective manner;

4. Because of the nature of the student information database (BANNER), faculty and staff may have the capability of accessing data on students who are not assigned to them as advisees. In order to be in compliance with privacy regulations, data retrieval should be restricted to advisee’s information only or as stated in number 2 above. If in talking with a student, he/she gives consent to the review of his/her records by the faculty or staff member, the member may review the records in the student’s presence;

5. Directory information may be released without the student’s written consent unless the student has requested that directory information be withheld. A form may be obtained at the Office of the Registrar. Directory information includes name, major field of study, participation in officially recognized activities and sports, date of attendance, degrees and awards received, most recent previous educational agency or institution attended by student, and weight and height of members of athletic teams;

6. A record is kept of all persons (except WNMU faculty and staff) who are given access to a student’s records without written authorization from the student.

Class Schedule
The "Class Schedule" is the official publication of the Office of the Registrar each semester. The schedule lists the semester’s course offerings, dates, times, places, and procedures for registration, along with other important information relating to the semester. Refer to the Class Schedule for up-to-date information each semester at http://fuse.wnmu.edu:8080/webtm/sched.jsp.

Enrollment Changes
Once registered, students may change their schedules according to published procedures and deadlines. Procedures and exact deadlines may be found at http://fuse.wnmu.edu:8080/webtm/sched.jsp should be referred to by students. The following refers to regular semester courses: (Examples are for 16 week course).

Deadlines for processing adds, drops, waitlists, withdrawals, and grade options for summer and short courses vary according to the length of the course. Consult the Schedule of Classes for specific dates.

Add or Change - Students may add courses or change sections only through 4.00% of the course (Example: For a 16 week course the end of the first week). Procedures and exact deadlines are published in the Schedule of Classes and should be referred
to by students. Beginning the first week of class instructor permission is required to add a course or change sections. For tuition costs, see the "Student Expenses" section of the catalog.

**Completion of Courses** - Students are responsible for completion of all courses in which they are enrolled. Changes in enrollment must be officially recorded on WNMU records. A student not following proper course or WNMU withdrawal procedures will receive a failing grade and will be subject to tuition and fees associated with the course.

**Drop** -

1. A student may drop a course or courses, without a grade, through 4.00% of the course (Example: For a 16 week course the end of the first week). Students are not required to obtain the Instructor permission/advisor to drop a course or courses during the first week. Procedures and exact deadlines are published in the Schedule of Classes and should be referred to by students. (Note: If a student is dropping to zero credit hours, a Complete Withdrawal must be completed. See section on "Withdrawal" below.) For the tuition refund policy, see the "Student Expenses" section of the catalog.

2. An instructor may drop a student from the class roll, without a grade, through 4.00% of the course (Example: For a 16 week course the end of the first week) when the student accumulates unexcused absences in excess of the number of credit hours offered for the course.

3. An instructor may drop a student from the class rolls, through 4.00% of the course (Example: For a 16 week course the end of the first week) when the student has not fulfilled the prerequisite for the course.

**Waitlist** -

1. A registration waitlist is an electronic list of students who are waiting to register for a filled course.

2. Students may sign up for this when they attempt to register for a section that has reached its capacity.

3. When a seat becomes available the student, instructor and advisor will be notified of the opening and the student will have 48 hours to add the course to his/her semester schedule. A week prior to the beginning of courses the deadline will be set to 24 hours.

**Withdrawal** -

1. A student may withdraw from a course, with a grade of "W", after the first week (4.00%) of the semester through the eleventh week (68.75%) of the semester (Example: for a 15 week course the beginning of the second week). Grades of "W" are not computed in the grade point average.

2. An instructor may withdraw a student from the class rolls, with a grade of "W" for non-attendance, after the first week of the semester, (4%), through the eleventh week (68.75%) of the semester.
3. A student may withdraw from all courses through the 11th week of class with grades of "W" unless grades have already been earned and assigned. A student who is withdrawing from all courses must do so by logging into their Mustang Express Account. The Complete Withdrawal link is under the Student Services tab. (See Complete Withdrawal from WNMU in the "Student Expenses" section of this catalog).

4. A student found insufficiently prepared to complete a course may be transferred to a lower level course in the same discipline prior to the completion of the first week upon the recommendation of the course instructor and with the approval of the receiving instructor.

5. Any student attending under Veterans' Educational Assistance must immediately notify the Veteran's Certifying Officer in the Office of the Registrar if making course changes which affect benefits.

Withdrawal From WNMU - Complete Semester Withdrawal

A student may withdraw from a course or All courses through (68.75%) of the course with grades of "W". (Example: for a 16 week course, the beginning of the second week through the 11th week) Grades of "W" are not computed in the grade point average. When students cease attending classes at WNMU during a semester and do not process a semester withdrawal according to the standard withdrawal procedures, they become liable for grades of Fs. Grades earned and assigned will not convert to a grade of W.

A student who is withdrawing from all courses must do so by logging into their Mustang Express Account. The Semester Withdrawal link is under the Student Services tab.

The Office of Financial Aid is required by the Department of Education to recalculate federal aid. Financial aid eligibility for students who withdraw prior to completing 60% of the semester.

Such students are responsible for tuition and fees associated with the course(s). Non-attendance in class does not necessarily result in an instructor initiated withdrawal. The calendar provided in the front section of the catalog will indicate the last day to process a withdraw for a semester withdraw or a 16 week course.

Grading Option Changes

Changes in grading options (audit to grade or grade to audit) must be made during the drop/add period. Grading option is indicated at the time of registration. The change is processed at the Office of the Registrar. It is the student's responsibility to make certain that s/he is registered with the proper grading option. Students who wish to audit a course must have the instructor's signature.

Misrepresentation

Non-disclosure or misrepresentation in filling out applications or other WNMU records will result in disciplinary action, including possible dismissal from WNMU.
Payment of Tuition and Fees

Payment of tuition and fees is required to complete registration. Payment includes paying your account in full, setting up on a payment plan, payment in full by a Third Party agency, or having sufficient financial aid funds to cover your total charges. Instructions for payment and payment deadline dates are published in the Schedule of Classes. For specific information about tuition and fees, refer to the "Student Expenses" section of this catalog.

Registration

Registration Procedure

Details of the registration procedures are contained in the Class Schedule link on-line. These details are prepared by the Office of the Registrar and are posted on-line before each registration period.

The act of registration on the part of the student is regarded as a commitment to comply with all the regulations of WNMU. Advance registration for the summer/fall semester typically begins mid-March, and for the spring semester in mid-October.

Late Registration

A student should complete registration (including payment of or arrangement to pay fees) prior to the first day of classes. Students may register during the first week of classes; however, classes may be closed and a full schedule may be difficult to obtain. A student is expected to make up work in the missed classes.

Late fees are assessed in accordance with WNMU regulations. Refer to the Schedule of Classes for the date when late fees begin. Students who fail to make financial commitment by the deadlines published in the Schedule of Classes will be disenrolled from all classes.

The Instructor permission(s) will be required for the initial registration or re-registration from disenrollment if the class is closed.

Completion of Courses.

Students are responsible for completion of all courses in which they are enrolled. Changes in enrollment must be officially recorded on WNMU records. A student not following proper course withdrawal or semester withdrawal procedures will receive a failing grade and will be subject to tuition and fees associated with the course.

Student Information

Change of Address

The student is expected to keep WNMU informed of his/her mailing address. Any change of address should be reported immediately to the Office of the Registrar. A student may also change his/her address via Mustang Express.
Change of Name
Students may initiate a change of name for their academic records by providing appropriate documentation. A copy of the student's Social Security Card showing the new name is required, to the Office of the Registrar, along with a photo ID.

Use of Social Security Numbers as Student ID
At the time of Admissions and Office of Financial Aid applications, WNMU will capture the student’s Social Security Number. To receive federal financial aid, students and parents of dependent students are required to provide their Social Security Number. Federal law requires students to provide a Social Security Number so that it may be included on an information return prepared by the institution, 1098T. The Social Security Number is used for record-keeping purposes only and is not displayed in public. Once entered, a student will be given a Generated ID. The Generated ID will be used as the individual student's identification number.

Transcripts
Transcripts will be issued to eligible students or to their designees, if authorized by the student, upon presentation of proper identification and/or a written request. Students may request their transcript through a secure portal, https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=dbqazRU1S6ckflIn. WNMU will not release transcripts without prior payment.

Official copies of the permanent academic record may be withheld until all financial obligations to WNMU have been satisfied. These obligations include, but are not limited to, loans, fines, tuition and fees. Transcripts may also be held for non-financial reasons such as loan default.

The fees for transcripts will be as follows:

- E-Transcript (Electronic) .......................................................... $10
- Paper transcript pickup ......................................................... $10
- Paper transcript mailed standard USPS ................................. $12.50
- Paper transcript mailed USPS international ........................ $15.00
- Paper transcript mailed FedEx overnight Domestic ......... $35.00
- Paper transcript mailed FedEx International Priority ....... $57.50

*Please note: Processing time for all requests is 2 business days from the receipt of the request, plus U.S. deliver time. During peak times such as finals week, end or beginning of semester processing time is 5-10 business days from the receipt of the request.

Students are encouraged to review their academic records at the end of each semester in which they are in attendance. This may be done through Mustang Express, click the Student Tab, and click the Student Records link. Any discrepancies noted should be brought to the attention of the Office of the Registrar as quickly as possible.
Transcript Evaluation

Transfer Credit from other Institutions (Undergraduate Students)

It is the policy of Western New Mexico University to accept transfer credit from other New Mexico accredited or regionally accredited colleges and universities. WNMU will also accept transfer credit from an institution recognized by the Council of Higher Education Accreditation (C.H.E.A.)

Transfer credit may be awarded when the following conditions are met:

1. The student must be awarded "final" admissions status;
2. The course carries degree credit at the transferring institution; developmental level courses will not transfer.
3. The student was not suspended from a college or university at the time the course was taken.

Transfer transcripts become the property of WNMU and will not be returned to the student either as originals or as copies. Transfer credit will become part of the student's record after the student has established a course of record.

All courses with letter grades of A, B, C, D, CR, P, S, (except ENGL 1110 or 1120, and Developmental or Remedial courses) will be posted on the WNMU transcript provided they conform to the above noted restrictions. Courses transferred with a D cannot count toward a student's major or minor. If duplicate courses are taken at other institutions, only the course with the highest grade will transfer.

Starting in Fall 2011, only grades earned at WNMU count towards the student's cumulative G.P.A. Transfer grades will start with a T/ and not count in the G.P.A. (Ex. T/A, T/B, T/C, etc.)

Courses transfer from other institutions at the level offered at those institutions. Hours transferred from two-year institutions cannot be used for upper division (300-400) hours unless specific transfer articulation agreements have been approved. Transfer course will be matched with an equivalent WNMU course if possible. If not, the transfer course will be designated with an appropriate level number ending in "99" i.e. a 200 level course with no WNMU equivalent will be designated as 299 on WNMU transcript.

In the case of non-equivalent courses that are part of the NM Common Core or other transfer articulation agreements, the numbers 175 or 275 will be used. These are pre-approved General Education courses, and will not need course substitutions to fulfill the WNMU General Education requirements.

The Transcript Evaluator has the authority to designate which transfer courses count for General Education requirements. The departments have the authority to designate which courses count toward the major degree requirements.
After enrollment at WNMU, course work taken at another institution may replace the grade for a course taken at WNMU, provided the student receives prior approval from the student's advisor at WNMU to take the course.

A transfer student must complete a minimum of six credit hours in the elected major and a minimum of three credit hours in the elected minor in residence at WNMU.

See the "Undergraduate Degree Requirements" section of the catalog for specific degree information for students.

International students will need a certified translation to accompany the official transcripts. See NACES for information http://www.naces.org.

**WNMU Foreign Transcript Translation and Evaluation Requirements**

Western New Mexico University seeks to afford students with foreign transcripts, every opportunity to transfer as many credits as possible. To that end, WNMU requires students with foreign transcripts to provide a highly detailed translation and evaluation of any foreign transcript being submitted for possible credit transfer.

**Translations and evaluations must contain:**

- Semester Units
- Individual Grade Equivalents
- Over all G.P.A.
- Identification of class levels
  - upper division, lower division, professional, vocational
- Course descriptions

Translations and evaluations submitted without the above criteria will not be considered for credit transfer.

Western New Mexico University requires that students with foreign transcripts use the following firms to translate and evaluate their transcripts:

- **Educational Perspective:** NACES Member since April 2003
  - P.O. Box 618056
  - Chicago Illinois 60661
  - Phone: (312) 412-9300
  - Fax: (312) 412-9353
  - E-mail: info@edperspective.org
  - Website: http://www.edperspective.org
  - Match-Match Catalog courses- $225

- **International Academic Credential Evaluators:** NACES Member since May 2006
  - P.O. Box 2465
  - Denton, TX 76202-2465
  - Phone: (940) 383-7498
  - Fax: (940) 382-4874
  - E-mail: staff@iacei.net
  - Website: http://www.iacei.net
Western New Mexico University treats transfer students the same as students who started at WNMU in awarding credit towards fulfilling degree requirements. The University supports articulation among all post-secondary institutions in New Mexico.

Arizona transfer students who complete any one of the three Arizona General Education Curriculums will be deemed to have fulfilled WNMU’s General Education with the exception of COMM 1130 or COMM 1140 or COMM 2140 and ALAS 1810, ALAS 1820, and ALAS 1830.

**PLEASE NOTE:** Transfer students should consult the transcript evaluator concerning the statewide Articulation of Lower Division Common Core (general education) requirements. Graduate students should refer to Transfer Credit listed under Graduate Policies in the Graduate Studies Section of the catalog.

To facilitate transfer of course credits among New Mexico’s colleges and universities, state law requires that the various institutions accept a core of thirty-one (31) hours of general education coursework. This thirty-one hour module is printed in the WNMU catalog. This thirty-one hour module is incorporated into sixty (60) hour discipline specific modules. These discipline specific modules as well as the Common Core (General Ed) matrix are available on the Higher Education Department website at: http://hed.state.nm.us/.

**TRANSFER ARTICULATION PARTNERS**

In addition to the post-secondary institutions in New Mexico, WNMU has formed transfer articulation agreements with the following Arizona Schools:

Cochise College

Eastern Arizona College

Maricopa County Community Colleges (10 schools)

Pima Community College
Once a transcript has been evaluated, the appropriate transfer credits are entered on the student's WNMU transcript. The student then receives a Transfer Equivalency Worksheet (as a .pdf file) showing the courses that were transferred and their WNMU equivalency. This worksheet is put in document imaging for Advisors to see. Students with fewer than 10 transfer credits do not have an equivalency worksheet produced.
Residence Life

WNMU has always considered the residence halls a vital segment of a student's total educational experience, and emphasis is placed on a student's personal growth through various activities and programs. It is the policy of WNMU to provide safe, comfortable housing at a reasonable cost for single full-time students desiring housing accommodations. Rates for room and board are outlined under "Student Expenses" in the Financial Information section of this catalog.

All students that fall under the residency requirement and outside of the exemption guidelines will automatically receive a “Residency Housing Charge”. This charge will be at the rate of Mustang Village A-B $2,995. If a student feels this charge does not apply to their status, the student must submit an electronic housing cancellation/exemption form. If approved the charge will be taken off of their student account, if not, it will remain.

Residence Halls and Apartments

The Office of Housing and Residence Life makes every effort to assist in personalizing the student's educational experience by developing a living environment conducive to WNMU's educational mission. Campus residence provides opportunities for social growth and development along with a learning experience that may not be available elsewhere in the academic community.

Reservations

Reservations for all WNMU housing should be made as far in advance of the requested occupancy period as possible due to the limited number of spaces available. Assignments are completed by date applications are received.

Reservations not claimed by the first day of classes will be cancelled. If previous arrangements for late arrival have been made, reservations will be held until the date specified.

Single Student Housing

All students whose permanent homes are outside the four county (Catron, Grant, Luna, Hidalgo) area and who register for fall semester as full-time students, (face to face students) with less than 60 credit hours are required to live in WNMU residence halls for the full academic year. Only the Director of Housing and Residence Life may waive this requirement. Any request for a waiver must be presented to the Director of Housing and Residence Life in writing prior to registering for first semester classes.

Students who have a permanent home address in the four-county (Catron, Grant, Luna, Hidalgo) area, if residing at their permanent address; who are 21 years of age or Older, or student has a dependant are exempt from this requirement.

Anyone residing in WNMU Residence Halls is required to purchase a meal plan unless special permission is granted by the Director of Housing and Residence Life.
A person enrolled for at least one credit hour may reside in the WNMU residence halls, unless special permission (due to unusual circumstances) is granted by the Director of Housing and Residence Life.

Application
Applications for residence hall housing may be found on the WNMU Housing Website. Each applicant must obtain admission to WNMU through the Office of Admissions and Recruitment. Completion of the housing application does not guarantee the applicant residence hall space, but does assure the applicant of a place on the waiting list.

Notification of reserved space will be sent to the applicant by the Office of Housing and Residence Life when room assignments have been completed. Requests for single rooms are not guaranteed and are assigned only when space is available.

Basic Services
WNMU will provide the student with space in the residence hall during the term of the contract, except in cases where a temporary assignment may be necessary. Each unit may be furnished with one or two single beds, desk and chair, closet space, and dresser. Muir Heights apartment complex for single students, age 21 and higher, provides a fully furnished apartment. Alcohol is permissible for this area only.

Local telephone, basic cable, and internet services are provided. Cleaning service is provided in the common areas of each hall. Maintenance services for all repairs will be provided.

In addition to the basic services provided by WNMU, several miscellaneous services are afforded the student. Vending machines and coin-operated laundry facilities are available in the residence halls.

Application Fee
A $75.00 non-refundable application fee must accompany the Residence Hall Housing application. The completed application with accompanying application fee places the prospective student on the reservation list. The application fee will reserve accommodations for the fall and spring semesters of each academic year, or the remaining portion thereof, if the entering date occurs after the opening date for the fall semester. An Application Fee will be assessed each academic year.

Housing and Food Service Contracts
WNMU operates the residence halls and food service operation on a self-supporting basis. Published rates are therefore subject to change from one academic year to another when necessary to meet operating costs. The duration of the contractual lease agreement is for the full academic year commencing with the fall semester and ending at the termination of the spring semester. Separate applications must be made, and new contracts signed, for a new academic year and for the summer sessions.
Meal service is required as a part of the housing contract. The student may select from three options within the meal plan offered for their resident area. Meal Service will begin no later than the first day of scheduled classes and will end on the final day of scheduled examinations of each semester.

Meal service will not be provided during the Thanksgiving recess, semester break period, during the spring break, or Easter break. Dates of meal service are subject to change according to the University calendar.

**Payment**

The application fee must accompany the housing application. Rental charges are due and payable at the Business Office in conjunction with other charges (i.e., tuition, fees, meal plan, etc.).

Payments may be deferred according to a prearranged schedule through the Business Office.

**Refunds**

**Room Refunds**

Students withdrawing from WNMU after having officially registered in a hall are not entitled to a refund of room rent for the applicable semester. Should withdrawal be due to a legitimate medical emergency or other unusual circumstance, the unused portion of room rent through the end of the applicable semester may be refunded with the approval of the Director of Housing and Residence Life. The student will be charged only for room and board through check out from the hall under the following conditions:

1. Graduation at the end of the fall semester;
2. Dismissal for failure to meet academic standards;
3. Required university academic programs demanding residency outside the Silver City community;
4. Marriage (original marriage license must be presented);

Students who are removed from the residence halls for disciplinary reasons are responsible for the financial obligation for the duration of their contractual agreement (one academic year).

**Meal Ticket Refunds**

Departing students will be charged the full semester rate for meals. Students moving out of the residence halls and withdrawing from enrollment will not be entitled to a prorated refund.
Resident Responsibility

WNMU SHALL ASSUME NO RESPONSIBILITY FOR THEFT, DESTRUCTION, OR LOSS OF MONEY, VALUABLES, OR OTHER PERSONAL PROPERTY BELONGING TO OR IN THE CUSTODY OF THE STUDENT FOR ANY CAUSE WHATSOEVER, WHETHER SUCH LOSSES OCCUR IN THE STUDENT'S ROOM, IN STORAGE ROOMS, IN PUBLIC AREAS, ELSEWHERE IN THE HALLS, OR IN BAGGAGE HANDLING RELATED TO SHIPMENT OR STORAGE.

Students are encouraged to carry their own personal property insurance, as neither WNMU nor the State of New Mexico will assume responsibility to acquire or extend family insurance to cover his/her belongings, if such coverage is desired.

WNMU prohibits the keeping of firearms and pets in residence halls. WNMU reserves the right to inspect the rooms in any residence halls or apartment at any time without prior notice for health and other reasons.
Student and Enrollment Management

Office for Student Affairs and Enrollment Management

The general goal of the Office for Student Affairs and Enrollment Management is to contribute to the mission of WNMU through the development and continuation of programs and services which assist students in understanding themselves (self-development) and others (group responsibility). The specific goals of the Office for Student Affairs Office and Enrollment Management are to:

1. Provide students with a stimulating educational and developmental environment;
2. Encourage student participation in educational, cultural, governmental, social, and recreational activities;
3. Make available a variety of services designed to assist in the educational, vocational, and personal development of each student's attributes;
4. Study and interpret the needs and interests of students as related to the University community and society, and the needs and interests of society as related to the student.

The Vice President for Student Affairs and Enrollment Management is the administrative officer directly responsible for the coordination and development of the areas of student affairs and student services. Staff members are dedicated to achieving the goals of the office. Every student is strongly encouraged to visit the office of the Vice President for Student Affairs and Enrollment Management located in the Juan Chacon Building, Room 264, to discuss the various aspects of campus life.

Admissions

The Office of Admissions is responsible for the recruitment of domestic and international students. This may include the recruitment of both undergraduate and graduate students, transfer students, as well as non-degree bound students. The office also works dual credit and concurrent high school students.

Students accepted for admission to WNMU have graduated from high school and have taken a college preparatory curriculum or completed the High School Equivalency tract. It is recommended that high school students complete at least four units of English, three units of social studies (including U.S. History), two units of science, and three units of mathematics.

The Office of Admissions also administers the Tuition Award program for the Western Undergraduate Exchange (WUE), Arizona, Colorado, and El Paso waivers. These programs provide reduced tuition for students from the 14 western states under the WUE program. Students receiving this award pay 1½ times the
Resident tuition rate plus fees. The Colorado, Arizona, and El Paso waivers allow undergraduate students from these areas to attend the university at resident tuition rates plus fees. Graduate students from El Paso County and from Colorado are also eligible for these waivers. For specific details regarding these programs, please visit http://admissions.wnmu.edu/save/ or contact the office of Admissions at 575-538-6000 or call us at our toll-free number at 1-800-USA-WNNU.

Art Activities
The annual Juried Student Art Exhibit, held in the closing weeks of spring semester, is open to all WNMU students; enrollment in art classes is not required.

Athletic Activities
The intercollegiate athletic program is organized and administered by the Athletic Director.

Intercollegiate athletics are designed to provide opportunities for students to develop athletic skills through a planned program of intercollegiate competition. The objectives of the program are:

1. To develop desirable social attitudes and standards of conduct;
2. To develop positive attitudes toward sports and their role in the general school program;
3. To provide practical laboratory experiences for prospective coaches.

Opportunities for participation in intercollegiate competition are provided in the following sports: women’s basketball, volleyball, golf, tennis, softball, and cross country; men’s basketball, football, golf, tennis, and cross country.

The Faculty Athletic Committee acts as an advisory body to the Athletic Department. Intercollegiate athletics operate as a part of the total student activity program. The regulations conform to the requirements of membership in the National Collegiate Athletic Association and the Rocky Mountain Athletic Conference.

Career & Leadership Development
The Office of Career & Leadership Development is located in the Center for Student Success and works to provide assistance to students and alumni seeking employment both before and after graduation. Students are assisted during the job and internship process by office staff to create and design résumés, creating job application letters and receiving help in developing appropriate job interviewing skills. Students and alumni are informed of current employment opportunities via campus bulletin boards, Mustang Express, the WNMU Career Services web page, and job search web sites. The Office of Career and Leadership Development will host two career fairs: one in the fall as well as one in the spring in conjunction with the Student Academic Research Symposium. We also collaborate with other universities in job fairs statewide.
Students are assisted in establishing career portfolios which are made available to prospective employers and include résumé information, grade records, and evaluations. Services provided by the Office of Career Services are extended to graduates and current students. Current seniors, graduate students, and alumni with active portfolios may participate in on-campus interviews.

In addition to providing career-related services, the Office of Career and Leadership Development also provides student with leadership development opportunities for personal and professional growth. Through office initiatives and programs, students will have the opportunity to practice, imitate, and apply leadership skills that will benefit not only their personal lives, but also their community and organizational endeavors.

**Disability Services:** Services for students with disabilities are provided through Student Health Services in the Juan Chacon Building, lower level Suite 147. Services include alternate text, assistive technology information, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs. The WNMU Web website, [http://health.wnmu.edu/accessibility/students/](http://health.wnmu.edu/accessibility/students/), where you will find detailed information about services, the initial process, documentation, resources and forms for students, faculty and staff. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, extended time for written assignments and testing, and a quiet testing area. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Student Health Services and online and on our website. Disability Services is Western New Mexico University’s liaison for students with disabilities. Disability Services hours are 9 a.m. - 5 p.m. Monday thru Friday. Appointments are recommended. Walk-ins are welcome but appointments are recommended.

**Office of Financial Aid**

WNMU’s Financial Aid program provides assistance to students who, without such aid, would be unable to attend WNMU. Financial assistance consists of scholarships, grants, loans, and employment, which may be offered singly or in various combinations to qualified students. Financial Aid information may be found under the Office of Financial Aid section of the catalog.

**New Student Orientation**

The New Student Orientation program is administered by the Center for Student Success. Attending orientation is mandatory for new students. It is intended to help new students become acquainted with the faculty, staff, campus, and culture at WNMU and the surrounding community. New student orientations are held
during the summer, as well as early January for new students who register in the spring.

Orientation is an opportunity for students to complete Financial Aid, housing applications, and finalize with the Business Office. In order to get the most out of the New Student Orientation, it is strongly recommended that students complete placement testing (ACCUPLACER, ACT, or SAT) and register for fall classes prior to visiting campus for the two-day program. The two-day summer program an introduction to the WNMU Outdoor Experience Program, an overview of services available to students, and several other activities to foster a positive experience. For spring registrants the orientation is online and it is important for new students to have testing and spring classes registration completed before orientation.

Orientation participants are assigned an Orientation Leader (OL). OLs are also students at WNMU, that have been selected and trained by WNMU staff to lead and mentor freshmen at orientation and throughout the first year to help first year students assimilate to college life. New Student Orientation activities are programmed throughout the fall and spring semester, in conjunction with Campus Rec, Residence Life, Student Activities, Career Services, and other offices on campus. For more information on the New Student Orientation Program, contact the Center for Student Success at css@wnmu.edu, or at (575)538-6400.

**Outreach Programs**

WNMU's Outreach Programs is located in the Office of Admissions and is designed to give students a college experience while they are still in high school at little or no cost to them or their parents. Dual Credit and Concurrent classes give these students both high school and college credit simultaneously. HERO (Higher Education Reaching Out) offers high school students in selected schools the opportunity to make campus visits, develop leadership skills, participate in service learning projects, etc. We also offer a five weeks summer residential program (Health Careers Academy) in conjunction with Hidalgo Medical Services, FORWARD NM), and the Gila Regional Health Center. Rising high school sophomores, juniors, and seniors who are interested in pursuing health careers are eligible to apply. Students from Grant, Catron, Luna and Hidalgo counties will be given priority in the selection process.

**Office of the Registrar**

The Office of the Registrar at Western New Mexico University is the keeper of all student academic records. The Office is responsible for the oversight of all registrations and enrollments; name and address changes, including end-of-term grade processing, grade changes, class schedules, classroom scheduling, enrollment and degree verification, transcript processing, ad hoc reporting, university catalog, degree evaluation, commencement ceremonies, transfer evaluations, processing
Veteran Benefits, and fulfilling many types of request from faculty, staff, and students.

Veterans Benefits

Veteran students and their dependents who receive VA Educational Benefits may find assistance within the Office of the Registrar. This sub-component of the Office of the Registrar is responsible for the administration of veteran's educational benefits programs and the necessary enrollment certification. We encourage veterans attending WNMU who receive benefits to contact us in person, by phone, or e-mail us at Veterans@wnmu.edu.

Veterans receiving U.S. Department of Veterans Affairs education benefits are eligible for in-state tuition through the Veterans In-State Tuition Act.

Veteran students enrolled under the following programs are responsible for their tuition and fees in the same manner as a nonveteran student:

- Montgomery GI Bill-Active Duty (Ch. 30)
- Dependents (Ch.35)
- Montgomery GI Bill-Selected Reserve (Ch.1606)
- Reserve Educational Assistance Program (REAP)

Tuition and fees of students enrolled under the Vocational Rehabilitation Program (Ch. 31) will be paid by the U.S. Department of Veterans Affairs under contract with the university.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Responsibility of Veteran Students

Students must be pursuing a degree in a specific program to be eligible for benefits. Admission procedures for veterans and other eligible persons are the same as for
all students. Academic advisors must submit degree plans to VA Office within the Office of the Registrar prior to certification. For continued certification, students must submit a Student Schedule to the VA Office every semester.

Veterans must notify the VA office when any of the following occurs:

- Dropping or adding course(s)
- Withdrawing from course(s)
- Discontinuing regular class attendance
- Changing programs (academic majors)

VA education benefits are payable for regular attendance in courses that are part of the veteran’s program (major) curriculum. VA educational benefits are not payable for:

- Classes not attended regularly
- Repeating a course for which a passing grade was received
- Classes for which credit is received through successful completion of a proficiency test or grade by examination
- Classes taken on an audit basis
- Classes that are dropped or withdrawn from
- Classes taken that are not part of the veteran’s program (major) curriculum

**Veterans’ Attendance and Satisfactory Progress**

- The U.S. Department of Veterans Affairs requires all veterans receiving VA education benefits to make satisfactory progress and systematic advancement toward an educational objective or be liable for over-payments. Satisfactory progress and regular class attendance are expected of such students.
- If a veteran receiving benefits is suspended for academic reasons, benefits are terminated and will be restored only after readmission to WNMU.
- A student receiving VA education benefits should adhere to the curriculum of that program. Failure to do so will result in the student being certified for less than full-time status or becoming liable for an overpayment.

**Residence Life**

The Office of Housing and Residence Life is committed to providing a community where students live where they learn. WNMU Housing and Residence Life focuses on developing community in the residence halls to provide students with the opportunity for holistic growth.

Housing and Residence Life is a place where students can expect to be active on campus, evolved in education, and contribute to student community development at WNMU and the town of Silver City.
Diversified student interest programs are provided by the Office of Housing and Residence Life to promote intellectual and physical growth through their college years. Program participation is essential to a well-rounded community and personal college experience.

For detailed Housing and Residence Life information please see the section above listed as "Office of Housing and Residence Life."

**Student Government**

In conjunction with the WNMU administration, student government is involved in the development of campus policies and programs. Student government organizations enable students to discuss and act upon matters of student concern. These organizations include: the Associated Students, the Executive Council, the Student Supreme Court, and the Student Senate. In addition, students are represented on standing faculty committees that include: Athletics, Cultural Events, Curriculum and Instruction, Evaluation, Instructional Resource, Teacher Education, Graduate Council, and other committees.

Each student who registers for one hour or more and pays his/her activity fee automatically becomes a member of the Associated Students. The Associated Students operate under a written constitution. Certain property and equipment used by the students are owned in the name of the Associated Students. Election of the general student officers and campus-wide student elections are conducted under the name of the Associated Students.

The legislative powers of the Associated Students are vested in the Student Senate. The Senate shall review all budgets prepared by the Executive Council before they are adopted, shall approve or disapprove all major appointments of the student body president, shall be empowered to conduct business deemed necessary to the student interest, and shall have the power to override a student body presidential veto. The Associated Students operate a judicial system consisting of a Student Supreme Court.

**Student Handbook**

Detailed policies and procedures affecting student life are printed in the WNMU Student Handbook. The handbook covers student conduct and discipline, academic regulations, WNMU policies and student organizations. The Student Handbook may be obtained at http://www.wnmu.edu/univ/StudentHandBook/StudentHbk98.html.

**Student Health Services**

**Student Health Services:** WNMU students have access to health services through Hidalgo Medical Services (HMS). Specific services are covered with payment of student fees and they include five medical appointments, one dental appointment, and 15 counseling appointments per academic year. For services that are not covered by student fees, the student can provide his or her insurance or inquire about sliding
scale fee options through HMS. A student should call ahead for appointments. HMS has located available to students in Lordsburg, Bayard, and Silver City. A current Mustang Card must be presented at the time of each visit. For more information, contact 575-388-1511.

Counseling Services: Services are provided through Hidalgo Medical Services (HMS). Counseling services help students get through tough times, whether it is a crisis, mental health issues, stress, difficulty with public speaking, relationship problems, or anytime a WNMU student needs to talk to someone. It is recommended to call to schedule a counseling appointment. A current Mustang Card must be presented at the time of each visit. To schedule an appointment, call 575-388-1511.

Student Life

The Department of Student Life serves as an integral part of student success and retention at WNMU. The department provides students with an exciting, engaging, student-focused experience centered around student success and leadership development. Student Life works as a comprehensive model that includes Student Activities, Multicultural Affairs, Campus Recreation and Residence Life.

The Student Activities office exists to facilitate active participation in extracurricular activities and leadership and promotes healthy social interaction for all students. The office coordinates events with other departments, clubs and organizations on campus to develop social programs such as tailgates, dances, lectures, etc. The Student Activities office nourishes social life on campus and provides students with a welcoming social space. The Student Life Director works as a liaison between the students, university and local community. The office promotes diversity and works to celebrate the array of cultures that make up our university such as, but not limited to, Black History, Mexican/Chicano/Hispanic, Native American, Asian American and Women’s History. There are many ways for students to get involved on campus and we hope to serve as a connection point for students in finding the niche that is right for them.

The Campus Recreation office serves as a vital and integral part of student life on campus. The department provides a broad spectrum of sports, recreation and leisure activities for students, staff and faculty, as well as members of the local community. The primary direction is to provide services and programs that stimulate growth, development and retention of students in a contemporary and safe environment that develops fitness and wellness, social interaction and leadership opportunities. The office seeks to promote healthy lifestyles and lifelong learning through the highest quality programs in the areas of recreation and wellness. The Intramural Sports Program provides all students with an opportunity to participate in organized sporting events and take part in various leisure activities. This participation is governed only by the students’ time and interest. In addition to providing activities, equipment and facilities for students, the program also provides the same amenities for faculty and staff members. Through participation, individuals will have an opportunity to develop an appreciation of the essential use of leisure time and a
wholesome attitude toward sports, physical activity and fair play. C Rec enhances campus life through the various programs and facilities made available to students. Recreational and fitness facilities are available to students free of charge. Creating a balance between physical and educational well-being is essential.

**Student Publications**

Editorial staff works with the *Mustang* staff to edit the student newspaper, the *Mustang*. Working scholarships are awarded to the editors. Applications for this position must be made to the Student Affairs and Enrollment Management Office.

**Testing**

The WNMU Testing Center administers all national standardized testing on campus. These tests include the General Educational Development (GED) or High School Equivalency (HiSet) test for individuals wishing to earn a high school equivalency degree; the American College Test (ACT); the Student Aptitude Test (SAT), the College Level Examination Program (CLEP) for students wishing to receive college credit for prior life experience and learning; the National Board of Certified Counselors (NBCC), the National Counselors Exam (NCE), and ACCUPLACER. Other tests may be administered or proctored by special arrangement with Testing Center staff/Testing Coordinator.

**Theater Activities**

Student productions are presented in the Fine Arts Center Theatre, Light Hall Auditorium and the Chase Webb Arena Theater.
Student Expenses

Definitions
This section contains definitions of terms that are commonly used by the business office personnel.

Finalize - to accept financial responsibility for charges assessed to the student account. This is done by completing payment arrangements -- paying your account in full, setting up on a payment plan, payment in full by a Third Party agency, or having sufficient financial aid funds to cover your total charges.

Third Party Payer - an agency, which agrees to provide partial or complete payment on the student's behalf. This would include such agencies as employers and job training organizations.

Memo - is Financial Aid, which has been approved by the Office of Financial Aid and accepted on an award letter by the student. The funds, however, have yet to be received by the university.

Disbursement - the action of releasing of Financial Aid payments to the student account. The release of funds is a function of the Office of Financial Aid.

Refund - is generated to a student account when the funds applied by disbursement exceed the assessed charges. Typically the source of funds is disbursed as Financial Aid.

Hold - is a status placed on your account alerting other offices within the University of an unresolved issue. A hold can be placed on a student account to prevent certain processes such as graduation or finalization of registration.

Residency Status
The definition of resident and non-resident status for the purpose of administering tuition charges in public institutions of higher education in New Mexico is governed by New Mexico Sessions Laws 1971, Chapter 235, Section 1E. Residence or non-residence for tuition purposes is based on this law and is not controlled by any other public official's recognition of claimed residency.

The Director of Admissions is designated as the WNMU official responsible for determining the residence status for tuition purposes. All inquiries concerning residency for tuition purposes should be made at the Admissions Office.
I. Costs

A. Tuition and Fees  
Tuition and fee charges are subject to changes made by the Western New Mexico University Board of Regents.

1. On Campus Regular Sessions:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$206.91</td>
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<tr>
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Tuition and fee charges are subject to change(s) made by the WNMU Board of Regents and may be revised.

Note: There are administrative and student fees assessed per credit hour – per student – per semester. These amounts are included in the rates listed above. See section B for more information.

Fall 2019 - Spring 2020:

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<thead>
<tr>
<th>Hours</th>
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<th>Graduate</th>
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Note: There are administrative and student fees assessed per credit hour – per student – per semester. These amounts are included in the rates listed above. See section B for more information.
2. Senior Citizens - $5.00 per credit hour.* This rate is applied on a space-available basis only to New Mexico Residents 65 or older who are enrolled for six (6) or fewer credit hours. State law requires that senior citizens taking more than six (6) credit hours be charged the full rate for all credits, based on in-state or out-of-state residency.

Senior Citizens will be required to pay the administrative fees (see section B) and any associated lab fees.

B. Regular Fees

1. Administrative fees summer (per credit hour) ....................... $10.95
2. Administrative fees fall (per credit hour) ........................ $6.88
3. Student fees summer (per credit hour) .......................... $22.33
4. Student fees fall (per credit hour) ............................... $82.24
5. Applied Technology:
   - Automotive Technology ........................................ $30.00
   - Construction .................................................. $15.00-25.00
   - Office Technology ........................................... $10.00
   - Welding ....................................................... $25.00
6. Art lab fee ....................................................... $10.00 & higher
7. Forensic Science lab fee ........................................... $17.00
8. Music fees
   - Applied Music fee ........................................ 1 credit hour $150.00
   - Applied Music fee ........................................ 2 credit hour $195.00
   - Music Theory lab fee ...................................... $10.00
9. Natural Science lab fees
   - Main Campus ................................................... $20.00
   - T or C ......................................................... $30.00
10. Police Academy lab fee and testing fees apply. Contact the Police Academy at (575) 538-6288 for more information.
11. Student Teaching lab fee ........................................... $75.00
12. Certain courses, including many Vocational Education courses, require additional laboratory fees. Those fees are listed in the schedule of classes published each semester.
13. Online course fee/per credit hour
   - Undergraduate ............................................... $30.00
   - Graduate ...................................................... $40.00
14. Video Conferencing Lab Fees/per credit hour .................... $25.00

C. Special Service Fees (Non-Refundable)

1. Alumni Associations (optional) per year .......................... $10.00
2. Challenged course examination (per cr. hr.) .................... $15.00
   - Course requires same tuition and fees as courses not challenged
3. Graduation fee
   - Certificate, Undergraduate, Graduate ........................ no charge
4. Installment Plans .......................................... $25.00
5. Parking Permits (per vehicle) ............................ no charge
6. Placement Bureau ......................................... $10.00
7. The fees for transcripts will be as follows:
   E-Transcript (Electronic) ................................... $10.00
   Paper transcript pickup .................................. $10.00
   Paper transcript mailed standard USPS ................. $12.50
   Paper transcript mailed USPS international ............ $15.00
   Paper transcript mailed FedEx overnight Domestic .... $35.00
   Paper transcript mailed FedEx International Priority ... $57.50
No transcripts will be issued if the student has financial obligations pending.

D. Penalty Fees
1. Late Registration Fee ....................................... $50.00
2. Late Fee for unpaid student account balances (per semester) $50.00
3. Parking Fines ............................................. $5.00 up to 30.00 per infraction
4. Parking in handicap zones without a permit, first offense .... $60.00
   Second and each subsequent offense ..................... $100.00
5. Lost/Replacement Mustang ID .............................. $15.00
   Dual Enrollment/Concurrent Student ID ................. $10.00
6. Returned Checks
   (maker of check will lose check-writing privileges) .... $25.00
7. Special Assessments–In the event of breakage or damage to WNMU property, the administration reserves the right to assess the person or persons responsible for replacement or cost of repairs.

E. Testing Fees
All testing fees will be paid online via MarketPlace or with cash at the Business Office in Castorena Hall prior to testing.
1. ACCUPLACER seat fee ................................. $10.00
2. ACCUPLACER scores sent elsewhere* ..................... $10.00
3. GED (High School Equivalency) seat fee ................. $10.00
4. HiSet (High School Equivalency) seat fee ............... $10.00
5. CLEP (College Level Examination Program) ........... $25.00
4. Proctor Administrative Fee ............................... $25.00
   The ACT, SAT, NBCC, CPCE, NCE, CLEP, HiSet, NES, and GED are administered by WNMU. Check the appropriate web site for cost and information.

*Student ACCUPLACER scores must be requested by the student directly, in writing by emailing testing@wnmu.edu. Scores will be sent to desired destination upon receipt of payment. All other scores must be requested through the appropriate testing vendor’s webpage.
F. Housing and Food Service

WNMU operates the residence hall and food services on a self-supporting basis. Published rates are therefore subject to change when necessary to meet operating costs. WNMU reserves the right to reassign students within residence halls if occupancy problems make it necessary.

Meal services are required as a part of the Housing Agreement. Students may select from various meal options.

Notice: The student is encouraged to provide insurance on his/her personal property as WNMU covers the property of WNMU only.

1. Residence Hall Room/Apartment Payment (per semester)
   Mustang Village (coed)
   Suite 5 bedroom, 2 bathroom
   (assigned to one room in a suite) ......................... $2,995.00
   Suite 4 bedroom, 4 bathroom
   (assigned to one room in a suite) ......................... $3,205.00
   Centennial Hall (coed)
   Suite 4 bedroom (assigned to one room in a suite) ........... $2,418.00
   Muir Heights Apartments (21 and up only)
   One Bedroom ............................................. $3,505.00
   Two Bedrooms ............................................. $3,005.00

2. Meal Plans
   • $1800/semester: 10 meals per week with $225 in flex dollars
   • $1950/semester: 15 meals per week with $225 in flex dollars
   • $2150/semester: 19 meals per week with $175 in flex dollars

G. Books and Supplies (estimated cost only per semester). . . . $400.00

Students are allowed to purchase books through the WNMU Bookstore using their Financial Aid credit balance at times designated by the Business Office for each term. Please contact the Business Office for additional information.

II. Completing your Enrollment

All students (no exceptions) must confirm their registration for the fall semester by August 23rd, 2019 and by January 17th, 2020 (this date is subject to change) for the spring semester. A student is financially responsible for all charges incurred as a result of their registration activity. If you do not plan to attend WNMU, you must officially withdraw. To confirm your enrollment, you may do so in one of the following ways:

Payment in full for all of the assessed student charges.

• Pay the balance in full with cash, check or credit card;
• Have enough Financial Aid to pay in full;
• Submit, to the Business Office, a contract agreement from a third party agency;
• Submit, to the Business Office, a faculty/staff tuition waiver.
Payment Plan

- If a student cannot pay his or her account in full and needs to spread the balance over monthly payments throughout the semester;
- If a student’s Financial Aid and/or scholarships will be paying only a portion of his or her account, then a payment plan will be established for the remaining balance;
- If a student wants to pay his or her account with work-study funds, the Business Office offers a special payment plan. Contact the Business Office for more information;
- Any finalized student account with a balance due after August 23rd for the fall and January 17th for the spring will be automatically enrolled in a payment plan and assessed a $25 non-refundable fee.

*Please be aware that any change in enrollment status may result in a decrease or loss of Financial Aid eligibility.

III. Payment Schedule

A. Tuition and Fees

Fall, Spring and Summer - Payment of tuition and fees is due in full at the time of finalization unless other payment arrangements are made. Please contact the Business Office for details. See also Payment Method below.

B. Room and Board

Payment of Room and Board is due in full at the time of finalization, unless arrangements are made to be on an installment payment plan at the Business Office.

C. Apartment Rents

Payment of Room and Board is due in full at the time of finalization, unless arrangements are made to be on an installment payment plan at the Business Office.

D. Childcare

Payment for childcare tuition, is due at the time of finalization unless arrangements are made with the Child Development Center.

E. Books and Supplies

Students are allowed to purchase books through the WNMU Bookstore using their Financial Aid credit balance at times designated by the Business Office for each term.

IV. Payment Methods

All bills incurred in connection with WNMU attendance are due and payable in advance of services rendered. Checks and money orders should be made payable to Western New Mexico University Business Office, Box 680, Silver City, NM. 88062. Payments should be accompanied with the student’s name and social security/student ID number.
Any payments made to students by the Business Office (work-study, Financial Aid, Deposit, etc.) are subject to clearance of current installments due to the institution before cash will be issued. Failure of a student to take proper steps to meet any financial obligations when due will be sufficient cause to:

1. Prohibit the student from registering;
2. Withhold academic records;
3. Take disciplinary action including suspension/turned over to Collections;
4. Prohibit the student from paying graduation fees;
5. Prohibit future enrollment in an installment payment plan.

**Interest-free Monthly Payment Plan**

A student may take advantage of the installment payment plan option for a $25 non-refundable fee. Students enrolled in one or more credit hours may be eligible. High school students taking classes as concurrent or dual students do not qualify for the payment plan option. Please see the section for concurrent students in the schedule for more information.

Waivers granting in-state tuition prices, housing and meal plan credits awarded to housing staff, and other institution-awarded waivers do NOT qualify as a financial commitment by the student.

All charges at WNMU will be included in the installment plan with the following exceptions: books, graduation fees, NEA insurance dues, most testing fees, or transcripts.

**Fall Semester Schedule**

Beginning with pre-registration through August 23rd, any eligible student in good financial standing can enroll into a payment plan. A $25 non-refundable installment plan fee will be included in the plan total and no down payment is required. Any Financial Aid, waivers and/or third party contracts will reduce the overall plan total and the remaining balance will be divided into four equal installments of 25% payable as follows:

<table>
<thead>
<tr>
<th>August 15th</th>
<th>September 15th</th>
<th>October 15th</th>
<th>November 15th</th>
</tr>
</thead>
</table>

**Spring Semester Schedule**

Beginning with pre-registration through January 17th, any eligible student in good financial standing can enroll into a payment plan. A $25 non-refundable installment plan fee will be included in the plan total and no down payment is required. Any Financial Aid, waivers and/or third party contracts will reduce the overall plan total and the remaining balance will be divided into four equal installments of 25% payable as follows:

<table>
<thead>
<tr>
<th>January 15th</th>
<th>February 15th</th>
<th>March 15th</th>
<th>April 15th</th>
</tr>
</thead>
</table>
**Summer Semester Schedule**

Beginning with pre-registration through May 30th, any eligible student in good financial standing can enroll into a payment plan. A $25 non-refundable installment plan fee will be included in the plan total and no down payment is required. Any Financial Aid, waivers and/or third party contracts will reduce the overall plan total and the remaining balance will be divided into four equal installments of 25% payable as follows:

May 31st       June 15th       June 30th       July 15th

If any changes occur to your account after payment arrangements have been made, the plan amounts will be updated. Any increase in excess of the balance due when the payment plan was established will result in a balance due other than the agreed upon payments. Notification of these changes will be communicated through your Mustang Express e-mail address. It is important to monitor this e-mail account regularly to ensure that you are receiving the important notifications.

To qualify for the payment plan, mandatory scheduled payments will be required. Automatic deductions will be processed from the account you set up during enrollment.

Monthly payment notifications will be sent to the student’s Mustang Express e-mail address. If the balance is not paid by the final installment plan date the student’s account will be assessed a $50 default fee.

**Online Payments**

Students can make payments online at www.wnmu.edu. There are three options for making an online payment.

1. Payment with an electronic check.
2. Payment with a debit card.
3. Payment with a credit card.

- WNMU accepts MasterCard, Visa, and Discover credit cards.
- There may be a convenience fee assessed for online payments made with a credit card.

By paying online the student agrees to accept full financial responsibility for all of the charges assessed to their account. Mandatory scheduled payments will be required by one of these methods when participating in our installment plan. The system will not allow you to delete the payment method associated with your payment plan.

V. Tuition Refund Policy

Students dropping courses or officially withdrawing during the semester are eligible to receive a refund as follows:
A. Dropping Courses:
   
   **Semester Timetable**
   
   | From pre-registration | If finalized, 100% of tuition and through the last day to drop a class. and student/course fees less registration fee or installment plan fee, if applicable. |
   | After drop date to the last day of class | NO REFUND |

Refund percentages are applied to total charges assessed and not the amount paid. Once the refund of charges is applied to the student's account, there may be a balance due to the University or a credit due to the student. Rarely does refunding of charges result in the student's account having a zero balance. A zero balance would require no action by either the University or the student. Once a student registers, the student is responsible for the total charges assessed regardless of whether the installment plan is used.

The tuition refund policy is subject to change(s) made by the Office of Business Affairs and does not apply to complete withdrawal from the University.

A student who drops courses up through the drop date will be given a 100% refund. Keep in mind, however, that dropping a course or courses can lead to a change in enrollment status (full-time to part-time), which could lead to changes in federal aid, scholarships, athletic eligibility or veteran's benefits. Classes added will be posted to your account as additional billed hours and may be subject to additional tuition and/or fees. Please refer to the tuition and fee schedule.

A student who drops courses after the drop date will not receive a refund.

If your class starts before or after the first day of regularly scheduled classes the refund dates may differ, please check with the Business Office to see if you are eligible for a refund.

B. Official Withdrawal:
   
   1. A student may withdraw from a course, with a grade of "W", after the first week (4.00%) of the semester through the eleventh week (68.75%) of the semester (Example: for a 16 week course the beginning of the second week). Grades of "W" are not computed in the grade point average.
   
   2. An instructor may withdraw a student from the class rolls, with a grade of "W" after the first week (4.00%) of the semester through the eleventh week (68.75%) of the semester.
   
   3. A student may withdraw from all courses through the 11th week of class with grades of "W" unless grades have already been earned and assigned. A student who is withdrawing from all courses must do so by logging into their Mustang Express Account. The Semester Withdrawal link is under the Student Services tab.
C. **Refund Check Disbursement:**

If a student account is paid using a credit card and then additional credits (to include Financial Aid and third party payments) are issued resulting in a credit due to the student; first priority is given to return the funds to the credit card and any excess will be issued as a check or through direct deposit.

As of July 1st, 2011 WNMU will implement a Financial Aid disbursement schedule as follows:

**For summer:**

Refunds are issued based on the session a student is attending. Dates will be determined based on the length of alternative sessions that are offered. The dates are published on the Business Office’s website as they are decided upon.

**For fall and spring terms:**

- The first disbursement of a student’s eligible credit balance is released within 14 calendar days from the date the financial aid has paid over onto the student account. The dates are published on the Business Office’s website as they are decided upon.

Refund disbursement checks will either be mailed to the mailing address (MA) in Mustang Express or processed through direct deposit. Direct deposit of funds is available for checking/savings accounts. Instructions for signing up for direct deposit of refund disbursements are provided on the Business Office’s website.

If a student’s MA address is not correct, he/she may follow these instructions to update it.

- Log into Mustang Express via WNMU’s website (www.wnmu.edu).
- Click on the Student Tab and follow the steps after selecting the ‘Click here to alter your Mailing address’ link.

If the check is returned due to an incorrect address, the Business Office will make an additional attempt to contact the student, but if unsuccessful any Federal Financial Aid (including Student Loans, ACG Grants, Pell Grants, SEOG Grants and Smart grants) in excess of a student’s tuition and fees will be cancelled (equal to the amount of the refund check). (Refer to federal Financial Aid regulation: 34 CFR668.164(h)). Please contact the Business Office for more information.

**Financial Aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded.**

D. **Payment of Credit Balances**

As of July 1, 2011 Western New Mexico University has instituted changes regarding the issuance and payment of credit balances to students due to Financial Aid disbursements posted to their account. A credit balance occurs whenever a student has funds credited to their account which exceeds the total amount of a student’s direct charges.
The credit balances are refunded directly to the student or parent as soon as possible but no later than fourteen (14) days after the date the funds were applied to a student’s account (34 CFR 668.164(e)). Regulations stipulate that a student’s unpaid charges on their bill must be satisfied before a refund can be processed (34 CFR 668.164(c)).

Federal Regulations also require that the University document when a student begins attending classes in order to be eligible for a refund of a credit balance (34 CFR 690.80(b)(ii)). To expedite the purchase of books students are given a portion of eligible funds made available to them as soon as possible. The remaining credit balance will be released to students after the add/drop period designated by the Office of the Registrar.

VI. Delinquent Accounts

Any account not in current status on an installment contract will be considered past due. Once past due, a billing will be generated to elicit payment (or payment arrangements) within thirty days. Non-receipt of said billing does not relieve responsibility of payment. No response automatically turns the account over to NCO, our collection agency. In the event collection actions are necessary, any/all collection fees, will be added to the amount due and shall be paid by the debtor.

If judgment is obtained by WNMU in a court of law, all collection agency fees, court costs and attorney’s fees shall be the liability of the debtor.

VII. Restrictions/Sanctions on Services

A. Sanctions:

WNMU will not allow students to finalize until ALL past due charges have been PAID IN FULL.

B. Financial Holds:

Students who have not paid their debts in full to the University and all its affiliates, including but not limited to the New Mexico Educational Assistance Foundation, will not have the following information released to them or on behalf of them.

- Transcripts
- Information
- Records

C. Student Rights:

Students have the right to review educational records to the extent that such rights are granted through applicable regulations and laws.

D. Cancellation of Registration:

Students who do not finalize (make payment arrangements) with the Business Office, by the dis-enrollment date for the Fall and Spring semesters, will be dis-enrolled from all classes and have their registration cancelled. To alleviate this situation, students need to either pay for classes in full or make other financial arrangements. If your registration has been cancelled and you wish to re-enroll, there will be a late fee of $50.00 assessed to your student account and you must make financial arrangements or pay your account in full at time of re-registration.
Advanced Placement (AP)

Students who have taken an Advanced Placement Exam and earned composite scores of 3, 4, or 5 may be granted credit. Credit will be treated as transfer credit without a grade but will count toward graduation, and may be used in fulfilling specific curriculum requirements. The head of the department in which the course is offered will determine the amount of the credit and the equivalent university courses for which credit will be granted.

See the New Mexico Higher Education Department's Advanced Placement Policy for more information:
https://hed.state.nm.us/resources-for-schools/public_schools/nm_advanced_placement_policy.

Credit by College-Level Examination (CLEP)

1. Students must go to the College Board CLEP website to register and pay for the exam.

2. Contact the WNMU Testing Center to make arrangements to schedule the exam.

3. Pay the $25.00 administrative fee.

4. Students must bring the online CLEP registration form, a current I.D., with a picture, from an official agency as well as the administrative fee receipt on the scheduled test day.

Credits earned through CLEP exams are not considered "in residence" credits. A maximum of 32 credit hours may be applied towards a baccalaureate degree.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Credit-Granting Score (C-Level)</th>
<th>Hours</th>
<th>B-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Information Systems</td>
<td>50</td>
<td>3</td>
<td>66</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td><strong>Composition &amp; Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>6</td>
<td>59</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>3</td>
<td>60</td>
</tr>
</tbody>
</table>
English Literature   50  3  62
Humanities    50  3  55

**History & Social Sciences**
American Government   50  3  63
History of the United States I  50  3  56
History of the United States II  50  3  57
Human Growth and Development  50  3  58
Introduction to Educational Psychology  50  3  62
Introductory Psychology   50  3  59
Introductory Sociology   50  3  56
Principles of Macroeconomics  50  3  62
Principles of Microeconomics  50  3  64
Western Civilization I   50  3  55
Western Civilization II   50  3  54

**Science & Mathematics**
Calculus     50  4  64
College Algebra    50  3  63
College Mathematics   50  6  57

**World Languages**
Spanish Language Level 1     50  6  56
Spanish Language Level 2     63  9  68

**Placement Testing**

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate student's skills in reading, writing, and mathematics.

**ACCUPLACER Placement Recommendations (04/18)**

**Mathematics Placement Test**

**Arithmetic Test Score**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-249</td>
<td>Math 097</td>
<td>NAMA</td>
</tr>
</tbody>
</table>

**Quantitative Reasoning, Algebra, and Statistics Test**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-249</td>
<td>Math 098</td>
<td>NAMB</td>
</tr>
<tr>
<td>250-262</td>
<td>MATH 1130/107 or 1215</td>
<td>NAMC</td>
</tr>
<tr>
<td>263-300</td>
<td>MATH 1130, 1150, 1220, 1350</td>
<td>NAMD</td>
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</tbody>
</table>
Reading Comprehension

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Composition Coordinator scores not recorded</td>
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WritePlacer

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<tr>
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<tr>
<td>0-1</td>
<td>Composition Coordinator scores not recorded</td>
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Reading Comprehension

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>201-249</td>
<td>ENGL 097</td>
</tr>
</tbody>
</table>

WritePlacer

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>ENGL 097</td>
</tr>
</tbody>
</table>

Reading Comprehension

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>201-249</td>
<td>ENGL 097</td>
</tr>
</tbody>
</table>

WritePlacer

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>ENGL 097</td>
</tr>
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</table>

Reading Comprehension

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-262</td>
<td>ENGL 099</td>
</tr>
</tbody>
</table>

WritePlacer

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ENGL 099</td>
</tr>
</tbody>
</table>

Reading Comprehension**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>263-300</td>
<td>ENGL 1110</td>
</tr>
</tbody>
</table>

WritePlacer

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-99</td>
<td>ENGL 1110</td>
</tr>
</tbody>
</table>

*Reading and Writing Placement Test must be within the cut score range in order to be placed into ENGL 1110.

**Reading Comprehension scores lower than WritePlacer scores will dictate Placement into English courses, college level and remedial.

*All Reading and WritePlacer scores on the ACCUPLACER can be appealed through the Composition Coordinator. Speak with the Testing Staff/Coordinator to have scores sent to the Composition Coordinator for review.

*Achievement of an ACT score of 21 or better in each Math, Reading, and English or SAT equivalent of 310 in writing and reading and 530 in math - waives taking ACCUPLACER. The ACT/SAT must have been taken in the past five years.

*ACT composite score of 24 or higher will be given the opportunity to enroll in Honors Classes. SAT composite score of 1180 or higher will be given the opportunity to enroll in Honors Classes.

**Standardized Testing**

The WNMU Testing Center administers many national standardized tests on campus. These include the General Education Development (GED) test, or the High School Equivalency Test (HiSET), for individuals desiring to earn a high school
equivalency degree; the American College Test (ACT); the Scholastic Aptitude Test (SAT); the College Level Examination Program (CLEP) examinations; the National Evaluation Systems (NES); Counselor Preparation Comprehensive Examination (CPCE), ACCUPLACER, National Counselor’s Exam (NCE) and the National Board for Certified Counselors (NBCC). Other test may be administered/proctored by special arrangement with Testing Center staff/Testing Coordinator.

**Credit Through ACT Examination***

WNMU will grant up to 12 credit hours in two areas to students with appropriate ACT standard scores. ACT scores used for this purpose must have been earned prior to the student’s first enrollment in any college or university. Students who earned college credits while in high school are also eligible.

Credits will be granted in each area in which the following minimum ACT standard scores or percentiles, whichever is higher, are earned:

<table>
<thead>
<tr>
<th>Test</th>
<th>Std. Score</th>
<th>Percentile</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/English</td>
<td>27-30</td>
<td></td>
<td>ENGL 1110</td>
</tr>
<tr>
<td>Reading/English</td>
<td>31</td>
<td>98%</td>
<td>ENGL 1120</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
<td>97%</td>
<td>MATH 1220 (MATH 1230 upon consultation with the Chair of Mathematics and Computer Science)</td>
</tr>
</tbody>
</table>

*Students taking the ACT prior to October 1989 must check with the Office of the Registrar for the minimum scores. Credit in any one area may be earned through either ACT or CLEP, but not both. The total number of credits earned may not exceed 32 credit hours and may be in any combination of ACT and CLEP.

**Credit Through SAT Examination***

<table>
<thead>
<tr>
<th>Test</th>
<th>Std. Score</th>
<th>Percentile</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writ</td>
<td>710-779</td>
<td>98%</td>
<td>ENGL 1110</td>
</tr>
<tr>
<td>Reading/Writ</td>
<td>780</td>
<td>98%</td>
<td>ENGL 1120</td>
</tr>
<tr>
<td>Mathematics</td>
<td>650</td>
<td>97%</td>
<td>MATH 1220 (MATH 1230)</td>
</tr>
</tbody>
</table>

*Students taking the SAT prior to October 1989 must check with the Registrar’s Office for the minimum scores. Credit in any one area may be earned through either ACT or CLEP, but not both. The total number of credits earned may not exceed 32 credit hours and may be in any combination of ACT and CLEP.
Undergraduate Programs

Academic Programs

Associate Degrees (two-year)

Associate of Arts (A.A.) is a two-year degree. The program requires a minimum of 60 credit hours. This degree is designed for students who plan to pursue a baccalaureate degree at WNMU or elsewhere with minimal loss of credit.

Associate of Science (A.S.) is a two-year degree which emphasizes a technical program of study. The program requires 60-74 credit hours that includes the following: (a) vocational courses, (b) technical support courses, and (c) electives. The Associate of Science degree enables a student to transfer to another institution or pursue a higher level degree at WNMU with minimal loss of credit.

Associate of Applied Science (A.A.S.) is a terminal degree with a heavy emphasis on technical courses and practical experience so that the graduate is prepared for technical level positions in the field. The program requires 60-70 credit hours distributed to include (a) vocational coursework, and (b) technical support courses.

Associate Degree Majors and Certificate Programs

Business Administration - Associates
Computer Technology - Fast Track, Certificate, Associates
Construction Technology - Certificate, Associates
Criminal Justice - Associates
Detention Officer - Certificate
Early Childhood Education and Family Support - Associates
Early Childhood Education and Family Support Vocational - Certificate
Electrical Technology - Fast Track, Certificate, Associates
Elementary/SPED in Teacher Education - Associates
Environmental Electrician, Certificate, Associates
Financial Services - Fast Track, Certificate, Associates
Graphic Design - Associates
Human Services - Associates
Industrial Maintenance - Fast Track, Certificate
Law Enforcement Training (Police Academy) - Certificate
Liberal Studies - Associates
Mathematics - Pre-Engineering - Associates
NM Transfer Ready Cert. - Certificate
Teacher Education Secondary - Associates
Welding Technology - Fast Track, Certificate, Associates
Baccalaureate Degrees (four-year)

Bachelor of Applied Science (B.A.S.) will prepare students for careers in technical and professional fields. This degree requires an additional six credit hours of mathematics or computer science above those used to meet general education requirements. B.A.S. in Rehabilitation Services requires any combination of six credits (beyond General Education) in the areas of Statistics, Math, Biology, Chemistry, and/or Kinesiology.

Bachelor of Arts (B.A.) is traditionally the primary undergraduate degree in higher education. The degree enables a student to widen intellectual horizons, to explore new subjects and deepen insights into old ones, and to find areas of learning where dominant interests lie. During the freshman and sophomore years, a B.A. student is expected to complete the foundations of a liberal education by studying a foreign language.

During junior and senior years, the student is expected to think constructively about a major field and attain some measure of competence. Meanwhile, elective courses are taken to add breadth and depth to the student’s education.

Bachelor of Business Administration (B.B.A.) is the undergraduate Business Administration degree. It provides a broad base of liberal education courses, a core of business courses and areas of emphasis in accounting, business management. This degree requires six hours of mathematics or computer science above those used to meet general education requirements.

Bachelor of Fine Arts (B.F.A.) is a professional undergraduate program that prepares the student to exhibit competence in an area of the visual arts or choose a blend of visual and performing arts. In either program, students spend a large portion of preparation time in the studio practicing the craft(s) chosen. In addition, students work with eminent practitioners in the field, learning techniques and methods and attending lectures. Students seeking a B.F.A. degree enter by special application within the Expressive Arts Department.

Bachelor of Interdisciplinary Studies (B.I.S.) is an individualized program of study designed to meet a student's particular needs. The minimum requirements for this degree include the general education core and 42 upper-division credit hours. English 1110 and ENGL 1120 must be passed with a grade of C or better. This degree reflects a major in Interdisciplinary Studies with no minor.

Bachelor of Science (B.S.) like the Bachelor of Arts, is a degree offering a variety of majors and minors, but does not have a foreign language requirement. The B.S. requires an additional six credit hours of mathematics or computer science above those used to meet general education requirements.

Bachelor of Science in Nursing (B.S.N.) is a baccalaureate program designed for students who already possess a license to practice as an RN. The student will complete general education requirements and upper division nursing courses. The graduate will be prepared to provide health promotion and health restoration care.
for individuals, families, and group in a variety of institutional and community settings.

**Bachelor of Social Work (B.S.W.)** will prepare students for a career in the field of social work.

### Bachelor Degree Majors

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Botany</td>
</tr>
<tr>
<td>Business Management</td>
<td>Career/Technical Teacher Education</td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Early Child Care/Educ.</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>English</td>
</tr>
<tr>
<td>Environmental Sustainability</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Forest Wildlife</td>
<td>Forest Wildlife/Law Enfor.</td>
</tr>
<tr>
<td>General Business</td>
<td>General Science</td>
</tr>
<tr>
<td>History</td>
<td>Instructional Technology Design</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Marketing</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematic-Pre-Engineering</td>
<td>Medical Technology Lab. Science</td>
</tr>
<tr>
<td>Nursing</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Psychology</td>
<td>Rehabilitation Services</td>
</tr>
<tr>
<td>Science Education</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Work</td>
</tr>
<tr>
<td>Sociology</td>
<td>Special Ed. Teaching &amp; Learning</td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
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</tbody>
</table>

### Undergraduate Minors

<table>
<thead>
<tr>
<th>Accounting</th>
<th>American Indian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Spanish</td>
<td>Art</td>
</tr>
<tr>
<td>Biology</td>
<td>Botany</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Biology</td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Coaching</td>
</tr>
<tr>
<td>Communication</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Digital Forensics</td>
</tr>
<tr>
<td>Early Child Ed/Family Suppt.</td>
<td>Economics</td>
</tr>
<tr>
<td>English</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Geography</td>
<td>Geology</td>
</tr>
<tr>
<td>Gerontology</td>
<td>History</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>Latinx Studies</td>
<td>Marketing</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Music</td>
</tr>
<tr>
<td>Outdoor</td>
<td>Leadership</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Political Science</td>
</tr>
</tbody>
</table>
Pre-Law
Public Administration
Sociology
Sustainable Development
Woman & Gender Studies

Psychology
Rehabilitation
Sports Management
TESOL
Zoology

Educational Teaching Endorsement Fields

Art Education
Business Marketing
Health Science Education
Mathematics
Reading

Bilingual Education
Classical Language - Spanish
Language Arts
Psychology
Science (Earth & Space, General. Life, or Physical)

Social Studies
Technical Studies

Spanish
TESOL

Contract Minor

Baccalaureate degree seeking students may pursue a contract minor when the circumstances warrant such an option. A contract minor provides students the opportunity to pursue a minor in a field, or related fields, not listed as majors or minors in WNMU’s catalog.

The following conditions and guidelines apply:

1. The contract minor must not duplicate any existing program at WNMU;

2. The program must be approved by the Vice President for Academic Affairs or designee and the department chair(s) of the department(s) through which the contract minor is offered;

3. To gain approval the student is required to write a proposal which must include, but is not limited to, the following:

   a. A full, detailed description of the course of study and rationale for allowing the program;

   b. Faculty advisor(s) who will be charged with overseeing the program. Contract minor advisors must be full time WNMU faculty;

   c. The names of all faculty, full time or otherwise, who have agreed to work on the program, including their qualifications and a rationale for their inclusion in the program;

   d. A list of clearly stated expected outcomes, special skills, expertise, etc. which the student would obtain from such a program.

4. The student must prepare a detailed learning agreement including program objectives, methods of evaluation, reading lists, cognitive skills to be acquired, and any other component central to the program’s academic integrity;

5. Both the proposal and the learning agreement must be approved by the Vice
President for Academic Affairs or designee, the faculty advisor(s), and the
department chair(s) of participating faculty;

6. The semester prior to graduation, a meeting will take place among the faculty
advisor(s), the faculty working on the program, and the student. The purpose
of this meeting will be to discuss the anticipated graduation, possible deficien-
cies, and other issues pertinent to completion of the program;

7. At the program’s completion, the student must submit to his/her faculty
advisor(s) a program summary assessing the program’s success, a summary of
its benefits, and if appropriate, a discussion of its shortcomings or failings;

8. When all requirements are met and all work is completed, the faculty
advisor(s) will submit a recommendation of completion to the Vice President
for Academic Affairs or designee, for final approval. The student must also
submit required documentation to the Office of the Registrar for a degree
evaluation (see graduation requirements).

**Developmental Studies**

Western New Mexico University offers two levels of developmental coursework
in each of the areas of writing, and mathematics. These courses are offered for
those students who are underprepared for college coursework in one or more of
these areas. Students are placed into a developmental course on the basis of their
ACCUPLACER placement test score. The ACCUPLACER test is a computerized
placement test that all first-time entering freshmen and some transfer students are
required to take before they register for classes at WNMU, unless the students have
a HSE, ACT, or SAT qualifying score.

Developmental Studies courses are also excellent "brush-up" courses for students
returning to college after an extended absence. These courses do not meet General
Education requirements, nor do they count toward the completion of any degree.
They do however count as institutional credit for the purpose of Financial Aid
qualification and grade point average determination. Students who need to take
several developmental courses should plan on taking more time to graduate than
students who do not take developmental courses.

**Millennium III Honors Program**

The WNMU Millennium III Honors Program serves students in all majors and
minors with enriched courses based on experiential and interdisciplinary learning
and provides activities for bright, highly-motivated students. The program focuses
on active rather than passive learning thereby offering its students a richer return
on their investment of time, money and effort as well as extended opportunities for
intellectual and academic growth. Honors courses are intended to be more stimu-
lating, challenging and exciting than regular courses. Occasional social and cultural
events are offered, as well.
Some of the features of the Millennium III program are:
- Honors versions of required courses;
- Interdisciplinary courses;
- Independent research;
- Social events;
- Opportunities to mix with professors;
- Special distinction at Commencement;
- Letters of recommendation from Honors Director;
- Network of former honors colleagues.

Admission requirements
- ACT score of 24 or better; or
- combined SAT score of 1180 or better; or
- graduation in the top 15% of high school class; or
- a high school cumulative G.P.A. of 3.8 or better; or
- completion of at least 15 college credit hours with a cumulative G.P.A. of 3.5 or better.

Provisional Status
Students who do not meet admission requirements will be allowed to join the honors program if they have at least a cumulative G.P.A. of 3.0. Such students will need approval from the Director of the Honors Program. Upon admittance, they will be required to increase their G.P.A. to a 3.3 by the time they are seniors to insure that they have the chance to graduate through the program successfully with an overall G.P.A. of 3.5.

Interested students must apply to the Director of the Honors Program.

Community participation: The honors program also encourages non-honors students, faculty, staff, and administration to participate in program activities and class field trips (with special fees that may apply).
WNMU Honors Curriculum
(24 credit hours)

Requirements for Graduation with Honors through the Millennium III Honors Program.

Three basic requirements are:

- To complete 24 credit hours of honors courses
- Three of these credits are to represent the one-credit-hour Honors Seminars that are offered each semester**
- To maintain a composite 3.5 grade point average

Honors courses regularly offered include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1130</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1120</td>
<td>Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>

BCIS 1110 and ENGL 1110 are offered every Fall; COMM 1130 and ENGL 1120 are offered every Spring.

Honors courses are also offered in the following fields:

- History
- Expressive Arts
- Literature
- Laboratory Science

**These seminars, which usually involve off-campus travel, explore a variety of stimulating subjects. The emphasis is on active, collaborative learning while fostering relationships among the honors students. There is an alternative service-learning format through which honors students can perform 15 hours of supervised volunteer work in a field of interest as a substitute for one of the three required one-hour Honors Seminars.

Generally, a three-credit, upper division honors seminar is offered each fall. These seminars are interdisciplinary, enabling students to approach a common subject from the perspectives of their individual majors as they conduct research and lead class discussions.

In addition to earning credits through scheduled honors courses, students may contract for honors credit through any course by arranging with their instructor to take on some additional responsibilities (such as teaching a class) and completing an Honors Contract Course form which must be signed by the Director of the Honors Program.

All of the completed honors courses are listed as such on the student's transcript. At graduation, each student receives a plaque and a stole for the Commencement ceremony, representing Western New Mexico University's highest academic honor: graduation through the Millennium III Honors Program.
**General Education Requirements**

To General Education Students at WNMU,

As with many students, you may question why you are required to complete our General Education Program, seeing it as a series of courses that lack relevance to your interests and life. But, to the contrary, it is the most important part of your university education. Here are reasons why:

WNMU’s General Education Program forms the foundation for your education. Think of it as an intellectual house constructed of knowledge, skills, and values you can live in for the rest of your life. The skills you acquire and learn to practice: communication; critical, creative, and integrative thinking; problem-solving; technology; adaptability to change; working with others; knowing how to learn—are basic to your freedom as an individual and essential to your success in the workplace.

These skills apply directly to knowledge in the academic disciplines. Knowledge from the humanities (literature, history, philosophy), the social sciences (anthropology, economics, geography, political science, psychology, sociology) the natural sciences (biology, chemistry, physics, geology), and mathematics (algebra, trigonometry, statistics) fill multiple but connected rooms in our intellectual house with the learning we humans have accumulated from the beginning of our history to now, from the Big Bang to the exploding digital world of virtual reality. Experiencing these various ways we create, discover, collect, use, interpret, and distribute knowledge you become part of the great journey to make sense of ourselves and our place in the universe in relation to the natural world and the worlds we make—social, political, economic, environmental, personal.

As you spend time in these various rooms several things are intended to happen. You begin to see knowledge as a connected web. Your own cultural world view comes up against other cultures helping you define better your own values and who you are, widening your horizon to include awareness, understanding, and tolerance of diversity as well as the common human conditions of peoples across the globe. While gaining a broad understanding of the various ways we humans seek "truth"—artistically, scientifically, philosophically—you also are developing the habits to think critically about the complex issues that affect you personally and society as a whole with increased potential to be an active, reasoning, and ethically engaged citizen, capable of democratic values, inquiry, and vision. Using reason to question your own assumptions strengthens the values by which you live. Knowing how our world came to be the way it is gives you a basis to think about how it should be. And if you have not chosen a major, you have multiple opportunities to decide your interests and direction you want to take in further studies.

Thus, General Education at WNMU, as a house of the mind, is not a list of inconsequential requirements or an impediment to getting to your "major." It is essential,
providing the knowledge, skills, and values that form the foundation for future success in your advanced studies, your career, and for a self-fulfilling life as an educated, thinking, creative, ethical human being. It is the intellectual shelter you can always come home to. Welcome! Nuestra casa es su casa.

Western New Mexico University recognizes its obligation to insure that each student acquires the foundation necessary to function fully in our complex and evolving society. The University believes the development of the educated person goes beyond the foundation and must include an appreciation and understanding of broad aspects of human knowledge. Through the General Education Program the University encourages each student to explore the world in which he or she lives from a variety of perspectives. The University seeks to develop each student as a whole person capable of contributing to society and appreciating its diversity.

The goals of the General Education Program at the University are as follows:

1. Provide each student with opportunities for critical thinking and reasoning, communication of ideas and information to others, numerical analysis and decision-making, and insure personal and emotional well-being;
2. Ensure that graduates of the University possess the skills necessary to interact positively and productively in society;
3. Develop personal, social, and cultural awareness that values cultural diversity and recognizes the commonalities that bind peoples of the world;
4. Instill an appreciation for the variety of perspectives that are used to interpret the world in which we live and that provide the foundation for solving the problems that confront society.

Based on these goals, the following objectives are incorporated into the General Education Program, with emphasis placed on integrating an appreciation of cultural diversity throughout the curriculum:

a. Critical thinking;
b. Creativity;
c. Communication (written, oral, and visual);
d. Multicultural perspectives;
e. Social responsibility and cooperation;
f. Literacy of all types (reading, numbers, consumerism, technology);
g. Intellectual curiosity and wonder (continued learning);
h. Environmental responsibility.

The General Education Program requirements are university requirements and cannot be waived at the departmental level. Due to the foundational nature of the General Education Program, students are urged to complete these course requirements early in their undergraduate careers. **Specific majors or minors may require specific courses, which may be counted in that major or minor. Some of the supporting courses may be counted for General Education Requirements.** No course may be counted for more than one General Education requirement. All
students must complete the requirement for writing-intensive courses. Please refer to departmental sections of the catalog.

**Transfer Students from Quarter hour system:**
- a 5 quarter hour course (or combination course and lab) that converts to 3.34 semester hours will be deemed to fulfill a 4 hours General Education requirement such as in the Laboratory Science area;
- a 4 quarter hour course that converts to 2.67 semester hours will be deemed to fulfill a 3 hour General Education requirement;
- a 1 quarter hour course that converts to 0.67 semester hours will be deemed to fulfill a 1 hour General Education requirement.

**All students should familiarize themselves with other degree requirements listed in the Undergraduate Degree Requirements section.**

**The New Mexico General Education Requirements**
General Education at WNMU provides all students with a broad foundation and common framework upon which to develop knowledge and skills, social consciousness and respect for self and others, thus enabling them to function responsibly and effectively now and in the future.

In accordance to state law (Post-Secondary Education Articulation Act), the New Mexico Higher Education Department has established a state-wide model for General Education. Within the General Education model, is nine credits of electives that will be determined at an institutional level. The current approved WNMU General Education courses are listed below under each of the six general education areas.

**Area I: Communication** (6 hours)

**Courses:**
- ENGL 1120 Composition II (required) 3
- COMM 1130 Public Speaking 3
- COMM 1140 Introduction to Media Writing 3
- COMM 2140 Small Group Communication 3

**Area II: Mathematics** (3-5 hours)

**Courses:**
- MATH 1010 Mathematics for School Teachers 3
- MATH 1130 Survey of Mathematics 3
- MATH 1220 College Algebra 4
- MATH 1350 Introduction to Statistics 3
- MATH 1510 Calculus I 5
### Area III: Laboratory Science  
(4 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1110/1110L</td>
<td>General Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1140/1140L</td>
<td>Biology for Health Sciences &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular and Molecular &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2210/2210L</td>
<td>Human Anatomy &amp; Physiology I &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2644/2644L</td>
<td>Animal Form, Function and Diversity &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120/1120L</td>
<td>Introduction to Chemistry &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1215/1215L</td>
<td>General Chemistry I for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1120/1120L</td>
<td>Environmental Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2110/2110L</td>
<td>Historical Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 1120/1120L</td>
<td>Forensic Science I &amp; Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

### Area IV: Social and Behavioral Sciences  
(3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1140</td>
<td>Intro to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1110</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2110</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2120</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1120</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1130</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1110</td>
<td>Intro to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1120</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1110</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2310</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area V: Humanities  
(3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1410</td>
<td>Intro to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2310</td>
<td>Intro to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1110</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1120</td>
<td>US History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1150</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1160</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1115</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area VI - Creative & Fine Arts  
(3-4 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1250</td>
<td>Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1410</td>
<td>Introduction to Photography</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1610</td>
<td>Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1630</td>
<td>Painting I</td>
<td>4</td>
</tr>
</tbody>
</table>
ARTS 2321  Appreciation of Clay  4
ARTS 2841  Appreciation of Sculpture  4
MUSC 1130  Music Appreciation: Western Music  4

Applied Liberal Arts and Sciences  (9 hours)
ALAS 1810  Applied Liberal Arts & Sciences - Humanities  3
ALAS 1820  Applied Liberal Arts & Sciences - Social & Behavioral  3
ALAS 1830  Applied Liberal Arts & Sciences - STEM  3

Communication in Written English
Prior to enrollment in any upper division course, students must have passed Composition & Rhetoric I and II (ENGL 1110 and ENGL 1120) or their equivalent with a grade of C or better. Academic departments may designate specific courses that are exempt from this requirement. Nursing students are allowed to take upper division classes as required and/or approved by the program without the requisite ENGL 1120.

Nine credits of writing-intensive courses are required for graduation. These courses are designated as WI in the semester class schedules. ENGL 1110 and ENGL 1120 do not count as writing-intensive.

Writing Intensive Courses will require fifteen to twenty-two pages of typed text or the equivalent (4,000-6,000 words). Some of these writing assignments will be graded; graded writing assignments will constitute a significant component of a student's course grade. The assignments can include both informal and formal writing (i.e., blogs, journals, written discussion, papers, reports, and essay exams). Some of these assignments will allow revision, the precise number being up to the instructor. Individual departments, and the individuals teaching within those departments, will further determine their specific policies concerning writing-intensive courses. They may set higher standards and flexibly adjust the mix of graded, non-graded, and revisable writing to target their teaching goals.

Education Majors
The Teacher Education Program has the following state general education requirements beyond the campus wide general education hours: English - 3 credit hours, History - 6 credit hours, History of New Mexico - 3 credit hours, and Lab Science from three separate disciplines: Life Science, Physical Science and Earth and Space Science - See School of Education section of catalog. Also, Special Education and Elementary Education majors will take MATH 2132 and MATH 2133 for the B.S. degree requirements.

Please see the specific degree plans in the School of Education section of this catalog for additional detail on courses required by each education major.
Foreign Language Requirement for B.A. Students

Students pursuing the Bachelor of Arts degree must complete two years (or its equivalent) of a foreign language. The foreign language requirement is fulfilled by the completion of Spanish 2120, BLED 431, or CLEP for four semester of Spanish.

Students who have studied a foreign language in high school, or those who believe they have some proficiency in a foreign language, may determine the level at which they should begin language study by consulting the Humanities Department Chair.

Math/Computer Science Requirement for B.S./B.B.A./B.A.S. Students

Students pursuing the Bachelor of Science, Bachelor of Business Administration, or the Bachelor of Applied Science degree must complete six credit hours of mathematics and/or computer science and/or GEOG/SOC 323, Social Statistics, or PSYC 2510 Statistical Principles for Psychology and/or EDUC 2375, Computers in the Classroom, in addition to the mathematics and computer science General Education requirements. Elementary Education majors and Special Education majors must take MATH 2132 and MATH 2133 for the B.S. requirement. B.A.S. in Rehabilitation Services requires any combination of six credits (beyond General Education) in the areas of Statistics, Math, Biology, Chemistry, and/or Kinesiology.

Complaint Procedure for Transfer Credit Appeal

All New Mexico public post secondary institutions are required to establish policies and practices for receiving and resolving complaints from students or from other complainants regarding the transfer of course work from other public institutions in the state. WNMU’s complaint process is as follows:

1. File a written appeal with the Office of the Registrar providing the prefix/number of the course(s) in question, semester and year the course was taken, the name of the course and the course description from sending institution’s catalog;

2. If the request is denied, the student may continue the appeal process to the Office of the Provost and must do so no later than 30 days following the notification of denial;

3. The Provost's Office, in concert with the appropriate college and/or content area, will review applicable materials and render a final decision.

If the course or courses in question are part of a state approved transfer module, the student may make further appeal to the Higher Education Department in Santa Fe by contacting:

Deputy Secretary for Academic Affairs
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, New Mexico 87505-2100
If a student’s articulation complaint is upheld at that level, and the student was required to repeat the course, the receiving institution shall reimburse the student the complete cost, including tuition, books, and fees.

**State Wide Articulation of Lower-Division Common Core**

**Student Responsibility**

New Mexico's colleges and universities have collaborated to produce guides to assist students who plan to transfer before completing a program of study. Course modules are designed to help students select courses carefully so that they may transfer with little or no loss of credit. However, planning for effective transfer with maximum efficiency is ultimately the student’s responsibility. Responsible transfer planning includes consultation with the intended degree-granting institution to assure that all pre-transfer coursework will meet the requirements of the desired degree.

**Lower-Division 60-hour Transfer Modules**

Students who have selected a field of study but have not yet selected the college or university where they wish to earn their baccalaureate degree are advised to take courses during their freshman and sophomore years outlined in one of the Lower-Division 60-hour Transfer Modules. For students enrolled at any other public institution in New Mexico, these courses are guaranteed to transfer to any public institution in New Mexico and to apply toward bachelor's degree program requirements. Students should consult advisors at their current institutions regarding which specific classes fit these categories.

Lower division transfer modules presently exist for:

- Business
- Criminal Justice
- Early Childhood Education
Undergraduate Degree Requirements

Non-Degree Courses
Courses numbered 444 or 544 (See Professional Development, Teacher Education Programs listed in School of Education Section) or Developmental Courses may not be applied toward a degree.

Associate Degrees
A candidate for an associate degree offered by WNMU must meet the specific requirements indicated in the degree program outlined by the major department in this Catalog. In addition, the student is subject to the following WNMU regulations:

1. A minimum of 60 credit hours is required. A minimum of 16 credit hours must be earned in residence at WNMU, including continuing education courses with no more than six credit hours of correspondence credit. The remainder may be acceptable transfer credits earned from fully accredited institutions of higher learning and/or from regionally accredited technical-vocational institutions (see Transfer Students under Academic Regulations);

2. Complete ENGL 1110 with a C or better and all courses required for the major with a grade of C or better. The A.A. in Liberal Studies does not require a grade of C or better in core courses. All Associate Degrees require the student to have a cumulative grade-point average of at least 2.0. Developmental Studies courses do not count toward degree completion. They do count toward the G.P.A.;

3. File an advisor approved degree plan and application for graduation by September 1 for spring graduation, February 1 for summer, or May 1 for fall graduation with the Office of the Registrar. The student will be advised by e-mail through their Mustang Express Account.

4. Remove any indebtedness to WNMU. Complete all coursework prior to the last day of the semester.

Bachelor Degrees
A candidate for a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Applied Science (B.A.S.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Interdisciplinary Studies (B.I.S.), Bachelor of Science in Nursing (B.S.N.), or Bachelor of Social Work (B.S.W.) offered by WNMU must meet the specific requirements indicated in the degree program outlined by the major/minor department in this catalog.

Students completing a bachelor’s degree may include a maximum of 44 credit hours earned through the ACT examination, CLEP examination (32 credit hours combined ACT/CLEP maximum), Adult Learning and Education Experiences (44 credit hours maximum), Advanced Placement Program and correspondence work (nine credit hours maximum). This does not include transfer work. Students
may use any combination of the above listed programs, not to exceed individual program maximums (which may be more restrictive) or the overall maximum (44 credit hours). In addition, the student is subject to the following WNMU regulations:

1. A minimum of 120 credit hours is required (to include no more than nine credit hours of correspondence credit), with a minimum of 42 credit hours of upper level courses (300-400 series). B.A.S. and B.S.N. degrees may require less than 42 hours of upper division credit.

Nine credit hours must be from designated writing intensive courses;

Three credits of Service Learning courses are required for graduation.

2. Successful completion of General Education requirements (normally 31 credit hours), major (30 or more credit hours), and minor (18-24 credit hours). Some majors allow waiver of the minor requirement. Majors that allow waiver of the minor requirement indicate such under the major requirements;

An associate’s degree may be substituted for a minor if the associate degree contains at least eighteen hours of required coursework in a specific discipline that is different from the coursework required for the major;

A second major may be substituted for a minor requirement provided the second major has at least 18 hours of required coursework different from the coursework required for the first major.

3. Second language requirement (for B.A.): This requirement is fulfilled by the satisfactory completion of one of the following courses: SPAN 2120, BLED 431 or CLEP for four semesters of Spanish. Students who have studied a language in high school, or who have proficiency in a language, may determine the level at which they should begin language study by consulting the Chair of the Humanities Department.

4. Mathematics/Computer science requirement (for B.S., B.B.A., B.A.S. degrees): Students must complete six credit hours of mathematics and/or computer science and/or GEOG/SOC 323 Social Statistics, PSYC 2510 Statistical Principals for Psychology or EDUC 2375, Computers in the Classroom, in addition to the three credit hours of mathematics and three credit hours of computer science used to fulfill the General Education requirements. Sociology majors may not use GEOG/SOC 323 nor PSYC 2510 for the B.S. requirement; B.A.S. in Rehabilitation Services requires any combination of six credits (beyond General Education) in the areas of Statistics, Math, Biology, Chemistry, and/or Kinesiology;

5. Demonstrate a minimum competence (grade of C) by satisfactorily completing English 1110 and 1120 or attaining an acceptable score on an authorized proficiency test, prior to graduation;
6. A minimum cumulative grade point average of 2.0 is required. No grade below a C is acceptable in the major and minor areas. Developmental Studies courses do not count toward any degree completion. They do count toward the G.P.A.;

**NOTE**: Some departments require a G.P.A. higher than 2.0 to graduate. It is the student’s responsibility to meet individual departmental regulations;

7. Residence credit requirement for all candidates for a Bachelors degree:

**Regular Students**: Twelve of the last eighteen credit hours of course work for the degree must be completed in residence. Students who lack no more than six credit hours to graduate and have met all other requirements may complete their course work in non-residence, provided such course work is completed no later than one year from the last time of residence enrollment and provided the student has requested and received permission from the Associate Vice President for Academic Affairs prior to the end of the last semester in residence;

**Transfer Students**: Thirty credit hours of course work for the degree must be completed in residence, of which 20 credit hours must be satisfactorily completed in the upper level courses (numbered 300-499). At least six credit hours in the elected major and three credit hours in the minor must be completed in residence. Credit is transferred at the level given at the sending institution for four year institutions. Credits earned at two year institutions cannot be used to meet upper division requirements;

**Transfer Students from Quarter hour system for General Education (see General Education section)**

8. File an advisor approved degree plan and application for degree evaluation by September 1 for spring graduation, February 1 for summer, or May 1 for fall graduation with the Office of the Registrar. The student will be advised in writing of the results by the Office of the Registrar;

9. Remove any indebtedness to WNMU. Complete all course work prior to the last day of the semester.

**Bachelor of Fine Arts Degree - Fine Arts (additional requirements)**

In addition to the above listed requirements, a candidate for the B.F.A. in Fine Arts degree is subject to the following WNMU regulations:

1. The student must be admitted to the B.F.A. Program. Admission packets and information are available at the Expressive Arts Department. A student must have a 3.0 grade point average in all art classes previously taken and have completed the Art & Design courses (27 credit hours) to be eligible to apply to the program;

2. Application requires a portfolio of the student’s work (20 labeled 35-mm slides or a CD-PC Adobe Photoshop compatible), list of works, statement of BFA goals and art philosophy, and sponsorship from a member of the art faculty;
3. B.F.A. students must successfully complete 83 credit hours in art as follows: 27 credit hours in Art & Design courses, 12 credit hours in introductory Studio courses, 24 credit hours in upper division Studio courses, 13 credit hours in Art History (including 1 credit for the Art History Visual Thesis), and 7 credit hours of additional B.F.A. required courses.

**Bachelor of Science in Nursing (additional requirements)**

In addition to the above listed requirements, a candidate for the B.S.N. degree is subject to the following WNMU regulations:

1. The student must be admitted to the Bachelor of Science in Nursing program. A student must have an approved A.D.N. or Diploma program in nursing with a valid license as a Registered Nurse in the State of New Mexico or a Multi-state Licensure compact state. The student must also have a cumulative G.P.A. of 2.5 at the time of admission;

2. Successful completion of 42 credit of upper division courses are required.

**Bachelor of Social Work Degree (additional requirements)**

In addition to the above listed requirements, a candidate for the B.S.W. degree must meet the following WNMU degree requirements and is subject to the following WNMU regulations:

1. The student must be admitted to the Social Work program. Admission packets and information are available at the School of Social Work website online at https://socialwork.wnmu.edu/bsw. A student must have a 2.5 cumulative grade point average to be eligible to apply to the program;

2. Students must be admitted to the program prior to enrolling in any of the following courses: SWK 386, SWK 398, SWK 460, SWK 461, SWK 487, SWK 488, SWK 492, and SWK 499. Academic credit for life or previous work experience will not be awarded. Demonstrate minimum competency (grade of C) in all Social Work professional foundation courses;

3. Students who have completed a degree, must complete 44 credit hours of professional foundation courses, other courses required by the B.S.W. degree and all other regulations regarding their particular status;

**Earning a Second Certificate:**

Students may receive additional certificates if all course requirements have been completed with a C or better. These additional certificates will be recorded on a student's permanent record. Additional core requirement credits cannot have already been used to satisfy graduation requirements in the student’s prior certificate. If a core requirement course is required by both certificates, a substitution must be approved by the department.
Earning a Second Undergraduate Degree

It is possible for a student to earn more than one undergraduate degree/major. To obtain a second associate/baccalaureate degree/major, the student must complete the following requirements:

1. Meet admission criteria for the second degree/major;
2. Meet all degree requirements of the new degree/major. There are no minor requirements for a second bachelor’s degree. General Education will be satisfied with the first baccalaureate degree from a regionally accredited university or college;
3. Transfer students wishing to obtain a second degree/major must meet the residency requirements specified for associate/baccalaureate degrees.

DOUBLE MAJORS: Completion of a second major is recorded on a student’s permanent record, but as a second major, not a second degree. A second degree is not awarded for an additional major or for an additional minor. Example: A person earning a B.B.A. in Accounting could not obtain a second B.B.A. in Management. Rather, the transcript would reflect a single B.B.A. with two majors.

DUAL DEGREES: Students who wish to be granted two undergraduate degrees (A.A., A.S., A.A.S., B.S., B.A., B.B.A., B.A.S., B.F.A., B.S.N., B.S.W., etc.) must fulfill all the requirements specified for each individual degree. Example: A person earning a B.A. in Botany could earn a B.S. in Zoology, but would be required to meet the second language requirement for the B.A. degree and/or the math/computer science requirement for the B.S. degree. A student will also need to meet the major requirements. A person cannot obtain a second degree with the same major as the first degree. Example: A person cannot earn both a B.A. and a B.S. degree in Biology.

The Bachelor of Interdisciplinary Studies degree may not be used as a second baccalaureate undergraduate degree. The Associate of Liberal Studies degree may be used as a second associate undergraduate degree providing that the student has 15 hours of coursework beyond the General Education and major coursework that was required for the first associate degree.
Applied Technology, Department of

Director: College of Community & Workforce Development Applied Technology: Ortiz

Specialty Certificates: are typically grant-funded and change as per the current need in the industry. Specialty Certificates available in Computer Technology, Electrical, Environmental, Financial Services, and Welding


The following regulations apply to all students seeking Technical Program degrees and certificates:

1. A grade of C or better in English 101 or equivalent is required, if applicable;
2. A maximum of sixteen credit hours may be obtained using any combination of ACT or CLEP examinations;
3. A maximum of four classes in a Technical Program associate program may be challenged;
4. A maximum of eight credit hours of independent/tutorial course work may be applied toward graduation for the associate degree;
5. A minimum of sixteen credit hours must be taken at WNMU (twelve of the last sixteen credit hours must be at WNMU);
6. A minimum of a 2.0 grade point average is required for completion.

Computer Technology Program

The Computer Technology offers a Fast Track certificate, one year certificate and an Associate of Applied Science in computer technology. The program prepares individuals to become skilled computer technicians in the areas of computer networking, assembly and repair of computer hardware, and installation and maintenance of operating systems and software. The A.A.S. program provides Networking and Security learning tactics used to defend computer networks against scams, and fraud. It will also prepare the student to manage linked systems in industry and homes (smart homes). It will focus on the security, maintenance and design and will be specifically trained students to evaluate security needs and develop safeguards. The Computer Technology Associate of Applied Science Program also prepares students to pursue exams leading to industry certifications in CompTia, MCSA, and CCNA. The Fast Track prepares individuals for A+ certification.
FAST TRACK CERTIFICATE
COMPUTER TECHNOLOGY

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
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</table>

Computer Technology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CTP 100</td>
<td>Intro. to Operating Systems/Application</td>
<td>3</td>
</tr>
<tr>
<td>CTP 105</td>
<td>Linux+ Certification Preparation</td>
<td>3</td>
</tr>
<tr>
<td>CTP 115</td>
<td>Operating System Security</td>
<td>3</td>
</tr>
<tr>
<td>CTP 150</td>
<td>PC Hardware &amp; Software</td>
<td>3</td>
</tr>
<tr>
<td>FNSV ___</td>
<td>Select one Financial Services course</td>
<td>3</td>
</tr>
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</table>

Core credit hours: 15
Total credit hours: 18

CERTIFICATE - COMPUTER TECHNOLOGY

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
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</tbody>
</table>

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<tbody>
<tr>
<td>BUSA 1110</td>
<td>Introduction to Business</td>
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<tr>
<td>CTP 100</td>
<td>Intro. to Operating Systems/Application</td>
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</tr>
<tr>
<td>CTP 105</td>
<td>Linux+ Certification Preparation</td>
<td>3</td>
</tr>
<tr>
<td>CTP 110</td>
<td>CCNA Certification Preparation I</td>
<td>3</td>
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<tr>
<td>CTP 115</td>
<td>Operating System Security</td>
<td>3</td>
</tr>
<tr>
<td>CTP 150</td>
<td>PC Hardware &amp; Software</td>
<td>3</td>
</tr>
<tr>
<td>CTP 155</td>
<td>CCNA Certification Preparation II</td>
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<td>CTP 200</td>
<td>CCNA Certification Preparation III</td>
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<td>CTP 235</td>
<td>CCNA Certification Preparation IV</td>
<td>3</td>
</tr>
<tr>
<td>FNSV ___</td>
<td>Select one Financial Services course</td>
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</table>

Core credit hours: 30
Total credit hours: 33
ASSOCIATE OF APPLIED SCIENCE
COMPUTER TECHNOLOGY

University Requirements

General Education
At least 12 credit hours from four of the six content areas
PLUS 3 credits Flex Hours  15

Computer Technology Core Requirements

CTP 100 Intro. to Operating Systems/Application 3
CTP 105 Linux+ Certification Preparation 3
CTP 110 CCNA Certification Preparation I 3
CTP 150 PC Hardware & Software 3
CTP 155 CCNA Certification Preparation II 3
CTP 160 Security + Certification Preparation 3
CTP 200 CCNA Certification Preparation III 3
CTP 205 Server+ 3
CTP 210 Home Technology Integration 3
CTP 230 Converged Networks 3
CTP 235 CCNA Certification Preparation IV 3
Core credit hours 33

Select one of the options below: Networking or Cyber Security

Networking Option

CTP 240 Windows Server I 3
CTP 245 Windows Professional Preparation 3
CTP 250 Windows Network Infrastructure 3
CTP 281 Internship in Technical Computer Support 3
Networking Option credit hours 12
Total credit hour 60

Cyber Security Option

CTP 115 Operating System Security 3
CTP 165 Incident Response & Handling 3
CTP 260 Computer System Forensics 3
CTP 265 Firewalls & Network Security 3
CTP 270 Security Management Practices 3
CTP 282 Internship in Cyber Security 3
Cyber Option credit hours 18
Total credit hour 66
Construction Technology

Both a one year certificate and an Associate of Applied Science degree are offered in Construction Technology. The certificate program is designed for those individuals who desire the basic entry level skills necessary for immediate employment in the construction industry. The two-year A.A.S. degree in Construction Technology is designed for those students who wish to gain entry level construction skills as well as have the capabilities to work in the areas of project management, supervision, estimating, and inspection.

The Construction Technology program uses the National Center for Construction Education & Research (NCCER) curricula which is standardized to meet the industry standards. NCCER maintains a National Registry which contains the training records of students more flexibility in their career path planning and ensures that their training accomplishments will be recognized wherever they go. Students take a course in the construction Technology Program will automatically be entered into the National Register after completion of an approval form.

CERTIFICATE - CONSTRUCTION TECHNOLOGY

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
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Construction Technology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CNST 101</td>
<td>Introduction to Building Trades</td>
<td>3</td>
</tr>
<tr>
<td>CNST 104</td>
<td>General Construction Application</td>
<td>3</td>
</tr>
<tr>
<td>CNST 106</td>
<td>Construction Safety and Tools</td>
<td>2</td>
</tr>
<tr>
<td>CNST 112</td>
<td>Framing of Floors and Walls</td>
<td>4</td>
</tr>
<tr>
<td>CNST 114</td>
<td>Print Reading and Site Layout</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Site Built and Manufactured Concrete Forms</td>
<td>4</td>
</tr>
<tr>
<td>CNST 124</td>
<td>Exterior Finishing and Roofing Applications</td>
<td>5</td>
</tr>
<tr>
<td>CNST 126</td>
<td>Principal Layouts of Roofs, Windows and Doors</td>
<td>4</td>
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</tbody>
</table>

Core credit hours: 28
Total credit hour: 31

ASSOCIATE OF APPLIED SCIENCE IN CONSTRUCTION TECHNOLOGY

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
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</table>

Credit hours: 6

Construction Technology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNST 101</td>
<td>Introduction to Building Trades</td>
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</tr>
<tr>
<td>CNST 104</td>
<td>General Construction Application</td>
<td>3</td>
</tr>
<tr>
<td>CNST 106</td>
<td>Construction Safety and Tools</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>CNST 112</td>
<td>Framing of Floors and Walls</td>
<td>4</td>
</tr>
<tr>
<td>CNST 114</td>
<td>Print Reading and Site Layout</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Site Built and Manufactured Concrete Forms</td>
<td>4</td>
</tr>
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<td>CNST 124</td>
<td>Exterior Finishing and Roofing Applications</td>
<td>5</td>
</tr>
<tr>
<td>CNST 126</td>
<td>Principal Layouts of Roofs, Windows and Doors</td>
<td>4</td>
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<tr>
<td>CNST 128</td>
<td>Fund. of Concrete Reinforcing/Foundations/Flatwork</td>
<td>2</td>
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<tr>
<td>CNST 230</td>
<td>Handling and Placing Concrete</td>
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<td>CNST 232</td>
<td>Techniques in Installing Drywall and Insulation</td>
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<tr>
<td>CNST 234</td>
<td>Building Commercial &amp; Residential Stairs</td>
<td>3</td>
</tr>
<tr>
<td>CNST 236</td>
<td>Framing with Metal</td>
<td>3</td>
</tr>
<tr>
<td>CNST 238</td>
<td>Interior Finishes</td>
<td>4</td>
</tr>
<tr>
<td>CNST 240</td>
<td>Advanced. Roof, Floor &amp; Wall Systems</td>
<td>4</td>
</tr>
<tr>
<td>CNST 246</td>
<td>Preparation of Job Site Equipment Management</td>
<td>3</td>
</tr>
<tr>
<td>CNST 262</td>
<td>Construction Supervision</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded metal Arc Welding I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core credit hours**: 61
**Total credit hours**: 67

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**Electrical Technology**

The A.A.S. Electrical Technology program offers a Fast Track certificate, one year certificate which is designed to prepare students with a thorough knowledge of all aspects in the trade for immediate employment in industry or to go into an apprenticeship site to gain training needed to apply for the journeyman license. The electrical courses provide the individual with certification to meet industry needs a trained and educated work force to meet the ever-increasing demands of future construction projects. This work force will require classroom training as well as on-site experience; the electrical technology program is a direct route to a dynamic career.

The Electrical Technology program uses the National Center for Construction Education & Research (NCCER) curricula which is standardized to meet industry standards. NCCER maintains a National Registry which contains the training records of students who have received training through WNMU. The National Registry also gives students more flexibility in their career path planning and ensures that their training accomplishments will be recognized wherever they go. Students taking a course in the Electrical Technology Program will automatically be entered into the National Registry after completion of an approval form.

**FAST TRACK CERTIFICATE**

**ELECTRICAL TECHNOLOGY**

**Electrical Technology Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 121</td>
<td>Basic Electrical Construction Math</td>
<td>3</td>
</tr>
<tr>
<td>ELT 123</td>
<td>Basic Electrical Tools &amp; Safety</td>
<td>3</td>
</tr>
<tr>
<td>ELT 124</td>
<td>Introduction to NEC Safety &amp; Plans</td>
<td>3</td>
</tr>
<tr>
<td>ELT 125</td>
<td>Electrical Theory, Blueprints &amp; Conductors</td>
<td>3</td>
</tr>
<tr>
<td>ELT 126</td>
<td>Electrical Application &amp; Wiring Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total credit hours**: 16
CERTIFICATE - ELECTRICAL TECHNOLOGY

Supporting Course Work

- BCIS 1110 Fundamentals of Information Literacy and Systems 3
- COMM 1130 Public Speaking 3
- ENGL 1110 Composition I 3
  Credit hours 9

Electrical Technology Core Requirements

- ELT 121 Basic Electrical Construction Math 3
- ELT 123 Basic Electrical Tools & Safety 3
- ELT 124 Introduction to NEC Safety & Plans 3
- ELT 125 Electrical Theory, Blueprints & Conductors 3
- ELT 126 Electrical Application & Wiring Methods 4
- ELT 127 Intro. to A/C Current, Motor Theory, NEC App. 3
- ELT 128 Basic Bending, Cable Tray & Constr. Installation 4
- ELT 129 Basic Conductor Termination & Grounding 3
- ELT 130 Electrical Service Installation 4
  Core credit hours 30
  Total credit hours 39

ASSOCIATE OF APPLIED SCIENCE IN ELECTRICAL TECHNOLOGY

University Requirements

General Education
At least 12 credit hours from four of the six content areas
PLUS 3 credits Flex Hours 15

Electrical Technology Core Requirements

- ELT 121 Basic Electrical Construction Math 3
- ELT 123 Basic Electrical Tools & Safety 3
- ELT 124 Introduction to NEC Safety & Plans 3
- ELT 125 Electrical Theory, Blueprints & Conductors 3
- ELT 126 Electrical Application & Wiring Methods 4
- ELT 127 Intro. to A/C Current, Motor Theory, NEC App. 3
- ELT 128 Basic Bending, Cable Tray & Constr. Installation 4
- ELT 129 Basic Conductor Termination & Grounding 3
- ELT 130 Electrical Service Installation 4
- ELT 230 Welding Machines 4
- ELT 235 Conductor Load Calculations & Overcurrent Prot. 3
- ELT 236 Distribution, Systems, Raceways & Ballasts 3
- ELT 237 Motor Operation & Controls 4
- ELT 239 Electronic Theory & Wiring Methods 3
- ELT 241 Commercial & Residential Load Calculations 3
- ELT 242 Advanced Motor Controls & Lighting 3
- ELT 243 Intro. to Emergency Systems & High Voltage App. 3
  Core credit hours 56
  Total credit hours 71
Environmental Electrician

The Environmental Electrician Program is designed to prepare students with a thorough knowledge of all aspects in the electrical trade with additional components in preparation for green energy electrical applications for solar, wind, and photovoltaics. Students completing this program can gain immediate employment or go into an apprenticeship site to gain training needed to apply for the journeyman’s license. The green construction industry needs a trained and educated work force to meet the ever-changing demands of future construction projects. This work force will require classroom training and on-site experience. The Environmental Electrician Program is a direct route to a dynamic career. The Environmental Electrician Program uses the National Center for Construction Education and Research curricula which is standardized to meet industry standards. NCCER maintains a National Registry which contains the training records of students who have received training through WNMU. The National Registry also gives students more flexibility in their career path planning and ensures that their training accomplishments will be recognized wherever they go.

CERTIFICATE - ENVIRONMENTAL ELECTRICIAN

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 140</td>
<td>Digital Literacy</td>
<td>3</td>
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<tr>
<td>or BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
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</table>

Environmental Electrician Core Requirements

<table>
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</tr>
<tr>
<td>ELT 127</td>
<td>Intro. to A/C Current, Motor Theory, NEC App.</td>
<td>3</td>
</tr>
<tr>
<td>ELT 129</td>
<td>Basic Conductor Termination &amp; Grounding</td>
<td>3</td>
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<tr>
<td>ENVE 205</td>
<td>Solar Site Analysis</td>
<td>3</td>
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<tr>
<td>ENVE 250</td>
<td>Wind Power</td>
<td>3</td>
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</table>

Core credit hours: 28
Total credit hours: 31
ASSOCIATE OF APPLIED SCIENCE
ENVIRONMENTAL ELECTRICIAN

University Requirements

General Education
At least 12 credit hours from four of the six content areas
PLUS 3 credits Flex Hours 15

Environmental Electrician Core Requirements

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<td>ELT 129</td>
<td>Basic Conductor Termination &amp; Grounding</td>
<td>3</td>
</tr>
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<td>ELT 130</td>
<td>Electrical Service Installation</td>
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<tr>
<td>ELT 235</td>
<td>Conductor Load Calculations &amp; Overcurrent Protec.</td>
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<td>ELT 237</td>
<td>Motor Operation &amp; Controls</td>
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<td>ENVE 200</td>
<td>Photovoltaic Design Principles</td>
<td>3</td>
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<tr>
<td>ENVE 205</td>
<td>Solar Site Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENVE 250</td>
<td>Wind Power</td>
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<tr>
<td>ENVE 255</td>
<td>Design &amp; Assessment of Wind Turbines</td>
<td>3</td>
</tr>
<tr>
<td>IMP 120</td>
<td>Introduction to Valves, Pumps, &amp; Drivers</td>
<td>2</td>
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<tr>
<td>IMP 200</td>
<td>Introduction to Bearings</td>
<td>3</td>
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<tr>
<td>IMP 210</td>
<td>Pipe Compositions</td>
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</tr>
<tr>
<td>IMP 250</td>
<td>Hydraulic Systems/Flow/Level Repair</td>
<td>2</td>
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<tr>
<td>IMP 265</td>
<td>Electronic Theory</td>
<td>2</td>
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<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding</td>
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<tr>
<td>WLDT 166</td>
<td>Tig Welding</td>
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</table>

Core credit hours 62
Total credit hours 77

Financial Services

The Financial Services program offers a Fast Track, or one-year certificate, and an Associate of Science degree in Financial Services. The Associate of Science is a viable degree option for students of diverse backgrounds that are looking for a career in the financial industry and includes a strong comprehensive general education.

FAST TRACK CERTIFICATE
FINANCIAL SERVICES

Financial Services Core

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>BOFT 123</td>
<td>Business Communications I</td>
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<tr>
<td>FNSV 101</td>
<td>Business Ethics I</td>
<td>3</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
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<tr>
<td>FNSV 103</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 107</td>
<td>Service Industry Accounting &amp; Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 110</td>
<td>Basic Office Suite</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>15</td>
</tr>
</tbody>
</table>

**CERTIFICATE - FINANCIAL SERVICES**

**Supporting Course Work**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1110</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
</tr>
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**Financial Services Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOFT 123</td>
<td>Business Communications I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 101</td>
<td>Business Ethics I</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 102</td>
<td>Business Ethics II</td>
<td>2</td>
</tr>
<tr>
<td>FNSV 103</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 105</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 107</td>
<td>Service Industry Accounting &amp; Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 110</td>
<td>Basic Office Suite</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>Total credit hours</td>
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</table>

**ASSOCIATE OF SCIENCE IN FINANCIAL SERVICES**

**University Requirements**

General Education 31

**Financial Services Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 331</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BOFT 123</td>
<td>Business Communications I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 303</td>
<td>Risk and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 306</td>
<td>Principles of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 101</td>
<td>Business Ethics I</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 102</td>
<td>Business Ethics II</td>
<td>2</td>
</tr>
<tr>
<td>FNSV 103</td>
<td>Personal Finance</td>
<td>3</td>
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<tr>
<td>FNSV 105</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 107</td>
<td>Service Industry Accounting &amp; Bookkeeping</td>
<td>3</td>
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<td>FNSV 110</td>
<td>Basic Office Suite</td>
<td>3</td>
</tr>
<tr>
<td>FNSV 201</td>
<td>Business Ethics III</td>
<td>2</td>
</tr>
<tr>
<td>FNSV 203</td>
<td>Money Value</td>
<td>3</td>
</tr>
</tbody>
</table>
Industrial Maintenance

The Industrial Maintenance Program will prepare the student in an array of technical areas. It begins with the installation, repairing, replacing, maintaining, and dismantling of machinery and heavy equipment used in many industries. Maintaining equipment involves the lubricating of moving parts, replacing worn and damaged equipment, diagnosing problems, fabricating parts, rewiring equipment, changing and retooling a piece of equipment and solving emergencies. Overall the craft worker must be a jack of all trades. The student will learn to perform such tasks. As any aspect of an industrial plant may need repair, they will learn how the machinery is built and operates, along with the skills-set for pipe fitting, welding, millwright work, machining, plumbing electrical, electronics, hydraulics, Pneumatics and building construction, rigging, and hoisting, drafting, and blueprint reading.

FAST TRACK CERTIFICATE
INDUSTRIAL MAINTENANCE

Industrial Maintenance Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMP 100</td>
<td>Orientation to Industrial Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>IMP 105</td>
<td>Gaskets &amp; Packing</td>
<td>2</td>
</tr>
<tr>
<td>IMP 110</td>
<td>Craft Related Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>IMP 115</td>
<td>Construction Drawings</td>
<td>2</td>
</tr>
<tr>
<td>IMP 120</td>
<td>Intro. to Valve/Pumps/Drivers</td>
<td>2</td>
</tr>
<tr>
<td>IMP 150</td>
<td>Materials Handling/Support Equip/Lubrication</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours 16

CERTIFICATE - INDUSTRIAL MAINTENANCE

Supporting Course Work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Industrial Maintenance Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 127</td>
<td>Intro. to A/C Current, Motor Theory, NEC App.</td>
<td>3</td>
</tr>
<tr>
<td>ELT 128</td>
<td>Basic Bending/Cable Tray/Constr. Installation &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>IMP 100</td>
<td>Orientation to Industrial Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>IMP 105</td>
<td>Gaskets &amp; Packing</td>
<td>2</td>
</tr>
<tr>
<td>IMP 110</td>
<td>Craft Related Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>IMP 115</td>
<td>Construction Drawings</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>IMP 120</td>
<td>Intro. to Valve/Pumps/Drivers</td>
<td>2</td>
</tr>
<tr>
<td>IMP 150</td>
<td>Materials Handling/Support Equip/Lubrication</td>
<td>3</td>
</tr>
<tr>
<td>IMP 160</td>
<td>Quality Control &amp; Compliance</td>
<td>3</td>
</tr>
<tr>
<td>IMP 175</td>
<td>Distribution Equipment</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
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</tbody>
</table>

Core credit hours 28
Total credit hours 31

**ASSOCIATE OF APPLIED SCIENCE**

**INDUSTRIAL MAINTENANCE**

**University Requirements**

General Education
At least 12 credit hours from four of the six content areas
PLUS 3 credits Flex Hours 15

**Industrial Maintenance Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 127</td>
<td>Intro. to A/C Current, Motor Theory, NEC App.</td>
<td>3</td>
</tr>
<tr>
<td>ELT 128</td>
<td>Basic Bending, Cable Tray/Constr. Installation &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>ELT 235</td>
<td>Conductor Load Calculations &amp; Overcurrent Protect.</td>
<td>3</td>
</tr>
<tr>
<td>ELT 237</td>
<td>Motor Operation &amp; Controls (with lab)</td>
<td>4</td>
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<tr>
<td>IMP 100</td>
<td>Orientation to Industrial Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>IMP 105</td>
<td>Gaskets &amp; Packing</td>
<td>2</td>
</tr>
<tr>
<td>IMP 110</td>
<td>Craft Related Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>IMP 115</td>
<td>Construction Drawings</td>
<td>2</td>
</tr>
<tr>
<td>IMP 120</td>
<td>Intro. to Valve/Pumps/Drivers</td>
<td>2</td>
</tr>
<tr>
<td>IMP 150</td>
<td>Materials Handling/Support Equip/Lubriciation</td>
<td>3</td>
</tr>
<tr>
<td>IMP 160</td>
<td>Quality Control &amp; Compliance</td>
<td>3</td>
</tr>
<tr>
<td>IMP 175</td>
<td>Distribution Equipment</td>
<td>2</td>
</tr>
<tr>
<td>IMP 200</td>
<td>Introduction to Bearings</td>
<td>3</td>
</tr>
<tr>
<td>IMP 210</td>
<td>Pipe Compositions</td>
<td>2</td>
</tr>
<tr>
<td>IMP 225</td>
<td>Installing Coupling &amp; Mechanical Seals</td>
<td>2</td>
</tr>
<tr>
<td>IMP 230</td>
<td>Pump Operations</td>
<td>2</td>
</tr>
<tr>
<td>IMP 235</td>
<td>Belts &amp; Chain Drive Operation</td>
<td>2</td>
</tr>
<tr>
<td>IMP 250</td>
<td>Hydraulic Systems/Flow/Level Repair</td>
<td>2</td>
</tr>
<tr>
<td>IMP 255</td>
<td>Pneumatic Systems &amp; Equipment</td>
<td>2</td>
</tr>
<tr>
<td>IMP 260</td>
<td>Vibration Analysis</td>
<td>2</td>
</tr>
<tr>
<td>IMP 265</td>
<td>Electronic Theory</td>
<td>2</td>
</tr>
<tr>
<td>IMP 281</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
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</tbody>
</table>

Core credit hours 57
Total credit hours 72
Welding Technology

The Welding Technology program uses the National Center for Construction Education & Research (NCCER) curricula which is standardized to meet industry standards. NCCER maintains a National Registry which contains the training records of students who have received training through WNMU. The National Registry also gives students more flexibility in their career path planning and ensures that their training accomplishments will be recognized wherever they go. Students taking a course in the Welding Technology program will automatically be entered into the National Registry after completion of an approval form from NCCER.

FAST TRACK CERTIFICATE
WELDING TECHNOLOGY

Welding Technology Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLDT 105</td>
<td>Oxyacetylene Welding</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 120</td>
<td>General Welding Applications</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 122</td>
<td>Basic Safety, Hand &amp; Power Tools</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 131</td>
<td>Metal Cutting Process</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 158</td>
<td>SMAW I Groove &amp; Open V Butt Welds</td>
<td>4</td>
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<td>Total credit hours</td>
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CERTIFICATE - WELDING TECHNOLOGY

Supporting Course Work

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<th>Course Title</th>
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<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
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Welding Technology Core Requirements

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLDT 105</td>
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<td>2</td>
</tr>
<tr>
<td>WLDT 120</td>
<td>General Welding Applications</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 122</td>
<td>Basic Safety, Hand &amp; Power Tools</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 131</td>
<td>Metal Cutting Process</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 157</td>
<td>Shielded Metal Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 158</td>
<td>SMAW I Groove &amp; Open V Butt Welds</td>
<td>4</td>
</tr>
<tr>
<td>WLDT 162</td>
<td>SMAW I Open Root Pipe &amp; Stainless Steel</td>
<td>4</td>
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<tr>
<td>WLDT 166</td>
<td>Tig Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 202</td>
<td>SMAW II Groove &amp; Open V Butt Welds</td>
<td>3</td>
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<tr>
<td>WLDT 204</td>
<td>SMAW II Open Root Pipe &amp; Stainless Steel</td>
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<tr>
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<td>Total credit hours</td>
<td>34</td>
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</tbody>
</table>
ASSOCIATE OF APPLIED SCIENCE  
IN WELDING TECHNOLOGY

University Requirements

General Education
At least 12 credit hours from four of the six content areas  
PLUS 3 credits Flex Hours  

Welding Technology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WLDT 105</td>
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<tr>
<td>WLDT 120</td>
<td>General Welding Application</td>
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<td>WLDT 122</td>
<td>Basic Safety Hand &amp; Power Tools</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 131</td>
<td>Metal Cutting Process</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 140</td>
<td>Rigging &amp; Metal Properties</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 155</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 157</td>
<td>Shielded Metal Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 158</td>
<td>SMAW I Groove &amp; Open V Weld</td>
<td>4</td>
</tr>
<tr>
<td>WLDT 162</td>
<td>SMAW I Open Root Pipe &amp; Stainless Steel</td>
<td>4</td>
</tr>
<tr>
<td>WLDT 166</td>
<td>Tig Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 202</td>
<td>SMAW II Groove &amp; Open V Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 204</td>
<td>SMAW II Root Pipe Open &amp; Stainless Steel</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 206</td>
<td>Mechanical Properties of Low Alloy Steel I</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 208</td>
<td>GTAW Aluminum Plate &amp; Pipe</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 210</td>
<td>GMAW Aluminum Plate &amp; Pipe</td>
<td>3</td>
</tr>
<tr>
<td>WLDT 212</td>
<td>GMAW Plate &amp; Pipe</td>
<td>4</td>
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<td>WLDT 255</td>
<td>Carbon &amp; Stainless Steel Pipe Welding</td>
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<tr>
<td>WLDT 257</td>
<td>Mechanical Properties of Low Alloy Steel II</td>
<td>2</td>
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<tr>
<td>WLDT 260</td>
<td>FCAW Plate &amp; Pipe</td>
<td>4</td>
</tr>
<tr>
<td>WLDT 265</td>
<td>GTAW Plate Aluminum Plate &amp; Pipe II</td>
<td>2</td>
</tr>
<tr>
<td>WLDT 267</td>
<td>GMAW Aluminum Plate &amp; Pipe II</td>
<td>2</td>
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</tbody>
</table>

Core credit hours: 62
Total credit hours: 77
Arts & Sciences,  
College of

Expressive Arts, Department of

Dean: Crocker  
Department Chair: Pendergast (Art)  
Professor: Metcalf (Art)  
Associate Professor:  
Assistant Professors: Michaud (Art), Pendergast (Art)

Degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Art, Associate of Arts  
Majors: Art, Fine Art, Graphic Design  
Minors: Art, Music

THE EXPRESSIVE ARTS DEPARTMENT: Includes the Arts and Music. Expressive Arts Department teaches and cultivates confidence, patience, perseverance, dexterity, critical thinking, and problem solving skills. The arts instill discipline, curiosity for experimentation, risk taking and dedication to one’s vision. Students will carry these lifelong visual communication skills and intrinsic motivational attitudes with them into all aspects of their lives and careers where they will be valued as creative innovators and problem solvers.

FINE ART DISCIPLINE
Fine Art students enrolled at WNMU have options towards professional careers in the visual arts, art education, and music. The A.A. degree in Graphic Design leads towards the computer related workforce. The B.F.A. Program requires an application process and a strong, competitive portfolio for admission and is designed as preparation for graduate study or careers in Art and Media. Art as a discipline provides the facilities and assistance for developing competence in the visual arts, art education, art history, and the graphic and media arts.

The art discipline offers several degree options: Bachelor of Arts (B.A.), Bachelors of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Associate of Arts (A.A.) in Graphic Design, and an Art Minor.

- Lab fees are required in Studio Courses.
- Lab fees provide studio equipment, their maintenance/repair, and studio materials. Students will provide their own personal tools and supplies.
• Admission to the A.A. Graphic Design Program adhere to the University open enrollment policy.

**The Bachelors of Arts & Science (B.A./B.A.):** the degree offers 50 credits hours in art with specialization is studio art. Ideal for the collaborative students interested in broader liberal arts goals or a double major. Students are prepared for graduate school to pursue the Masters of Art in Teaching and could pursue a MFA Degree or practice art professionally. No Minor is required.

**The Bachelor of Fine Arts Degrees (B.F.A.):** A Bachelor of Fine Arts (B.F.A.) in fine arts is a four-year degree program which allows a student to approach an education in the visual arts within a university context. This means that studio courses in such areas as ceramics, drawing, new media, painting, photography, sculpture, and also interdisciplinary combinations of these media, will be studied alongside academic disciplines

**Associate of Arts in Graphic Design (A.A.):** The degree prepares students to enter the graphic design workforce. The program incorporates a broad art and design curriculum utilizing computer skills.

**Art Minor:** Enables students majoring in other fields to acquire an art proficiency.

**Music Minor:** A focus on music proficiency including, Jazz, Mariachi, and Pep band.

**Art Scholarships:** The DeGrazia Scholarship in Fine Arts, Francis McCray Scholarship, Harry Benjamin, Barbara Peppy, Lorraine Schula Scholarship, John Stermer Art Scholarship, Chase Web Art Scholarship, Winters Kasten State match scholarship: Each scholarship varies in amounts up to $500.00 per academic year. Art scholarships are awarded to incoming students with artistic potential and current outstanding Art and outstanding B.F.A. students. Art scholarships are awarded each Spring for the following year. Scholarship Application Forms are available in the Expressive Arts Office. Completed applications are due by 12 noon on the second Thursday in February to the Expressive Arts Office.

**Music Scholarships:** Robert M. Ingraham Music Scholarship, North Sea Montreux Jazz Scholarship, AA. (Abramo) and Geraldine Parotti Scholarship, Lorraine Schula Scholarship, CCCC/Robert Lee Kasten Expressive Arts State match Scholarship. Are awarded to incoming students with musical potential and current outstanding declared music minors.

**Art Education Program Description:** The Art Discipline within the Expressive Arts Department works in conjunction with the School of Education in two ways. 1) Students interested in attaining **Art Certification** are required to complete a B.F.A. in Art and pursue a Master of Arts in Teaching with Art as their qualifying field. 2) Students interested in the **Elementary Education Program** take the Art Teaching Endorsement in conjunction with the Elementary Education Program.
FOUR YEAR DEGREE

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN ART
(no minor required)
(120 minimum credit hours required)

Art majors are required to present a senior exhibition in the WNMU McCray Gallery during the last semester prior to graduation. See your advisor for guidelines.

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
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<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/SOC 323 Social Statistics or PSYC 2510 Statistical Principles for Psychology beyond the General Education requirements. 6

Art Core Requirements

<table>
<thead>
<tr>
<th>Art &amp; Design</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTS 1240 Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1250 Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1610 Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1620 Life Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>Art &amp; Design credit hours</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Studio</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART ___ Art Studio credit hours</td>
<td>32</td>
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</table>

<table>
<thead>
<tr>
<th>Art History</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTH 2110 Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2120 History of Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 460 Art History Travel Tour</td>
<td>3</td>
</tr>
<tr>
<td>Art History credit hours</td>
<td>6</td>
</tr>
<tr>
<td>Total Art Core Requirements</td>
<td>50</td>
</tr>
</tbody>
</table>
BACHELOR OF FINE ARTS IN FINE ART (B.F.A.)
(no minor required)
(120 minimum credit hours required)

Acceptance to this program is competitive and the applicant is expected to demonstrate creative ability with potential in the visual arts. If denied admittance into the program, the student may reapply the following spring.

Eligibility for B.F.A. Admissions:

- Successful completion of three semesters of course work (minimum 24 credit hours in Art) with a 3.0 G.P.A. in all art courses taken.
- Successful completion of the following core art courses: 101, 103, 107 and 204.
- Applicants must obtain sponsorship from a full-time faculty member.
- Students must submit their portfolio, B.F.A. statement, unofficial transcripts, and application form to the Expressive Arts Office by 12:00 noon the second Thursday in February.

Portfolio: (20) images on a CD, DVD, USB flash drive and a corresponding list identifying the art work.

B.F.A. Statement: (one page) B.F.A. goals and art philosophy

Application Form: with specific application instructions - available through the Expressive Arts Office

University Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

Fine Arts Core Requirements

Art & Design Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1240</td>
<td>Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1250</td>
<td>Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1540</td>
<td>Digital Tools for Artists</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1610</td>
<td>Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>FDMA 1517</td>
<td>Photoshop Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1620</td>
<td>Life Drawing I</td>
<td>4</td>
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</tbody>
</table>

Fine Arts Core credit hours 24

ART Studio Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART ___ Art Studio Courses</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Art History (select 12 credit hours minimum from the following courses:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 2110</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2120</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 376</td>
<td>Critical Film Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>
ART 378  Women in Art  3
ART 386  Pre-Renaissance Art  3
ART 387  Renaissance & Baroque  3
ART 388  Contemporary Art  3
ART 389  Mexican Art  3
ART 460  Art History Travel Tour  3
ART 472  History of Media  3

Art History credit hours  12

B.F.A. Specific Requirements
ART 476  Portfolio & Business  3
ART 477  Seminar  1
ART 481  Internship (45 hours in the field)  1
ART 492  Assessment of Conceptual Development  1
ART 493  B.F.A. Exhibit & Final Portfolio Review  1
B.F.A. Specific credit hours  7
Total B.F.A. Core Requirements  79

TWO YEAR DEGREE

ASSOCIATE OF ARTS IN GRAPHIC DESIGN

University Requirements
General Education  31

Graphic Design Core Requirements
ARTS 1150  Visual Communication Design  4
ARTS 1240  Design I  4
ARTS 1520  Digital Media I  4
ARTS 1610  Drawing I  4
ARTS 1713  Web Page Design  4
ARTS 1410  Introduction to Photography  4
ARTS 2128  Graphic Design Studio  4
Select one of the following
ARTH 2110  Art History Survey I
or ARTH 2120  History of Art II  3
Graphic Design credit hours  31
Total credit hours  62
### Minors

#### Art Minor

**Art Foundation Courses** (select three of the following:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1240</td>
<td>Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1250</td>
<td>Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1610</td>
<td>Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>FDMA 1517</td>
<td>Photoshop Techniques</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>12</strong></td>
</tr>
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</table>

**Art Studio Courses** (select two of the following:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1713</td>
<td>Web Page Design</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1410</td>
<td>Introduction to Photography</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 2321</td>
<td>Appreciation of Clay</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1630</td>
<td>Painting I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 2841</td>
<td>Appreciation of Sculpture</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1620</td>
<td>Life Drawing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>8</strong></td>
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</table>

**Art History Courses** (select one of the following:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTH 2110</td>
<td>History of Art I</td>
<td>3</td>
</tr>
<tr>
<td>or ARTH 2120</td>
<td>History of Art II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

#### Music Minor

**Applied Music Courses** (six hours required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100/300</td>
<td>Applied Lessons</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>6</strong></td>
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</table>

**Ensemble Music Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 2110/MUSC 370</td>
<td>Chamber Ensemble/Pep Band</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSC 2130/MUSC 371</td>
<td>Jazz Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 174/374</td>
<td>Jazz Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>or MUSC 377</td>
<td>Mariachi Ensemble</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>4</strong></td>
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</tbody>
</table>

**Other Required Music Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1460</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1461</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1420</td>
<td>Introduction to Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Minor Recital</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
Humanities, Department of

Dean: Crocker
Department Chair: Gist
Professors: Gist, Heller
Associate Professors: Cline, Oubre
Assistant Professor: Schoenberg, Steinmann

Degrees: Bachelor of Arts, Bachelor of Science
Majors: English, Sustainable Development
Minors: Communication Studies, English, Philosophy, Pre-Law, Sustainable Development

The Humanities Department offers courses and programs which focus on human experience in its own terms — as in literature and philosophy. These courses and programs may be used as preparation for careers in law, government, and teaching, but they are also essential to the critical thinking, value formation, and political decision-making required of citizens in a democratic society. The courses are designed for students choosing electives as well as for majors and minors.

The humanities curriculum is meant to function as a complement to curricula which are excessively specialized on one hand and exclusively practical on the other. It is committed to the cultivation of a thoughtful, broad, historical perspective; knowledge as an end-in-itself; and an awareness of the special value of human beings and their experiences — past, present, and future.

Students pursuing the B.A. degree are advised to begin studying a foreign language in year one of their curriculum.

The Humanities Department includes courses in developmental reading and writing, Communication, English language and literature, Philosophy, and Spanish. There is also one honors society in the Humanities Department: Sigma Tau Delta.

Communication

Courses in communication will study “all forms, modes, media and consequences of communication through humanistic, social scientific and aesthetic inquiry” (National Communication Association Mission Statement, 2016) in order to prepare students for a better life as better communicators and to work in diverse fields including journalism, public relations, brand management, and any other occupation where excellence in communication is recommended.

Developmental English

Undergraduate students new to WNMU are required to take an approved placement test. The test scores are used to place students in appropriate university or developmental English and mathematics courses. Developmental English courses
provide underprepared and "at risk" students with academic support to complete the transition from high school to college. They also provide academic support to non-traditional students who have been away from formal education for several years.

**Languages**

Spanish courses are designed to provide a basic knowledge of the structure of the language and to teach the student to understand, speak, read, and write Spanish.

**Literature**

These courses in American, British and World Literature sharpen critical and aesthetic insights and promote understanding of the cultural heritage as revealed in literature. They provide a strong foundation in subject matter for prospective teachers of English in the elementary and secondary schools and equip majors for graduate study in English.

**Philosophy**

Philosophy courses serve to provide students with conceptual skills needed to think critically and to confront fundamental questions in their lives. Historical and contemporary approaches to problems are presented.

**Pre-Law**

Requirements for pre-law training vary among the law schools from three years to the completion of the bachelor's degree. The American Bar Association does not recommend to the law schools exactly what courses should be included for pre-professional education. High on the list of courses recommended by leaders of the legal profession, however, are English language and literature, government, communication, economics, American history, and English history. Majors in English and History are all recommended backgrounds for law school.

**Teacher Licensure**

Students seeking teacher licensure in the state of New Mexico may combine a major in Elementary Education or Secondary Education with a teaching field in Bilingual Education - Spanish, Classical Language - Spanish, or Language Arts. Specific course listings are found in the Teaching Field section of the School of Education in this catalog.
FOUR YEAR DEGREE

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN ENGLISH
(120 minimum credit hours required)

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

Complete an additional 6 credit hours in Math, and/or Computer
Science, and/or GEOG/SOC 323, Social Statistics, PSYC 2510
Statistical Principles for Psychology, beyond the Gen. Ed. requirements. 6

Select One Concentration from the Two Choices below:

Literature Concentration -

ENGL 2310 Introduction to Creative Writing 3
ENGL 2983 Topics & Problems in World Literature 3
ENGL 2980 Topics & Problems in Literature in English 3
ENGL 2985 Topics & Problems in Literature of the Americas 3
ENGL 2110 Traditional Grammar

or ENGL 419 Advanced Composition 3
ENGL 440 Shakespeare 3
ENGL 496 English Composition 3
ENGL ___ Guided Electives

Upper division literature 9
Upper division writing 3
Upper division literature or writing 3
Credit hours 36

Writing Concentration

ENGL 2310 Introduction to Creative Writing 3
ENGL 2220 Introduction to Professional Writing

or ENGL 2110 Traditional Grammar 3
ENGL 2983 Topics & Problems in World Literature 3
ENGL 2980 Topics & Problems in Literature in English 3
ENGL 2985 Topics & Problems in Literature of the Americas 3
ENGL 496 English Composition 3

Select 3 of the following 4 courses:

ENGL 421 Advanced Creative Writing: Poetry
ENGL 422  Advanced Creative Writing: Fiction
ENGL 423  Advanced Creative Writing: Creative Nonfiction
ENGL 424  Advanced Creative Writing: The Stage 12
ENGL ____ Guided Electives (three hours must be upper level)  9
Credit hours  36

Minor must be outside the English discipline.

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN SUSTAINABLE DEVELOPMENT
(no minor required)
(120 minimum credit hours required)

Advisor: Norris, Whiteman

This major examines the interconnectedness between society and the environment and provides tools to effectively mediate the interaction for a better relationship. This interdisciplinary degree draws most heavily from the natural science and social science departments whose missions are to prepare students for professional careers as well as to prepare critical thinkers who understand the scientific and social realities of life.

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements
MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

Sustainable Development Core Requirements
GISS/GEOG 361/363 Introduction to GIS 4
BSAD 355 Communication in Business & Industry 3
ECON 420 International Economics 3
GEOL 1120/1110L Environmental Geology & lab 4
PHIL 2110 Introduction to Ethics 3
PHIL 407 Environmental Ethics 3
SOC 450 Environmental Sociology
or GEOG 401 Human-Environ Interactions 3
Core credit hours 23
Concentration (select one) and Guided Electives (9 credit hours)
Minimum of 18 credit hours from one concentration plus 9 credit hours from
Guided Electives or from any other course listed below:

**Environmental Science Concentration** - (Select 18 credit hours from the following)
- BIOL 301/303 Ecology 4
- BIOL 322/324 Dendrology 4
- BIOL 375/377 Principles of Wildlife Biology & lab 4
- BIOL 425/427 Range Vegetation 4
- BIOL 428/430 Marine Biology 4
- BIOL 432 Biogeography 3
- BIOL 472 Reading in Science 4
- BIOL 481 Practicum 3
- CHEM 406/408 Environmental Chemistry 4
- CHEM 407/409 Atmospheric Chemistry & lab 4
- GEOL 2130/307 Introduction to Meteorology & lab 4
- GEOL 401/403 Hydrogeology & lab 4
- OLST 300 Outdoor Leadership 3
-Credit hours 18

**Social Justice Concentration**
- ENGL 461 U.S. Environmental Literature 3
- GEOG 302 Sustainable Design 3
- HIST 350 History of America’s Nat’l Parks 3
- POLS 410 Water Rights 3
- SOC 305 Rural Sociology 3
- SOC 323 Social Statistics 3
- SOC 415 Sociology of Food 3
- SOC 481 Internship 3–6
-Credit hours 18

**Sustainable Business Practice**
- BSAD 300 Legal Environment for Managers 3
- BSAD 360 Entrepreneurship I 3
- BSAD 361 Entrepreneurship II 3
- BSAD 458 Environmental Policy Analysis 3
- BSAD 489 Economic Development 3
- MGMT 350 Principles of Management 3
-Credit hours 18

Guided Electives (Select 9 credit hours from the following)
- ECON 403 Public Finance 3
- POLS 320 Introduction to Nonprofits 3
- POLS 321 Nonprofit Resource Dev/Grnt Wrng 3
- POLS 401 Public Administration 3
-Credit hours 9
Languages
Spanish courses are designed to provide a basic knowledge of the structure of the language and to teach the student to understand, speak, read, and write Spanish.

Teacher Licensure
Students seeking teacher licensure in the state of New Mexico may combine a major in Elementary Education or Secondary Education with a teaching field in Bilingual Education - Spanish, Classical Language - Spanish, or Language Arts. Specific course listings are found in the Teaching Field section of the School of Education in this catalog.

Minors

Communication Studies Minor

Communication Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1130</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1140</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 2140</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Communication and Thought</td>
<td>3</td>
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</tbody>
</table>

Credit hours 12

Guided Electives (Choose 6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2996</td>
<td>Topics in Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 320</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM 355</td>
<td>Communication in Business &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 380</td>
<td>Workshop in Topics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 385</td>
<td>Communication Internship</td>
<td>3</td>
</tr>
<tr>
<td>COMM 400</td>
<td>Cross Cultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Guided Elective credit hours 6

Total credit hours 18

English Minor*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL ____</td>
<td>Guided Electives (nine hours must be upper level)</td>
<td>18</td>
</tr>
</tbody>
</table>

Total credit hours 18

*No duplication of courses allowed.
Pre-Law Minor

This minor is designed primarily for students who are interested in attending law school; however it provides a useful background for students interested in any career where interaction with the legal system is anticipated. The coursework is designed to acquaint students with legal concepts, but more importantly it is a rigorous course of study that emphasizes writing, critical thinking, and logical reasoning.

Pre-Law Core Requirements (12 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 1120</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 419</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>POLS 405</td>
<td>American Constitutional Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Guided Elective Courses (9 credit hours)

Students choose three of the following. The three courses must be selected from at least two different disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 355</td>
<td>Communications in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 2235</td>
<td>Constitutional Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 2120</td>
<td>Criminal Courts and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 377</td>
<td>New Mexico Law</td>
<td>3</td>
</tr>
<tr>
<td>CJUS/POLS 407</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 419</td>
<td>Corrections Law</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 431</td>
<td>Ethics &amp; Liability</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 457</td>
<td>Forensic Law</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2110</td>
<td>Traditional Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 469</td>
<td>Writing for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HIST/POLS 406</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>HIST 456</td>
<td>Social/Intellectual History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 457</td>
<td>Social/Intellectual History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST/POLS 497</td>
<td>History &amp; Politics of the U.S. Civil Rights Movement</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1115</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1120</td>
<td>Logic, Reasoning, &amp; Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 300</td>
<td>Recent Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 353</td>
<td>International Law &amp; Organization</td>
<td>3</td>
</tr>
<tr>
<td>POLS 401</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 410</td>
<td>Water Rights</td>
<td>3</td>
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<td></td>
<td><strong>Guided Elective credit hours</strong></td>
<td><strong>9</strong></td>
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<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
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</tbody>
</table>

Students must choose elective courses that are outside their major. For example, a student with a major in criminal justice may not apply any of the criminal justice courses listed above towards a minor in pre-law. For more information about this minor, please see the pre-law advisor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1115</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1120</td>
<td>Logic, Reasoning, &amp; Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2140</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL _____</td>
<td>Upper Division Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>
Mathematics & Computer Science,
Department of

Dean: Crocker
Department Chair: Arasteh
Professors: Arasteh, Burgess, Gruszka, Medin, Livingston
Associate Professor: Rivers
Assistant Professor: Smith

Degrees: Bachelor of Arts or Bachelor of Science and Associate of Science

Majors: Mathematics, Mathematics-Pre-Engineering
Minors: Computer Science, Mathematics

Courses in mathematics are intended for those who are studying the subjects for their own sake, for those who are interested in their applications as a tool in various fields, for those who are interested in teaching, and for those who are interested in graduate study. Students in this department are encouraged to study at least one area in which mathematics or computer science is applied. The employment opportunities are excellent for education majors with a mathematics major or minor. Career opportunities for computer science minors are excellent in education, business and many other applied areas.

All classes presented for the major or minor in mathematics or computer science must be passed with a grade of C or better. MATH 2132 Understanding Elementary Math I and MATH 2133 Understanding Elementary Math II do not count toward the major or minor in mathematics.

FOUR YEAR DEGREE

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN MATHEMATICS
(120 minimum credit hours required)

University Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

Supporting Course Work
Select 8 credit hours from the Science List courses. (General Ed Lab Science my count)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1135/1135L</td>
<td>Introduction to Biological Anthropology</td>
</tr>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cell/Molecular &amp; Lab</td>
</tr>
<tr>
<td>BIOL 2210/2210L</td>
<td>Human Anatomy &amp; Physiology I &amp; Lab</td>
</tr>
<tr>
<td>BIOL 2225/2225L</td>
<td>Human Anatomy &amp; Physiology II &amp; Lab</td>
</tr>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; Lab</td>
</tr>
<tr>
<td>BIOL 2644/2644L</td>
<td>Animal Form, Function and Diversity &amp; Lab</td>
</tr>
<tr>
<td>CHEM 1215/1215L</td>
<td>General Chemistry I for STEM Majors &amp; Lab</td>
</tr>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; Lab</td>
</tr>
<tr>
<td>GEOL 1120/1120/L</td>
<td>Environmental Geology &amp; Lab</td>
</tr>
<tr>
<td>GEOL 301/303</td>
<td>Rocks and Minerals &amp; Lab</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; Lab</td>
</tr>
<tr>
<td>PHYS 1230/1230L</td>
<td>Algebra-based Physics I &amp; Lab</td>
</tr>
<tr>
<td>PHYS 1240/1240L</td>
<td>Algebra-based Physics II &amp; Lab</td>
</tr>
<tr>
<td>PHYS 1310/1310L</td>
<td>Calculus-based Physics I &amp; Lab</td>
</tr>
<tr>
<td>PHYS 1320/1320L</td>
<td>Calculus-based Physics II &amp; Lab</td>
</tr>
<tr>
<td>B.A. Requirements</td>
<td></td>
</tr>
<tr>
<td>Complete any upper division Spanish course, or one of the following:</td>
<td></td>
</tr>
<tr>
<td>BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish</td>
<td></td>
</tr>
<tr>
<td>B.S. Requirements</td>
<td></td>
</tr>
<tr>
<td>Complete an additional six credit hours in Math, and/or Computer Science, beyond the General Education requirements. This requirement is fulfilled by the major core requirements.</td>
<td></td>
</tr>
<tr>
<td>Mathematics Core Requirements * may be waived for students with the proper background</td>
<td></td>
</tr>
<tr>
<td>CMPS 1x1</td>
<td>Problem Solving/Java I 3</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>College Algebra* 4</td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Trigonometry* 3</td>
</tr>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics 3</td>
</tr>
<tr>
<td>MATH 1510</td>
<td>Calculus I 5</td>
</tr>
<tr>
<td>MATH 1520</td>
<td>Calculus II 4</td>
</tr>
<tr>
<td>MATH 2530</td>
<td>Calculus III 4</td>
</tr>
<tr>
<td>MATH 2431</td>
<td>Discrete Mathematics 3</td>
</tr>
<tr>
<td>MATH 308</td>
<td>Matlab:Interactive Environment 3</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Comp Linear Algebra 3</td>
</tr>
<tr>
<td>MATH 470</td>
<td>Topics in Comp Math 3</td>
</tr>
<tr>
<td>MATH 496</td>
<td>Sr Project &amp; Sem. 3</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>34-41</td>
</tr>
</tbody>
</table>

Majors take the Mathematics Core Requirements plus one of the two concentrations.

Computational and Applied Mathematics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 321</td>
<td>Problem Solving Java II</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 331</td>
<td>Problem Solving Java III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Differential Eqtns</td>
<td>3</td>
</tr>
<tr>
<td>MATH 421</td>
<td>Adv Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Concentration credit hours</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Mathematics Education (Secondary) Concentration

MATH 304  Math for Sec Teach 3
MATH 327  Survey of Geometry 3
MATH 451  Hist of Mathematics 3

3 credit hours of upper division mathematics/computer science courses except Math 2132 and 2133 3

Concentration credit hours 12

Note: For Teacher licensure requirements students must see the School of Education. A double major program combining a Bachelor degree in Secondary Education with mathematics can be found in the School of Education section of this catalog.

TWO YEAR DEGREE

ASSOCIATE OF SCIENCE IN
MATHEMATICS - PRE-ENGINEERING
(60 credit hours)

University Requirements

General Education 31

Mathematics Core Requirements

CMPS 1XX  Problem Solving Java I

or MATH 308  MATLAB: Interactive Environment 3
MATH 1230  Trigonometry* 3

*MAY be waived with proper background evidence
MATH 1350  Introduction to Statistics 3
MATH 1510  Calculus I 5
MATH 1520  Calculus II 4

Total core credit hours 18

Guided Electives (Select from the following courses to obtain the minimum of 60 credit hours required)

MATH 2431  Discrete Math 3
MATH 2530  Calculus III 4
MATH 421  Adv. Applied Statistics 3
MATH 323  Differential Equations 3
MATH 470  Topics in Computational Math 3
CMPS 1XX  Problem Solving Java I 3
CMPS 321  Problem Solving Java II 3
CHEM 1225/1225L  General Chemistry II for STEM Majors & lab 4
PHYS 1240/1240L  Algebra-based Physics II & lab 4
PHYS 1320/1320L  Calculus-Based Physics II & lab 4

Total credit hours 60
### Minors

#### Computer Science Minor

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 117</td>
<td>Java for Android Apps I</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 217</td>
<td>Java for Android Apps II</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 317</td>
<td>Android Apps Using Databases</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 327</td>
<td>Android Apps for the World</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 337</td>
<td>Android Apps on the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 347</td>
<td>Android Apps for Profit &amp; Fun</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

#### Mathematics Minor

(18 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1220*</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1230*</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1510</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1520</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>upper-division guided electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>except MATH 2132 and 2133</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

* may be waived for students with the proper background

#### Bachelor of Science degree in Engineering

(in conjunction with NMSU)

WNMU works closely with New Mexico State University School of Engineering to advise students interested in pursuing a Bachelor of Science in Engineering degree from NMSU. Students can begin their academic work at WNMU, and then transfer to NMSU to complete an engineering degree. Interested students should consult with the Department of Math and Computer Science, for specific degree plans and requirements.
Natural Sciences, Department of

Dean: Crocker
Department Chair: Camacho
Professors: Camacho, Haugen, Hill, Jost, Norris White
Associate Professor: Whiteman
Assistant Professors: Kumar-Kyasa, Medina Velo, Neighbors
Visiting Professor: Gentry
Lab Directors: Casler, Koeppl

Majors: Biology, Botany, Cell and Molecular Biology, Chemistry, Sustainable Development, Forest/Wildlife, Forest Wildlife Law Enforcement, General Science, Medical Technology Laboratory Science, Science Education, Zoology
Minors: Biology, Botany, Cell and Molecular Biology, Chemistry, Geographic Information Systems, Geology, Outdoor Leadership Studies, Sustainable Development, Zoology

The Department of Natural Sciences offers Bachelor of Arts and Bachelor of Science degrees in a variety of subjects as preparation for a large number of professional careers. Additionally, the Department provides appealing courses which not only fulfill undergraduate science requirements, but also prepare the student for the scientific realities of life.

The faculty is committed to scholarship and research. Research equipment, instruments, and library materials are available for student use.

General Education Requirements: The following Department of Natural Sciences courses, including their associated laboratories, are approved for fulfilling the General Education requirements for laboratory science. Some of these are restricted (for General Education credit) to students who have declared majors in specific fields. All courses, including designated General Education courses, required for a major or minor in the Department of Natural Sciences must be passed with a grade of C or better.

BIOL 1140/1140L, 1110/1110L primarily for non-science majors
BIOL 2642/2642L, 2644/2644L, 2110/2110L primarily for science majors
BIOL 2210/2210L
CHEM 1120/1120L, 1215/1215L
GEOL 1110/1110L, 2110/2110L, 1120/1120L
PHSC 1120/1120L

Advisors: Each student has the option of choosing his or her advisor. Each major for the department however, has a suggested advisor listed at the beginning of the degree plan. These professors are the best qualified to advise a student in each of these areas.
FOUR YEAR DEGREES

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN BIOLOGY
(120 minimum credit hours required)

Advisors: Jost, Norris

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

Supporting Course Work (*may count as General Education)

CHEM 1215/1215L* and 1225/1225L* are required (and must be passed with a grade of C or higher) unless Chemistry is declared as a minor or second major. Students must choose a minor outside of the Biology discipline.

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish

B.S. Requirements

MATH 1350 Introduction to Statistics
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or GISS/GEOG 361/363 Introduction to Geographic Information Systems

Life Science Core Requirements (*may count as General Ed. Lab Science)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L* Plant Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2644/2644L* Animal Form, Function &amp; Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2110/2110L* Principles of Biology: Cellular &amp; Molecular Biol. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301/303 Ecology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 366/368 Genetics &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 422 Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

Total core credit hours 23

Biology Major Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310/312 Invertebrate Zoology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311/313 Vertebrate Zoology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322/324 Dendrology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 351/353 Plant Taxonomy &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331/333 Biology of Algae</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 332/334 Evolution &amp; Diversity of Plants &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 360/362 Cell Biology &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following five choices

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 415/417 Ichthyology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 442/443 Ornithology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 448/449 Herpetology &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>
or BIOL 451/453  Mammalogy & lab
or BIOL 457/459  Entomology & lab  4
BIOL 471/473  Majors Microbiology & lab  4
BIOL 486  Senior Project  2
Total core credit hours  30
Total credit hours  53

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN BOTANY
(120 minimum credit hours required)

Advisor: Norris

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

Supporting Course Work (*may count as General Education)
CHEM 1215/1215L* and 1225/1225L* are required (and must be passed with a grade of C or higher) unless Chemistry is declared as a minor or second major. Botany majors may earn additional majors or minors in Zoology or Cell and Molecular Biology within the Biology Discipline by satisfying all of the requirements for those degrees. No other combinations are allowed.

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish  3

B.S. Requirements
MATH 1350  Introduction to Statistics  3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363  Introduction to Geographic Information Systems  3

Life Science Core Requirements (*may count as General Ed. Lab Science)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2644/2644L*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2110/2110L*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301/303</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 366/368</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>3</td>
</tr>
</tbody>
</table>
Total core credit hours  23

Botany Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 322/324</td>
<td>4</td>
</tr>
</tbody>
</table>
or BIOL 425/427        | 4       |
<p>| BIOL 331/333          | 4       |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 332/334</td>
<td>Evolution and Diversity of Plants &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 351/353</td>
<td>Plant Taxonomy &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 410/412</td>
<td>Plant Physiology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 471/473</td>
<td>Majors Microbiology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 486</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>*Upper-Division guided electives</td>
<td>4</td>
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<tr>
<td></td>
<td>Total major hours</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>53</td>
</tr>
</tbody>
</table>

*Guided electives must be advisor approved and cannot be used as requirements for any other majors or minor within the Natural Science Department.

**BACHELOR OF ARTS or BACHELOR OF SCIENCE IN CELL AND MOLECULAR BIOLOGY**
(120 minimum credit hours required)

**Advisor:** Camacho

**University Requirements**
- General Education: 31
- Service Learning: 3
- Upper Division: 42
- Writing Intensive: 9

**Supporting Course Work (may count as General Education)**
CHEM 1215/1215L* and 1225/1225L* are required (and must be passed with a grade of C or higher) unless Chemistry is declared as a minor or second major. Cell and Molecular Biology majors may earn additional majors or minors in Botany or Zoology within the Biology Discipline by satisfying all of the requirements for those degrees. No other combinations are allowed.

**B.A. Requirements**
- Complete any upper division Spanish course, or one of the following: BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

**B.S. Requirements**
- MATH 1350 Introduction to Statistics 3
- Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
  - or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

**Life Science Core Requirements (may count as General Ed. Lab Science)**
- BIOL 2642/2642L* Plant Form, Function and Diversity & lab 4
- BIOL 2644/2644L* Animal Form, Function and Diversity & lab 4
- BIOL 2110/2110L* Principles of Biology: Cellular & Molecular Bio. & lab 4
- BIOL 301/303 Ecology & lab 4
- BIOL 366/368 Genetics & lab 4
- BIOL 422 Evolution 3
- Total core credit hours 23
Cell and Molecular Biology Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 360/362</td>
<td>Cell Biology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 465/467</td>
<td>Molecular Genetics &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 471/473</td>
<td>Majors Microbiology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 474</td>
<td>Virology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 476/478</td>
<td>Immunology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 486</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>*Upper-Division guided electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total core credit hours</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>53</td>
</tr>
</tbody>
</table>

*Guided electives must be advisor approved and cannot be used as requirements for any other major or minor within the Natural Science Department.

**BACHELOR OF ARTS or BACHELOR OF SCIENCE IN CHEMISTRY**

(120 minimum credit hours required)

Advisors: Kyasa, Medina Velo

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

Supporting Course Work (*may count as General Education*)

Students must choose a minor or second major outside of the Chemistry discipline.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1220*</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1510*</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1520</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1230/1230L and 1240/1240L</td>
<td>General Physics I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>or PHYS 1310/1310L and 1320/1320L</td>
<td>Principles of Physics I &amp; II</td>
<td>8</td>
</tr>
</tbody>
</table>

B.A. Requirements

Complete any upper division Spanish course, or one of the following:

BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish

3

Students planning to enter graduate school should take additional Math.

B.S. Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Chemistry Core Requirements (*may count as General Ed. Lab Science*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1215/1215L*</td>
<td>General Chemistry I for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>
CHEM 2307/2307L Analytical Chemistry & lab  4
CHEM 301 Instrumental Analysis & lab  4
CHEM 308 Inorganic Chemistry  3
CHEM 351/353 Organic Chemistry I & lab  5
CHEM 352/354 Organic Chemistry II & lab  5
CHEM 401/403 Physical Chemistry I & lab  4
CHEM 402/404 Physical Chemistry II & lab  4
CHEM 460 Biochemistry I  3
CHEM 490 Chemistry Research Project  3
Total core credit hours  43

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN FOREST WILDLIFE
(120 minimum credit hours required)

Advisor: Caslter, Hill, Norris

University Requirements
General Education  31
Service Learning  3
Upper Division  42
Writing Intensive  9

Supporting Course Work (*may count as General Education)
CHEM 1215/1215L* and 1225/1225L are required (and must be passed with a grade of C or higher) unless Chemistry is declared as a minor or second major.
Students must choose a minor or second major outside of the Biology discipline.  8

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish  3

B.S. Requirements
MATH 1350 Introduction to Statistics  3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems  3

Life Science Core Requirements (*may count as General Ed. Lab Science)
BIOL 2642/2642L* Plant Form, Function and Diversity & lab  4
BIOL 2644/2644L* Animal Form, Function and Diversity & lab  4
BIOL 2110/2110L* Principles of Biology: Cellular & Molecular Bio. & lab  4
BIOL 301/303 Ecology & lab  4
BIOL 366/368 Genetics & lab  4
Total core credit hours  20
Forest Wildlife Major Requirements

BIOL 310/312 Invertebrate Zoology & lab 4
BIOL 311/313 Vertebrate Zoology & lab 4
BIOL 322/324 Dendrology & lab 4
BIOL 351/353 Plant Taxonomy & lab 4
BIOL 375/377 Principles of Wildlife Biology & lab 4
BIOL 425/427 Range Vegetation & lab 4

Select two of the following four choices
BIOL 415/417 Ichthyology & lab
or BIOL 442/443 Ornithology & lab
or BIOL 448/449 Herpetology & lab
or BIOL 451/453 Mammalogy & lab
or BIOL 457/459 Entomology & lab 8
BIOL 481 Practicum 3

Total core credit hours 35
Total credit hours 55

BACHELOR OF APPLIED SCIENCE
FOREST WILDLIFE LAW ENFORCEMENT
(no minor required)
(120 minimum credit hours required)

Advisor: Casler, Hill, Norris

This major is intended specifically for students wishing to pursue a career as a Game Warden or Wildlife Enforcement Officer at the state level (similar federal positions possess a different set of requirements). Students desiring employment in other forestry/wildlife positions within relevant state and federal agencies should choose the standard Forestry/Wildlife degree with an appropriate minor.

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

Supporting Course Work (*may count as General Education)

CHEM 1215/1215L* is required (and must be passed with a grade of C or higher)
PHSC 1130/1130L Forensic Science II & lab 4

B.A.S. Requirements (6 credit hours)

MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3
Life Science Core Requirements (*may count as General Ed. Lab Science)
- BIOL 2642/2642L* Plant Form, Function and Diversity & lab 4
- BIOL 2644/2644L* Animal Form, Function and Diversity & lab 4
- BIOL 2110/2110L* Principles of Biology: Cellular & Molecular Bio. & lab 4
- BIOL 301/303 Ecology & lab 4
- BIOL 366/368 Genetics & lab 4
Total core credit hours 20

Forest Wildlife Law Enforcement Major Requirements
- BIOL 310/312 Invertebrate Zoology & lab 4
- BIOL 311/313 Vertebrate Zoology & lab 4
- BIOL 322/324 Dendrology & lab 4
- BIOL 351/353 Plant Taxonomy & lab 4
- BIOL 375/377 Principles of Wildlife Biology & lab 4
- BIOL 425/427 Range Vegetation & lab 4
Select two of the following four choices
  - BIOL 415/417 Ichthyology & lab
  - or BIOL 442/443 Ornithology & lab
  - or BIOL 448/449 Herpetology & lab
  - or BIOL 451/453 Mammalogy & lab
  - or BIOL 457/459 Entomology & lab 8
- BIOL 481 Practicum 3
Total core credit hours 35
Total credit hours 55

Law Enforcement Training Requirements (should be taken during the Spring and Summer of students’ senior year)
- CJUS 1270 Law Enforcement Training Academy I 14
- CJUS 1280 Law Enforcement Training Academy II 10
Total Law Enforcement 24

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN GENERAL SCIENCE
(120 minimum credit hours required)

Advisor: Neighbors

University Requirements
- General Education 31
- Service Learning 3
- Upper Division 42
- Writing Intensive 9

B.A. Requirements
- Complete any upper division Spanish course, or one of the following: BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3
B.S. Requirements

MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

General Science Core Requirements (4 credits will count for Gen'l Ed Lab Science)

Select two of the following Biology courses:
BIOL 2642/2642L Plant Form, Function and Diversity & lab
BIOL 2644/2644L Animal Form, Function and Diversity & lab
BIOL 2110/2110L Principles of Biology: Cellular & Molecular Bio. & lab 8

Select two of the following Geology courses:
GEOL 1110/1110L Physical Geology & lab 8
GEOL 2110/2110L Historical Geology & lab

Select two of the following Physical Science courses:
CHEM 1215/1215L General Chemistry I for STEM Majors & lab
CHEM 1225/1225L General Chemistry II for STEM Majors & lab
PHYS 1230/1230L Algebra-based Physics I & lab
or PHYS 1310/1310L Principles of Physics I& lab
PHYS 1240/1240L Algebra-based Physics II & lab
or PHYS 1320/1320L Calculus-based Physics II & lab 8

Total core & gen'l ed lab science credit hours 24

Upper Division General Science Guided Electives (select 12 upper division credits from two different science areas, 8 upper division credits from a third area, plus one additional upper division course (4 credits) from any of the science areas: Biology, Chemistry, Geology):

Total upper division electives 36
Total core and upper division credits for major 60

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY
(LABORATORY SCIENCE)
(in conjunction with UNM)
(no minor required)
(120 minimum credit hours required)

Advisor: Camacho, Hill

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9
B.S. Requirements

MATH 1350  Introduction to Statistics  3
BCIS 1110  Fundamentals of Information Literacy and Systems  3

Supporting Course Work (*may count as General Education)

Two of the Lab Science courses listed in the core requirements will count for General Education credits (and must be passed with a grade of C or higher).
CMPS 140  Introduction to Computer Science  3
COMM 1130*  Public Speaking  3
HLED 1120  American Red Cross First Aid & CPR/AED  2
MATH 1220*  College Algebra  4

Medical Technology Core Requirements (*4 credits will count for Gen'l. Ed Lab Science)

Biology courses:
BIOL 2644/2644L*  Animal Form, Function and Diversity & lab  4
BIOL 2110/2110L*  Principles of Biology: Cellular & Molecular Bio. & lab  4
BIOL 2210/2210L*  Human Anatomy & Physiology I & lab  4
BIOL 2225/2225L  Human Anatomy and Physiology II & lab  4
BIOL 360/362  Cell Biology & lab  4
BIOL 371/373  Microbiology & lab  4
BIOL 486  Senior Project (Immunology)  2
Total biology credit hours  26

Chemistry courses:
CHEM 1215/1215L*  General Chemistry I for STEM Majors & lab  4
CHEM 1225/1225L*  General Chemistry II for STEM Majors & lab  4
CHEM 301  Instrumental Analysis & lab  4
CHEM 351/353  Organic Chemistry I & lab  5
CHEM 460  Biochemistry I  3
Total chemistry credit hours  20
Total core credits for major  46

Clinical Study:

The student must submit a formal application for admission to UNM school of Medical Technology, be admitted, and complete clinical study. Upon the student's completion of the year of study in the school of medical technology, the director of the school will certify the student's credits to the WNMU Registrar, thus enabling the student to enter candidacy for the degree of Bachelor of Science in Medical Technology. At the same time the student is eligible to sit for National Certifying exams given by the Board of Registry (ASCP) or the National Certifying Agency for Clinical Laboratory Sciences (NCA).

Science Education Major

For licensure to teach secondary science students must complete both a Science Education major and a Secondary Education. This double major program is
completed in conjunction with the School of Education at WNMU and fulfills all requirements for licensure to teach secondary science.

For licensure to teach elementary science students may either double major in both Science Education and Elementary Education or take the General Science Licensure courses with their Elementary Education major.

Students may also choose the route of obtaining an M.A.T. if they have an undergraduate degree in science.

Degree plans for the double majors in Elementary or Secondary Education and Science Education can be found in the School of Education section of this catalog.

**BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SCIENCE EDUCATION**

(120 minimum credit hours required)

**Advisor:** Jost, Neighbors

**University Requirements**

- General Education 31
  - (MATH 1010 is intended for students majoring in Education)
- Service Learning 3
- Upper Division 42
- Writing Intensive 9

**B.A. Requirements**

Complete any upper division Spanish course, or one of the following:

- BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

**B.S. Requirements**

- MATH 1350 Introduction to Statistics 3
- Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
  - or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

**Science Education Core Requirements** (4 credits may count as Gen'l Ed Lab Science)

- BIOL 2642/2642L Plant Form, Function and Diversity & Function 4
- BIOL 2644/2644L Animal Form, Function and Diversity 4
- CHEM 1215/1215L General Chemistry I for STEM Majors & lab 4
- PHYS 1230/1230L Algebra-based Physics I & lab
  - or PHYS 1310/1310L Calculus-based Physics I & lab 4
- GEOL 1110/1110L Physical Geology & lab 4
- GEOL 2110/2110L Historical Geology & lab 4
- BIOL/PHSC/GEOL 450 Methods of Teaching Science 3

**Total core credit hours** 27
Concentrations - Students select one of the following four concentrations:

### Earth and Space Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2140</td>
<td>Geology of New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>GEOL ___</td>
<td>Upper Division Elective</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 1115/1115L</td>
<td>Introduction to Astronomy (LEC) &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration credit hours: 19

### General Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM/GEOL/PHSC/PHYS ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Concentration credit hours: 18-20

### Life Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301/303</td>
<td>Ecology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 366/368</td>
<td>Genetics &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>Upper Division Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration credit hours: 19

### Physical Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1240/1240L</td>
<td>Algebra-based Physics II &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or PHYS 1320/1320L</td>
<td>Calculus-based Physics II &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351/353</td>
<td>Organic Chemistry I &amp; lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 352/354</td>
<td>Organic Chemistry II &amp; lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Concentration credit hours: 21-22
BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN SUSTAINABLE DEVELOPMENT
(no minor required)
(120 minimum credit hours required)

Advisor: Norris, Whiteman, Bailey

This major examines the interconnectedness between society and the environment and provides tools to effectively mediate the interaction for a better relationship. This interdisciplinary degree draws most heavily from the natural science and social science departments whose missions are to prepare students for professional careers as well as to prepare critical thinkers who understand the scientific and social realities of life.

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GISS/GEOG 361/363 Introduction to GIS</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 355 Communication in Business &amp;Industry</td>
<td>3</td>
</tr>
<tr>
<td>ECON 420 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1120/1110L Environmental Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2110 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 407 Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 450 Environmental Sociology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 401 Human-Environ Interactions</td>
<td>3</td>
</tr>
<tr>
<td>Total core credit hours</td>
<td>23</td>
</tr>
</tbody>
</table>

Concentration (select one) and Guided Electives (9 credit hours)
Minimum of 18 credit hours from one concentration, plus 9 credit hours from Guided Electives or from any other course listed below:
### Environmental Science Concentration  
(Select 18 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301/303</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322/324</td>
<td>Dendrology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 375/377</td>
<td>Principles of Wildlife Biology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 425/427</td>
<td>Range Vegetation</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 428/430</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 472</td>
<td>Reading in Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 406/408</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 407/409</td>
<td>Atmospheric Chemistry &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 401/403</td>
<td>Hydrogeology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>OLST 300</td>
<td>Outdoor Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Credit hours 18

### Social Justice Concentration  
(Select 18 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 461</td>
<td>U.S. Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 302</td>
<td>Sustainable Design</td>
<td>3</td>
</tr>
<tr>
<td>HIST 350</td>
<td>History of America's Nat'l Parks</td>
<td>3</td>
</tr>
<tr>
<td>POLS 410</td>
<td>Water Rights</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Rural Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Sociology of Food</td>
<td>3</td>
</tr>
<tr>
<td>SOC 481</td>
<td>Internship</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Credit hours 18

### Sustainable Business Practice  
(Select 18 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 360</td>
<td>Entrepreneurship I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 361</td>
<td>Entrepreneurship II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 458</td>
<td>Environmental Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 489</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 18

### Guided Electives  
(Select 9 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 403</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Introduction to Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>POLS 321</td>
<td>Nonprofit Resource Dev/Grnt Wrtng</td>
<td>3</td>
</tr>
<tr>
<td>POLS 401</td>
<td>Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 94

Total Credit hours 120
BACHELOR OF ARTS or BACHELOR OF SCIENCE IN ZOOLOGY

(120 minimum credit hours required)

Advisors: Haugen, Jost

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

Supporting Course Work (*may count as General Education)

CHEM 1215/1215L* and 1225/1225L* are required (and must be passed with a grade of C or higher) unless Chemistry is declared as a minor or second major. Zoology majors may earn additional majors or minors in Botany or Cell and Molecular Biology within the Biology Discipline by satisfying all of the requirements for those degrees. No other combinations are allowed.

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 2642/2642L* Plant Form, Function and Diversity & lab 4
BIOL 2644/2644L* Animal Form, Function and Diversity & lab 4
BIOL 2110/2110L* Principles of Biology: Cellular & Molecular Bio. & lab 4
BIOL 301/303 Ecology & lab 4
BIOL 366/368 Genetics & lab 4
BIOL 422 Evolution 3
Total core credit hours 23

Zoology Major Requirements

BIOL 310/312 Invertebrate Zoology & lab 4
BIOL 311/313 Vertebrate Zoology & lab 4
Pick one of the three following courses:
BIOL 320 Animal Behavioral Ecology
or BIOL 342 Comparative Physiology
or BIOL 432 Biogeography 3
Pick one group specific course:
BIOL 415/417 Ichthyology & lab
or BIOL 442/443 Ornithology & lab
or BIOL 448/449 Herpetology & lab
or BIOL 451/453 Mammalogy & lab
BIOL 457/459   Entomology & lab 4
BIOL 462/464  Comparative Chordate Anatomy & lab 5
BIOL 486     Senior Project 2
BIOL ___     *Upper-Division guided electives 8
30
Total credit hours 53

*Guided electives must be advisor approved and cannot be used as requirements for any other majors or minor within the Natural Science Department.

Minors

Biology Minor

Biology core requirements
Take any two of the Majors I, II or III classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L Plant Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2644/2644L Animal Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2110/2110L Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 310/312  Invertebrate Zoology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 311/313 Vertebrate Zoology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331/333  Biology of Algae</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 332/334 Evolution &amp; Diversity of Plants &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>Total core credit hours</td>
<td>16</td>
</tr>
</tbody>
</table>

Guided electives: (select 4 credit hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301/303 Ecology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 342 Comparative Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 351/353 Plant Taxonomy &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 360/362 Cell Biology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 366/368 Genetics &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 422 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 432 Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 462/464 Comparative Chordate Anatomy &amp; lab</td>
<td>5</td>
</tr>
<tr>
<td>Total guided electives</td>
<td>4</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>20</td>
</tr>
</tbody>
</table>

Botany Minor

*BIOL 2642/2642L Plant Form, Function and Diversity & lab 4
*BIOL 2644/2644L Animal Form, Function and Diversity & lab 4
or *BIOL 2110/2110L Principles of Biology: Cellular & Molecular Bio. & lab 4
BIOL 331/333  Biology of Algae            | 4       |
or BIOL 332/334 Evolution & Diversity of Plants & lab | 4       |
BIOL 322/324 Dendrology & lab           | 4       |
or BIOL 425/427 Range Vegetation & lab  | 4       |
BIOL 351/353 Plant Taxonomy & lab       | 4       |
Total credit hours                     | 20      |
* NOTE: Biology Majors may not minor in Zoology, Botany or Cell and Molecular Biology. Cell/Molecular Biology, and Zoology majors should substitute any two of the following courses (not already taken for core requirements) for BIOL 2642/2642L, BIOL 2644/2644L, and BIOL 2110/2110L:

- BIOL 322/324 Dendrology & lab 4
- BIOL 331/333 Biology of Algae 4
- BIOL 332/334 Evolution & Diversity of Plants & lab 4
- BIOL 410/412 Plant Physiology & lab 4
- BIOL 425/427 Range Vegetation & lab 4
- BIOL 471/473 Majors Microbiology & lab 4

Cell and Molecular Biology Minor

*BIOL 2642/2642L  Plant Form, Function and Diversity & lab 4
*or* BIOL 2644/2644L  Animal Form, Function and Diversity & lab 4
*BIOL 2110/2110L Principles of Biology: Cellular & Molecular Bio. & lab 4
- BIOL 360/362 Cell Biology & lab 4
- BIOL 465/467 Molecular Genetics & lab 4
- BIOL 460 Cell Physiology
*or* CHEM 460 Biochemistry I 3

Total credit hours 19

* NOTE: Biology Majors may not minor in Zoology, Botany or Cell and Molecular Biology. Botany and Zoology majors should substitute any two of the following courses (not already taken for core requirements) for BIOL 2642/2642L, BIOL 2644/2644L, and BIOL 2110/2110L:

- BIOL 422 Evolution 3
- BIOL 471/473 Majors Microbiology & lab 4
- BIOL 474 Virology 3
- BIOL 476/478 Immunology & lab 4

Chemistry Minor

Chemistry core requirements

- CHEM 1215/1215L General Chemistry I for STEM Majors & lab 4
- CHEM 1225/1225L General Chemistry II for STEM Majors & lab 4

Total core credit hours 8

Guided electives - (select 10-12 credit hours minimum):

- CHEM 2307/2307L Analytical Chemistry & lab 4
- CHEM 301 Instrumental Analysis & lab 4
- CHEM 308 Inorganic Chemistry 3
- CHEM 351/353 Organic Chemistry I & lab 5
- CHEM 352/354 Organic Chemistry II & lab 5
CHEM 401/403  Physical Chemistry I & lab  4
CHEM 402/404  Physical Chemistry II & lab  4
CHEM 460  Biochemistry I  3
    Total guided electives  10-12
    Total credit hours  20

Geographic Information Systems Minor
GISS 361/363  Introduction to GIS  4
GISS 362/364  Spatial Analysis in GIS  4
GISS 366/368  WebMapping & WebGIS  4
Select any two of these 3 courses:
GISS 370/372 Intro to Remote Sensing  4
GISS 410/412 GIS Modeling and Programming  4
GISS 481 GIS Internship (3) GISS  3
    Total credit hours  19-20

Geology Minor
GEOL 1110/1110L  Physical Geology & lab  4
GEOL 2110/2110L  Historical Geology & lab  4
GEOL 301/303  Rocks and Minerals & lab  4
Select any two of these three courses:
GEOL 331/333  Sedimentology & lab  4
GEOL 340/342  Field & Research Methods & lab  4
GEOL 401/403  Hydrogeology & lab  4
    Total credit hours  20

Outdoor Leadership Studies Minor
Supporting Course Work (*may count as General Education)
    BIOL 1110/1100L*  General Biology & laboratory  4
or GEOL 1110/1110L*  Physical Geology  4

Outdoor Leadership Core Requirements
MKTG 340  Principles of Marketing  3
OLST 300  Intro. to Outdoor Leadership  3
OLST 305  Wilderness First Responder  3
OLST 400  Outdoor Risk Management  3
OLST 420  Foundations in Experiential/Adventure Education  3
OLST 486  Current Topics in Outdoor Leadership  3
or OLST 496  Outdoor Leadership Seminar  3
    Minimum total credit hours  15
Guided Electives

Choose at least 3 credits from the following:

- GISS/GEOG 361/363 Intro to Geographic Information Systems (GIS) 4
- GEOL 1120/1110L Environmental Geology & lab 4
- GEOL 2140 Geology of New Mexico 3
- HIST 350 History of America’s Nat'l Parks 3
- OLST 2120 Fundamentals of Search & Rescue 3
- OLST 310 Search Management 3
- PHIL 407 Environmental Ethics 3

Total guided electives: 3
Total credit hours: 18

Sustainable Development Minor

- GISS/GEOG 361/363 Introduction to GI 4
- BSAD 355 Communication in Business & Industry 3
- ECON 420 International Economics 3
- GEOL 1120/1110L Environmental Geology & lab 4
- PHIL 2110 Introduction to Ethics 3
- PHIL 407 Environmental Ethics 3
- SOC 450 Environmental Sociology
- or GEOG 401 Human Environment Interaction 3

Guided Elective: 6
Total credit hours: 29

Zoology Minor

- *BIOL 2642/2642L Plant Form, Function and Diversity & lab
- or *BIOL 2110/2110L Principles of Biology: Cellular & Molecular & lab 4
- *BIOL2644/2644L Animal Form, Function and Diversity & lab 4
- BIOL 310/312 Invertebrate Zoology & lab 4
- BIOL 311/313 Vertebrate Zoology & lab 4
- BIOL 462/464 Comparative Chordate Anatomy & lab 5

Total credit hours: 21

*Note: Botany and Cell/Molecular Biology majors should substitute any two of the following courses for BIOL 2642/2642L, 204/205, and 206/207:

- BIOL 320 Animal Behavioral Ecology 3
- BIOL 415/417 Ichthyology & lab 4
- BIOL 432 Biogeography 3
- BIOL 442/443 Ornithology & lab 4
- BIOL 448/449 Herpetology & lab 4
- BIOL 451/453 Mammalogy & lab 4
- BIOL 457/459 Entomology & lab 4
- BIOL 472 Readings in Science 3
Social Sciences and Cultural Studies, Department of

Dean: Crocker
Department Chair: Lavalle
Professors: Hernandez, Lavalle
Associate Professors: Fritz
Assistant Professor: Blaxland, Naphan-Kingery, Nica

Majors: History, Social Science, Sociology, Sustainable Development
Minors: American Indian Studies, Sustainable Development, Geography, History, Latin American Studies, Latinx Studies, Political Science, Sociology, Gender and Women Studies

The primary purposes of the programs in the social sciences are to provide students with a broad and general understanding of human social life and to prepare students for varied careers in business, education, government, law, and human services.

Other Requirements
All majors in the areas of Social Science must have a minimum G.P.A. of 2.0 in the major field for graduation at the Bachelor's levels. All majors require a minor degree program with the exception of the Sustainable Development and Social Science major.

Any student with a major in Sociology may not count GEOG/SOC 323 or PSYC 2510 towards the additional math/computer science requirements for the B.S. degree.

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN SUSTAINABLE DEVELOPMENT
(no minor required)
(120 minimum credit hours required)

Advisor: Fritz, Blaxland, Norris, Whiteman

This major examines the interconnectedness between society and the environment and provides tools to effectively mediate the interaction for a better relationship. This interdisciplinary degree draws most heavily from the natural science and social science departments whose missions are to prepare students for professional careers as well as to prepare critical thinkers who understand the scientific and social realities of life.
University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

MATH 1350 Introduction to Statistics 3
Complete an additional three credit hours in Computer Science, beyond the
General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

Core Requirements

GISS/GEOG 361/363 Introduction to GIS 4
BSAD 355 Communication in Business &Industry 3
ECON 420 International Economics 3
GEOL 1120/1110L Environmental Geology & lab 4
PHIL 2110 Introduction to Ethics 3
PHIL 407 Environmental Ethics 3
SOC 450 Environmental Sociology
or GEOG 401 Human-Environ Interactions 3
Total core credit hours 23

Concentration (select one) and Guided Electives (9 credit hours)
Minimum of 18 credit hours from one concentration, plus 9 credit hours from
Guided Electives or from any other course listed below:

Environmental Science Concentration - (Select 18 credit hours from the fol-
lowing))
BIOL 301/303 Ecology 4
BIOL 322/324 Dendrology 4
BIOL 375/377 Principles of Wildlife Biology & lab 4
BIOL 425/427 Range Vegetation 4
BIOL 428/430 Marine Biology 4
BIOL 432 Biogeography 3
BIOL 472 Reading in Science 4
BIOL 481 Practicum 3
CHEM 406/408 Environmental Chemistry 4
CHEM 407/409 Atmospheric Chemistry & lab 4
GEOL 2130/307 Introduction to Meteorology & lab 4
GEOL 401/403 Hydrogeology & lab 4
OLST 300 Outdoor Leadership 3
Credit hours 18
Social Justice Concentration (Select 18 credit hours from the following)

- ENGL 461 U.S. Environmental Literature 3
- GEOG 302 Sustainable Design 3
- HIST 350 History of America’s Nat’l Parks 3
- POLS 410 Water Rights 3
- SOC 305 Rural Sociology 3
- SOC 323 Social Statistics 3
- SOC 415 Sociology of Food 3
- SOC 481 Internship 3-6

Credit hours 18

Sustainable Business Concentration (Select 18 credit hours from the following)

- BSAD 300 Legal Environment for Managers 3
- BSAD 360 Entrepreneurship I 3
- BSAD 361 Entrepreneurship II 3
- BSAD 458 Environmental Policy Analysis 3
- BSAD 489 Economic Development 3
- MGMT 350 Principles of Management 3

Credit hours 18

Guided Electives (Select 9 credit hours from the following)

- ECON 403 Public Finance 3
- POLS 320 Introduction to Nonprofits 3
- POLS 321 Nonprofit Resource Dev/Grnt Wrtng 3
- POLS 401 Public Administration 3

Credit hours 94

Total credit hours 120

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN HISTORY
(120 minimum credit hours required)

University Requirements

- General Education 31
- Service Learning 3
- Upper Division 42
- Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
- BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/SOC 323, Social Statistics or PSYC 2510 Statistical Principles for Psychology and GISS/GEOG 361/363 beyond the General Education requirements. 6
### History Core Requirements (*may count as General Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1150*</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1160*</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1110*</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1120*</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 407</td>
<td>History &amp; Historians</td>
<td>3</td>
</tr>
<tr>
<td>HIST 496</td>
<td>Senior Seminar in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HIST ____</td>
<td>Guided Electives (15 credits must be upper-division)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>36</td>
</tr>
</tbody>
</table>

### BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SOCIAL SCIENCE

(no minor required)
(120 minimum credit hours required)

### University Requirements

- General Education: 31
- Service Learning: 3
- Upper Division: 42
- Writing Intensive: 9

### B.A. Requirements

- Complete any upper division Spanish course, or one of the following:
  - BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish: 3

### B.S. Requirements

- Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/SOC 323, Social Statistics or PSYC 2510 Statistical Principles for Psychology and GISS/GEOG 361/363 beyond the General Education requirements: 6

### Social Science Core Requirements (*may count as General Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2110*</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1130*</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1150*</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1160*</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1110*</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1120*</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1120*</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1110*</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2310*</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 496</td>
<td>Senior Seminar (also GEOG/ HIST/, POLS/or PSY)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>30</td>
</tr>
</tbody>
</table>

### Guided Electives (27 credits minimum)

Guided Electives must include a minimum of 9 credit hours in any three fields from History, Sociology, Political Science, Psychology, Economics and Geography. (21 credits minimum in upper division courses): 27

| Total credit hours | 57 |
BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SOCIOLOGY
(120 minimum credit hours required)

University Requirements

General Education
Service Learning
Upper Division
Writing Intensive

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish

B.S. Requirements
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or GISS/GEOG 361/363 Introduction to Geographic Information Systems

Sociology Core Requirements (*may count as General Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1110*</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI 2310*</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 313</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 391</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 406</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 496</td>
<td>Senior Seminar in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Guided Electives (select 15 credit hours)

Guided Electives (12 must be upper division)
Total credit hours

Minors

For New Mexico teacher licensure, all the minors listed below must include 24 credit hours.

American Indian Studies Minor

American Indian Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATV 1150</td>
<td>Introduction to American Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIST 421</td>
<td>Contemporary North American Indian</td>
<td>3</td>
</tr>
<tr>
<td>HIST 422</td>
<td>Indians of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>At least three credits from the following:</td>
<td></td>
</tr>
<tr>
<td>AIS 380/480</td>
<td>Seminar/Workshop</td>
<td></td>
</tr>
<tr>
<td>or AIS 481</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>12</td>
</tr>
</tbody>
</table>
Guided electives - (9 credit hours minimum):

ANTH 1140 Introduction to Cultural Anthropology 3
BLED 2130 Multicultural Education 3
BLED 416 Indo-Chicano Cultures & Pedagogy 3
COMM 400 Cross-Cultural Communication 3
CJUS 427 Criminal Justice in Indian Country 3
ENGL 340 Native American Literature 3
HIST 2130 Survey of Native American History 3
POLS 314 Minorities and Politics 3
SOC 313 Social Inequality 3
SOC 359 Sociology of Race & Ethnicity 3
SOC 460 Social Movements & Social Change 3
THEA 2245 Storytelling 3

Credit hours 9
Total credit hours 21

Sustainable Development Minor

GISS/GEOG 361/363 Introduction to GI 4
BSAD 355 Communication in Business & Industry 3
ECON 420 International Economics 3
GEOL 1120/1110L Environmental Geology & lab 4
PHIL 2110 Introduction to Ethics 3
PHIL 407 Environmental Ethics 3
SOC 450 Environmental Sociology
or GEOG 401 Human Environment Interaction 3
Guided Elective: 6

Total credit hours 29

Note: Courses used in the major may not be duplicated here. Natural Science majors must select an advisor approved alternative to the majors and ecology courses.

Geography Minor

Geography Core Requirements
GEOG 1130 Human Geography 3
GEOG 1120 World Regional Geography 3
GEOG 496 Senior Seminar in the Social Sciences 3
GEOG ___ Guided electives (6 credits must be upper division) 9

Total credit hours 18

History Minor

History Core Requirements
HIST 1150 Western Civilization I 3
HIST 1160 Western Civilization II 3
HIST 1110 United States History I 3
HIST 1120 United States History II 3
HIST 496 Senior Seminar in the Social Sciences 3
HIST ___ Guided electives (6 credits must be upper division) 9

Total credit hours 24
Latin American Studies Minor

The Latin American Studies Minor is designed to allow students to focus their studies toward the Latin American arena and prepare for a career in this sphere. The minor is comprised of 18 hours from the below listed courses. These courses deal exclusively with Latin American/Hispanic issues or have a sufficiently large module of study devoted to this region. At least one upper division course is required in Political Science or History, one in Spanish. Senior Seminar in the Social Sciences is also required.

Guided electives (select 4 courses from the following list)

- ANTH 1140 Introduction to Cultural Anthropology 3
- ART 389 Mexican Art 3
- BLED 416 Indo-Chicano Cultures & Pedagogy 3
- BSAD 486 International Business 3
- COMM 400 Cross-Cultural Communication 3
- ECON 420 International Economics 3
- ECON 425 Money & Banking 3
- ENGL 2530 Introduction to Latino/a Literature 3
- GEOG 340 Geography of Latin American 3
- HIST/POLS 310 History & Politics of Colonial Mexico 3
- HIST/POLS 311 History & Politics of Modern Mexico 3
- HIST 347 Latin American History & Politics - Colonial 3
- HIST 348 Latin American History & Politics - Modern Period 3
- SPAN 303 Intro to Culture & Advanced Grammar in Spanish 3

Total credit hours 12

Upper division Spanish (select one course from the following list)

- SPAN 380 Spanish Workshop (Offered in Mexico) 3

Total upper division Spanish 3

Senior Seminar (required)

- 496 Senior Seminar in the Social Sciences 3

(Department may be GEOG, HIST, POLS, PSY, or SOC)

Total credit hours 18

Latinx Studies Minor

The objectives of the Latinx Studies minor include: offering a place to study the experiences and contributions of Latin@/s and Chican@/s, to understand the diversity of perspectives, to analyze the causes and consequences of racial and ethnic hierarchies in society, to prepare students to contribute knowledgeably to the contemporary discourse on Latin@/s and Chican@/s relations in global communities, to make connections between academic learning and one's own life experience, and
to learn about the contributions of Latin@ and Chican@s in their varied social and cultural roles in the United States and the world.

**Environmental Sustainability Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1140</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>or  POLS 2280</td>
<td>Minorities and Politics</td>
</tr>
<tr>
<td>or  SOC 313</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>HIST 347</td>
<td>Lat-Am Hist &amp; Pol: Colonial Period</td>
</tr>
<tr>
<td>or  HIST 348</td>
<td>Lat-Am Hist &amp; Pol: Modern Period</td>
</tr>
<tr>
<td>ENGL 2530</td>
<td>Introduction to Latino/a Literature</td>
</tr>
<tr>
<td>or  LALS 2240</td>
<td>Hispanics, Chicanos, and Latinx:</td>
</tr>
<tr>
<td>LALS 496</td>
<td>Senior Seminar in Latin American and Latinx Studies</td>
</tr>
</tbody>
</table>

Total core requirements: 12

**Guided electives** (select 2 electives from different schools)

### College of Arts and Sciences

- CJUS/HIST/LALS/POLS 467 The Drug Wars
- COMM 400 Cross-Cultural Communication
- GEOG 340 Geography of Latin America
- GEOG 342 Social Geography
- HIST/LALS/POLS 403 Modern Revolutions
- HIST/LALS/POLS 412 Inter-American Relations
- HIST/LALS/POLS 413 Central America
- HIST/LALS/POLS 418 Colonialism
- HIST/LALS/POLS 420 Economic Development of Latin America
- LALS 400 Latin American Musical Influences in the U.S.
- LALS 417 History of the Chicano
- SOC 359 Sociology of Race & Ethnicity
- SOC 460 Social Movements/Social Change

### School of Education

- BLED 401 Curr Issues-Lang Minority Ed
- BLED 2130 Multicultural Education
- BLED 416 Indo-Chicano Cultures & Pedago
- BLED 417 Mexican Culture & Pedagogy
- BLED 431 Language Arts in Spanish
- LALS/AIS 431 Indigenous Health Practices & Curanderismo

### School of Criminal Justice

- CJUS 321 Criminal Justice & Minorities
- CJUS/HIST 417 Frontier Law Enforcement

### School of Business

- BSAD 486 International Business
- ECON 420 International Economics

Credit hours: 6

Total credit hours: 18
Political Science Minor

Political Science Core Requirements

- POLS 1110 Introduction to Political Science 3
- POLS 1120 American National Government 3
- POLS 496 Senior Seminar in Social Sciences 3
- POLS ____ Guided upper division electives 9

Total credit hours 18

Sociology Minor

Sociology Core Requirements

- SOCI 1110 Introduction to Sociology 3
- or SOCI 2310 Contemporary Social Problems 3
- SOC 313 Social Inequality 3
- SOC 391 Sociological Theory 3
- SOC 496 Senior Seminar in the Social Sciences 3
- or SOC 4__ Sociology 400 level elective 3
- SOC ____ Guided electives (six must be upper division) 9

Total credit hours 21

Gender and Women Studies Minor

Women & Gender Studies Core Requirement

- SOC 352 Sociology of Gender 3
- SOC 408 Feminist Theory 3
- GNDR 2110 Introduction to Women, Gender, & Sexuality Studies 3
- WGS 496 Women & Gender Studies Capstone 3

Credit hours 12

Women & Gender Studies Guided Electives (nine credit hours)

- ART 378 Women in Art 3
- CJUS 367 Women & Crime 3
- ENGL 438 Women as Writers 3
- ENGL 470 Feminist Theories of Literature 3
- NUR 420 History of Nursing 3
- PSY 430 Psychology of Gender 3
- SOC 313 Social Inequality 3
- SOC 360 Sociology of Families 3
- WGS 301 Gender, Race & Media 3
- WGS 353 Literature of the Chicana 3
- WGS 401 Contemporary Women & Gender Struggles 3
- WGS 481 Internship 3

Credit hours 9

Total credit hours 21
Business, School of

Associate Dean: Vicens
Professors: Barfitt
Associate Professor: Scarborough, Vicens
Assistant Professor: Flanders, Warnock

The School of Business has the vision to be recognized as an academic institution dedicated to educational excellence and that prepares students to meet the challenges of both a domestic and globalized business environment. The mission of the School of Business is to provide a learning environment offering diverse opportunities for academic and experiential development. The School of Business proudly recognize, promote and celebrate a diversified culture based on formal academic rigor and informal social networking.

Degrees: Master of Business Administration, Bachelor of Business Administration with majors in Accounting, Business Management, or Marketing, Bachelor of Applied Science in General Business; Bachelor of Arts or Science in Sustainable Development, Associate of Science in Business Administration; Minors: Accounting, Business Administration, Economics, Entrepreneurship, Marketing, Public Administration and Sustainable Development.

Built upon a base of course work in the arts, sciences, and humanities, the degree programs offered in the School of Business prepare students for careers in the business and public sector. These programs are designed to teach students how to communicate effectively, both orally and in writing, become computer literate, and to develop management decision making skills.

Business Administration

Western New Mexico University, through its School of Business, is nationally accredited by the Accreditation Council of Business Schools and Programs (ACBSP) to offer the following business degrees:

- Associates in Business Administration
- Bachelor of Business Administration degree with majors in Accounting, Business Management, and Marketing
- Master of Business Administration degree

FOUR YEAR DEGREES

The School of Business offers the professional a degree designed to prepare students at the entry level for careers in business accounting, marketing, and management. A Bachelor of Business Administration (B.B.A.).

The following requirements are for all prospective Business Administration majors:
1. These majors may not take less than 40%, or more than 60%, of their course work in Business.

2. To graduate with a degree in Business Administration, students must pass all courses required for a major or a minor with a grade of C or higher.

**BACHELOR OF BUSINESS ADMINISTRATION**

**ACCOUNTING**

(no minor required)

(120 minimum credit hours required)

### University Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
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<tr>
<td>Upper Division</td>
<td>42</td>
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<tr>
<td>Writing Intensive</td>
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</table>

### Supporting Course Work (*may count as General Education*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 1110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2110*</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2120*</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Business Mathematics</td>
<td></td>
</tr>
<tr>
<td>or MATH 1220*</td>
<td>College Algebra</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 1430</td>
<td>Applications of Calculus I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Math/Computer Science Courses Required for B.B.A. degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MIS 405</td>
<td>MIS for Managers</td>
<td>3</td>
</tr>
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</table>

### Business Administration Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 497</td>
<td>Business Policies &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>FINC 370</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 451</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Accounting Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT 331</td>
<td>Financial Accounting I</td>
<td>3</td>
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<tr>
<td>ACCT 332</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 333</td>
<td>Cost Accounting</td>
<td>3</td>
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<tr>
<td>ACCT 334</td>
<td>Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 336</td>
<td>Fraud Examination</td>
<td>3</td>
</tr>
</tbody>
</table>
ACCT 430  Financial Accounting III  3
ACCT 432  Financial Accounting IV  3
ACCT 433  Tax Accounting  3
ACCT 434  Advanced Tax Accounting  3
ACCT 435  Auditing  3
Credit hours 30
Total hours 120

150 Semester Hour Requirement for Certified Public Accountants

150 Semester Hour Requirement for Certified Public Accountants Students who intend to sit for the CPA exam should be aware that the American Institute of Certified Public Accountants requires, as a condition to take the Uniform CPA Exam, the completion of 150 semester hours of college coursework. The state of New Mexico requires 150 credit hours to include a bachelor’s degree with 30 hours of accounting coursework.

No restrictions have been placed upon the types of courses students may use to complete the additional coursework to reach the required 150 credit hours.

Suggestions made by the AICPA include additional accounting courses, professional ethics and responsibility, globalization, research methodology, and communication skills. It is logical that those students who intend to become CPA’s should extend their four year program of study into the graduate level by obtaining an M.B.A.

Students should discuss the latest requirements for taking the CPA exam with their academic advisor.

BACHELOR OF BUSINESS ADMINISTRATION

BUSINESS MANAGEMENT

(no minor required)

(120 minimum credit hours required)

University Requirements

General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9

Supporting Course Work (*may count as General Education)

BUSA 1110  Introduction to Business 3
ECON 2110*  Macroeconomic Principles 3
ECON 2120*  Microeconomic Principles 3
MATH 1150  Business Mathematics
or MATH 1220*  College Algebra 3-4
MATH 1430  Applications of Calculus I 3
Credit hours 15-16
### Math/Computer Science Courses Required for B.B.A. degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MIS 405</td>
<td>MIS for Managers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Business Administration Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
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<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 497</td>
<td>Business Policies &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>FINC 370</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 451</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
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</table>

### Business Management Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BSAD 355</td>
<td>Communication in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 441</td>
<td>Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 486</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 350</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINC 471</td>
<td>Intermediate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 452</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 454</td>
<td>Decision Making in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 461</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two courses of Upper Division Guided Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>in ACCT, BSAD, ECON, FINC, MGMT, MKTG, or MIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
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<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

### BACHELOR OF BUSINESS ADMINISTRATION

**MARKETING**

(no minor required)

(120 minimum credit hours required)

### University Requirements

- General Education: 31
- Service Learning: 3
- Upper Division: 42
- Writing Intensive: 9

### Supporting Course Work (*may count as General Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 1110</td>
<td>Introduction to Business</td>
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<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2120*</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Business Mathematics</td>
<td></td>
</tr>
<tr>
<td>Math/Computer Science Courses Required for B.B.A. degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>MATH 1350 Introduction to Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIS 405 MIS for Managers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administration Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110 Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 2120 Principles of Accounting II</td>
</tr>
<tr>
<td>BSAD 300 Legal Environment for Managers</td>
</tr>
<tr>
<td>BSAD 497 Business Policies &amp; Management</td>
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<td>FINC 370 Principles of Finance</td>
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<td>MGMT 350 Principles of Management</td>
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<tr>
<td>MGMT 451 Human Resources Management</td>
</tr>
<tr>
<td>MKTG 340 Principles of Marketing</td>
</tr>
<tr>
<td>Credit hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 441 Business Research</td>
</tr>
<tr>
<td>BSAD 486 International Business</td>
</tr>
<tr>
<td>MKTG 341 Consumer Behavior</td>
</tr>
<tr>
<td>MKTG 445 Marketing Strategy</td>
</tr>
<tr>
<td>Select three Marketing Electives from the following:</td>
</tr>
<tr>
<td>MKTG 343 Integrated Marketing Communications</td>
</tr>
<tr>
<td>MKTG 346 Sports Marketing</td>
</tr>
<tr>
<td>MKTG 347 Social Media Marketing</td>
</tr>
<tr>
<td>MKTG 348 Services Marketing</td>
</tr>
<tr>
<td>MKTG 349 Multicultural Marketing</td>
</tr>
<tr>
<td>Credit hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least 3 upper division advisor approved electives or choose an optional area of concentration in (ACCT, BSAD, ECON, FINC, MGMT, MIS, MKTG)</td>
</tr>
<tr>
<td>Total credit hours</td>
</tr>
</tbody>
</table>
BACHELOR OF APPLIED SCIENCE IN
GENERAL BUSINESS
(no minor required)
(120 minimum credit hours required)

University Requirements

General Education  31
Service Learning  3
Upper Division  42
Writing Intensive  9

Supporting Course Work (*may count as General Education)

BCIS 1110  Fundamentals of Information Literacy and Systems  3
BUSA 1110  Introduction to Business  3
ECON 2110*  Macroeconomic Principles  3
ECON 2120*  Microeconomic Principles  3
MATH 1150  Business Mathematics
or MATH 1220*  College Algebra  3-4
MATH 1430  Mathematics for Business Applications II  3
Credit hours  15-16

Math/Computer Science Courses Required for B.A.S. degree

MATH 1350  Introduction to Statistics
or SOC  Social Statistics
or PSYC 2510  Statistical Principles for Psychology  3
MIS 405  MIS for Managers  3
Total credit hours  6

Business Administration Core Requirements

ACCT 2110  Principles of Accounting I  3
ACCT 2120  Principles of Accounting II  3
BSAD 300  Legal Environment for Managers  3
BSAD 497  Business Policies & Management  3
FINC 370  Principles of Finance  3
MGMT 350  Principles of Management  3
MGMT 451  Human Resources Management  3
MKTG 340  Principles of Marketing  3
Select two Upper Division Guided Electives in
ACCT, BSAD, ECON, FINC, MGMT, MIS, or MKTG  6
Credit hours  30
Total hours  120
BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN SUSTAINABLE DEVELOPMENT
(no minor required)
(120 minimum credit hours required)

Advisor: Fritz, Blaxland, Neighbors, Norris, Schoenberg, Vicens, Whiteman
This major examines the interconnectedness between society and the environment
and provides tools to effectively mediate the interaction for a better relationship.
This interdisciplinary degree draws most heavily from the natural science and social
science departments whose missions are to prepare students for professional careers
as well as to prepare critical thinkers who understand the scientific and social reali-
ties of life.

University Requirements
- General Education 31
- Service Learning 3
- Upper Division 42
- Writing Intensive 9

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements
- MATH 1350 Introduction to Statistics 3
- Complete an additional three credit hours in Computer Science, beyond the
  General Education requirements.
  or GISS/GEOG 361/363 Introduction to Geographic Information Systems 3

Sustainable Development Core Requirements
- GISS/GEOG 361/363 Introduction to GIS 4
- BSAD 355 Communication in Business & Industry 3
- ECON 420 International Economics 3
- GEOL 1120/1110L Environmental Geology & lab 4
- PHIL 2110 Introduction to Ethics 3
- PHIL 407 Environmental Ethics 3
- SOC 450 Environmental Sociology
  or GEOG 401 Human-Environment Interactions 3
Total core credit hours 23

Concentration (select one) and Guided Electives (9 credit hours)
Minimum of 18 credit hours from one concentration, plus 9 credit hours from
Guided Electives or from any other course listed below:
Environmental Science Concentration - (Select 18 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301/303</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322/324</td>
<td>Dendrology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 375/377</td>
<td>Principles of Wildlife Biology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 425/427</td>
<td>Range Vegetation</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 428/430</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 472</td>
<td>Reading in Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 406/408</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 407/409</td>
<td>Atmospheric Chemistry &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 307 (Lab)</td>
<td>does not have a common Course number?</td>
<td></td>
</tr>
<tr>
<td>GEOL 401/403</td>
<td>Hydrogeology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>OLST 300</td>
<td>Outdoor Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>18</td>
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</tbody>
</table>

Social Justice Concentration (Select 18 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 461</td>
<td>U.S. Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 302</td>
<td>Sustainable Design</td>
<td>3</td>
</tr>
<tr>
<td>HIST 350</td>
<td>History of America’s Nat’l Parks</td>
<td>3</td>
</tr>
<tr>
<td>POLS 410</td>
<td>Water Rights</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Rural Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 415</td>
<td>Sociology of Food</td>
<td>3</td>
</tr>
<tr>
<td>SOC 481</td>
<td>Internship</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
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</tr>
</tbody>
</table>

Sustainable Business Practice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 360</td>
<td>Entrepreneurship I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 361</td>
<td>Entrepreneurship II</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 458</td>
<td>Environmental Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 489</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Guided Electives (Select 9 credit hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ECON 403</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Introduction to Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>POLS 321</td>
<td>Nonprofit Resource Dev/Grnt Wrtng</td>
<td>3</td>
</tr>
<tr>
<td>POLS 401</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
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<tr>
<td></td>
<td>Total credit hours</td>
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</tr>
</tbody>
</table>
TWO YEAR DEGREES

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

The Associate of Science (A.S.) in Business Administration prepares students for entry level positions in business, government and non-profit organizations.

University Requirements

General Education 31

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
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</table>

Credit hours 6

Business Administration Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 1110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2110</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2120</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 24

Guided Electives

Six hours of coursework in ACCT, BSAD, ECON, FINC, MGMT, MKTG, or MIS)

Total credit hours 6

Minors

Accounting Minor

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 331</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 9

Guided Electives (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACCT 332</td>
<td>Financial Accounting II</td>
</tr>
<tr>
<td>ACCT 333</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>ACCT 334</td>
<td>Accounting Systems</td>
</tr>
<tr>
<td>ACCT 336</td>
<td>Fraud Examination</td>
</tr>
</tbody>
</table>
ACCT 433  Tax Accounting  
ACCT 435  Auditing  
ACCT 437  VITA  
Total credit hours 18

**Business Administration Minor**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>9</td>
</tr>
</tbody>
</table>

**Guided Electives**

Select three credit hours in:

ACCT, BSAD, FINC, MGMT, MKTG, MIS or ECON electives 3

Select six credit hours of upper division course in:

ACCT, BSAD, FINC, MGMT, MKTG, MIS or ECON 6

Credit hours 9

Total credit hours 18

**Economics Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2110</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2120</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 370</td>
<td>Applied Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON ___</td>
<td>Upper Division Economics Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>

**Entrepreneurship Minor**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 360</td>
<td>Entrepreneurship I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 361</td>
<td>Entrepreneurship II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>6</td>
</tr>
</tbody>
</table>

**Entrepreneurship Electives**

Select six credit hours from the following:

ACCT 1110  Business Applications in Accounting  
BUSA 1110  Introduction to Business  
FINC 372  Personal Financial Management Planning  
MGMT 350  Principles of Management  
MKTG 340  Principles of Marketing  
MKTG 349  Multicultural Marketing  
Select additional advisor approved electives 6

Credit hours 12

Total credit hours 18
### Marketing Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 445</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guided Electives**

At least six credit hours must be from the following:

- MKTG 346  Sports Marketing
- MKTG 347  Social Media Marketing
- MKTG 348  Services Marketing
- MKTG 349  Multicultural Marketing

Select additional Marketing electives or advisor approved electives:

- Credit hours 3
- Total credit hours 9

**Total credit hours 18**

### Public Administration Minor

#### Core requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2110</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guided Electives**

Select six credit hours from the following:

- ECON 403  Public Finance
- MGMT 451  Human Resources Management
- MGMT 452  Organizational Behavior
- MIS 405   MIS for Managers

- Credit hours 6
- Total credit hours 18

**Total credit hours 18**

### Sustainable Development Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 355</td>
<td>Communication in Business &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td>ECON 420</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1120/1110L</td>
<td>Environmental Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GISS/GEOG 361/363</td>
<td>Introduction to GI</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2110</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 407</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 450</td>
<td>Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 401</td>
<td>Human Environment Interaction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guided Elective:**

- Advisor approved electives 6
- Total credit hours 29
Education, School of

Associate Dean: Dirksen
Executive Director for Early Childhood Programs: Martinez
Professors: Dirksen
Associate Professors: Bustamante, Jauregui, Humada-Ludeke Neves, Wulfange
Assistant Professors: Martinez, Marquez, Olgieve, Tolar

The purpose of the School of Education at Western New Mexico University is to:

"Ignite and nurture a spirit of learning for both educator and student."

"Encender y alimentar un espíritu de aprendizaje entre alumnos y maestros" (Spanish)

"Ba’ olt’a ’i doo olt’a ’i jiliigo o’ hoo’ aah bii’istiin ji dil tli’ go naasgoo halled bee baa ’ahwijiilyaa dooleel." (Navajo)

"’Tsit nah wah she oh nah...yah nit kay ah Tsit nah yah nit kay no nah...Tsit nah washe ah" (Zuni)

Prospective teachers and administrators at Western New Mexico University are provided an opportunity to fulfill this purpose by experiencing a specific knowledge base. All School of Education programs maximize opportunities for student thinking and achievement and facilitate active, participatory decision making.

To the extent that this is a new way of thinking about the purpose of the work in the School of Education, it has implications for possible changes in the curriculum for teacher education and educational administration. Therefore, this catalog may not accurately reflect the School of Education program changes that are occurring as the curriculum is restructured. The School of Education seeks feedback for program effectiveness from several sources: clinical faculty, university faculty, current students, employers of graduates, and, most importantly, graduates of the program. Therefore, in the School of Education, the curriculum must be viewed as a dynamic set of experiences that is subject to change based on the continuous inflow of data, including New Mexico Public Education Department requirements. The School of Education will, when the data so indicate, request approval for curriculum changes during the catalog year. When curriculum changes are approved through the University structure, they will be assimilated into current degree plans.

Classes are offered at the main campus in Silver City, Mimbres Valley Learning Center in Deming, the Nadine Gardner Center in T or C, and through a combination of online and video conference.
The following undergraduate degrees and certificate are offered by the School of Education:

- Certificate in Early Childhood Education and Family Support
- Associate of Arts in Education (Early Childhood Education and Family Support, Elementary/Special Education, and Secondary Education)
- Bachelor of Applied Science in Career and Technical Education, Rehabilitation Services
- Bachelor of Arts in Education (Early Childhood Care & Education, Physical Education, Secondary)
- Bachelor of Arts/Science Instructional Technology and Design and Teaching and Learning
- Bachelor of Science in Education (Early Childhood Care & Education, Elementary, Physical Education, Secondary, Special Education)

**Teacher Education Endorsements**

The Teacher Education Endorsements are university-wide with teaching fields in:

- Art
- Bilingual Education
- Business Marketing (Secondary)
- Classical Language-Spanish
- Health Science Education
- Language Arts
- Mathematics
- Psychology
- Reading
- Science (Earth & Space, General, Life, and Physical Science)
- Social Studies
- Teaching English to Speakers of Other Languages (TESOL)

**Minors**

- Applied Spanish
- Coaching
- Early Childhood Education and Family Support
- Rehabilitation

**Majors and Licensure**

For New Mexico licensure passing scores are required on the National Evaluation Series. An additional test in reading is required for Elementary Education. All students should check with their advisors for their appropriate test(s).

Six undergraduate teacher education program majors are offered:
Each major has a corresponding New Mexico state teaching license. With the exception of the non-licensure B.A. or B.S. in Early Childhood Care and Education, and the B.A. or B.S. in Instructional Technology and Design all students must complete a teaching field/endorsement in addition to the major requirements. All coursework used toward a teaching field/endorsement must be completed with a grade of C or better. No minor is required.

**Professional Development Credit**

Professional Development Credit (PDC) will be offered by Western New Mexico University (WNMU) for the purpose of professional development, and enrichment. PDC will be accepted only in special cases, for a maximum of six hours of WNMU degree credit toward program electives, with prior approval from the Professional Education Committee (PEC), the Associate Dean of the School of Education, and the Vice President for Academic Affairs. PDC courses are not part of WNMU’s approved programs nor are they appropriate substitutes. Professional Development Credits are not recommended for licensure and endorsement purposes. Transcript credit will identify PDC by the numbers 444 (undergraduate credit) or 544/545 (graduate credit) and a listing of the course title as Professional Development: "Title of Course."

**Admission Requirements**

The School of Education has established admission standards for entrance into the Teacher Education Program. The higher expectations are set to assure that all licensed teachers graduating from WNMU are qualified to maximize students’ thinking and achievement while maintaining an active, participatory classroom.

To be admitted into the School of Education all students must meet the following requirements:

1. The first semester of enrollment in the Teacher Education Program is open to all interested candidates who have completed 35 hours of general education from an accredited institution.

2. During the first semester of attendance in the Teacher Education Program, the student is required to register for and complete Foundations of Education with a grade of C or better.
3. By the end of the first semester in Teacher Education, each candidate must meet the following requirements:
   a. Earned a cumulative G.P.A. of 2.75;
   b. Completed ENGL 1110, ENGL 1120, PSYC 1110, COMM 1130 and a general education Math course with a grade of C or better;
   c. Complete an application in TK-20 that includes the following:
      - Completed a degree plan approved and signed by an advisor in the School of Education;
      - Three letters of recommendation: two academic and one other, preferably an employer;
      - A brief Educational Philosophy statement.
      - Pass a FBI Fingerprint background clearance;
      - Take and pass NES Essential Academic Skills (Reading, Writing, and Math);
      - For Secondary and K-12 Pedagogy majors: endorsement by appropriate academic department faculty;

4. A student who has not been admitted to the School of Education may not continue in advanced professional courses in education. TK-20 is the School of Education's repository for student admission, monitoring and exit requirements. All students are required to purchase an account during the Admission process. At the end of the open enrollment period, after completing the application, faculty and the Associate Dean of the School of Education will determine the SOE admission status if each student. Each student may be admitted or denied admission into the Teacher Education Program. Students must maintain a 2.75 and must have a 2.75 cumulative G.P.A. prior to enrolling in the Capstone block of courses, with no grade lower than C.

**Dismissal from Program**

A student's status in the School of Education may be withdrawn based upon their inability to demonstrate appropriate professional behaviors and dispositions. The Associate Dean has the authority to withdraw a candidate’s program status. An ad hoc committee appointed by the Associate Dean will make a recommendation, provided the committee determines there is just cause after a hearing. Just cause may include, but is not limited to: 1) any disciplinary action by the School of Education, 2) conviction of a felony or misdemeanor or moral turpitude, 3) charges currently pending against a student alleging commission of a felony or misdemeanor or moral turpitude, 4) false reporting of any claims, or 5) conduct which adversely affects the student's suitability as a member of the academic/professional education community as assessed through the Professional Behaviors and Disposition Assessment.
Curriculum

The curriculum of the Teacher Education Program is comprised of four areas: General Education, BA or BS requirements, Professional Education, and Teaching Field. Within professional education, there are four levels: Contextual Knowledge, Foundation, Application/Reinforcement and Capstone. A student who has not been admitted to the School of Education may not continue beyond the Foundation Level.

Other Requirements

Graduation requirements differ for the Bachelor of Arts, Bachelor of Applied Science and the Bachelor of Science. See UNDERGRADUATE DEGREE REQUIREMENTS in this catalog.

Students completing a Bachelors Degree and seeking Licensure as an Early Childhood, Elementary, Secondary, or Special Education Teacher are required to have completed:

- nine semester hours in communication
- six semester hours in mathematics
- eight semester hours in laboratory science
- nine semester hours in social and behavioral science
- nine semester hours in humanities and fine arts;

Many of these requirements are addressed through the general education requirements.

All teacher education candidates are required to take one or two reading courses depending on their program.

Special Education, Early Childhood Education, and Elementary Education majors will take MATH 2132 and MATH 2133 for the B.S. degree requirements which also satisfy the New Mexico Public Education Department requirements.

All teacher education candidates must complete and submit a Graduation Application/Degree Evaluation form nine months before intended graduation date.

National Evaluation Series Assessments

The National Evaluation Series Assessments (NES) are comprised of three tests and must be taken in the following sequence in order for the student to continue in Licensure Degrees with the Teacher Education Program. The Essential Academic Skills test must be taken during the Foundation level and passed before entering the Application and Reinforcement level. The Professional Knowledge Elementary or Secondary Assessment test and the appropriate Content Knowledge Assessment must be taken and passed before entering the Capstone level (Practice Teaching). Students may take the tests earlier than required by the Teacher Education Program. It is the responsibility of the student to have a copy of the test results
submitted in TK-20 and to the SOE main office. For further information about the National Evaluation Series Assessments consult [www.nestest.com](http://www.nestest.com). Only the Essential Academic Skills test is required of students in Associate Degree Programs.

**Practice Teaching and Placement**

Practice teaching is the culminating capstone field experience for all teacher education candidates. The general intent of this intense experience is to facilitate the transition from student to beginning teacher. It provides teacher education candidates the opportunity to assume the full-time responsibility of a classroom teacher under the supervision of a school based clinical faculty or cooperating teacher. Teacher education candidates will complete 17 weeks of supervised clinical work in a classroom which aligns with their program and teaching field and a Exit Teaching Event, and actively participate in Action Learning Presentations and Affirmation Ceremony, showcasing their practice teaching experiences.

Candidates must have a minimum cumulative G.P.A. of 2.75 to apply for Practice Teaching. Students desiring a placement for Practice Teaching in locations other than in the Animas, Cobre, Deming, Gallup, Hatch, Lordsburg, Reserve, Silver City or T or C school districts must have a 3.0 and obtain permission from the Professional Education Committee (PEC); this request needs to be in writing. Permission must be obtained from the committee prior to any contact with the desired placement. There are prerequisites for being allowed to teach outside the local area.

**Teacher Education Exit Requirements**

In order to exit the Teacher Education Program, receive a diploma and/or be eligible for teacher licensure in New Mexico, WNMU students must provide the following evidence by the end of the Practice Teaching semester. These requirements represent the summative value of mastering the outcomes of the Teacher Education Program.

1. Exit Teaching Event with a score of 24, and no scores of 1
3. Complete the Teacher Educational Exit Survey (EBI-TEES)
4. Complete the Professional Behaviors and Dispositions Assessment

Detailed information can be found in the Practice Teaching Handbook.

**Teaching Endorsement Fields**

A teaching license must have an approved teaching field. The first teaching field must meet specific requirements as outlined in the pages following the Degree Plan requirements for each major. Additional teaching fields require 24 to 36 hours, 12 hours of which must be upper division courses. All credit hours used toward an
endorsement/teaching field must be completed with a grade of C or better. NES Content Assessments are required for each additional endorsement field. Teaching field requirements, as well as program requirements, go into effect when the student has been admitted to the Teacher Education Program.

**FOUR YEAR DEGREES**

**B.A.S. CAREER AND TECHNICAL EDUCATION**  
(no minor required)  
(120 minimum credit hours required)

University Requirements

General Education 31  
(Math 1010 is intended for students majoring in Education)  
Service Learning 3  
Upper Division 42  
Writing Intensive 9

B.A.S. Requirements

EDUC 2375 Tech Integration in Classroom 3  
plus one other Math and/or Computer Science Course beyond Gen. Ed. 3

Supporting Course Work (*may count as General Education)  
PSYC 1110* Introduction to Psychology 3

Professional Core Requirements

Contextual Knowledge  
BLED 2130 Multicultural Educ 3  
CTTE 403 Princ/Pract of CTTE 3  
EDUC 2327 Student Growth/Dev 3  
SPED 408 Intro to Except Child 3

Admission to School of Education  
NES Essential Academic Skills: Reading, Writing, Math

Application & Reinforcement

BLED 445 ESL Methods for Content Literacy 3  
CTTE 422 Contextual Teach/Learning in CTTE 3  
or EDUC 471 Second Curr/Instr 3  
CTTE 475 Methods of Teach CTTE 3  
EDUC 436 Classroom Mgmt 3  
EDUC 474 Classroom Assessment 3  
Capstone

CTTE 493 Practice Teaching 8-11  
EDUC 496 Practice Teaching Seminar 1

Applied Technology Courses 45
B.A. or B.S. IN EARLY CHILDHOOD CARE AND EDUCATION
(no minor required)
(120 minimum credit hours required)
(non-licensure)

University Requirements
General Education 31
(Math 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements
Complete an additional six credit hours in Math, and/or Computer Science,
and/or GEOG/PSY/SOC 323 Social Statistics and/or EDUC 2375 Technology
Integration in the Classroom and/or GISS/GEOG 361/363 GIS beyond the
General Education requirements. 6

Supporting Course Work (*may count as General Education)
PSYC 1110* Introduction to Psychology 3
SOCI 1110* Intro. to Sociology 3

Professional Core Requirements

Lower Division Core
ECED 1130 Family & Community Collaboration 3
ECED 1120 Guiding Young Children 3
ECED 1115 Health, Safety & Nutrition 2
ECED 1125 Assessment of Children & Evaluation of Programs 3
ECED 1110 Child Growth, Development & Learning 3
ECED 2110 Professionalism 2
ECED 2115 Introduction to Language, Literacy, and Reading 3
ECED 2120 Curriculum Develop. & Play-Birth-Age Four 3
ECED 2121 Curriculum Develop. & Play-Birth-Age Four Pract. 2
ECED 2130 Curriculum Develop. & Implement. Age 3-Grade 3 3
ECED 2131 Curriculum Develop. & Implement. Age 3 Pract 2

Upper Division Core - Birth through Age 4
ECED 405 Advanced Caregiving for Infants & Toddlers 3
ECED 415 Emergent Literacy: Birth through Age 4 3
ECED 423 Integrated Curriculum Birth - Age 4 4
ECED 431 Research in Child Growth, Development & Learning 3
ECED 441 Family, Language, & Culture 3
ECED 451  Young Children with Diverse Abilities  3
ECED 481  Integrated Curriculum Birth - Age 4 Practicum  2

Guided Electives:
Select 12 upper division credit hours from the School of Education Courses (ECED, EDUC, BLED, RDG, SPED)  12

**B.S. IN EARLY CHILDHOOD EDUCATION**
(120 minimum credit hours required)

**University Requirements**
- General Education  31
  (Math 1010 is intended for students majoring in Education)
- Service Learning  3
- Upper Division  42
- Writing Intensive  9

**B.S. Requirements**
- MATH 2132  Understanding Elementary Math I  3
- MATH 2133  Understanding Elementary Math II  3

**Supporting Course Work**
- ENGL 2110  Traditional Grammar  3

**Professional Core Requirements** (68 credits)
- Contextual Knowledge  Select three of the following six choices:
  - BLED 2130  Multicultural Education  3
  - EDUC 2375  Technology Integration in the Classroom  3
  - EDUC 436*  Classroom Management (req.Age 3-Grde 3 concen.)  3
  - EDUC 474*  Classroom Assessment  3
  - RDG 453  Children's Literature  3
  - SPED 408  Introduction to Exceptional Children  3

  Credit hours  9

  *required for Age 3-Grade 3 Concentration

  NES Essential Academic Skills taken and passed

**Foundation**
- ECED 1110  Child Growth, Development & Learning  3
- ECED 1115  Health, Safety & Nutrition  2
- ECED 1120  Guiding Young Children  3
- ECED 1125  Assessment of Children & Evaluation of Programs  3
- ECED 1130  Family & Community Collaboration  3
- ECED 2110  Professionalism  2
- ECED 2115  Introduction to Language, Literacy, and Reading  3
- ECED 2120  Curriculum Develop. & Play-Birth-Age Four  3
- ECED 2121  Curriculum Develop. & Play-Birth-Age Four Pract.  2
- ECED 2130  Curriculum Develop. & Implement. Age 3-Grade 3  3
- ECED 2131  Curriculum Develop. & Implement. Age 3-Grde 3 Pract.2
Application and Reinforcement
9 credits of upper division core plus 12 credits from one of the two concentrations

ECED 431 Research in Child Growth, Development & Learning 3
ECED 441 Family, Language, & Culture 3
ECED 451 Young Children with Diverse Abilities 3

Concentrations - select one of the two concentrations

Birth through Age 4 Concentration
ECED 405 Advanced Caregiving for Infants & Toddlers 3
ECED 415 Emergent Literacy: Birth through Age 4 3
ECED 423 Integrated Curriculum Birth - Age 4 4
ECED 481 Integrated Curriculum Birth - Age 4 Practicum 2

Age 3 through Grade 3 Concentration
ECED 470 Teaching & Learning: Math & Sciences 4
ECED 471 Teaching & Learning: Reading & Writing 3
ECED 473 Teaching & Learning: Social Studies, Fine Arts & Mov. 3
ECED 479 Teaching & Learning: Practicum 2

Capstone
ECED 491 Practice Teaching - Early Childhood 9-11
ECED 496 Practice Teaching - Seminar 1

B.S. in ELEMENTARY EDUCATION
(120 minimum credit hours required)

University Requirements

General Education 31
(Math 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.S. Requirements

MATH 2132 Understanding Elementary Math I 3
MATH 2133 Understanding Elementary Math II 3

Supporting Course Work

In addition to Gen Ed., the following are required to meet State Requirements:
ENGL 1110 Composition I 3
Humanities & Fine Arts 3
Lab Science 4
Social & Behavioral Science 6
Professional Core Requirements

Contextual Knowledge
- BLED 2130  Multicultural Education  3
- EDUC 2327  Student Growth & Development  3
- EDUC 2375  Technology Integration in the Classroom  3
- SPED 408  Introduction to Exceptional Children  3

Foundation
- EDUC 200  Foundations of Education  3

NES Essential Academic Skills taken and passed

Application & Reinforcement
- BLED 445  ESL Methods for Content Literacy  3
- EDUC 436  Classroom Management  3
- EDUC 447  Field Experience Lab for two credit hours  2
- EDUC 472  Elementary Methods & Curriculum I  3
- EDUC 473  Elementary Methods & Curriculum II  3
- EDUC 474  Classroom Assessment  3
- RDG 410  Teaching of Reading  3
- RDG 411  Corrective Reading Instruction  3

All other core/professional courses must be completed prior to the last block of hours, Capstone. NES Elementary Teacher Competency and Elementary Content tests must be taken and passed before Practice Teaching.

Capstone
- EDUC 492  Practice Teaching - Elementary  9-11
- EDUC 496  Practice Teaching - Seminar  1

Elementary Education Teaching Endorsement Fields (24-36)
For New Mexico State Licensure, students must qualify for a competency based teaching field (24-36 credits). Specific teaching field requirements are listed in the Undergraduate Teaching Fields section, later in this chapter.

B.A. or B.S. in INSTRUCTIONAL TECHNOLOGY DESIGN
(120 minimum credit hours required)
(non-licensure)

University Requirements

General Education  31
(Math 1010 is intended for students majoring in Education)
Service Learning  3
Upper Division  42
Writing Intensive  9
B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements
MATH 2132 Understanding Elementary Math I 3
MATH 2133 Understanding Elementary Math II 3

Supporting Course Work (35 credit hours)
Expressive Arts
ARTS 1540 Digital Tools for Artists 4
ARTS 1713 Web Page Design 4
ARTS 1150 Visual Comm Design 4
ART 312 Photography for ITD 4
FDMA 1517 Photoshop Techniques 4

Business
BUSA 1110 Introduction to Business 3
BSAD 360 Entrepreneurship I 3
BSAD 361 Entrepreneurship II 3
BSAD 355 Comm in Bus & Industry 3
MKTG 340 Principles of Marketing 3

Professional Core Requirements (30 credit hours)
EDUC 2375 Tech Integrtn/Classrm 3
EDUC 2327 Student Growth/Develop 3
ITD 400 Instructional Design Practice 3
ITD 403 Accessibility & the Law 3
ITD 410 Design: Video/Confer Instruc 3
ITD 412 Design: Online Learning 3
ITD 420 Cutting Edge Technologies 3
ITD 423 How Instruct Designers Think 3
ITD 425 Frame Innovations, 3
ITD 481 Capstone: Internship/Makerspace 3

Guided Electives (as needed)

B.S. in PHYSICAL EDUCATION
(120 minimum credit hours required)

University Requirements
General Education 31
Service Learning 3
Upper Division 42
Writing Intensive 9
B.S. Requirements

EDUC 2375  Technology Integration in the Classroom  3
Complete an additional three credit hours in Math  3

Professional Education Core Requirements

Contextual Knowledge (*maybe taken as part of the BS requirement)
BLED 2130  Multicultural Education  3
EDUC 2375*  Technology Integration in the Classroom  3
EDUC 2327  Student Growth & Development  3
SPED 408  Introduction to Exceptional Children  3

Foundation
EDUC 200  Foundations of Education  3
NES Essential Academic Skills taken and passed

Application & Reinforcement
BLED 445  ESL Methods for Content Lit  3
EDUC 436  Classroom Management  3
EDUC 447  Field Exper. lab  2
EDUC 474  Classroom Assessment  3
EDUC 2375  Technology Integration in the Classroom
or  RDG 460  Reading Skills in Secondary Education  3

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES tests must be taken and passed before Practice Teaching.

Capstone
EDUC 492  Practice Teaching - Elementary  9-11
EDUC 496  Practice Teaching - Seminar  1

Physical Education/Health Core Requirements

EXSC 2115  Anatomical & Physiological I  3
HLTH/KINS 300  Nutrition  3
HLTH 360  Intro to Personal & Community Health Science Ed  3
HLTH 464  Substance Use/Abuse  3
HLTH 470  Human Sexuality  3
HLED 1120  American Red Cross First Aid & CPR/AED  2
PE 302  Teaching Outdoors & Initiative Activities  2
PE 303  Teaching Individual & Team Sports  3
PE 341/342  Physiology of Exercise & lab  4
PE 343  Biomechanics  3
PE 400  Motor Behavior  3
PE 402  Adapted Physical Education  3
PE 425  P-12 Physical Education Curriculum  3
EDUC 447  Field Exper. lab  1
B.A. or B.S. in SECONDARY EDUCATION
(120 minimum credit hours required)

University Requirements

General Education 31
(MATH 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

EDUC 2375 Technology Integration in the Classroom 3
Complete an additional three credit hours in Math, and/or Computer Science, and/or GEOG/PSY/SOC 323 Social Statistics and/or GISS/GEOG 361/363 GIS beyond the General Education requirements. 3

Secondary Education Professional Core Requirements (42-44 credit hours)

Contextual Knowledge
BLED 2130 Multicultural Education 3
EDUC 2327 Student Growth & Development 3
EDUC 2375 Technology Integration in the Classroom 3
SPED 408 Introduction to Exceptional Children 3

Foundation
EDUC 200 Foundations of Education 3

NES Essential Academic Skills taken and passed

Application & Reinforcement
BLED 445 ESL Methods for Content Literacy 3
EDUC 436 Classroom Management 3
EDUC 447 Field Experience Lab (for two credit hours) 2
EDUC 471 Secondary Curriculum & Instruction 3
EDUC 474 Classroom Assessment 3
RDG 460 Reading Skills in Secondary Education 3

All other core/professional courses must be completed prior to the last block of hours, Capstone. NES Secondary Teacher Competency and Content Knowledge tests passed. NES tests must be taken and passed before Practice Teaching.

Capstone
EDUC 492 Practice Teaching - Elementary 9-11
EDUC 496 Practice Teaching - Seminar 1
Secondary Education Teaching Endorsement Fields
For New Mexico State Licensure, students must qualify for a competency based teaching field (24-36 credits). Specific teaching field requirements are listed in the Undergraduate Teaching Fields section, later in this chapter.

B.S. in SPECIAL EDUCATION
(120 minimum credit hours required)

University Requirements

General Education (MATH 1010 is intended for students majoring in Education)
(MATH 1010 is intended for students majoring in Education) 31
Service Learning 3
Upper Division 42
Writing Intensive 9

B.S. Requirements

MATH 2132 Understanding Elementary Math I 3
MATH 2133 Understanding Elementary Math II 3

Supporting Courses

In addition to Gen. Ed., the following are required to meet State requirements:
ENGL 1110 Composition I 3
Humanities & Fine Arts 3
Lab Science 4
Math 3
Social & Behavioral Sciences 6

Special Education Professional Core Requirements

Contextual Knowledge
BLED 2130 Multicultural Education 3
EDUC 2327 Student Growth & Development 3
EDUC 2375 Technology Integration in the Classroom 3
SPED 408 Introduction to Exceptional Children 3

Foundation
EDUC 200 Foundations of Education 3
SPED 451 Behavior Management App. with Exceptional Child. 3
SPED 455 Family/School/Community/Culture & Except. Child 3
NES Essential Academic Skills taken and passed

Application & Reinforcement
BLED 445 ESL Methods for Content Literacy 3
EDUC 447 Field Experience lab (for two credit hours) 2
SPED 428 Curriculum and Method in Special Education 3
SPED 454 Evaluation & Assessment of Exceptional Children 3
professional studies, college of education, school of

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 469</td>
<td>Nature &amp; Needs of Persons w/ Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 470</td>
<td>Nature &amp; Needs of Persons with Learning Disabilities</td>
<td>3</td>
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</table>

NES Teacher Competency and NES SPED Content tests must be taken and passed before Practice Teaching.

**Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SPED 441</td>
<td>Practice Teaching - Special Education</td>
<td>9-11</td>
</tr>
<tr>
<td>SPED 496</td>
<td>Practice Teaching - Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Students must be Highly Qualified in at least two content areas. Highly Qualified requires 24 hours (12 upper division, 12 lower division) in two of the following Content Areas: Language Arts, General Science, Math, Social Studies. All students must complete Language Arts and at least one other content area. Content Area courses listed below do not fulfill Secondary Education major requirements:

**Language Arts Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2110</td>
<td>Traditional Grammar</td>
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</tr>
<tr>
<td>or ENGL 419</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 450</td>
<td>Secondary English Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2435</td>
<td>The Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 411</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RDG 460</td>
<td>Reading Skills in Secondary Education</td>
<td></td>
</tr>
</tbody>
</table>

**General Science Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1215/1215L</td>
<td>General Chemistry I for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geology &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or GEOL 2110/2110L</td>
<td>Historical Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 1110</td>
<td>Physical Science for Gen Ed I</td>
<td>4</td>
</tr>
<tr>
<td>___</td>
<td>Upper Division Science Electives</td>
<td>8</td>
</tr>
<tr>
<td>BIOL/PHSC/GEOL 450</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>PHSC/GEOL 480</td>
<td>Workshop</td>
<td>3</td>
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</tbody>
</table>

**Mathematics Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 304</td>
<td>Mathematics for the Secondary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MATH ___</td>
<td>Two extra Math electives</td>
<td>6</td>
</tr>
<tr>
<td>MATH ___</td>
<td>Upper Division math electives</td>
<td>3</td>
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</tbody>
</table>

**Social Studies Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON, GEOG, POLS and/or SOC Upper Division elective</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
B.A. or B.S. in TEACHING AND LEARNING
(120 minimum credit hours required)
(non-licensure)

This degree is designed for students who are interested in a career in the field of education but do not want to become a licensed teacher. This program will provide students with the foundational skills and background needed to work within private and public schools in support positions, provide instructional support with various government agencies, and as a professional developer.

University Requirements
- General Education 31
  (MATH 1010 is intended for students majoring in Education)
- Service Learning 3
- Upper Division 42
- Writing Intensive 9

B.A. Requirements
Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements
- MATH 2132 Understanding Elementary Math I 3
- MATH 2133 Understanding Elementary Math II 3

Teaching and Learning Core Requirements
- Contextual Knowledge
  - BLED 2130 Multicultural Education 3
  - EDUC 200 Foundations of Education 3
  - EDUC 2327 Student Growth & Development 3
  - EDUC 2375 Technology Integration in the Classroom 3
  - SPED 408 Introduction to Exceptional Children 3

Curriculum Design and Implementation (Choose one Focus)
- K-8 Focus
  - BLED 445 ESL Methods for Content Literacy 3
  - EDUC 472 Elementary Methods/Curr I 3
  - EDUC 473 Elementary Methods/Curr II 3
  - EDUC 2435 Teaching of Reading 3
  - RDG 411 Corrective Reading 3

- Grade 7-12 Focus
  - BLED 445 ESL Methods for Content Literacy 3
  - BLED 471 Secondary Curriculum & Instruction 3
  - RDG 460 Reading Skills in Secondary Education 3
Classroom Application
EDUC 436 Classroom Management 3
EDUC 474 Classroom Assessment 3
HLED 1120 American Red Cross First Aid & CPR/AED 2

Practicum
EDUC 491 Teaching & Learning Practicum 1
EDUC 491 Teaching & Learning Practicum 1

Directed Electives
Credit Hours 12-17

Teaching Concentration
Specific teaching field requirements are listed in the Undergraduate Teaching Fields section, later in this chapter.
Credit Hours 30

DOUBLE MAJOR DEGREES

B.S. in ELEMENTARY EDUCATION AND SCIENCE EDUCATION
(120 minimum credit hours required)

This degree is a double major from the School of Education and the Department of Natural Sciences.

University Requirements
General Education 31
(MATH 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.S. Requirements
MATH 2132 Understanding Elementary Math I 3
MATH 302 Understanding Elementary Math II 3

Elementary Education Professional Core Requirements (49 credit hours)
Contextual Knowledge
BLED 2130 Multicultural Education 3
EDUC 2375 Technology Integration in the Classroom 3
EDUC 2327 Student Growth & Development 3
SPED 408 Introduction to Exceptional Children 3
Foundation
EDUC 200 Foundations of Education 3
NES Essential Academic Skills taken and passed
Application & Reinforcement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 445</td>
<td>ESL Methods for Content Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 414</td>
<td>Elem - Instructional Planning &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 447</td>
<td>Field Experience Lab (for two credit hours)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 436</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 472</td>
<td>Elementary Methods &amp; Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 473</td>
<td>Elementary Methods &amp; Curriculum II</td>
<td>3</td>
</tr>
<tr>
<td>RDG 410</td>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 411</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

All other core/professional courses must be completed prior to the last block of hours, Capstone. NES Elementary Professional Knowledge and Content Knowledge tests must be taken and passed before Practice Teaching.

Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 492</td>
<td>Practice Teaching - Elementary</td>
<td>9-11</td>
</tr>
<tr>
<td>EDUC 496</td>
<td>Practice Teaching - Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Science Education Core Requirements (27 cr hrs - 8 credits may count as Gen’l Ed Lab Science)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2644/2644L</td>
<td>Animal Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1215/1215L</td>
<td>General Chemistry I for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1230/1230L</td>
<td>Algebra-based Physics I&amp; lab</td>
<td></td>
</tr>
<tr>
<td>or PHYS 1310/1310L</td>
<td>Calculus-based Physics I &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2110/2110L</td>
<td>Historical Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>Capstone Course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL/PHSC/GEOL 450</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations - Students select one of the following four concentrations:

Earth and Space Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2140</td>
<td>Geology of New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>GEOL ___</td>
<td>Upper Division Elective</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 1115/1115L</td>
<td>Introduction to Astronomy (LEC) &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>

General Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM/GEOL/PHSC/PHYS ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
</tbody>
</table>
Life Science Concentration

BIOL 2110/2110L Principles of Biology: Cellular & Molecular Bio. & lab 4
BIOL 301/303 Ecology & lab 4
BIOL 366/368 Genetics & lab 4
BIOL 422 Evolution 3
BIOL ___ Advisor approved elective 4

Physical Science Concentration

CHEM 1225/1225L General Chemistry II for STEM Majors & lab 4
PHYS 1240/1240L Algebra-based Physics II & lab
or PHYS 1320/1320L Calculus-based Physics II & lab 4
CHEM 351/353 Organic Chemistry I & lab 5
CHEM 352/354 Organic Chemistry II & lab 4
CHEM ___ Upper Division Elective 3-4

B.A. or B.S. in SECONDARY EDUCATION AND MATH
(120 minimum credit hours required)

This degree is a double major from the School of Education and the Department of Math and Computer Science for secondary mathematics teachers.

University Requirements

General Education 31
(MATH 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/PSY/SOC 323 Social Statistics and/or EDUC 2375 Technology Integration in the Classroom beyond the General Education requirements. This requirement is fulfilled by the Mathematics core requirement.

Secondary Education Professional Core Requirements (42-44 credit hours)

Contextual Knowledge

BLED 2130 Multicultural Education 3
EDUC 2327 Student Growth & Development 3
EDUC 2375 Technology Integration in the Classroom 3
SPED 408 Introduction to Exceptional Children 3
Foundation
EDUC 200  Foundations of Education  3

NES Essential Academic Skills taken and passed

Application & Reinforcement
BLED 445  ESL Methods for Content Lit.  3
EDUC 436  Classroom Management  3
EDUC 447  Field Experience lab for two credit hours  2
EDUC 471  Secondary Curriculum & Instruction  3
EDUC 474  Classroom Assessment  3
RDG 460  Reading Skills in Secondary Education  3

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES tests must be taken and passed before Practice Teaching.

Capstone
EDUC 494  Practice Teaching - Secondary  9-11
EDUC 496  Practice Teaching - Seminar  1

Mathematics Core Requirements
CMPS 170  Computer Programming I  3
MATH 1220  College Algebra *4
MATH 1230  Trigonometry *3
MATH 1350  Introduction to Statistics  3
MATH 1510  Calculus I  5
MATH 1520  Calculus II  4
MATH 2431  Discrete Mathematics  3
MATH 2530  Calculus III  4
MATH 496  Senior Project and Seminar  3

* may be waived for students with the proper background

Mathematics Education (Secondary) Concentration
MATH 304  Mathematics for the Secondary Teacher  3
MATH 312  Computational Linear Algebra
or MATH 410  Abstract Mathematics  3
MATH 327  Survey of Geometry  3
MATH 451  History of Mathematics  3
3 credit hours of upper division mathematics courses 3
B.A. or B.S. in SECONDARY EDUCATION AND
SCIENCE EDUCATION
(120 minimum credit hours required)

This degree is a double major from the School of Education and the Department of Natural Sciences.

University Requirements

General Education 31
(MATH 1010 is intended for students majoring in Education)
Service Learning 3
Upper Division 42
Writing Intensive 9

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements

Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/PSY/SOC 323 Social Statistics, and/or GISS/GEOG 361/363 GIS and EDUC 2375 Technology Integration in the Classroom beyond the General Education requirements. 6

Secondary Education Professional Core Requirements (42-44 credit hours)

Contextual Knowledge
BLED 2130 Multicultural Education 3
EDUC 2327 Student Growth & Development 3
EDUC 2375 Technology Integration in the Classroom 3
SPED 408 Introduction to Exceptional Children 3

Foundation
EDUC 200 Foundations of Education 3

NES Essential Academic Skills taken and passed

Application & Reinforcement
BLED 445 ESL Methods for Content Literacy 3
EDUC 436 Classroom Management 3
EDUC 447 Field Experience lab (for two credit hours) 2
EDUC 471 Secondary Curriculum & Instruction 3
EDUC 474 Classroom Assessment 3
RDG 460 Reading Skills in Secondary Education 3

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES tests must be taken and passed before Practice Teaching.
Capstone
EDUC 494  Practice Teaching - Secondary  9-11
EDUC 496  Practice Teaching - Seminar  1

Science Education Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; lab</td>
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<td>BIOL 2644/2644L</td>
<td>Animal Form, Function and Diversity &amp; lab</td>
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<tr>
<td>PHYS 1230/1230L</td>
<td>Algebra-based Physics I &amp; lab</td>
<td>4</td>
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<tr>
<td>or PHYS 1310/1310L</td>
<td>Calculus-based Physics I &amp; lab</td>
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<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geology &amp; lab</td>
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<tr>
<td>GEOL 2110/2110L</td>
<td>Historical Geology &amp; lab</td>
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</tr>
<tr>
<td>BIOL/PHSC/GEOL 450</td>
<td>Methods of Teaching Science</td>
<td>3</td>
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Concentrations - Students select one of the following four concentrations:

Earth and Space Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 2130/307</td>
<td>Introduction to Meteorology &amp; lab</td>
<td>4</td>
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<tr>
<td>GEOL 2140</td>
<td>Geology of New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>GEOL ___</td>
<td>upper division course</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 1115/1115L</td>
<td>Introduction to Astronomy (LEC) &amp; lab</td>
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General Science Concentration

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM/GEOL/PHSC/PHYS ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
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</table>

Life Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301/303</td>
<td>Ecology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 366/368</td>
<td>Genetics &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL ___</td>
<td>Advisor approved elective</td>
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</tbody>
</table>

Physical Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 1225/1225L</td>
<td>General Chemistry II for STEM Majors &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1240/1240L</td>
<td>Algebra-based Physics II &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 1320/1320L</td>
<td>Calculus-based Physics II &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351/353</td>
<td>Organic Chemistry I &amp; lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 352/354</td>
<td>Organic Chemistry II &amp; lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM ___</td>
<td>Upper Division Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>
School of Education Undergraduate Teaching Fields

(Note: Teaching Field courses may overlap with General Education or Professional Education Core areas.)

Art Education (elementary only)

Art Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1240</td>
<td>Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1250</td>
<td>Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 1610</td>
<td>Drawing I</td>
<td>4</td>
</tr>
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</table>

Upper Division Core Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 485</td>
<td>Elementary Art Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 376</td>
<td>Critical Film Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 378</td>
<td>Women in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 386</td>
<td>Pre-Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 387</td>
<td>Renaissance/Baroque</td>
<td>3</td>
</tr>
<tr>
<td>ART 388</td>
<td>Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 389</td>
<td>Mexican Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>History of Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 1110</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
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</table>

Studio Specialization (8 hours minimum - Select one studio area to specialize in)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 1410</td>
<td>Introduction to Photography</td>
<td></td>
</tr>
<tr>
<td>ARTS 2420</td>
<td>Visualizing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>ARTS 2321</td>
<td>Appreciation of Clay</td>
<td></td>
</tr>
<tr>
<td>ARTS 2310</td>
<td>Ceramics II</td>
<td>8</td>
</tr>
<tr>
<td>ARTS 2841</td>
<td>Appreciation of Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 362</td>
<td>Sculpture II</td>
<td>8</td>
</tr>
<tr>
<td>ARTS 1630</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 2630</td>
<td>Painting II</td>
<td>8</td>
</tr>
<tr>
<td>ART 354</td>
<td>Advanced Documentary Film Techs</td>
<td>8</td>
</tr>
</tbody>
</table>

Total credit hours 29

Art Education - secondary

Secondary Students may complete a double major in both Secondary Education and Art, or the option of earning a Bachelor of Arts or Science in Art or a Bachelor of Fine Arts, and then obtaining the MAT requirements for teaching.
Bilingual Education  
(Elementary & Secondary)

Navajo Bilingual Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 401</td>
<td>Current Issues in Language Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 2130</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 416</td>
<td>Indo-Chicano Cultures &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 419</td>
<td>Navajo Culture and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 427</td>
<td>Linguistics 1 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 428</td>
<td>Linguistics 2 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 433</td>
<td>Language Arts in Navajo</td>
<td>3</td>
</tr>
<tr>
<td>BLED 436</td>
<td>Content Literacy in Navajo</td>
<td>3</td>
</tr>
<tr>
<td>BLED 439</td>
<td>Teaching Reading in Navajo</td>
<td>3</td>
</tr>
<tr>
<td>BLED 441</td>
<td>English Language Acquisition &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
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</table>

Spanish Bilingual Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 401</td>
<td>Current Issues in Language Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 2130</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 416</td>
<td>Indo-Chicano Cultures and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 427</td>
<td>Linguistics 1 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 428</td>
<td>Linguistics 2 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 431</td>
<td>Language Arts in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>BLED 434</td>
<td>Content Literacy in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>BLED 441</td>
<td>English Language Acquisition &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>SPAN ___</td>
<td>Upper division courses in Spanish</td>
<td>6</td>
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<td>Total credit hours</td>
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Zuni Bilingual Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BLED 401</td>
<td>Current Issues in Language Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 2130</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 416</td>
<td>Indo-Chicano Cultures &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 421</td>
<td>Zuni Culture &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 427</td>
<td>Linguistics 1 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 428</td>
<td>Linguistics 2 for L2 teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 432</td>
<td>Language Arts in Zuni</td>
<td>3</td>
</tr>
<tr>
<td>BLED 435</td>
<td>Content Literacy in Zuni</td>
<td>3</td>
</tr>
<tr>
<td>BLED 438</td>
<td>Teaching Reading in Zuni</td>
<td>3</td>
</tr>
<tr>
<td>BLED 441</td>
<td>English Language Acquisition and Development</td>
<td>3</td>
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<td>Total credit hours</td>
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Business Marketing  
(Secondary only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2110</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 1713</td>
<td>Web Page Design</td>
<td>4</td>
</tr>
<tr>
<td>BUSA 1110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Principles of Management</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>25</strong></td>
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</tbody>
</table>

**Classical Language - Spanish**

(Elementary & Secondary)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2120</td>
<td>Spanish IV</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Intro to Culture &amp; Advanced Grammar in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPAN _____</td>
<td>Upper division Spanish elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
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</tr>
</tbody>
</table>

**Health Science Education**

(Elementary & Secondary)

Select a minimum of 24 credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 1120</td>
<td>American Red Cross First Aid &amp; CPR/AED</td>
<td>2</td>
</tr>
<tr>
<td>EXSC 2115C</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>KINS/HLTH 300</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 360</td>
<td>Intro. to Personal &amp; Comm. Health Science Ed.</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 400</td>
<td>Curriculum &amp; Methods in Health Science Ed.</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 460</td>
<td>Wellness Program Planning &amp; Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 464</td>
<td>Substance Use/Abuse</td>
<td></td>
</tr>
<tr>
<td>or CHDP 465</td>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>or SWK 415</td>
<td>Psychopharmacology</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 465</td>
<td>Wellness of the Senior Population</td>
<td></td>
</tr>
<tr>
<td>or KINS 460</td>
<td>Exercise &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 470</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total minimum credit hours**

26

**Language Arts**

**Elementary Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1130</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>or THEA 2245</td>
<td>Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2985</td>
<td>Topics and Problems in Literature of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2110</td>
<td>Traditional Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 419</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 415</td>
<td>Life &amp; Literature of New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 451</td>
<td>Literature of the American West</td>
<td></td>
</tr>
<tr>
<td>RDG 410</td>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 411</td>
<td>Corrective Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 412</td>
<td>Diag. &amp; Pres. of Reading for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>RDG 437</td>
<td>Literacy: Teaching Applications</td>
<td>3</td>
</tr>
<tr>
<td>RDG 453</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Secondary Education

Select three of the first four courses, outside of the Gen’l Ed requirements

- ENGL 2980: Topics and Problems in Literature in English (3)
- ENGL 2985: Topics and Problems in Literature of the Americas (3)
- ENGL 2110: Traditional Grammar (3)
- ENGL 415: Life & Literature of New Mexico
- or ENGL 455: Psychological Perspectives on Literature (3)
- ENGL 440: Shakespeare (3)
- ENGL 450: Secondary English Methods (3)
- RDG 460: Reading Skills in Secondary Education (3)
- Upper division English electives with advisor approval (3)

Total credit hours: 30

Mathematics (Elementary only)

- MATH 1130: Survey of Mathematics (3)
- or MATH 1010: Mathematics for School Teachers (3)
- MATH 1220: College Algebra (4)
- MATH 1230: Trigonometry (3)
- MATH 1510: Calculus I (5)
- MATH 2132: Understanding Elementary Mathematics I (3)
- MATH 2133: Understanding Elementary Mathematics II (3)
- MATH 1350: Introduction to Statistics (3)

Total credit hours: 24

Mathematics (Secondary only)

Secondary students complete a double major in both Secondary Education and Mathematics, with a concentration in education. The degree plan is listed in the Double major section of this chapter.

Psychology (Elementary & Secondary)

- PSYC 1110: Introduction to Psychology (3)
- PSY 301: Developmental Psychology (3)
- PSY 302: Educational Psychology (3)
- PSY 315: Brain and Behavior (4)
- PSY 333/334: Psychology Research Methods & lab (4)
- PSY 405: Psychology of Learning (3)
- PSY 412: Psychopathology (3)

Total credit hours: 23

Reading (Elementary & Secondary)

- RDG 410: Teaching of Reading (3)
- RDG 411: Corrective Reading (3)
RDG 412  Diagnosis & Prescription of Reading for Diverse Learners 3
RDG 414  Theoretical Models of Reading 3
RDG 415  Remedial Reading 3
RDG 417  Early Childhood Reading 3
RDG 437  Literacy: Teaching Applications 3
RDG 453  Children's Literature 3
RDG 460  Reading Skills in Secondary Education 3
RDG 481  Practicum in Reading 3

Total credit hours 30

Science

Secondary students complete a double major in both Secondary Education and Science Education with concentrations in Earth and Space Science, General Science, Life Science, or Physical Science. Specific lab science courses are required for each concentration. The degree plan is listed in the Double major section of this chapter. Elementary students may either choose to double major or take the courses listed here.

General Science

(Elementary only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L</td>
<td>Plant Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 2644/2644L</td>
<td>Animal Form, Function and Diversity &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2110/2110L</td>
<td>Principles of Biology: Cellular &amp; Molecular Bio. &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 2110/2110L</td>
<td>Historical Geology &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 301/303</td>
<td>Rocks &amp; Minerals &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSC 1110</td>
<td>Physical Science for Gen Ed I</td>
<td></td>
</tr>
<tr>
<td>or CHEM 1120/1120L</td>
<td>Chemistry for Life</td>
<td></td>
</tr>
<tr>
<td>or CHEM 1215/1215L</td>
<td>General Chemistry I for STEM Majors &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or PHYS 1310/1310L</td>
<td>Calculus-based Physics I &amp; lab</td>
<td></td>
</tr>
<tr>
<td>Select one of the Upper Division BIOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 301/303</td>
<td>Ecology &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or BIOL 354/357</td>
<td>Advanced Anatomy &amp; Physiology &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or BIOL 366/367</td>
<td>Genetics &amp; lab</td>
<td></td>
</tr>
<tr>
<td>or BIOL 372/373</td>
<td>Microbiology &amp; lab</td>
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</tr>
<tr>
<td>Upper division Science elective</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL/PHSC/GEOL 450</td>
<td>Methods of Teaching Science</td>
<td>3</td>
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</table>

Total credit hours 30-31

Social Studies

(Elementary & Secondary)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2110</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1130</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1120</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 300</td>
<td>History of New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIST 450</td>
<td>Secondary Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
POLS 1120  American National Government  3
POLS 405  American Constitutional Development  3
SOCI 1110  Introduction to Sociology  3
SOC 313  Social Inequality  3

In addition, one course from the following list will be required (3 hours each):

ANTH 1140  Introduction to Cultural Anthropology
ECON 403  Public Finance
GEOG 342  Social Geography
GEOG 400  Population Analysis
GEOG 403  Economic Geography
HIST/POLS 311  History & Politics of Modern Mexico
HIST 421  Contemporary North American Indians
HIST 422  Indians of the Southwest
HIST 435  The Civil War & Reconstruction
POLS 311  Hist. & Politics of Modern Mexico
POLS 312  American Foreign Relations
SOC 359  Sociology of Race & Ethnicity
SOC 450  Environmental Sociology  3

Total credit hours 30

Teaching English to Speakers of Other Languages
TESOL
(Elementary & Secondary)

BLED 401  Current Issues in Language Minority Education  3
BLED 2130  Multicultural Education  3
BLED 416  Indo-Chicano Cultures and Pedagogy  3
BLED 427  Linguistics 1 for L2 Teachers  3
BLED 428  Linguistics 2 for L2 Teachers  3
BLED 441  English Language Acquisition & Development  3
BLED 445  ESL Methods for Content Literacy  3

Select one of the following: BLED 424, 431, 434, 437, or 480  3

All students take 2 semesters of a language  6

Total credit hours 30

TWO YEAR DEGREES AND CERTIFICATION

A.S. Teacher Education Elementary/Special

University Requirements

General Education  31
(MATH 1010 is intended for students majoring in Education)

Supporting Coursework

In addition to Gen Ed, the following are required to meet State requirements:
Lab Science  4
### Science Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 2130</td>
<td>Multicultural Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Fndtns of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2327</td>
<td>Student Grth/Devel</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2375</td>
<td>Tech Intgrtn in Classrm</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2435</td>
<td>The Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2132</td>
<td>Math/Elem Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2133</td>
<td>Math//Elem Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2120</td>
<td>Introduction to Students with Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 27  
**Total credit hours:** 62

### A.A. Teacher Education Secondary

#### University Requirements

**General Education** 31  
(MATH 1010 is intended for students majoring in Education)

#### Teacher Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 2130</td>
<td>Multicultural Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Fndtns of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2327</td>
<td>Student Grth/Devel</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2375</td>
<td>Tech Intgrtn in Classrm</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 15

#### Program Content Areas (Take 12 credits from one Program Content Area)

##### Language Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2630</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2610</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2310</td>
<td>Intro to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2983</td>
<td>Topics/Probs World Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 12

##### Math

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 1220</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1510</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1520</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2520</td>
<td>Fndtns of Math Thkg</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2530</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 170</td>
<td>Computer Prog I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 12
### Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2642/2642L</td>
<td>Mjr I: Plant FFD</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2644/2644L</td>
<td>Mjr II: Animal FFD</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1215/1215L</td>
<td>Gen Chem I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1230/1230L</td>
<td>Algebra Physics I</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 1310/1310L</td>
<td>Calc Physics I</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1110/1110L</td>
<td>Physical Geol</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 2110/2110L</td>
<td>Historical Geol</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 12

### Social Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1110</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1120</td>
<td>Amer Nat'l Gov't.</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1120</td>
<td>World Reg Geog</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2110</td>
<td>Macroecon Princ</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1130</td>
<td>Human Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit hours:** 12

**Total credit hours:** 62

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**EARLY CHILDHOOD EDUCATION AND FAMILY SUPPORT**

Western New Mexico University offers two programs in the field of Early Childhood Education and Family Support: Associate of Arts in Early Childhood Education and Family Support, and the Vocational Certificate in Early Childhood Education and Family Support.

Requirements for admission in the Early Childhood Education and Family Support Program beginning with the program which started in August 2010 are:

1. Prior to entering the Early Childhood Education program a student will complete an application to the Early Childhood Program.

2. For the Early Childhood Education and Family Support Associate Degree the candidate must complete the following exit requirements:
   - obtain a passing score on the NES Essential Academic Skills Assessment (e parts)
   - a minimum of 2.0 G.P.A.

The Associate of Arts Degree in Early Childhood Education and Family Support is designed to equip the student with knowledge and skills necessary to fulfill the needs of a variety of state and community programs including but not limited to:

- Public school classroom assistants
- Child care educators
- School age child care staff
- Family home visitors
- Early interventionists
• Infant Mental Health professionals
• Social workers
• Health professionals
• Child and Adult Care Food Program representatives
• Foster Care Parents and others interested in parenting issues

This inclusive degree is designed to achieve competence in the areas defined by the New Mexico Office of Child Development. WNMU has participated with other New Mexico colleges and universities to develop a transfer module and common core competencies to facilitate the transfer of credit from one institution to another.

The Associate of Arts Degree in Early Childhood Education helps the student begin to attain credit and experience that will lead to New Mexico Early Childhood Licensure. However, the New Mexico License requires that courses be completed at both the associate degree and bachelor degree levels.

Individuals seeking the WNMU Vocational Certificate, which is a state recognized certificate, may graduate by completing the same core courses required for the Associate Degree in Early Childhood Education and Family Support plus 3 additional credits in either CMPS 110 or BCIS 1110 (Fundamentals of Information Literacy and Systems).

ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION AND FAMILY SUPPORT

University Requirements

General Education 31
(MATH 1010 is intended for students majoring in Education)

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1110</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1110</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 1120</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>9</td>
</tr>
</tbody>
</table>

NES Essential Academic Skills Assessment taken and passed

Early Childhood Education and Family Support Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 111</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1110</td>
<td>Child Growth, Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1120</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1115</td>
<td>Health, Safety &amp; Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>ECED 1125</td>
<td>Assessment of Children &amp; Evaluation of Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1130</td>
<td>Family &amp; Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2110</td>
<td>Professionalism</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>19</td>
</tr>
</tbody>
</table>
Concentrations - Select one of the two concentrations:

**Early Childhood Teacher - Birth Grade 3 Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 2115</td>
<td>Introduction to Language, Literacy, and Reading</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2120</td>
<td>Curriculum Develop &amp; Play-Birth through Age 4</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2121</td>
<td>Curriculum Develop &amp; Play-Birth-Age 4 Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECED 2130</td>
<td>Curriculum Develop &amp; Implement Age 3-Grade 3</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2131</td>
<td>Curriculum Develop &amp; Implement Age 3-Grde 3 Prac.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>13</strong></td>
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</tbody>
</table>

**Infant Family Studies Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECED 2240</td>
<td>Infant Toddler Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2241</td>
<td>Infant Toddler Growth, Development Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECED 2245</td>
<td>Effective Principles &amp; Practices in Infant Family</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2150</td>
<td>Relationships &amp; Reflective Practice in Infant Family</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2151</td>
<td>Relationships &amp; Reflective Practices Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

Individuals enrolled in the Early Childhood Education and Family Support Associate Degree program, and who have successfully completed and/or hold a current Child Development Associate (CDA) credential may seek approval to use the CDA to substitute for one or more of the following courses: ECED 1898, 211, 221, 231, and 277. Permission for such substitution will require review of the student’s work, CDA Portfolio and an interview with the Early Childhood Education Advisor. Permission to substitute the CDA may be granted only by the Executive Director for Early Childhood Education and will be documented on the student’s Program of Study.

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**WNMU EARLY CHILDHOOD EDUCATION AND FAMILY SUPPORT VOCATIONAL CERTIFICATE**

Individuals seeking the WNMU Certificate (a state recognized certificate) may graduate by completing the same core courses required for the Associate degree in Early Childhood Education and Family Support with Early Childhood Teacher concentration plus a Computer Literacy course.

**Early Childhood Education and Family Support Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 1130</td>
<td>Family &amp; Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1120</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1115</td>
<td>Health, Safety &amp; Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>ECED 2115</td>
<td>Introduction to Language, Literacy, and Reading</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1125</td>
<td>Assessment of Children &amp; Evaluation of Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1110</td>
<td>Child Growth, Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2120</td>
<td>Curriculum Develop &amp; Play-Birth through Age Four</td>
<td>3</td>
</tr>
</tbody>
</table>
Western New Mexico University offers a multidisciplinary Bachelor of Applied Science degree in Rehabilitation Services. Rehabilitation Professionals address the human services needs of individuals to reach their maximum life potential. Across the State of New Mexico, the nation, and internationally there is a lack of qualified bilingual and bicultural Rehabilitation Professionals. To address this crisis, WNMU offers an online B.A.S. program in Rehabilitation Services. All Rehabilitation Services classes are taught using a computer based format, allowing individuals from any location to access this unique course of study. WNMU is committed to educate and train qualified and diverse students in a multicultural and technologically advanced environment. The program also emphasizes the recruitment of individuals from underrepresented populations in the profession of Rehabilitation, specifically individuals from Hispanic and Native American backgrounds, and individuals who have disabling conditions. Upon completion of the program, graduates will be prepared to enter a wide range of State and Federal rehabilitation settings, public and private rehabilitation agencies, and/or graduate rehabilitation counselor education.

Program admission requirements:
1. Completion of University General Education Requirements
2. Cumulative G.P.A. of 2.5 with no grade below a C in any major or minor class

**BACHELOR OF APPLIED SCIENCE IN REHABILITATION SERVICES**
(120 minimum credit hours required)

**University Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
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</table>

**Computer Literacy Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIS 1110</td>
<td>Fundamentals of Information Literacy and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours: 32
Supporting Course Work (*may count as General Education) (6)

- PSYC 1110* Introduction to Psychology 3
- SOCI 1110* Introduction to Sociology 3
- or SOWK 2110 Introduction to Human Services and Social Work 3

B.A.S. Requirements

Complete an additional six credit hours (beyond General Education) in the areas of Statistics, Math, Biology, Chemistry, and/or Kinesiology. 6

Rehabilitation Services Core Requirements

- RHAB 310 Introduction to Rehabilitation 3
- RHAB 320 Medical/Psychosocial Aspects of Disability 3
- RHAB 322 Employment for People with Disabilities 3
- RHAB 330 Families in Rehab Services 3
- RHAB 340 Medical Terminology 3
- RHAB 370 Communication for Health & Human Services Pro. 3
- RHAB 410 Assistive Technology in Rehab 3
- RHAB 420 Case Management in Rehabilitation 3

Select One Chemical Dependency Counseling Course from the following:

- CHDP 304 Helping Skills in Chemical Dependency 3
- CHDP 305 Chemical Dependency & Family 3
- CHDP/CJUS 322 Substance Abuse and Crime 3

Select One Psychology Course from the following:

- PSY 301 Developmental Psychology 3
- PSY/SOC 406 Social Psychology 3
- PSY 412 Psychopathology 3
- PSY 441 Cultural Psychology 9

Total credit hours 36

Minors: One of the following minors is required.

- Business Administration
- Chemical Dependency Counseling
- Criminal Justice
- Kinesiology
- Psychology
- Sociology

Applied Spanish Minor

Applied Spanish Core Requirements

- SPAN 1120 Spanish II 6
- SPAN 2120 Spanish IV 6
- SPAN 303 Intro to Culture & Advanced Grammar in Spanish 3

Credit hours 15
Guided electives - (3 credit hours minimum):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPAN 304</td>
<td>Spanish Language &amp; Cultural Immersion Abroad</td>
<td>3</td>
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<tr>
<td>SPAN 309</td>
<td>Topics in Latin American Literatures &amp; Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>Sociolinguistics &amp; U.S. Latinx Cultures in Context</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 400</td>
<td>Intro to Translation Studies</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 405</td>
<td>Spanish for Business</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 413</td>
<td>Spanish for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
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<td></td>
<td><strong>Total credit hours</strong></td>
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</table>

Early Childhood Education and Family Support

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 1130</td>
<td>Family &amp; Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1120</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1115</td>
<td>Health, Safety, &amp; Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>ECED 1125</td>
<td>Assessment of Children &amp; Evaluation of Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECED 1110</td>
<td>Child Growth, Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECED 2225</td>
<td>Playful Relationships</td>
<td>1</td>
</tr>
<tr>
<td>ECED 2230</td>
<td>Confident Parenting</td>
<td>1</td>
</tr>
<tr>
<td>ECED 2110</td>
<td>Professionalism</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Credit hours</strong></td>
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</table>

Coaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 2135</td>
<td>Basic Prevention &amp; Treatment of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>HLED 2110</td>
<td>Principles of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE/KINS 341/342</td>
<td>Physiology of Exercise &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PE/KINS 343</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PE/KINS 400</td>
<td>Motor Learning &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>PE 406</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PE/KINS 441/443</td>
<td>Principles of Conditioning &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PE 445</td>
<td>Sport in American Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit hours</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

Rehabilitation Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHAB 310</td>
<td>Intro to Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>RHAB ____</td>
<td>Rehabilitation Electives</td>
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<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
TESOL Minor
(Teaching English to Speakers of Other Languages)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 401</td>
<td>Current Issues in Language Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 416</td>
<td>Indo-Chicano Cultures and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>BLED 427</td>
<td>Linguistics 1 for L2 Teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 428</td>
<td>Linguistics 2 for L2 Teachers</td>
<td>3</td>
</tr>
<tr>
<td>BLED 441</td>
<td>English Language Acquisition &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>BLED 424</td>
<td>Teaching Methods in Foreign Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can also choose from the following alternative courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 414</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BLED 445</td>
<td>ESL Methods for Content Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 18
Behavioral Sciences, Department of

Department Chair: Chen
Professors: Coleman
Associate Professor: Chen, Chu, Najar
Assistant Professor: Bullock, Helgert, Johnston

Bachelor Degrees: Bachelor of Arts or Bachelor of Science in Chemical Dependency Counseling, Bachelor of Arts or Bachelor of Science in Psychology; Bachelor of Science in Criminal Justice

Associate of Science in Criminal Justice

Certificated Programs: Detention Officer, Digital Forensics, Law Enforcement Training

Chemical Dependency Counseling
The Chemical Dependency Counseling degree prepares students for careers in areas of chemical dependency counseling, counseling, prevention, administration, and research. Students will be able to be employed in public and private organizations as counselors, clinical directors, program directors, prevention, research, case managers, and managers in both adolescent and adult treatment programs.

Criminal Justice
Overview
The mission of the Criminal Justice Program at Western New Mexico University is to assist law enforcement and corrections agencies by providing quality candidates for employment and by assisting agencies to become more efficient and effective in their role of administering criminal justice, maintaining order, and controlling crime in society. The Criminal Justice Program strives to fulfill this mission by offering a comprehensive program of education, two and four year academic degrees in Criminal Justice, and continuing education offerings designed to provide practitioners with opportunities to develop professionally.

Criminal Justice Degree Programs
The Criminal Justice Program offers a five month certificate program as well as associate and bachelor degrees. The two and four year degree programs provide students with a solid foundation in a liberal arts education. This foundation is strengthened through Criminal Justice courses which provide the professional orientation needed for employment in local, state, and federal criminal justice agencies. Students seeking a B.S. degree choose either a Corrections or Policing concentration depending on their career goals. Minors are not required but are
recommended in fields such as Political Science, Psychology, Sociology, Chemical Dependency Counseling, Computer Science, Accounting or Public Administration.

**Psychology Program**

The WNMU Psychology program is a generalist program, covering the wide range of topics in psychology including courses in the major sub-fields and many specialized areas. We emphasize the scientific nature of psychology. Our courses highlight scholarly research, theories, and applications while fostering critical thinking. The curriculum prepares students with the knowledge and skills necessary to be educated consumers of psychological research and communicate effectively.

The baccalaureate degree provides students with a solid foundation in a liberal arts education, as well as breadth and depth within the field of psychology. The psychology major prepares students for advanced academic study, professional training, and employment in health and human services, research, and law. Students are required to complete a "capstone" experience in psychology which can provide a bridge to their professional life after WNMU. Options for capstone experiences include elective coursework, internships, or sponsored research with a faculty member. A minor is required of all psychology majors. Common choices include criminal Justice, Sociology, Chemical Dependency Counseling, Coaching, Computer Science, and Political Science.

The psychology minor is a great supplement to other majors in that it enhances understanding of human relationships, interactions, and behavior. Both the major and the minor are flexible, allowing students to customize the degree to meet their individual educational goals.

**FOUR YEAR DEGREES**

**BACHELOR OF ARTS or BACHELOR OF SCIENCE IN CHEMICAL DEPENDENCY COUNSELING**

(no minor required)

(120 minimum credit hours required)

**University Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

**B.A. Requirements**

Complete any upper division Spanish course, or one of the following:

BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3
B.S. Requirements

MATH 1350 Introduction to Statistics
or PSY/SOC 323 Social Statistics (is required by this major)
or PSYC 2510 Statistical Principles of Psychology

Complete an additional three credit hours beyond General Education
or GISS/GEOG 361/363 GIS

Supporting Course Work (*may count as General Education)

MATH 1350 Introduction to Statistics
or PSY/SOC 323 Social Statistics
or PSY 2510 Statistical Principles of Psychology
PSYC 1110* Introduction to Psychology
PSYC 2120 Developmental Psychology
PSYC 2250 Brain & Behavior
PSY 405 Psychology of Learning
PSY 412 Psychopathology
SOCI 1110* Introduction to Sociology
SOCI 2310* Contemporary Social Problems

Credit hours: 24

Chemical Dependency Counseling Core Requirements

CHDP 2110 Introduction to Addiction Counseling
CHDP 303 The Addictive Process
CHDP 304 Helping Skills in Chemical Dependency
CHDP 305 Chemical Dependency & the Family
CHDP 306 Codependency
CHDP 307 Special Populations in Chemical Dependency
CHDP/CJUS 322 Substance Abuse & Crime
CHDP 403 Advanced Helping Skills in Chemical Dependency
CHDP 404 Professional Principles
CHDP 408 Annual Alcohol & Drug Abuse Counselors Inst.
CHDP 421 Dual Diagnosis
CHDP 423 Trauma & Addiction
CHDP 462 Research Methods in Chemical Dependency
CHDP 465 Pharmacology
CHDP 476 Counseling the Military
CHDP 481 Internship in Chemical Dependency
CHDP 487 Group Dynamics

Credit hours: 52
BACHELOR OF SCIENCE  
IN CRIMINAL JUSTICE  
(no minor required)  
(120 minimum credit hours required)

Successful completion of the Bachelor of Science degree program in Criminal Justice requires the following:

1. Students must pass all Criminal Justice core and concentration area courses with a grade of C or higher;

**University Requirements**

General Education 31  
Service Learning 3  
Upper Division 42  
Writing Intensive 9

**B.S. Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 323</td>
<td>Social Statistics</td>
<td></td>
</tr>
<tr>
<td>or PSYC 2510</td>
<td>Statistical principles for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>One course CMPS or MATH beyond General Education</td>
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<td></td>
</tr>
<tr>
<td>or GISS/GEOG 361/363 GIS</td>
<td>Credit hours</td>
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</table>

**Supporting Courses** (may count as General Education)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1215</td>
<td>Intermediate Algebra</td>
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<tr>
<td>or MATH 1220</td>
<td>College Algebra</td>
<td>3-4</td>
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<tr>
<td>PHSC 1120/1120L*</td>
<td>Forensic Science I &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 1130/1130L</td>
<td>Forensic Science II &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>POLS 1120*</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110*</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1110*</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>or SOCI 2310*</td>
<td>Contemporary Social Problems</td>
<td></td>
</tr>
<tr>
<td>or SOWK 2110</td>
<td>Introduction to Human Services and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>or CJUS 317</td>
<td>Criminal Justice Research on the Web</td>
<td>3</td>
</tr>
<tr>
<td>SOC 331</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>or CJUS/PSY 309</td>
<td>Criminal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>26-27</td>
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</tbody>
</table>

**Criminal Justice Core Courses** (required by all concentrations)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 1110</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 1140</td>
<td>Juvenile Justice &amp; Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 2120</td>
<td>Criminal Courts and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 2130</td>
<td>Police &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 2150</td>
<td>Corrections System</td>
<td>3</td>
</tr>
</tbody>
</table>
CJUS 321  Criminal Justice & Minorities  3
CJUS 497  Criminal Justice Professional Skills  3
Credit hours  21

*** The Police Academy will cover CJUS 1120, 2130, 2235, 2140, and 2120 while PHSC 1130/1130L must be taken concurrently. Students who plan to be in the academy should not take these courses.

**Corrections Concentration**

CJUS 2153  Community-Based Corrections  3
CJUS 2156  Institutional Corrections  3
CJUS 419  Corrections Law  3
Students must select fifteen credit hours of upper division Criminal Justice or Chemical Dependency Coun. elective coursework  15
Subtotal of Corrections Concentration  24

**Policing Concentration**

CJUS 1120  Criminal Law  3
CJUS 2140  Criminal Investigation  3
CJUS 2235  Constitutional Criminal Procedure  3
Students must select fifteen credit hours of upper division Criminal Justice or Chemical Dependency Coun. elective coursework  15
Subtotal of Policing Concentration  24

**Guided Electives**

Guided electives are upper division courses relevant to the student's educational and career goals. Guided electives are chosen in consultation with the student's academic advisor. Courses listed as "Supporting Courses" may not be used to fulfill the guided electives requirement.

Guided Electives  15

**Credit for Police Academy Completion**

Students who complete CJUS 1270 and CJUS 1280 with a grade of C or higher may apply those courses to substitute for the following credits towards a B.S. in Criminal Justice:

CJUS 1120  Criminal Law  3
CJUS 2120  Criminal Courts and Procedure  3
CJUS 2130  Police & Society  3
CJUS 2140  Criminal Investigation  3
CJUS 2235  Constitutional Criminal Procedure  3
PE  Activity Course  1
Total credit hours  16

Students who have completed a New Mexico Department of Public Safety accredited academy program that began after July 1, 2002 and passed the LEOCE will be granted the credit for the 16 hours of coursework listed above which may be applied towards an A.S. or B.S. in Criminal Justice. Documentation of successful completion of a police academy and passage of the LEOCE will be shown by law enforcement officer certification issued by the New Mexico Department of Public Safety.
Professional Training Credits

There are two additional ways that credit can be given for professional training students obtained elsewhere. If the training has been transcripted by an accredited college, students may transfer that credit to WNMU. They may receive credit if their training programs are recommended for credit by the American Council on Education (ACE). Most Federal Law Enforcement Training Center basic academies are recommended as appropriate for college credit by ACE.

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN PSYCHOLOGY
(120 minimum credit hours required)

Advisors: Chen, Chu, Ewing, Johnston

University Requirements
- General Education: 31
- Service Learning: 3
- Upper Division: 42
- Writing Intensive: 9
- Select a minor outside of the Psychology discipline

B.A. Requirements
- Complete any upper division Spanish course, or one of the following:
  - BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish: 3

B.S. Requirements
- MATH 1350: Introduction to Statistics
- or SOC 323: Social Statistics
- or PSYC 2510: Statistical principles for Psychology: 3
- One course CMPS or MATH beyond General Education: 3
- or GISS/GEOG 361/363 GIS: 3
- Credit hours: 6

Psychology Core Requirements (*may count as General Education)
- PSYC 1110*: Introduction to Psychology: 3
- PSYC 1120: Ed & Career in Psychology: 1
- PSYC 2510: Statistical Principles for Psychology: 3
- PSY 333/334: Psychology Research Methods & lab: 4
- PSY 496: Senior Seminar in the Psychology: 3
- Credit hours: 14

Psychology content domains (one course must be selected from each of the four areas)
- Cognition and Learning
  - PSY 302: Educational Psychology
  - or PSY 405: Psychology of Learning: 3
Developmental
PSYC 2120 Developmental Psychology 3
or PSY 427 Lifespan Personality Development 3

Biological
PSYC 2250 Brain and Behavior 3
or PSY 412 Psychopathology 3
or PSY 435 Human Motivation 3

Social-cultural
PSY 406 Social Psychology 3
or PSY 425 Theories of Personality 3
or PSY 441 Cultural Psychology 3

Student must have a minimum of 28 hours PSY upper division hours

Elective Hours 9

Total credit hours 35

Note: Students interested in completing the psychology major from a distance (or through online courses) should speak to a psychology advisor about course selections and requirements.

TWO YEAR DEGREES

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE

Two options are available to students:

1. For those students who have completed the Law Enforcement Training Program (CJUS 1270 and CJUS 1280).

2. For those students who have not completed the Law Enforcement Training Program.

AS in Criminal Justice - Option I
(students who have completed CJUS 1270 & 1280 will be allowed 24 credit hours)

University Requirements

General Education 31

Supporting Courses (*may count as General Education)

PHSC 1130/1130L Forensic Science II Crime Scene Investigation & lab 4
PSYC 1110* Introduction to Psychology 3
SOCI 1110* Introduction to Sociology 3
or SOCI 2310* Contemporary Social Problems 3

Credit hours 10
Additional Required Courses
CJUS 1270  Law Enforcement Training Academy I  14
CJUS 1280  Law Enforcement Training Academy II 10
CJUS 1268 Pre-Academy Fitness & Testing (Agency-sponsored students are not required to take this) 3
CJUS ___ Electives 6
Credit hours 30
Option I Total 71

AS in Criminal Justice - Option II
(students who have not completed CJUS 1270 & 1280)

University Requirements
General Education 31

Supporting Courses (*may count as General Education)
PHSC 1130/1130L  Forensic Science II: Crime Scene Investigation & lab 4
PSYC 1110*  Introduction to Psychology 3
SOCI 1110*  Introduction to Sociology
or SOCI 2310*  Contemporary Social Problems 3
Credit hours 10

Additional Required Courses
CJUS 1110  Introduction to Criminal Justice 3
CJUS 2120  Criminal Courts and Procedure 3
CJUS 1140  Juvenile Justice 3
CJUS ___ Criminal Justice Guided Electives 21
Credit hours 30
Option II Total 71

Certificate Programs

Detention Officer Certificate
The certificate for detention officers is designed to meet the needs of regional detention facilities (jails) for trained staff. There is no legislative requirement in New Mexico for detention officers in jails (as opposed to corrections officers working in prisons). However, jail administrators are increasingly concerned about the potential liability associated with a lack of standardized training.

Detention Officer Core Requirements
CJUS 1240  Detention Officer I 2
CJUS 1250  Detention Officer II 2
CJUS 1260  Detention Officer III 2
Total Credit Hours 6
Law Enforcement Training Program

The Law Enforcement Training Program is a five month certificate program which meets legislative requirements for police officer training in the State of New Mexico. The training program is sanctioned by the Department of Public Safety. Students must complete the following courses to fulfill the requirements of the program:

Entry Requirements

1. Psychological Exam;
2. Background Check;
3. Medical examination;
4. Physical Assessment;
5. ACCUPLACER - Reading (263 or higher), Write Placer (4 or higher), or completion of appropriate remedial work with a grade of C or higher, or achievement of an ACT sub-score of 21 or higher (Reading and English), or SAT equivalent of 310 in Evidence Based Read/Write. The ACT/SAT must have been taken in the past five years;”
6. Valid driver’s license;
7. U.S. citizen;
8. A minimum of a 2.0 grade point average is required for program completion.

Program requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 1268*</td>
<td>Pre-Acad Fitness &amp; Testing</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 1270</td>
<td>Law Enforcement Training Academy I</td>
<td>14</td>
</tr>
<tr>
<td>CJUS 1280</td>
<td>Law Enforcement Training Academy II</td>
<td>10</td>
</tr>
<tr>
<td>PHSC 1130/1130L</td>
<td>Forensic Science II CSI &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total credit hours</strong></td>
<td>28-31</td>
</tr>
</tbody>
</table>

*Agency-sponsored students are not required to take CJUS 1268

Chemical Dependency Counseling Minor

Core requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDP 2110</td>
<td>Introduction to Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHDP 303</td>
<td>The Addictive Process</td>
<td>3</td>
</tr>
<tr>
<td>CHDP 304</td>
<td>Helping Skills in Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>CHDP 305</td>
<td>Chemical Dependency &amp; the Family</td>
<td>3</td>
</tr>
<tr>
<td>CHDP 306</td>
<td>Codependency</td>
<td>3</td>
</tr>
<tr>
<td>CHDP 404</td>
<td>Professional Prin. in Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total core credit hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>
Guided Electives: (select 6 credit hours)
CHDP 307 Special Populations in Chemical Dependency 3
CHDP 403 Adv. Helping Skills in Chemical Dependency 3
CHDP 408 Annual Alcohol & Drug Abuse Institute 3
CHDP 421 Dual Diagnosis 3
CHDP 423 Trauma & Addiction 3
CHDP 465 Pharmacology 3
CHDP 476 Counseling the Military 3
CHDP 481 Internship in Chemical Dependency 3-6
CHDP 487 Group Dynamics 3
Total guided electives 6
Total minimum credit hours 24

Criminal Justice Minor
CJUS 1110 Introduction to Criminal Justice 3
CJUS___ Criminal Justice Electives
(9 credit hours must be upper division level) 18
Minimum credit hours 21

Criminal Psychology Minor
*Psychology majors are not allowed to choose this minor.

Psychology Requirement
CJUS/PSY 309 Criminal Psychology 3
PSYC 2250 Brain and Behavior 3
PSY 425 Theories of Personality 3
Total credit hours 9

Criminal Justice Requirement
CJUS 1110 Intro to Criminal Justice
or SOC 331 Criminology 3
CJUS 422 Victimology 3
CJUS 457 Forensic Law 3
Total credit hours 9

Guided Electives: (select 3 credit hours)
CJUS/CHDP 322 Substance Abuse and Crime
CJUS 462 Corrections Methods and Procedures
PSY/SOC 406 Social psychology
PSY 412 Psychopathology 3
Total guided electives 3
Total minimum credit hours 21
Digital Forensics Minor

Core requirements
CJUS 400  Information Systems for Law Enforcement  3
CJUS/MIS 401  Introduction to Information Security  3
CJUS/MIS 425  Digital Forensics I  3
CJUS/MIS 426  Digital Forensics II  3
Total core credit hours  12

Guided Electives: (select 6 credit hours)
CMPS 440  Information Warfare
CJUS 445  White Collar Crime
CJUS 457  Forensic Law  6
Total credit hours  18

Psychology Minor

PSYC 1110  Introduction to Psychology  3
Select a minimum of 15 credit hours of Psychology Electives (at least 12 credit hours must be upper division level)
PSY ___  Psychology Guided electives  15
Total credit hours  18
Nursing & Kinesiology, School of

Kinesiology,

Associate Dean: Petrovic
Professor:
Associate Professor: Rooks, Sato
Assistant Professor: Jenkins, Peltonen

Degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science
Majors: Kinesiology
Minors: Kinesiology, Sports Management

Allied Health offers a variety of programs including Bachelor of Arts or Bachelor of Science in Kinesiology. The focus of Allied health is to prepare students with entry level skills related to rehabilitation, and human performance. Details of admissions and course requirements for each program are as follows:

FOUR YEAR DEGREE

BACHELOR OF ARTS or BACHELOR OF SCIENCE
IN KINESIOLOGY
(120 minimum credit hours required)

The Kinesiology major is designed to prepare students for careers in the fitness industry. These careers may include: personal training, strength and conditioning, and fitness leaders in the corporate, commercial, and clinical settings. Also the major provides a foundation for graduate study in the exercise science and physical therapy and other health-related fields.

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>(Required BIOL 1140/1140L, CHEM 1120/1120L, and PSYC 1110)</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
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<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
BLED 431, SPAN 2120, or CLEP Score for four semesters of Spanish 3

B.S. Requirements (6 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1215</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1350</td>
<td>Introduction to Statistics</td>
<td>3</td>
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</table>
Supporting Course Work (2 credit hours)

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HLED 1120</td>
<td>American Red Cross First Aid &amp; CPR/AED</td>
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Kinesiology Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EXSC 2115</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
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<tr>
<td>HLED 2135</td>
<td>Basic Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>KINS 201</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINS/HLTH 300</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>KINS 341</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>KINS 343</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KINS 400</td>
<td>Motor Learning &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>KINS 404</td>
<td>Psychology of Injury</td>
<td>3</td>
</tr>
<tr>
<td>KINS 408</td>
<td>Assessment in Movement Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KINS 412</td>
<td>Skill Acquisition Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>KINS 440</td>
<td>Exercise Prescription for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>KINS 441</td>
<td>Principles of Conditioning</td>
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</tr>
<tr>
<td>KINS 460</td>
<td>Exercise &amp; Aging</td>
<td>3</td>
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<tr>
<td>KINS 478</td>
<td>Applied Topics in Exercise Physiology</td>
<td>3</td>
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<tr>
<td>KINS 481</td>
<td>Internship in Kinesiology</td>
<td>3</td>
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<td></td>
<td>Total core credit hours</td>
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Additional recommended courses

<table>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HLED 2110</td>
<td>Principals of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>HLED 2510</td>
<td>History &amp; Philosophy of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 460</td>
<td>Wellness Program Planning &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 465</td>
<td>Wellness of the Senior Population</td>
<td>3</td>
</tr>
<tr>
<td>PE 406</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PE 445</td>
<td>Sport in American Culture</td>
<td>3</td>
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Minors

Kinesiology Minor

Kinesiology Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EXSC 2115</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KINS 341</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hour</td>
<td>6</td>
</tr>
</tbody>
</table>

Kinesiology Electives (12 credit hours minimum)

Select 12 credit hours minimum of Kinesiology courses which must be

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLED 2135 or above</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Credit Hour</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>
Sports Management Minor

Sports Management Core Requirements
- BSAD 360  Entrepreneurship I  3
- BSAD 361  Entrepreneurship II  3
- KINS 201  Intro to Kinesiology  3
- KINS 400  Motor Learning & Control  3
- MKTG 346  Sports Marketing  3
Total credit hour  15

Optional Courses
- HLED 2110  Principles of Coaching  3
- HLTH/KINS 300  Nutrition  3
- KINS 441  Principles of Conditioning  3
- KINS 460  Exercise & Aging  3
- MKTG 340  Principles of Marketing  3
- PE 406  Sports Psychology

Nursing

Associate Dean: Petrovic
Professors:
Associate Professors: Harsh, Lee, Owen, Vigil, Wood K.
Assistant Professor: Franz, Nguyen, Petrovic, Tolley, Wood E.
Visiting Assistant Professor:

Degrees: Bachelor of Science in Nursing - B.S.N.

The mission of the Western New Mexico University School of Nursing is to promote health and improve the quality of life for diverse populations by providing nursing education which instills the values of community, nursing scholarship, practice and community service.

Western New Mexico University offers an RN to Bachelor of Science in Nursing (RN to B.S.N.) completion program and a pre-licensure Bachelor of Science in Nursing (B.S.N.) degree. Students who complete the nursing program are eligible to take the licensure examination for Registered Nurses. The School of Nursing offers two graduate nursing programs: the Master of Science in Nursing (M.S.N.) in Community & Rural/Frontier Health and the Post-MSN Family Nurse Practitioner (FNP) Certificate.
Western New Mexico University offers an RN to Bachelor of Science in Nursing. Upon completion of the program, graduates will be prepared for positions in patient care, leadership, school health, and community health. The program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, Phone: (202) 887-6791.

**Program admission requirements:**
1. Graduate of an approved A.D.N. or Diploma program in nursing;
2. Valid unencumbered U.S. Registered Nurse (RN) license.
3. Cumulative G.P.A. of 2.75,
4. Professional Liability Insurance

**Program requirements:**

Prior to enrollment in Gerontological Nursing (NUR 401) and Community Health (481) the following must be submitted:

- Current CPR certification
- Immunity to rubella
- If born after 1956, proof of rubeola immunity
- Current evidence of a negative TB skin test

5. Sufficient course work must be taken through WNMU to satisfy the resident credit requirement.

**Transfer Credit:**
1. Graduates of Associate Degree Programs can transfer lower division credits to WNMU; (Lower Division Core Requirements)
2. Credit earned in a diploma program will be evaluated on an individual basis;
3. There is no time limit on how long ago the nursing program was completed.
4. The School of Nursing may accept nursing courses from non-regionally accredited institutions based upon a departmental review of the appropriateness of the course. The department will inform the transcript advisor by way of a memo of its decision to accept such courses.
BACHELOR OF SCIENCE IN NURSING
R.N. to B.S.N.
(no minor required)
(120 minimum credit hours required)

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

Supporting Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1350</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Lower Division Nursing Core Requirements (31 credit hours)

Lower Division Nursing Core Requirements have been met with A.D.N. degree or diploma in nursing

Upper Division Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 325</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 332</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 336</td>
<td>Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NUR 401</td>
<td>Gerontological Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 406</td>
<td>Critical Thinking in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 407</td>
<td>Leadership Roles</td>
<td>3</td>
</tr>
<tr>
<td>NUR 408</td>
<td>Issues in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 415</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NUR 416</td>
<td>Ethics in Healthcare Policy</td>
<td>2</td>
</tr>
<tr>
<td>NUR 429</td>
<td>Utilizing Resources</td>
<td>3</td>
</tr>
<tr>
<td>NUR 447</td>
<td>Community Health Theory</td>
<td>3</td>
</tr>
<tr>
<td>NUR 481</td>
<td>Community Health Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total upper division core</td>
<td>35</td>
</tr>
</tbody>
</table>

Nursing Electives (2 credit hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 304</td>
<td>Integrating Complementary &amp; Alternative Medicine</td>
<td>2</td>
</tr>
<tr>
<td>NUR 420</td>
<td>History of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 432</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 441</td>
<td>Perioperative Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 470</td>
<td>Nursing Organization &amp; Management</td>
<td>3</td>
</tr>
</tbody>
</table>
General Information

- This is a limited enrollment program. All students interested in applying for admission must first be admitted to WNMU as specified earlier in this catalog. The WNMU School of Nursing utilizes the New Mexico Nurse Educator’s Consortium (NMNEC) Curriculum and Admissions Criteria. Students who have been convicted of a felony involving immoral behavior or substance abuse may not be eligible for licensure in New Mexico. Any individual who has a felony conviction should contact the New Mexico Board of Nursing prior to enrolling in the WNMU Nursing Program. Pre-Licensure nursing students complete a background check following the standards of the Caregivers Criminal History Screening Act administered by the New Mexico Department of Health. If a student is unable to complete a clinical rotation during the program because he/she is excluded from a facility for criminal record, he/she will not be able to complete the program.

- Read all instructions carefully as procedures may change between application cycles

- Complete School of Nursing Application

Deadlines

For Fall selection – Applications shall be accepted from February 15th through May 15th for each application cycle. Students must apply each application cycle in order to be considered for admission, and may apply during the spring term when they are completing their final supporting coursework. (All supporting courses must be completed by the end of spring semester.)

Deadline for receipt of official transcripts from other universities to the Admissions Office is April 1st of each year.

Notice of Admission

Students will be notified by mail of their admission status no later than June 30th of each year.

Admission Requirements

PRE-LICENSURE NURSING PROGRAM

1. Minimum G.P.A. of 2.75 (40% of selection) as calculated from supporting courses. G.P.A. from supporting courses is used for screening and ranking of applicants. Please note, the minimum G.P.A. of 2.75 does not guarantee admission to the program.
• All supporting courses must be completed by the end of spring semester. If students do not have all of the supporting courses completed, they are not eligible for selection.

• Science supporting courses can only be taken a maximum of 2 times.

• *Indicates courses required to be repeated if greater than 7 years prior to entrance into the program

 Supporting courses are:
BIOL 2210/2210L A&P I*
BIOL 2225/2225L A&P II*
BIOL 2505 Pathophysiology
BIOL 371/373 Microbiology*
CHEM 1120/1120L Introduction to Chemistry (non-majors)*
COMM 1130 Public Speaking
BCIS 1110 Fundamentals of Information Literacy and Systems
KINS 300 Nutrition
MATH 1220 College Algebra
MATH 1350 Introduction to Statistics
PSYC 1110 Introduction to Psychology
PSY 301 Developmental Psychology

2. Proctored Entrance Exam results (50% of selection). The exam will be a standardized assessment such as the ATI TEAS, HESI A2 Entrance, or Kaplan Admission Exam. The score will be used for screening and ranking of applicants. Students may only take the Entrance Exam twice (2) per application cycle; the highest score will be used. Students must pass the Entrance Exam with an established minimum score or higher in order to be considered for selection. The Admission Exam must be taken each application cycle.

3. School of Nursing Specific Criteria (10% of the selection criteria) is at the discretion of the School of Nursing and may change annually; please contact the School of Nursing for the current application cycle’s specific criteria.
BACHELOR OF SCIENCE IN NURSING PRE-LICENSEURE
(no minor required)
(120 minimum credit hours required)

The Pre-Licensure Baccalaureate Degree in Nursing (B.S.N.) at Western New
Mexico University is accredited by the Commission on Collegiate Nursing
Education (CCNE) (http://www.aacn.nche.edu/ccne-accreditation) and by the
New Mexico Board of Nursing, 6301 Indian School NE, Suite 710, Albuquerque,
NM 87110, telephone (505) 841-8340.

Students must complete all course work with a grade of C or better to progress
through the program.

University Requirements
   General Education         31
   Service Learning          3
   Upper Division            42
   Writing Intensive         9

Supporting Course Work Required (*may count toward General Education
#Used to calculate Selected GPA)
   BIOL 2210/2210L* Human Anatomy and Physiology I & lab 4
   BIOL 2225/2225L* Human Anatomy and Physiology II & lab 4
   BIOL 2505 Pathophysiology 4
   BIOL 371/373 Microbiology & lab 4
   CHEM 1120/1120L*# Introduction to Chemistry (non-majors) & lab 4
   KINS 300# Nutrition 3
   MATH 1220*# College Algebra 4
   MATH 1350 Introduction to Statistics 3
   PSYC 1110*# Introduction to Psychology 3
   PSY 301# Developmental Psychology 3

Credit hours 36

Nursing Core Requirements (59 credit hours)
   NMNC 3110 Intro to Nursing Concepts 3
   NMNC 3135 Principles of Nursing Practice 4
   NMNC 3210 Health and Illness Concepts I 3
   NMNC 3220 Health Care Participant 3
   NMNC 3230 Nursing Pharmacology 3
   NMNC 3235 Assessment & Health Promotion 4
   NMNC 4310 Health & Illness Concepts II 3
   NMNC 4320 Professional Nursing Concepts I 3
   NMNC 4335 Care of Patients with Chronic Conditions 4
   NMNC 3120 Evidence-Based Practice 3
   NMNC 4410 Health & Illness Concepts III 4
   NMNC 4435 Clinical Intensive I 4
   NMNC 4445 Clinical Intensive II 4
Social Work, School of

Associate Dean: West-Okiri
Professor:
Associate Professors: McFeaters, Richter, West-Okiri
Assistant Professors: Brandsberg-Herrera, Cudjoe, Davis, Gomi, Guck, Hanna, Hinds, Moore, Rolstad, Senter

Degree: Bachelor of Social Work

Mission Statement
The Social Work Program is designed to build upon the University’s commitment to provide an education to a population that is diverse in age, culture, language, region, and ethnic background. Diverse multicultural and multilingual populations served in our globally expanding context of higher education underscore the importance of understanding, addressing, and overcoming the mechanisms of individual and institutional discrimination and the inequalities that result. The Code of Ethics of the National Association of Social Workers provides a framework and guide for the obligations and practice for participants.

Given the program’s context, it is the mission of the School to prepare students for culturally-competent generalist practice and to promote social and economic justice.

Accreditation
The B.S.W. program is accredited by the Council on Social Work Education.

Admissions Information
Students must have a minimum 2.5 cumulative G.P.A. to be eligible to apply to the program. Admission packets are available from the School of Social Work and from the WNMU School of Social Work website: socialwork.wnmu.edu/bsw

Students must complete the Social Work program admission process prior to
enrolling in any of the following courses: SWK 386, SWK 398, SWK 460, SWK 461, SWK 487, SWK 488, SWK 492, and SWK 499. Academic credit for life or previous work experience will not be awarded.

**FOUR YEAR DEGREE**

**BACHELOR OF SOCIAL WORK**
(no minor required)
(120 minimum credit hours required)

**University Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>31</td>
</tr>
<tr>
<td>Service Learning Credits</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Credits</td>
<td>42</td>
</tr>
<tr>
<td>Writing Intensive Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

**Supporting Course Work** (*may count as General Education*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1120*</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110*</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY__</td>
<td>Upper Division Courses Psychology, Criminal Justice, Chemical Dependency, Sociology or Education course</td>
<td>9</td>
</tr>
<tr>
<td>SOCI 1110*</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Work Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 1110</td>
<td>Ethics for Social Work and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2110</td>
<td>Introduction to Human Services and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 302</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK 320</td>
<td>Diversity in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 340</td>
<td>Writing for Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 345</td>
<td>Theoretical Foundations &amp; Techniques in SWK</td>
<td>3</td>
</tr>
<tr>
<td>SWK 386</td>
<td>Micro Practice in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 398</td>
<td>Pre-Practicum Skills lab</td>
<td>2</td>
</tr>
<tr>
<td>SWK 403</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 460</td>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 461</td>
<td>Social Work Research Project</td>
<td>3</td>
</tr>
<tr>
<td>SWK 487</td>
<td>Mezzo Practice in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 488</td>
<td>Macro Practice in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 492</td>
<td>Social Work Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 499</td>
<td>Social Work Field Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guided Electives**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives must be approved by the Social Work advisor</td>
<td>9</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>120</td>
</tr>
</tbody>
</table>
### ASSOCIATE OF ARTS

#### Human Services

**University Requirements**

General Education Requirements 31

**Supporting Course Work**

Electives ______ 3

**Human Services Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 1110</td>
<td>Child Growth, Development, and Learning</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 1110</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 1120</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 2110</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 2365</td>
<td>Resource &amp; Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>HMSV 2370</td>
<td>Human Service Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 2520</td>
<td>Principles of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 1110</td>
<td>Ethics for Social Work and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2110</td>
<td>Introduction to Human Services and Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 26
Total credit hours 60
Interdisciplinary Studies, Department of

Director: Heather Steinmann
Professors: Faculty across all departments at WNMU serve these degrees

Advising Resources: Advising staff in Interdisciplinary Studies serve these degrees. For assistance, contact Interdisciplinary Studies at 575-538-6650 or interdisciplinary@wnmu.edu or visit us at our Silver City office.

The Department of Interdisciplinary Studies aims to support students in their exploration of advanced study and their personal academic interests. Each of these degrees offers great flexibility in course selections and high course inclusiveness by allowing electives to count toward graduation. These degrees embrace the diversity of students’ interests at WNMU and allow students to customize a degree to their personal interests. Each program can serve as a terminal degree, allowing students to gain skills and knowledge that prepare them for employment and civic engagement. The degrees can also serve as stepping stones for further study.

Many students come to the Associate of Liberal Studies and Bachelor of Interdisciplinary Studies degrees through their advising experience as undecided students. The department of Interdisciplinary Studies works closely with staff in the Admissions and Center for Student Success, and these units collaborate to support the interest and advising of these students. Once a student has declared Liberal Studies or Interdisciplinary Studies as a major, advising responsibilities shift to the Chair of Interdisciplinary Studies and staff of the Interdisciplinary Studies Department.

FOUR YEAR DEGREE

BACHELOR OF INTERDISCIPLINARY STUDIES (B.I.S.)
(no minor required)
(120 minimum credit hours required)

The B.I.S. degree is a flexible degree that allows students the opportunity to design their own course of study to accomplish their personal educational goals. Students can study a wide range of subjects at the upper-division level (300–400), or they can explore special interests in just a few topics. Individualized, customized programs of study, such as this degree offers, can be very attractive to both employers and graduate programs.

The B.I.S. degree may not be used as a second baccalaureate undergraduate degree. A candidate for the B.I.S. degree must meet the following WNMU minimum degree requirements and is subject to the following WNMU regulations:
Students completing a bachelor's degree may include a maximum of 44 credit hours earned through the ACT examination, CLEP examination (32 credit hours combined ACT/CLEP maximum), Adult Learning and Education Experiences (44 credit hours maximum), Advanced Placement Program and correspondence work (9 credit hours maximum). **This does not include transfer work.** Students may use any combination of the above listed programs, not to exceed individual program maximums (which may be more restrictive) or the overall maximum (44 credit hours):

**University Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>31</td>
</tr>
<tr>
<td>G.P.A. requirement 2.0 is required. Developmental studies courses do not count toward degree completion. They do count toward the G.P.A.</td>
<td></td>
</tr>
<tr>
<td>Required overall credit hours</td>
<td>120</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>9</td>
</tr>
</tbody>
</table>

**Degree Requirements**

Upper Division Courses (300-400 level). Students must pass 42 credit hours with a "C" or better. Six hours of upper level courses with a "D" may count toward the degree.

**Entrance and Exit Requirements** (contact the Department of Interdisciplinary Studies for detailed guidelines for these requirements)

1. **Entrance Requirement: Statement of Purpose at the time of declaration of major**
   
   Students are required to describe their interest in the degree, how it suits their unique educational goals, experiences, or needs. Students will also summarize their overall learning objectives for the degree. The required length of this Statement of Purpose is 3-5 typed pages.

2. **Required "concentrations" within the upper division credits**
   
   This degree is intended to offer students both breadth (general education and range of upper division) and depth (upper division hours) in their studies. Students will be given options to achieve depth in their upper division credits. Students will select ONE from the following options:

   1) Interdisciplinary Focus – 2 concentrations: 9-18 credits in two academic disciplines, with 24 credits required across the two disciplines
   2) Interdisciplinary Focus – 3-4 concentrations: 6-9 credits in 3-4 academic disciplines, with 24 credits required across those disciplines
   3) Minor Option: Students will have to complete a WNMU minor or contract minor centered around a clearly articulated theme and outlined degree plan
4) Petition for an exception with detailed description of upper division credits taken and explanation of their "fit" for the individual student's learning objectives. This option might be appropriate for students coming to the degree after having already accumulated a large number of upper division hours (without prior approval of a contract minor).

3. Exit Requirement

Students are required to complete an "Exit Essay" for this degree program. This includes a self-assessment portfolio of learning and goals. Students are asked to reflect, in a typed, six-page essay, on the following elements:

a) General Education Core Requirements – how did taking these courses benefit you and how did they help to increase your awareness of personal interests?

b) Upper division hours & concentration(s) within those hours – what courses did you take as part of the upper-division credit hour requirement. How did these courses fit together to form your concentrations, minor, or contract minor? Why did you make those choices? This section must include reflection on the interdisciplinary or customized nature of the student's degree plan.

c) Future Directions (or current pursuits) – now that you are completing this B.I.S degree, what are your personal, professional and educational intentions? How did this degree serve you in working toward those goals?

Further, students are asked to include sample items that help to document their learning and goals, with specific emphasis on the interdisciplinary focus of their degree program. For example, they might include syllabi, papers, an updated resume, and applications to jobs or programs. Detailed guidance on completion of this requirement is provided by the Chair of Interdisciplinary Studies and advising staff within the Interdisciplinary Studies Department.

Students are asked to complete this reflection on learning and growth in their last semester or in the semester in which they intend to graduate with the B.I.S degree. The exit project will be graded on a pass/fail basis by the Chair of Interdisciplinary Studies and a faculty member of the student's choice with consent of faculty member.

There are several intentions behind this exit requirement. First, the reflection on degree completion is intended to help students feel a sense of closure and accomplishment as they prepare for graduation. Finally, the reflection on future directions is intended to help students consider their future, and how their education and possible extension of their professional growth in the workplace or through continued education will benefit their personal and professional goals.
TWO YEAR DEGREE

ASSOCIATE OF ARTS IN LIBERAL STUDIES (A.A.)

The Associate of Arts in Liberal Studies (A.A.) degree is recommended for students whose educational goals require flexibility. This two-year degree helps prepare students for transfer to a four-year post-secondary institution and also provides students with an opportunity to design a customized program to accomplish their personal educational goals. A minimum of 60 credit hours are required for the AA degree. The degree allows students to choose any elective courses, except for Developmental Courses, to complete the degree. Courses will be offered in a manner to facilitate the completion of this degree in two years.

A candidate for an associate degree offered by WNMU must meet the specific requirements indicated in the degree program outlined in the catalog.

The Associate of Arts in Liberal Studies Degree is intended to meet the needs of two types of students:

1. Those who want to design an associate degree to meet their own specific needs.
2. Those who plan to pursue a four-year degree but are undecided as to their choice of a major. The required core curriculum for this degree helps students partially fulfill the New Mexico Department on Higher Education lower-division general educational common core.

Note the different Natural Sciences and Humanities credit requirements listed below for these two types of students.

ASSOCIATE OF ART IN LIBERAL STUDIES

Required Core Curriculum

The course selection for the required core curriculum may be selected from the General Education Requirement section of this catalog.

University Requirements

General Education Requirements 31

Elective Credits—

for degree plans designed to meet students' own specific needs 29

Total Credit Hours 60

Exit Requirement

In order to complete the A.A. in Liberal Studies degree, students must complete an exit requirement. This includes a self-assessment portfolio of their learning and goals. Detailed guidelines about how to complete this exit should be requested from
the Department in the final semester of the degree. Students are asked to reflect, in a typed, 5-page minimum essay, on the elements listed below:

a) General Education Core Requirements - how did taking these courses benefit the student and how did they help to increase the student’s awareness of personal interests?

b) Guided Electives - what courses did the student take as guided electives and why did they make those choices?

c) Future Direction (or current pursuits) - now that the student is completing the A.A. in Liberal Studies degree, what are their personal, professional, and educational intentions?

Further, students are asked to include sample items that help to document their learning and goals. For example, the student might include syllabi, papers, an updated resume, and applications to jobs or programs.

Students are required to complete this self-assessment portfolio in their last semester or in the semester in which they process their request to graduate with the A.A. in Liberal Studies degree. The exit project will be graded on a pass/fail basis by the Chair of Interdisciplinary Studies and one faculty mentor identified by the student.
New Mexico Transfer-Ready Certificate

Although the Center for Student Success is not an academic Department per se, the following certificate is advised through the Center for Student Success.

Students considering transfer to another New Mexico public university may benefit from completion of the Transfer-Ready Certificate. This program is based upon the common general education core curriculum developed by the New Mexico Higher Education Department to facilitate transfer of lower division credits between colleges and universities within the state. These credits may be applied to lower division general education requirements at any New Mexico public higher education institution. While WNMU is regionally accredited, with additional accreditations in specific disciplines, acceptance of transfer credit by other institutions is subject to their policies.

Working closely with an advisor is recommended, especially in the selection of the guided electives. If additional courses beyond the required 30 credits are taken, only those listed in the certificate curriculum are assured to transfer. The Center for Student Success is the primary source for advisement for this certificate.

Completion of this certificate does not prohibit continuation at WNMU for additional degrees or credits, nor does it impact eligibility for Financial Aid.

The following requirements must be met in order to qualify for the certificate:

1. A minimum of 30 credit hours;
2. All course work must be completed with a minimum grade of "C" in each class;
3. The student must have a minimum G.P.A. of 2.0 upon completion;
4. The student must meet all other university requirements for graduation.

NEW MEXICO TRANSFER-READY CERTIFICATE
(30 credit hours)

Course selection for the core curriculum may be selected from the General Education Requirement section of this catalog.

Core Requirements (22)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Literacy: BCIS 1110</td>
<td>3</td>
</tr>
<tr>
<td>Written Communication: ENGL 1110 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: MATH 1130, 1150, 1220, or 1230</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Sciences: (select one course with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Sciences: Select two courses from separate categories</td>
<td>6</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts Area: (select one course)</td>
<td>3</td>
</tr>
<tr>
<td>Total core credit hours</td>
<td>22</td>
</tr>
</tbody>
</table>

Guided Electives (Advisor approved)

Additional General Education courses are recommended for the best transfer potential.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total guided electives</td>
<td>8</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>30</td>
</tr>
</tbody>
</table>
Undergraduate Course Descriptions

Western New Mexico University does not offer all the classes listed in this catalog every semester or every year. The following pages provide brief descriptions of course offerings. Course listings are subject to change. Each semester the university publishes a schedule of classes which provides a detailed listing of courses offered and the times and places of instruction. Courses listed in the schedule of classes are subject to change.

EXPLANATORY NOTES

Numbering of Courses: Course numbering is based on the content level of material presented in courses. Courses numbered:

- 097-099 remedial classes
- 1000-2990 primarily for freshmen and sophomores (NM Common Course Numbering System)
- 100-299 primarily for freshmen and sophomores (Non NM Common Course Numbering System)
- 300-499 primarily for juniors and seniors
- 500-599 primarily for students enrolled in master's degree programs or the equivalent. Undergraduate students may enroll if they have submitted and received approval on a Petition for Undergraduate Student to Register for Graduate Course form

Variable credit courses: (1-3) indicates variable credit, the minimum and maximum credit limitations per semester are shown. An example:

Cross-listed courses: Courses in which students may earn credit under either of two disciplines (e.g., SOC or HIST) for the same offering. Credit is only given once for each cross-listed course.

Co-requisite: A requirement which must be taken concurrently with another course.

Prerequisite: A requirement which must be fulfilled before a student can enroll in a particular course. Instructor permission for a student to attend a class is implied when the student has met the prerequisites specified by the department. A student who has not fulfilled any prerequisites for a course may be dropped by the instructor of the course.

Cancellation of courses: The university reserves the right to cancel courses that do not meet enrollment minimums or are not suitably staffed by qualified faculty.

KEYS TO SYMBOLS

Course descriptions include a variety of (symbols conveying essential information. The following standard course description with explanation of symbols serves as a model:

ACCT 333. Cost Accounting. The costs of production processing and construction of manufactured goods; designed to show how accounting can serve as a means of control. Prerequisites: ACCT 2110 and 2120. Fall only. (3)

ACCT department name
333 course number
Cost Accounting course title
"The costs of..." explanation of course content
Prerequisite: ACCT 2110 required to be taken before a student can enroll in a particular course
Fall only taught Fall semester
(3) number of credits
Note: not all of the above information may be noted in each course.

Academic Studies and Honors Curriculum - ACAD

ACAD 101H. Honors Freshman Seminar. A seminar for students entering the Honors Program. The course will emphasize the development of critical thinking skills, the enhancement of study skills, and encourage professional and career development. (1)

ACAD 398H. Honors Colloquium. An upper division seminar for students enrolled in the Honors Program. The course will emphasize integration of fields of study and enhancement of critical thinking skills. The course will encourage participation in campus activities. The class usually involves off-campus travel. This course may be taken for credit up to four times. (1)

Accounting - ACCT

ACCT 1110. Business Applications in Accounting. Provides an essential foundation of the complete accounting cycle for a small business enterprise and a practical understanding of business financial statements. Includes an overview of the preliminary analysis of financial statements including the balance sheet, the income statement, and the statement of cash flows. (Previous Number ACCT 200). (3)

ACCT 2110. Principles of Accounting I. An introduction to financial accounting concepts emphasizing the analysis of business transactions in accordance with generally accepted accounting principles (GAAP), the effect of these transactions on the financial statements, financial analysis, and the interrelationships of the financial statements. (Previous Number ACCT 230). (3)

ACCT 2120. Principles of Managerial Accounting. An introduction to the use of accounting information in the management decision making processes of planning, implementing, and controlling business activities. In addition, the course will discuss the accumulation and classification of costs as well as demonstrate the difference between costing systems. (Previous Number ACCT 231). (3)

ACCT 331. Financial Accounting I. Introduction to intermediate accounting concepts, principles and practices, stressing financial reporting theory, applied financial accounting problems and contemporary financial accounting issues. Focuses on the determination of income and financial position of the corporate form of organization. Prerequisite: ACCT 2110, 2120 and ENGL 1120. Fall only. (3)

ACCT 332. Financial Accounting II. A detailed study of the various types of assets, liabilities, and proprietorships, the making of statements from incomplete data, the use of comparative data, application of funds, and statement analysis. Prerequisites: ACCT 2110, ACCT 2120 and ENGL 1120. Spring only. (3)
ACCT 333. Cost Accounting. The costs of production processing and construction of manufactured goods; designed to show how accounting can serve as a means of control. Prerequisites: ACCT 2110, 2120 and ENGL 1120. Fall only. (3)

ACCT 334. Accounting Systems. Processing consideration in the design and operation of accounting systems. Principles of internal control applicable to manual and automated accounting systems. Prerequisites: ACCT 2110, 2120, BCIS 1110, and ENGL 1120. Fall only. (3)

ACCT 336. Fraud Examination. Explores the various forms of fraud, determines how and why fraud is committed, and utilizes accounting information to determine the extent of fraud. Prerequisites: ACCT 2110, 2120, and ENGL 1120. Spring only. (3)

ACCT 337. Governmental Accounting. Basic principles of governmental accounting, account classifications, budgeting, revenue, and expenditures, includes general funds, bonds, sinking fund, working capital, special assessment funds, and utility funds. Prerequisites: ACCT 2110, 2120, and ENGL 1120. (3)

ACCT 430. Financial Accounting III. A continuation of the Financial Accounting sequence. Advanced topics include deferred taxes, pensions, leases, error analysis, and statement of cash flows. Accounting for partnerships is also covered. Prerequisites: ACCT 331, 332, and ENGL 1120. Fall only. (3)

ACCT 432. Financial Accounting IV. The conclusion of the Financial Accounting sequence. Special topics include SEC reporting, branch operation, business combinations, governmental entities, bankruptcies, and estates and trusts. Prerequisites: ACCT 331, 332, and ENGL 1120. Spring only. (3)

ACCT 433. Tax Accounting. Various state and federal taxes and their influence on the records of the business; emphasizes the federal income tax. Prerequisites: ACCT 2110 and ENGL 1120. Fall only. (3)


ACCT 435. Auditing. Auditing principles and procedures; preliminary considerations, planning types of audits, reports, legal responsibilities, problems, and cases. Prerequisites: ACCT 331, 332 and ENGL 1120. Spring only. (3)

ACCT 437. VITA. The Volunteer Income Tax Assistance Program provides Federal and State Personal income tax preparation help to low income individuals. Prerequisite: ENGL 1120 and Instructor Permission. Spring only. (3)

ACCT 481. Internship Applications in Accounting. Ideal for upper division Accounting students wishing to apply appropriate and aligned academic accounting skills within an actual business environment. Must be a junior or senior status student enrolled in a School of Business major or minor program of study. Requires
undergraduate course descriptions / 269

45 clock hours of work experience per credit hour, closely supervised by the instructor. **Prerequisites: ENGL 1120 and Instructor permission.** (1-6)

**American Indian Studies - AIS**

**AIS/LALS 431. Indigenous Health Practices & Curanderismo.** Focus on broadening our knowledge base related to other non-western medical practices such as Curanderismo. Areas of discussion will be content, skills and ways experts use this knowledge to enhance the health and spiritual welfare of others. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**AIS 481.** Provides a student with work experience in the outside world; allows the student to apply the knowledge gained in the classroom; internship is structured by a faculty member in conjunction with the student and supervisor at an approved agency. **Prerequisite: ENGL 1120.** (1-6)

**Anthropology - ANTH**

**ANTH 202. Physical Anthropology & Archaeology.** An introduction to the evolution of humans and their past cultures as well as how archaeologists and physical anthropologists approach the science of anthropology. (3)

**ANTH 1135/1135L. Introduction to Biological Anthropology Laboratory & lab.** This course provides a basic introduction to the broad field of biological anthropology. The research interests of biological anthropologists include the history and development of modern evolutionary biology, molecular and population genetics, modern primates, the primate and human fossil record, and modern human biological diversity. (Previous Number ANTH 212/214) Writing Intensive. **Prerequisites: Strongly recommended ENGL 1120.** (4)

**ANTH 1140. Introduction to Cultural Anthropology.** This is an introductory course that provides an overview of cultural anthropology as a subfield within the broader discipline of anthropology and as a research approach within the social sciences more generally. The course presents core concepts and methods of cultural anthropology that are used to understand the ways in which human beings organize and experience their lives through distinctive cultural practices. More specifically, this course explores social and cultural differences and similarities around the world through a variety of topics such as: language and communication, economics, ways of making a living, marriage and family, kinship and descent, race, ethnicity, political organization, supernatural beliefs, sex and gender, and globalization. This course ultimately aims to present a broad range of perspectives and practices of various cultural groups from across the globe. Writing Intensive. (Previous Number ANTH 201). (3)
Applied Liberal Arts & Sciences - ALAS

ALAS 1810. Humanities. Interdisciplinary examination of the origins of the planet, life on earth, and humanity up to the Renaissance. Students will engage in all five essential skills as they explore the big ideas and milestones of our human past: Communication, Quantitative Reasoning, Critical Thinking, Personal and Social Responsibility, and Information Literacy. (Previous Number HUM 176) (3)

ALAS 1820. Social and Behavioral Sciences. This course explores social responsibility and civic engagement and some of the most dynamic and formidable subjects facing our contemporary world. We largely accomplish this by examining the behavioral, economic, political, and societal contexts in which social issues and civic engagement and social responsibility manifest. We will grapple with grand questions like: What does it mean to be human?; What does it mean to be an individual living in society?; and How do we work towards better possibilities for all? To promote personal and social responsibility and a deeper understanding of the topics under scrutiny in this course; we will explore issues contextually, using quantitative and qualitative case studies. Because social responsibility and civic engagement is really the capacity to organize with others, we will work together to develop ideas in action prescriptions that address issues and aim to benefit the whole society. The interdisciplinary, inquiry-based, and collaborative approach that constitutes the foundation of the Social & Behavioral Science ALAS course will challenge you to think imaginatively about complex problems, relate better to your peers by appreciating diverse points of view, and teach you how to be better engaged citizens. (3)

ALAS 1830. STEM. This course provides the knowledge and framework that will allow students to develop the quantitative skills necessary to be an active participant in shaping the future of our community and world. It contains an exploration from the perspectives of STEM disciplines to the questions: What is it to be human? What is a good life? What is truth? What is justice? Topics include surveys of biology, chemistry, computer science, environmental science and ecology, and mathematics to equip students with the knowledge to grasp today’s important problems of pollution, population growth, conservation, climate change, impacts of artificial intelligence, global health and sustainability from the viewpoint of STEM disciplines. (3)

Applied Technology - APLT

APLT 101. Manufacturing Processes. Introductory course in the process of manufacturing dealing with welding, machinery, foundry, casting, turing, and sheet metal. Analysis of plastic forming and molding with additional knowledge in tool and die making. Includes forming, joining and chip making tool processes projects. (4)

APLT 125. Private Pilot Ground School. Provides the training and education leading to completion of the written FAA (Federal Aviation Administration) Private Pilot Knowledge Test, part of the requirement for the Private Pilot Certificate. This
course uses lecture training demonstrations and hands-on activities with FAA approved materials and is taught by an FAA Certified Ground School Instructor. (4)

**APLT 144. Professional Development in Technology I.** Preparation of entry-level computer users to work in an applications setting. Designed to prepare students for direct entry into the work environment. This course is not part of WNMU’s approved programs, but may be used in an academic degree with prior approval from the academic advisor, and appropriate department chair. (1-3)

**APLT 150. Business Practices.** Subject matter shall include: personal development, goal setting, work ethics and principles, problem solving, communications, time management, customer service, safety in the work place, sexual harassment, dating in the work place, racial harassment, violence, résumé and interviewing skills. (2)

**APLT 244. Professional Development in Technology II.** Advanced professional development for computer users who will work in an application setting to support the information processing function. (1-3)

**Art - ART**

**ART 205. Printmaking I.** Is a survey course of basic printmaking techniques including wood block, etching and screen printing. An appreciation of the history of printmaking will be discussed as well as contemporary printmaking practices. (4)

**ART 271. Web Design II.** Lecture and studio based course focuses on web design with Adobe Dreamweaver and other web design and blogging applications. This program enables students to create websites while they learn the technical aspects of Adobe Dreamweaver. The course is geared for Adobe Dreamweaver certification. **Prerequisites:** ARTS 1713. (4)

**ART 312. Digital Photography for Instructional Design.** Introduction to visual communication concepts and tools for Instructional Design Students. Students will learn how to deliver photographic and video content to future learners to increases recall and make learning enjoyable and relevant. Students will be introduced to: meaningful photographic and video composition; camera and video capture; and photographic and video editing. **Prerequisite:** ENGL 1120. (3)

**ART 321. Intermediate Fibers I.** Floor and table weaving using loom and weaver controlled weaves. **Prerequisites for art majors and minors:** ARTS 1240. (4)

**ART 322. Intermediate Fibers II.** Double weave, tubular weaving, applied three dimensional and other off loom techniques. **Prerequisite:** ARTS 2275. (4)

**ART 354. Advanced Documentary Film Techniques.** This class continues Documentary Film Techniques. At the 354 level, students will be expected to conceive and create their own documentary film. **Prerequisites:** ENGL 1120. (4)
ART 362. Sculpture II. Development of aesthetics and skills in a selected medium of sculpture. **Prerequisite: ARTS 2841.** (4)

ART 363. New Media Studio II. Students will learn film production. Class will be project based, around student and faculty led productions such as documentary films, music videos, promotional videos, and short film. **Prerequisite: ENGL 1120.** (4)

ART 372. Advanced Graphic Design Studio. Studio application course in graphic design where students integrate the content of the other courses taught during that semester by creating advanced projects in graphic design. **Prerequisites: ARTS 2128 and ENGL 1120.** (4)

ART 376. Critical Film Concepts. Offers a systematic approach to introduce the language of film, and will provide the students with the basic tools for analyzing and appreciating film on a technical level. Students will explore and investigate how meaning in films is determined by the uses of camera, editing, lighting, and sound. **Prerequisite: ENGL 1120.** (3)

ART 378, 386, 387, 388, 389, History of World Art. ART 378: Women in Art; ART 386: Pre-Renaissance; ART 387: Renaissance and Baroque; ART 388: Contemporary Art; ART 389: Mexican Art. (3 each) One art history course is offered each semester on a two and a half year rotation. **Prerequisite: ENGL 1120.** (3)

ART 401. Mata Ortiz Study Trip. Travel to Juan Mata Ortiz and Viejo Casas Grandes, Mexico, for three days and two nights to visit potters, take part in a hands-on-workshop featuring the process which made the village and its potters world famous and visit the Paquime museum. (1-2)

ART 404. Advanced 4-D Media. Students will learn advanced animation techniques, using cutting edge software packages. The student will continue to work with experimental animation techniques using drawing, video, and still photos. Finished work will be showcased on the web, and other presentation strategies will be explored. **Prerequisite: ENGL 1120.** (4)

ART 410. Digital Photography III. Students will continue to develop their digital editing skills using Lightroom, Photoshop and Nike Software; as well as being introduced to alternative ways to capture and print images. Basic video capture and editing will be introduced, too. This class will allow students the opportunity to explore alternative photographic processes as well. **Prerequisite: ARTS 2420.** (4)

ART 411. Digital Photography IV. This class will take student work into the greater world beyond Silver City by posting images to the web by use of open source blogging. The class will expand upon alternative ways to present work as was introduced in Digital Photography I. Students will have the opportunity to explore alternative photographic processes, if they so wish to. **Prerequisite: ART 410.** (4)
ART 421. Fiber Arts III. Advanced fiber exploration including in-depth research of area chosen by student with faculty guidance. Focus: two-dimensional or three-dimensional work. **Prerequisites:** ART 321 or 322. (4)

ART 425. Elementary Art Methods. Seeks an understanding of the art process, and the growth and development of children through art; includes teaching methods, philosophies, and media practiced on the elementary level. **Prerequisite:** ENGL 1120. (3)

ART 441. Clay III. Making techniques, decorative applications, firing information, and ceramic critique are practiced during the semester. A collaborative approach to semester projects and goals relying on student development in conjunction with assigned requirements will create an environment of individualized growth. Professional practices will also be emphasized through reading, writing, research, and presentations. **Prerequisites:** ARTS 2310 and ENGL 1120. (4)

ART 442. Clay IV. Advanced Ceramics. Continued advanced skill development in wheel throwing and hand building techniques, students are expected to be competent in firing both gas and electric kilns - continued study of glaze chemistry and glaze making. Independent growth and development of one's own voice in clay is strongly encouraged. A minimum of six additional hours each week required outside of class time involving a concentrated approach to wheel throwing and hand building. **Prerequisite:** Art 441. (4)

ART 450. Secondary Art Methods. Develops philosophical, psychological, theoretical and practical concepts in art education with an emphasis on form, media, and curriculum development for grades 7-12. Alternate Falls/odd numbered years. **Prerequisite:** ENGL 1120. (3)

ART 451. Painting III. Advanced techniques. **Prerequisite:** ARTS 2630. (4)

ART 452. Painting IV. Special experimental techniques. **Prerequisite:** ART 451 or Instructor permission. (4)

ART 460. Art History Travel Tour. Travel course which takes students to a major metropolitan center to study art history by experience original works of art at many different museums and galleries. Generally a week long course that provides a general overview of art history while requiring students to focus on various genres and artist disciplines. **Prerequisite:** ENGL 1120. (3)

ART 461. Sculpture III. Special techniques in sculpture. **Prerequisite:** ART 362. (4)

ART 462. Sculpture IV. Advanced special techniques in sculpture. **Prerequisite:** ART 461 or Instructor permission. (4)

ART 463. New Media Studio III. Students will learn various techniques for creating interactive content. Devices and internet based content creation using a variety of applications will be the focus. **Prerequisites:** ART 271 and ENGL 1120. (4)

ART 472. History of Media. Is a conspectus course related to the history and origins of new media, and how media relates to shaping culture, society, and the
The course will focus on the areas of visual art, performance art, and sound art and will also analyze current trends in each related area. **Prerequisites:** ENGL 1120. (3)

**ART 473. Creating Public Art.** Exploring and participating in the public art process. **Prerequisites:** two ART Studio Courses or permission of instructor, and ENGL 1120. (2)

**ART 474. New Media Studio IV - Studio Work.** Students will continue to develop New Media skills in this advanced class. **Prerequisites:** ENGL 1120. (4)

**ART 476. BFA Portfolio and Business.** Students learn to present and market their work creating a portfolio while also learning about the business and legal issues related to the Arts. **Prerequisites:** two ART Studio Courses or permission of instructor, and ENGL 1120. Spring Only. (3)

**ART 477. Seminar.** This lecture/discussion course will unite BFA students from different areas of art specialization into a forum. Focus on pertinent issues in art through discussion, research and presentations. This course may be repeated three times. **Prerequisites:** ENGL 1120 and two upper division studio Art courses. Spring only. (1)

**ART 478, 482, 483, 486, 487, 488. Studio Work.** ART 478 Graphic Design, ART 479: Clay; ART 482: Fiber Arts; ART 483: Painting; ART 486: Drawing; ART 487: Sculpture; ART 488: Photography. These courses may be repeated for a maximum of 12 credit hours. Limited to advanced students. (4)

**ART 479. Studio Work -Clay.** Making techniques, decorative applications, glaze chemistry, firing information, and ceramic critique will be elevated through an independently navigated semester. A semester plan will be developed by the student focusing on specific interest needs, and goals. Professional requirements provide students with the skills necessary for the successful modern artist. **Prerequisite:** ENGL 1120. (4)

**ART 480. Art Workshop.** Intensive workshops of varying length with visiting professors or of a specialized nature, including national/international travel study tours, to supplement the regular curriculum. Summer only. (1-4)

**ART 481. Internship in Art.** BFA students first select an appropriate field for internship from the art community/industry: professional artist apprentice, arts administration, museum studies, art marketing. Students must negotiate a written contract and complete 45 hours in the field. This course may be repeated three times. **Prerequisite:** BFA students only. (1)

**ART 492. Assessment of Conceptual Development.** Oral and visual presentations to the Art faculty and outside professionals which include written documentation that assesses students’ abilities, artistic identity, and future directions. **Prerequisites:** BFA students only and ENGL 1120. (1)
ART 493. BFA Exhibit & Final Portfolio Review. Grading BFA students will present their final exhibition and be responsible for all aspects of the exhibition. Students must compile and present their final BFA portfolio. **Prerequisites:** BFA students only and ENGL 1120. (1)

**Art History - ARTH**

ARTH 1110. Art Appreciation. This course introduces and explores visual arts, providing an awareness of the significance of the arts at personal, societal and historical levels including both fine and applied arts. (Previous Number ART 211) (3)

ARTH 2110. Art History Survey I. This survey course explores the art and architecture of ancient pre-historic cultures through the end of the fourteenth century. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of artworks to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development. (Previous Number ART 201). Writing Intensive. (3)

ARTH 2120. Art History Survey II. This survey course will explore the architecture, sculpture, ceramics, paintings, drawings, and glass objects from the 14th century to the modern era. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of artworks to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development. (Previous Number ART 202) Writing Intensive. (3)

**Art Studio - ARTS**

ARTS 1150. Visual Communication Design. Lecture and studio based art course focused on print design with Adobe InDesign. The Program enables students to create print and packaging materials while they learn the technical aspects of the software. This course is geared for certification in Adobe InDesign. **Co-requisite:** ART 1540. (Previous Number ART 171) (4)

ARTS 1240. Design I. This course introduces the fundamentals of two-dimensional design as it applies to fine art and commercial contexts. Emphasis will be on basic color theory, elements of dynamic composition, vocabulary of visual arts and design, and development of visual conceptual skills. Students will use a variety of materials and techniques. (Previous Number ART 101). (4)

ARTS 1250. Design II. This course introduces the basic formal (aesthetic), spatial, and physical aspects of 3-D form as they can be applied to sculptural and functional design. Techniques that explore structure, mass, volume, scale, surface, form, and
function are covered, along with various media, which may include paper, wood, clay, and/or metal. (Previous Number ART 103) (4)

**ARTS 1410. Introduction to Photography.** This course introduces the making of photographic images from a broad viewpoint to consider both as an art practice and as a cultural practice. The course covers technical information on camera use and functionality, composition and visual design, digital workflow and editing, professional functions of manipulating and enhancing images, and printing correctly and effectively. The historical aspects of photography are also covered. (Previous number ART 210). (4)

**ARTS 1520. Digital Media I.** This course provides an introduction to two of Adobe’s major software applications, Illustrator and Photoshop, which are essential in creating artwork, designing promotional materials, websites and more. Part of the course deals with creating a variety of documents using the major tools of each program, and gaining an understanding of the contemporary graphic design industry and basic elements and principles of design. **Prerequisite: FDMA 1517.** (Previous course ART 125) (4)

**ARTS 1540. Digital Tools for Artist.** Lecture and studio based art course focused on print design with Adobe InDesign. The Program enables students to create print and packaging materials while they learn the technical aspects of the software. This course is geared for certification in Adobe InDesign. (unique) (Previous Number ART 104).

**ARTS 1610. Drawing I.** A full range of subject matter and media will be discussed and used by the student to develop basic technical skills and to increase visual awareness while understanding drawings role and significance in the history of art. (Previous Number ART 107) (4)

**ARTS 1620. Life Drawing I.** This course introduces the study of the human form as a primary vehicle for addressing formal and conceptual issues in drawing, using a variety of media to master proportion, structure, and visual expression of the figure. **Prerequisites for art majors and minors: ARTS 1610.** (Previous Number ART 301). (4)

**ARTS 1630. Painting I.** This course introduces the tradition of painting as a medium for artistic expression. Students will investigate materials, tools, techniques, history and concepts of painting. Emphasis is placed on developing descriptive and perceptual skills, color theory, and composition. (Previous Number ART 251). (4)

**ARTS 1713. Web Design I.** Introduction to the creation of well-designed and organized Web sites. Emphasis on building creative but functional user-friendly sites. Introduction to HTML, Flash, Java Script, and Web-authoring software. Community Colleges only. Same as OEPT 165. (Previous Number ART 118). (4)

**ARTS 2128. Graphic Design Studio.** The final studio application course in the Graphic Design Program where students integrate digital images and illustrations,
print and web design to create final projects. **Prerequisites:** ARTS 1150. (Previous Number ART 272) (4)

**ARTS 2275. Beginning Fibers I.** This course presents a variety of fiber techniques, such as felting, inkle weaving, card weaving, knotting, using cords, yarns and other materials. Design application, historical development of fibers is also explored. Prerequisite: for art majors and minors: ARTS 1240. (Previous Number ART 221). (4)

**ARTS 2310. Ceramics II.** This course continues the students' instruction in ceramics, with an emphasis given to the continuing development of form, surface, and firing processes, expanded critical awareness, and the development of a personal aesthetic. (Previous Number ART 342). **Prerequisite:** ART 2321 and ENGL 1120. (4)

**ARTS 2321. Appreciation of Clay.** Appreciation of Clay. Introduction to clay as an art medium: handbuilding, decorating techniques, glazing and firing processes. The course goes beyond techniques to include how clay has reflected creative ingenuity, function, history, culture, and spirituality. (Previous Number ART 241). (4)

**ARTS 2420. Visualizing Ideas.** The course is dedicated to teaching how to visualize ideas within the photographic medium by combining theoretical content and aesthetic form to create a conceptually rich body of work. It explores advanced digital photography, including perfecting use of the camera and relevant digital software, and honing inkjet printing skills. We will explore new techniques and workflows, and use them to respond to a variety of themes and concerns. We will look at a number of contemporary photographic practitioners, and discuss a multitude of historical and contemporary approaches to the same ideas we will be probing. (Previous Number ART 310). **Prerequisite:** ARTS 1410. (4)

**ARTS 2630. Painting II.** This course focuses on the expressive and conceptual aspects of painting, building on the observational, compositional, technical, and critical skills gained previously. Students will investigate a variety of approaches to subject matter, materials, and creative processes through in-class projects, related out-of-class assignments, library research or museum/gallery attendance, written responses, and critiques. (Previous Number ART 352). **Prerequisite:** ARTS 1630. (4)

**ARTS 2841. Appreciation of Sculpture.** Introduction to contemporary and traditional methods and aesthetics of sculpture: including culture, purpose, history, methods, and innovations from plaster to bronze casting. (Previous Number ART 261). (4)

**ARTS 2998. Internship in Art.** The students first select an appropriate field for internship from the art community/industry. Students must negotiate a written contract and complete 90 hours in the field. **Prerequisites:** ART 271 and ENGL 1120. Fall and Spring. (Previous Number ART 281) (1-2)
Astronomy - ASTR

ASTR 1115/1115L. Introduction to Astronomy (LEC) & lab. This course surveys observations, theories, and methods of modern astronomy. The course is predominantly for non-science majors, aiming to provide a conceptual understanding of the universe and the basic physics that governs it. Due to the broad coverage of this course, the specific topics and concepts treated may vary. Commonly presented subjects include the general movements of the sky and history of astronomy, followed by an introduction to basic physics concepts like Newton’s and Kepler’s laws of motion. The course may also provide modern details and facts about celestial bodies in our solar system, as well as differentiation between them – Terrestrial and Jovian planets, exoplanets, the practical meaning of “dwarf planets”, asteroids, comets, and Kuiper Belt and Trans-Neptunian Objects. Beyond this we may study stars and galaxies, star clusters, nebulae, black holes, clusters of galaxies and dark matter. Finally, we may study cosmology -- the structure and history of the universe. (Previous Number PHSC 115/116) (4)

Audio Engineering - AEP (Expressive Arts)

AEP 105. Audio Production I. Is designed to teach the student the key elements of audio production. Students will learn basic production skills, how to build a complete multitrack arrangement as well as basic use of equalization, compression, panning, automation, reverbs, delays, etc. Students will be able to apply these techniques to their audio projects - whether it is for film, radio, or musical projects. (4)

AEP 150. Audio Production II. Is designed to teach the student advanced techniques to obtain strong audio projects, by using industry standard software. This course will help students further their production skills while recording musical instruments, vocals, synthesizers, etc. Student will be expected to build a complex multi-track arrangement and production with a professional sound-industry standard project. Prerequisite: AEP 105. (4)

Automotive Technology - AUTT

AUTT 103. Principles of Auto Electrical. Basic introduction in general electrical system; battery and service; starting system; charging system; repair and lighting systems diagnosis and repair. Lecture with lab. (5)

AUTT 111. Principles of Auto Brakes. Lecture and lab emphasizing diagnosis and repair of brakes, including anti-lock brake systems; covers such areas as basic hydraulic principles, drum brakes, parking brakes, disc and drum brake service, hydraulic system service, and operation of various brake equipment and tools. (5)

AUTT 137. Basic Gasoline Repair/Rebuilding. Lecture and lab emphasizing general engine diagnosis - removal and reinstallation; cylinder head and valve train diagnosis and repair; engine block assembly diagnosis and repair; lubrication and cooling system diagnosis repair. (5)
AUTT 139. Principles of Electronic Analysis. Lecture and lab on gauges, warning devices, and driver information systems diagnosis and repair; horn and wiper/washer diagnosis and repair; accessories diagnosis and repair. **Prerequisite: AUTT 103.** (5)

AUTT 141. Manual Transmission/Clutch and Axle. Lecture and lab on general drive train diagnosis; diagnosis and repair of clutch, transmission/transaxle, drive shaft and half shaft, universal and constant-velocity (CV) joint; ring and pinion gears and differential case assembly; limited slip differential; drive axle shaft; four-wheel drive/all wheel drive component diagnosis and repair. (5)

AUTT 190. Field Study I. Field work of variable units to provide the student with a variety of experiences to complement his/her program of study. **Prerequisite: Instructor permission.** (1-6)

AUTT 207. Emission and Ignition Control Systems. Lecture and lab on ignition and emission control system; emissions control systems diagnosis and repair/early fuel evaporation (intake manifold temperature) controls. **Prerequisites: AUTT 103 and 139.** (4)

AUTT 242. Principles of Suspension and Steering and Alignment. Lecture and lab on general suspension and steering systems diagnosis; steering systems diagnosis and repair; suspension systems diagnosis and repair/front suspension; suspension systems diagnosis and repair/rear suspension; suspension systems and diagnosis and repair/miscellaneous service; wheel alignment diagnosis, adjustment and repair; wheel and tire diagnosis and repair. (5)

AUTT 248. Principles of Auto Transmission and Transaxle. General transmission and transaxle diagnosis, maintenance and adjustment in-vehicle transmission and transaxle repair; off-vehicle transmission and transaxle repair/oil pump and converter; off-vehicle transmission and transaxle repair/gear train, shafts, bushings and case; off-vehicle transmission and transaxle repair/friction and reaction units. (5)

AUTT 250. Principles of Automotive Computers. Lecture on computerized engine controls diagnosis and repair. Lecture with lab. (3)

AUTT 252. Automotive Air-Conditioning & Heating Systems. Lecture and lab on A/C system diagnosis and repair; refrigeration system component diagnosis and repair/compressor and clutch; refrigeration system component diagnosis and repair/evaporator, condenser, and related components; heating, ventilation, and engine cooling systems diagnosis and repair; operating systems and related controls diagnosis and repair; refrigerant recovery, recycling, and handling. Lecture with lab. (5)

AUTT 254. Principles of Auto Fuel Injection/Fuel Systems. Lecture on fuel, air induction, and exhaust systems diagnosis and repair. Lecture with lab. **Prerequisite: AUTT 103.** (3)
Bilingual Education - BLED

BLED 2120. Current Issues in Bilingual Education. This course will introduce students to the various areas, programs, terminology, and philosophies of bilingual education. (Previous Number BLED 255). (3)

BLED 2130. Multicultural Education. This is an education foundations course for Teacher Education, Bilingual Education and English as a Second Language Education students. Students will participate in multicultural classroom practices that are; grounded in the lives of students, critical, anti-racist, pro-justice, participatory, experiential, visionary, academically rigorous, and culturally sensitive. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number BLED 414) (3)

BLED 352. The Secondary Teacher and the Bilingual Child. This course surveys the needs, orientation, and approaches teachers should consider in class instruction for appropriate teaching of speakers of other languages students in grades 7-12. Prerequisite: ENGL 1120. (3)

BLED 401. Current Issues in Language Minority Education. Meets the requirement for a foundation course for the bilingual and TESOL endorsements. Recommended for all teachers, counselors, educational administrators, and other professionals who work with language minority communities. Prerequisite: ENGL 1120. (3)

BLED 416. Indo-Chicano Cultures and Pedagogy. Contrasting culture patterns including an introduction to historical and sociological aspects of Indigenous and Hispanic cultures: prepares the teacher trainee to present units on history, culture, folklore, fine arts and native traditions to students in the Southwest. Prerequisite: ENGL 1120. (3)

BLED 417. Mexican Culture and Pedagogy. The major aspects of historical Mexican values, contributions, current social studies, history, art, and literature. (Taught in Spanish). Required for the bilingual endorsement. Prerequisite: ENGL 1120. (3)

BLED 419. Navajo Culture and Pedagogy. The major aspects of historical Navajo values, contributions, current social studies, history art, and literature (Taught in Navajo). Required for the bilingual endorsement. Prerequisite: ENGL 1120. (3)

BLED 421. Zuni Culture and Pedagogy. The major aspects of historical Zuni values, contributions, current social studies, history art, and literature (Taught in Zuni). Required for the bilingual endorsement. Prerequisite: ENGL 1120. (3)

BLED 424. Teaching Methods in Foreign Language. Specialized techniques of teaching foreign language skills in the elementary and secondary schools. Prerequisite: ENGL 1120. (3)

BLED 427. Linguistics 1 for L2 Teachers. Linguistics 1 for Second Language teachers is a review of the components of language and how these relate to teaching and testing the second language learner. Required for bilingual and TESOL teachers to work in ESL instruction with children, youth and adults. Recommended for all teachers. Prerequisite: ENGL 1120. (3)
BLED 428. Linguistics 2 for L2 Teachers. Linguistics 2 for Second Language teachers covers sociolinguistics and/or phonetics, articulatory phonetics, points and manner of articulation and how these relate to the second language learner, and the bilingual or bicultural child, or the elementary, secondary or adult student. This second level linguistics course prepares teachers to work in ESL instruction. **Prerequisite:** ENGL 1120. (3)

BLED 431. Language Arts in Spanish. Survey of the needs, orientations and approaches teachers should consider in class instruction for appropriate teaching of Spanish speaking students. Emphasis on Language Arts Instruction and Literacy Development. **Prerequisites:** ENGL 1120 and Spanish proficiency. (3)

BLED 432. Language Arts in Zuni. Survey of the needs, orientations and approaches teachers should consider in class instruction for appropriate teaching of Zuni students. Emphasis on Language Arts Instruction and Literacy Development. **Prerequisite:** ENGL 1120. (3)

BLED 433. Language Arts in Navajo. Survey of the needs, orientations and approaches teachers should consider in class instruction for appropriate teaching of Navajo students. Emphasis on Language Arts Instruction and Literacy Development. **Prerequisite:** ENGL 1120. (3)

BLED 434. Content Literacy in Spanish. Specialized techniques used for teaching the Spanish speaking bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. **Prerequisite:** ENGL 1120. (3)

BLED 435. Content Literacy in Zuni. Specialized techniques used for teaching the Zuni bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. **Prerequisite:** ENGL 1120. (3)

BLED 436. Content Literacy in Navajo. Specialized techniques used for teaching the Navajo bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. **Prerequisite:** ENGL 1120. (3)

BLED 437. Teaching Reading in Spanish. Advanced course in teaching reading and writing in Spanish as a first or second language to children, youth or adults. Survey of the needs, orientations, and approaches teachers should consider in class instructions for appropriate teaching of Hispanic students. **Prerequisites:** BLED 431, ENGL 1120, and Spanish proficiency. (3)

BLED 438. Teaching Reading in Zuni. Advanced course in teaching reading and writing in Zuni as a first or second language to children, youth or adults. Survey of the needs, orientations and approaches teachers should consider in class instructions for appropriate teaching of Zuni students. **Prerequisite:** ENGL 1120. (3)

BLED 439. Teaching Reading in Navajo. Advanced course in teaching reading and writing in Navajo as a first or second language to children, youth or adults. Survey of the needs, orientations and approaches teachers should consider in class instructions for appropriate teaching of Navajo students. **Prerequisite:** ENGL 1120. (3)
BLED 441. English Language Acquisition & Development. The use of ESL techniques and strategies for the English language acquisition of English Language Learners, Required for TESOL endorsement. Recommended for Language Arts Endorsement and as an elective for all educators. **Prerequisite:** ENGL 1120. (3)

BLED 445. ESL Methods for Content Literacy. Current trends, assessment, and sheltered instruction for literacy development of English Language Learners. Emphasis will be on meeting the standards and outcomes of the New Mexico TESOL endorsement for teaching content using ESL methods. **Co-requisite:** EDUC 447. **Prerequisite:** ENGL 1120 and admission to Teacher Education Program. (3)

*Spanish proficiency means ability to participate in oral and written forms in a University course.*

**Biology - BIOL**

BIOL 1110/1110L. Biology for Diversity of Life & lab. This course introduces nonscience majors to basic biological concepts including, but not limited to, the properties of life, biochemistry, cell biology, molecular biology, evolution, biodiversity, and ecology. (Previous Number BIOL 102/104) (4)

BIOL 1140/1140L. Biology for Health Sciences & lab. This introductory biology course for students interested in health science careers focuses on the concepts of chemistry, cell biology, metabolism, genetics, and regulation of gene expression. (Previous Number BIOL 101/103) (4)

BIOL 2110/2110L. Principles of Biology: Cellular and Molecular Biology & lab. This course introduces students to major topics in general biology. This course focuses on the principles of structure and function of living things at the molecular, cellular and organismic levels of organization. Major topics included are introduction to the scientific process, chemistry of cells, organization of cells, cellular respiration, photosynthesis, cell division, DNA replication, transcription, and translation. (Previous Number BIOL 206/207) (4)

BIOL 2210/2210L. Human Anatomy and Physiology I & lab. This course is the first of two that serve as an introduction to human anatomy and physiology for biology majors and allied health students. The course entails describing, explaining, and analyzing structure and function from the submicroscopic to the organismal level with emphasis on anatomic, directional, and sectional terminology, basic cellular structure and metabolism, tissue differentiation and characteristics, and organ system structure and function; Specifically the integumentary, skeletal, muscular, and nervous systems. (Previous Number BIOL 254/256) **Prerequisite:** Two years of high school biology or BIOL 1140/1140L or BIOL 1110/1110L or Instructor permission. (4)

BIOL 2225/2255L. Human Anatomy and Physiology II & lab. This course is the second of two that serve as an introduction to human anatomy and physiology for
biology majors and allied health students. The course entails describing, explaining, and analyzing structure and function from the submicroscopic to the organismal level with emphasis on specific cellular, tissue, and organ structure and physiology, and organ system structure and function; specifically the endocrine, cardiovascular, respiratory, urinary, and reproductive systems. Additionally, an analysis of these concepts is included: fluid and electrolyte balance, pregnancy, growth and development from zygote to newborn, and heredity. (Previous Number BIOL 225/257) **Prerequisite:** BIOL 2210/2210L or Instructor permission. (4)

**BIOL 2505. Pathophysiology.** This course is designed to provide the conscientious student with a solid foundation for understanding the pathophysiological processes of the human organism. (Previous Number BIOL 327) **Prerequisites:** BIOL 2225/2225L (4)

**BIOL 2642/2642L. Plant Form, Function and Diversity & lab.** Introduction to plant biology: summarizes the major disciplines of botany and includes study of the more important plant groups. **Co-requisite:** BIOL 2642L. (Previous Number BIOL 202/203). (4)

**BIOL 2644/2644L. Animal Form, Function and Diversity & lab.** Introductory biology covering biological macromolecules, ecology, evolution, systematics, phylogeny, developmental biology, and a survey of major animal groups. (Previous Number BIOL 204/205) (4)

**BIOL 2810. Scientific Writing.** Concentrates on the format and organization of scientific papers, as well as the ability to express ideas and concepts clearly and concisely. (Previous Number BIOL 210). **Prerequisites:** BIOL 2642/2642L and BIOL 2644/2644L. (1)

**BIOL 301/303. Ecology & lab.** The study of the interactions between organisms, their abiotic environment, and other biotic components of natural systems; the structure and function of biotic communities and ecosystems; three lectures and one laboratory or field period per week. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, and ENGL 1120. Offered every Spring. (4)

**BIOL 310/312. Invertebrate Zoology & lab.** Systematic study of invertebrate groups including taxonomy, ecology, anatomy reproduction and natural history of invertebrates; three lectures and one laboratory period per week. **Prerequisites:** BIOL 2644/2644L and ENGL 1120. Offered alternate years. (4)

**BIOL 311/313. Vertebrate Zoology & lab.** Study of vertebrate animals, their evolution, morphology, and ecology: three lectures and one laboratory period per week. **Prerequisites:** BIOL 2644/2644L and ENGL 1120. Offered every Fall. (4)

**BIOL 320. Animal Behavioral Ecology.** Focuses on proximate and ultimate explanations for the diversity of behaviors exhibited by animals. Evolutionary consequences of behaviors are evaluated as hypotheses within an ecological context. **Prerequisites:** BIOL 2644/2644L and ENGL 1120. Offered alternate years. (3)
BIOL 322/324. Dendrology & lab. Identification and natural history of North American trees, shrubs, and vines, with emphasis on species native to the Southwest. Considerable time spent in field study. Three major projects involving analysis and interpretation of field data collected by the class in lab. Prerequisites: BIOL 2642/2642L, 2644/2644L, 2110/2110L, and ENGL 1120. Offered alternate years. (4)

BIOL 331/333. Biology of Algae. Structure, taxonomy, evolution, and ecology of fungi and non-vascular plants; three lectures and one laboratory period per week. Prerequisites: BIOL 22642/2642L and ENGL 1120. Offered alternate years. (4)

BIOL 332/334. Evolution and Diversity of Plants & lab. Anatomy, morphology, and evolutionary development of the vascular plants; three lectures and one laboratory period per week. Prerequisites: BIOL 2642/2642L and ENGL 1120. Offered alternate years. (4)

BIOL 342. Comparative Physiology. Processes and functions related to the activities of plants and animals; encompasses all levels of organization from cell level to the entire organism; three lectures per week. Prerequisites: BIOL 2642/2642L, and 2644/2644L and ENGL 1120. Offered alternate years. (3)

BIOL 351/353. Plant Taxonomy & lab. Flowering plants and their classification, with emphasis on flora of the Southwest: three lectures and one laboratory per week. Prerequisites: BIOL 2642/2642L and ENGL 1120. Offered alternate years. (4)

BIOL 354/356. Advanced Anatomy and Physiology I & lab. Advanced study of both the structure and function of the human body. The mechanisms of homeostasis and the interrelationships of the various body systems will be emphasized. Three lectures and one laboratory per week. Writing Intensive. Prerequisites: BIOL 2642/2642L, 2644/2644L, 2110/2110L, and ENGL 1120. (4)

BIOL 355/357. Advanced Anatomy and Physiology II & lab. A continuation of BIOL 354/356. Three lectures and one laboratory per week. Writing Intensive. Prerequisites: BIOL 354/356 and ENGL 1120. (4)

BIOL 360/362. Cell Biology & lab. Structure and functional dynamics of living cells; three lectures and one laboratory per week. Prerequisites: BIOL 2110/2110L and either 2642/2642L or 2644/2644L, CHEM 1215/1215L, and ENGL 1120. (4)

BIOL 366/368. Genetics & lab. Methods and results of the transmission of hereditary characteristics; three lectures and one laboratory per week. Prerequisites: BIOL 2642/2642L, 2644/2644L, 2110/2110L and ENGL 1120. (4)

BIOL 371/373. Microbiology & lab. The structure, taxonomy, interaction between microbe and host, and applied microbiology will be studied; the laboratory emphasizes culturing, biochemical tests and the identification of an unknown species; three lectures and one laboratory per week. Prerequisites: One of the following: BIOL 2642/2642L, 2644/2644L 2210/2210L, or BIOL 2225/2225L, and ENGL 1120 or Instructor permission. Spring and Summer. (4)

BIOL 375/377. Principles of Wildlife Biology & lab. This course studies the application of wildlife principles to various animal species. Topics will include popu-
lation dynamics, species introduction, predator-prey interactions, hunting and management techniques; three lectures and one laboratory per week. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, 301/303, and ENGL 1120. Offered alternate years, even years spring. (4)

**BIOL 410/412. Plant Physiology & lab.** Course covers basic plant processes, including transport, water balance, nutrition, photosynthesis, defense mechanisms, sensory systems, and plant growth hormones. **Prerequisites:** BIOL 2642/2642L, BIOL 2644/2644L, BIOL 2110/2110L, and ENGL 1120. Two lectures and one lab per week. (4)

**BIOL 415/417. Ichtyology & lab.** The study of cartilaginous (Chondrichthyes) and bony (Osteichthyes) fishes will review the evolutionary history, phylogenetic relationships, global diversity, life histories, general ecology, and biology of these successful vertebrates. The conservation of these groups in light of increasing human pressure for food and water will be explored. Laboratory exercises will focus on the anatomy, identification, ecology, and conservation status of regional fish faunas; three lectures and one laboratory per week with at least one required week-end field trip. **Prerequisites:** BIOL 2644/2644L, 311/313, and ENGL 1120. (4)

**BIOL 422. Evolution.** The study of changes in natural populations of organisms and the dynamics underlying those changes. Evolutionary processes including mutation, genetic recombination, natural selection, migration, and genetic drift are reviewed, as well as their microevolutionary and macroevolutionary consequences; three lectures or discussion periods per week. **Prerequisites:** ENGL 1120 and 15 credit hours of biology including BIOL 366. Offered alternate years. (3)

**BIOL 425/427 Range Vegetation & lab.** Focuses on plants of rangelands of the southwest, with emphasis on identification of range plants and ecology of rangeland plant communities. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, and ENGL 1120. (4)

**BIOL 428. Marine Biology.** Summer lecture and field course including 2 weeks of field marine studies on the Sea of Cortez, Sonora Mexico. Topics include oceanography, marine ecosystems, taxonomy and natural history of marine organisms, population and community ecology, and current issues in marine conservation. Note: 2 consecutive weeks are spent in Mexico, often in primitive living or camping conditions. **Swim test required for all students (offered during first Summer Session of most years).** **Prerequisite:** BIOL 2644/2644L, and at least 2 of the following 3 courses: BIOL 301/303, 310/312, 311/313. (6)

**BIOL 432. Biogeography.** An overview of the planet Earth. Studies of plant and animal distribution are based upon ecological, evolutionary, and physical factors. **Prerequisite:** ENGL 1120 and 12 credit hours of biology. Offered alternate years. (3)

**BIOL 442/443. Ornithology & lab.** Introductory scientific study of birds, with emphasis on North American species; three lectures and one laboratory period per week; two Saturday field trips required. **Prerequisites:** BIOL 2642/2642L, BIOL
BIOL 448/449. Herpetology & lab. The study of amphibians and reptiles will review the evolutionary history, phylogenetic relationships, global diversity, life history, and general biology of these important groups. Laboratory will focus on the identification of the regional herpetofauna; three lectures and one laboratory per week with at least one required weekend field trip. **Prerequisites:** BIOL 2642/2642L, BIOL 2644/2644L, BIOL 311, and ENGL 1120, or Instructor permission. Offered alternate years. (4)

BIOL/GEOL/PHSC 450. Methods of Teaching Science. Presentation of a spectrum of instructional strategies with an emphasis on inquiry methods for elementary and secondary students. Theories of learning science and their practical application in science classrooms. Design and implementation of activities and lesson planning. Formative and summative assessment. Safety in the classroom. **Prerequisite:** Junior or Senior status, must have completed 20 hours of courses in the Department of Natural Sciences and ENGL 1120. Offered every Fall. (3)

BIOL 451/453. Mammalogy & lab. The study of fur-bearing animals, including their structure, behavior, life histories, and taxonomic relationship; three lectures and one laboratory period per week; one weekend field trip required. **Prerequisite:** BIOL 2642/2642L, BIOL 2644/2644L, 311/313, ENGL 1120, or Instructor permission. Offered alternate years. (4)

BIOL 454. Biometry. Biometry is the analysis of biological data using mathematical and statistical models. The course will cover basic theories of probability and statistics and will introduce principles of sampling, estimation, experimental design, and hypothesis testing. Students will analyze biological data using computer programs and will perform tests for goodness-of-fit, independence, analysis of variance, correlation, and regression. **Prerequisite:** ENGL 1120 and MATH 1220. (3)

BIOL 457/459. Entomology & lab. An introduction to the biology, classification, ecology, and evolution of insects, with emphasis on the roles insects play in global ecosystems and human affairs. Entomology has applications in fields of ecology, medicine, agriculture, forestry, and conservation, and is a suitable course for students pursuing careers in those areas. Offered alternate years. Writing Intensive. **Prerequisites:** BIOL 2644/2644L, 21110/2110L, and ENGL 1120. (4)

BIOL 460. Cell Physiology. Focuses primarily on cell metabolism, with emphasis on applications of thermodynamics in cell metabolism; enzyme structure, mechanism and regulations; oxygen-independent respiration (glycolysis, fermentation); aerobic respiration (Kreb cycle, electron transport system, chemiosmosis); and photosynthesis. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, 2110/2110L, and ENGL 1120. (3)

BIOL 462/464. Comparative Chordate Anatomy & lab. Derivation and descriptive morphology of the major organ systems of chordate animals; three lectures
and two laboratory periods per week. **Prerequisites:** BIOL 2644/2644L, BIOL 311 recommended, and ENGL 1120. Offered alternate years. (5)

**BIOL 465/467. Molecular Genetics & lab.** Focus on the molecular basis of inheritance, including nucleic acid chemistry, protein synthesis, DNA mutation and repair, control of gene expression, genetics of cancer, transposable elements, extra nuclear inheritance and DNA technology; three lectures per week. **Prerequisites:** BIOL 366/368, and ENGL 1120 or permission of instructor. (4)

**BIOL 471/473. Majors Microbiology & lab.** The study of microbial biology with a focus on structure, metabolism, taxonomy, and pathogenesis. This course is intended to give students a broad understanding of microbiology including the historical context of many advances in the field. Students will also become familiar with many commonly used laboratory techniques. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, BIOL 2110/2110L, and ENGL 1120. Offered alternative years (odd years fall) (4)

**BIOL 472. Readings in Science.** An interdisciplinary introduction to the exploration and understanding of primary, scientific literature. Two scientific papers will be read and discussed each week. Outlines of scientific papers and participation in discussions are focal activities. Designed for the upper level undergraduate. Offered alternate years. **Prerequisite:** ENGL 1120. (3)

**BIOL 474. Virology.** A broad view into the field of viral biology including animal and plant viruses. The course will describe viral morphology, taxonomy, reproduction, and viral-host interactions. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, 2110/2110L, and ENGL 1120. (3)

**BIOL 475. Field Biology.** Will develop the upper undergraduates ability to design, execute, and report biological field studies. Overnight camping required four nights per week. **Prerequisites:** BIOL 2644/2644L; BIOL 301/303 recommended, and ENGL 1120. Summers only. (6)

**BIOL 476/478. Immunology & lab.** Will focus on the fundamentals of the mammalian immune system including innate, acquired, cellular, and humoral immunity. Vaccines, autoimmunity, and hematopoiesis will also be discussed. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, 2110/2110L, and ENGL 1120. (4)

**BIOL 481. Practicum.** For Forest/Wildlife and Forest/Wildlife Law Enforcement majors only. This course involves 150 hours of volunteer work in the field with professional biologists that gives students practical educational experiences to help prepare them for their professional career. All students must take an appropriate biology exit exam by the eight week of the semester to receive a grade. Students must apply to the Advisor of the Forest/Wildlife Program 4 months prior to the beginning of this course. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**BIOL 484. Molecular Techniques in Biology.** This applied laboratory course provides theory and practical experience in some of the most common molecular biology research techniques including tissue processing, sterile protocol, DNA and
RNA purification, the polymerase chain reaction, agarose electrophoresis, cDNA library construction, analysis of DNA and protein sequences, and introductory bioinformatics. May be repeated once for credit. **Prerequisites:** BIOL 2642/2642L, 2644/2644L, 2110/2110L, 366/368 and ENGL 1120. (2)

**BIOL 486. Senior Project.** Individually tailored research course involving a synthesis of biology disciplines and requiring use of data gathering principles and library facilities. All students must take an appropriate biology exit exam by the eighth week of the semester to receive a grade. Required of all senior students majoring in biology, botany, or zoology. Writing Intensive. **Prerequisite:** ENGL 1120. (2)

**BIOL 487, 488. Individual Scientific Investigations.** Opportunity for independent study under the supervision of a faculty member; selection and execution of a field or laboratory project and preparation of the results in scientific form; may be repeated. **Prerequisites:** ENGL 1120 and 12 credit hours of college-level biology or Instructor permission. (3)

**BIOL 496. Biology Seminar.** Discussion of selected biological topics; devoted to a different subject each semester (as indicated in course schedules available at registrations). **Prerequisites:** ENGL 1120 and Instructor permission. This course may be repeated up to three times for elective credit. (1)

**Business and Office Technology - BOFT**

**BOFT 102. Introduction to Keyboarding.** Basic keyboard and computer functions. Emphasis is on developing mastery of the keyboard, skill building up to 35 words a minute, and communication skills. Fall only. (3)

**BOFT 110. Intermediate Keyboarding/Document Formatting.** Beginning word processing features used for the production of all mailable business documents. Emphasis is placed on increasing keyboarding speed up to 45 words a minute and developing accuracy through skill building exercises. **Prerequisite:** BOFT 102 or equivalent skills. Spring only. (3)

**BOFT 114. Records and Information Management.** Introduction to the different methods of filing business records and information; emphasizes the life cycle of information within the office structure. Develop functions and concepts of database management systems to master the skills needed for MOS core certification. Fall only. (3)

**BOFT 120. Word Processing I.** Develop functions and concepts of information/word processing systems to master the skills needed for MOS core certification. Emphasis is on the document processing cycle from origination through distribution and storage using latest word processing software. **Prerequisite:** BOFT 110. Fall only. (3)
BOFT 123. Business Communications I. Focus on fundamentals of English and standards of usage as applied to business applications. Fall only. (3)

BOFT 124. Windows and the Web. Introduction to current Windows functions and available programs plus use of electronic searches. Emphasis on learning Windows functions, accessories programs, and performing electronic searches and electronic office skills. **Prerequisite: BOFT 102.** Fall only. (3)

BOFT 125. Business Communications II. Introduction to business writing skills to include writing mechanics and composition. Emphasis on business correspondence to include cross-cultural and international communications. Listening, nonverbal, and speaking skills are reviewed as well as communications for employment. **Prerequisites: BOFT 102, 120, and 123.** Spring only. (3)

BOFT 181. Internship. Field work to provide the student with a variety of experiences to complement the program of study; designed for students pursuing Associate of Science in Business and Office Technology. **Prerequisite: Instructor permission.** (3-6)

BOFT 194. Co-op Work Experience I. Practical work experience for vocational office students, job analysis, application interview, employer and employee relations, and general skill development. **Prerequisite: Instructor permission.** (1-6)

BOFT 202. Advanced Keyboarding/Business Applications. Methods for increasing production skills through proper organization and skill building through use of advanced techniques. Develop functions and concepts on automated text-editing software and computers to master the skills needed for MOS core certification. Some emphasis on speed and accuracy in document production. **Prerequisite: BOFT 110 or equivalent skills or Instructor permission.** Fall only. (3)

BOFT 206. Office Procedures. Office principles and procedures used in today’s fast changing, computerized offices. Develop a foundation necessary for success in any office setting through real applications, discussion, individual and team projects, and Web research using current technological tools available. Develop functions and concepts on automated text-editing software and computers to master the skills needed for MOS core certification. **Prerequisites: BOFT 110, 114, and 123.** Spring only. (3)

BOFT 228. Business Presentation Applications. Develop functions and concepts on electronic presentation software to master the skills needed for MOS core certification. Project based activities applying electronic presentation and Web applications with emphasis on problem solving and using critical thinking skills. **Prerequisite: BOFT 202.** (3)

BOFT 234. Administrative Office Management. Introduces students to management philosophies and principles of modern administrative practices including human resources; enables the student to make intelligent and timely decisions as part of a management team. Spring only. (3)
BOFT 238. Word Processing II. Develop skills in performing advanced and specialized functions on automated text-editing software and computers to master the skills needed for MOS core certification. Emphasis is placed on problem-solving and critical thinking using advanced software features for document preparation and formatting on expert level projects. **Prerequisite:** BOFT 120. Spring only. (3)

BOFT 241. Business Computations. Instruction in the essentials of business arithmetic in fundamental computation and problem-solving. Develop functions and concepts of electronic spreadsheet management systems to master the skills needed for MOS core certification. Spring only. (3)

BOFT 248. Accounting Procedures I. Emphasis is given to problems in context of legal and medical professional offices using cash methods of accounting. Fall only. (3)

BOFT 250. Accounting Procedures II. Learn computerized accounting procedures. **Prerequisite:** BOFT 248 or Instructor permission. Spring only. (3)

BOFT 294. Co-op Work Experience II. Practical work experience for vocational office students; job analysis, application/interview, employer and employee relations, and general skill development. **Prerequisites:** BOFT 194 and Instructor permission. (1-6)

**Business Administration - BUSA**

BUSA 1110. Introduction to Business. Fundamental concepts and terminology of business including areas such as management, marketing, accounting, economics, personnel, and finance; and the global environment in which they operate. (Previous Number BSAD 100) (3)

BUSA 2230. Human Relations in Business. This course is an examination and application of personal and interpersonal competencies and skills needed in a business setting to understand oneself, one’s co-workers, employers, and customers. Students will investigate and examine attitudes, behavior, ethical behavior and cultural influences that affect the business environment. It offers structured situations in which interpersonal relationships and communication skills are explored. (Previous Number BOFT 208) **Prerequisites:** BOFT 102, 124. Fall only. (3)

**Business - BSAD**

BSAD 281. Internship Basics in Business. Ideal for business students wishing to learn appropriate and aligned academic business skills within an actual business environment. Topics can include accounting, economics, finance, management and/or marketing. Must be enrolled in a School of Business major or minor program of study. Instructor approval required. Requires 45 clock hours of work experience per credit hour, closely supervised by the instructor. (3)
BSAD 300. Legal Environment for Managers. Survey of the legal environment of business and common legal principles including; the sources of law, dispute resolution and the U.S. court systems, administrative law, tort law, contract law, agency and employment law, business structure and governance, ethics and corporate social responsibility. Explores sources of liability and presents strategies to minimize legal risk. Prerequisite: ENGL 1120. (3)

BSAD 303. Risk and Insurance. Economics and social services of insurance; important principles and practices; typical fire, auto, liability, accident, health, workman's compensation, and life insurance contracts. Prerequisite: ENGL 1120. (3)

BSAD 355. Communication in Business and Industry. The role of organizational communication as a tool for effective management; learn the roles of communication in organizations, fundamentals of business writing, presentations including the use of computer presentations, interoffice communication including memos, e-mail, and other technologies. Writing Intensive. Prerequisites: MGMT 350 and ENGL 1120. Spring only. (3)

BSAD 360. Entrepreneurship I. This course is designed to introduce concepts about entrepreneurship that will be reinforced in Entrepreneurship II, BSAD 361. The course is designed for students of all disciplines. Entrepreneurship offers an avenue to progress as far as their skills are creativity can take them. Students in this entrepreneurship class will gain basic hands-on real time experience on the subject. Prerequisites: BUSA 1110 and ENGL 1120. (3)

BSAD 361. Entrepreneurship II. This course is ideal for students of every discipline who are interested in owning and operating their own business. The class will provide hands on experience on how to successfully start a business. Topics will include; business plan creation, loan applications, office administration and legal aspects of a business operation. Prerequisites: BUSA 1110 and ENGL 1120. (3)

BSAD 441. Business Research. Research process and procedures as applied to business; includes problem statement, research methodology, and reporting through the use of cases and actual business problems. Writing Intensive. Prerequisites: ENGL 1120 and MATH 1350. Spring only. (3)

BSAD 458. Environmental Policy Analysis. Survey and application of public planning, and evaluation, methods and techniques for increased productivity through quality control with a special emphasis upon local and state planning of policies, programs, personnel, and budgets. Prerequisites: MGMT 350 and ENGL 1120. (3)

BSAD 481. Internship Application in Business. Ideal for upper division business students wishing to apply appropriate and aligned academic business skills within an actual business environment. Topics can include accounting, economics, finance, management and/or marketing. Must be a junior or senior status student enrolled in a School of Business major or minor program of study. Requires 45
clock hours of work experience per credit hour, closely supervised by the instructor. **Prerequisites:** ENGL 1120 and Instructor Permission. (1-6)

**BSAD 486. International Business.** The international business environments within which business firms operate and the public policies and cultures which influence their activities; includes international finance, legal issues, management, and marketing considerations of the international, transnational, multinational, and global firms. Writing Intensive. **Prerequisites:** ENGL 1120, FINC 370, MATH 1350, MGMT 350, MKTG 340. Fall only. (3)

**BSAD 489. Economic Development.** An intensive one-week course designed to provide training in the basics of economic development in accordance with curriculum requirements prepared by the American Economic Development Council. Subject material is both theoretical and practical with an emphasis on economic development and its place in New Mexico. **Prerequisites:** ENGL 1120 and Instructor permission. Senior level. Summer only. (3)

**BSAD 497. Business Policies and Management.** Integration of various functional business and management areas in a context of policy-level decision-making and strategic analysis; emphasizes independent analysis through case problems. Writing Intensive. **Prerequisites:** ENGL 1120 and second-semester senior standing or permission of instructor; completion of all other business core courses. (3)

**BSAD 498. Special Topics.** Content will vary depending upon the thrust of the business administration course that is offered under this course number and title. **Prerequisite:** ENGL 1120. (3)

**Career and Technical Education - CTTE**

**CTTE 403. Principles and Practices of Career and Technical Education.** Historical precedents and formative philosophies of career and technical education; effects of legislation on programs; trends and issues regarding contextual teaching and learning, career pathways, school-to-work (experiential learning), tech-prep, and partnerships with business and industry. Writing Intensive. **Prerequisites:** ENGL 1120. (3)

**CTTE 422. Contextual Teaching and Learning in Career and Technical Education.** Contextual teaching and learning in a standards based program that includes the integration of academics with career and technical content using technology; designed to assist pre-service teachers in developing a teacher work sample that includes planning, teaching, assessing, and reflecting on their work with students in their occupational area. **Prerequisites:** ENGL 1120. (3)

**CTTE 475. Methods of Teaching in Career and Technical Education.** Develop, deliver, and evaluate a variety of instructional methods and techniques appropriate for instructing individuals or groups in the classroom, laboratory, job-site, or in a career and technical student organization (CTSO). Emphasis on incorporating
content standards in various instructional settings that accommodate student learning styles. Managing student behavior, developing and evaluating learner performance, and communicating results and implications will be addressed. Writing Intensive. **Prerequisites:** ENGL 1120. (3)

**CTE 481. Externship in Career and Technical Training/Instruction.** A 15 week full-time supervised training/instructional experience developed in a field based placement in an applied setting in for-profit or non-profit organization or a government agency. Externship is under the supervision of University faculty and field sponsors and includes increasing responsibility for planning, instruction and assessment. Attendance at a seminar is also a course requirement. Seminars emphasize teaching/training methods, ethics, multiculturalism, and tutoring/coaching. All core/professional courses must be taken prior to Externship. Option does not lead to licensure. **Prerequisite:** ENGL 1120. (12)

**CTTE 493. Practice Teaching in Career and Technical Education.** Seventeen weeks of supervised classroom experience in an accredited secondary school with a reimbursed career and technical education program. The practice teacher will provide increasing responsibility for the instruction, assessment, supervision, and co-curricular activities of an identified group of learners in grades 9-12 in a full-time assignment with licensed educational personnel supervision. Attendance in a seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. Micro-teaching exercises will be used to enhance teaching skills. All core/professional courses must be taken prior to Practice Teaching. Writing Intensive. **Prerequisites:** ENGL 1120. (12)

**Certified Nursing Assistant - CNA**

**CNA 106. Nursing Assistant I.** Theory and basic nursing care skills will be taught with an emphasis being placed on the psychosocial-cultural approach to patient care. The course includes classroom theory and laboratory experience. Writing Intensive. **Prerequisite:** Must be at least a Junior in High School with a minimum G.P.A. of 2.0 and must have completed one year of High School Biology. (3)

**CNA 107. Nursing Assistant II.** A continuation of Nursing Assistant I. Theory and basic nursing care skills will be taught with an emphasis being placed on the psychosocial-cultural approach to patient care. At the successful completion of this course, the student will be eligible for the Certified Nursing Assistant Examination. The course includes classroom theory, laboratory experience and applied learning in patient care situations. **Prerequisite:** Must be at least a Junior in High School with a minimum G.P.A. of 2.0 and must have completed one year of High School Biology, and CNA 106. (3)
Chemical Dependency Counseling - CHDP

CHDP 2110. Introduction to Addiction Counseling. This course provides the knowledge of the basic components in the field of addiction counseling. The following areas will be examined: models, functions, meanings, assessment, family, adult children, codependency, shame, intervention, co-occurring disorders, treatment, and prevention. (Previous Number CHDP 201) Prerequisites: ENGL 1120. (3)

CHDP 303. The Addictive Process. Introduction to the addictive process and looking at the basic characteristics of the addictive process. The course will examine the stages of the addictive process, addictive thinking, types of addictive behavior or compulsions, and the recovery process from the addictive process. Prerequisites: ENGL 1120. (3)

CHDP 304. Helping Skills in Chemical Dependency. An in-depth survey of the major concepts and practices of the contemporary therapeutic approaches. Prerequisites: ENGL 1120. (3)

CHDP 305. Chemical Dependency and the Family. This course provides an understanding of the family dynamics in a chemically dependent family and the interventions which may lead to recovery for family members. It provides a clear understanding of healthy functional families. Prerequisites: ENGL 1120. (3)

CHDP 306. Codependency. Provides the basic principles of codependency. It will develop an understanding of the etiology, symptomatology, and basic treatment techniques of the disordered codependent, from denial to long-term recovery. Prerequisites: ENGL 1120. (3)

CHDP 307. Special Populations in Chemical Dependency. Basic knowledge of the special populations that exist in the field of chemical dependency. It will examine the sociocultural factors influencing chemical use among the special populations and the treatment and recovery processes for each special population. Prerequisites: ENGL 1120. (3)

CHDP/CJUS 322. Substance Abuse and Crime. An assessment of the relationship of substance abuse to crime and criminal justice administration. While emphasizing illicit drugs and alcohol, coverage will include a review of drug legislation, drug effects, theories of drug abuse, options for treatment and prevention of drug abuse, enforcement strategies, and analysis of controlled substance policy. Spring only. Prerequisite: ENGL 1120. (3)

CHDP 403. Advanced Helping Skills in Chemical Dependency. Examines the helping relationship, including skills relevant to working with persons affected by chemical dependency. The course will examine qualities of a functional helping relationship and social-psychological issues involved in working with the chemically dependent person. Prerequisites: CHDP 304 and ENGL 1120. (3)

CHDP 404. Professional Principles in Chemical Dependency. Provides an understanding of the professional principles of chemical dependency counseling; examines
the 12 core functions, ethical and legal issues, and special issues essential for chemical dependency counseling. **Prerequisites:** CHDP 303 and ENGL 1120. (3)

**CHDP 408. Annual Alcohol & Drug Abuse Counselors Institute.** Provides state-of-the-art information, training, and techniques in the field of substance abuse counseling. Multiculturalism, gender, age, and other elements of diversity are stressed as is ethics, supervision issues, current research and clinical methods. This program is sponsored by both the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the New Mexico Alcohol and Drug Abuse Counselors Association (NMADACA). **Participation in the 30 hour "Annual WNMU Alcohol & Drug Abuse Counselors Institute" is required. Prerequisites: ENGL 1120 and Instructor permission.** (Limit of nine hours of credit toward graduation) (3 credits per Institute)

**CHDP 421. Dual Diagnosis.** Will examine the DSM as a tool for the initial assessment process. The course will examine psychiatric disorders, substances abuse disorders, and show how to diagnose co-occurring disorders. The course will examine treatment planning for dually diagnosed individuals. **Prerequisite:** ENGL 1120. (3)

**CHDP 423. Trauma and Addiction.** Will provide the basic knowledge and understanding of the interconnection of trauma and addictive behavior. It will provide the basic counseling techniques to help break the endless cycle of trauma and addiction. **Prerequisite:** ENGL 1120. (3)

**CHDP 462. Research Methods in Chemical Dependency.** The study of the research process and methods used in Chemical Dependency. The application of these methods to the field of Chemical Dependency. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**CHDP 465 Pharmacology.** Will examine the ways that drugs affect the brain and behavior. The content will range from general principles of neurobiology and pharmacology to the actions of specific classes of drugs. The primary focus of the course will be neurobiological and behavioral effect of drugs. **Prerequisite:** ENGL 1120. (3)

**CHDP 476. Counseling the Military.** Will provide the basic knowledge and understanding of the military culture, the service member, and the military family. It will provide basic counseling techniques for the service member and the family. Writing Intensive. **Prerequisites:** CHDP 303 and ENGL 1120. (3)

**CHDP 477. Topics in Chemical Dependency Counseling.** This course is designed to introduce key components and practical strategies pertinent to addiction counseling by closely examining selected topics that include, but not limited to: women, trauma, and addiction; drugs and drug policy; theory, research, and practice of addiction counseling. Students may participate face-to-face or through ZOOM. **Prerequisite:** ENGL 1120. (3)

**CHDP 481. Internship in Chemical Dependency.** A supervised field experience utilizing a variety of psychological counseling skills and applications in an appro-
priate counseling setting under the direction of a professional provider. Service Learning. Writing Intensive. **Prerequisites:** ENGL 1120 and minimum of 75 credit hours completed including at least 15 credit hours in chemical dependency and permission of the internship coordinator. (3-9)

**CHDP 487. Group Dynamics.** Provides the basic knowledge of group process, practice, and techniques used in chemical dependency counseling; examines the stages of development of group process and the techniques used in each stage. **Prerequisites:** CHDP 303 and ENGL 1120. (3)

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**Chemistry - CHEM**

**CHEM 1120/1120L. Introduction to Chemistry (non majors) & lab.** The students will obtain a well-reinforced understanding of the behavior of matter based on visualizing the world around them as consisting of atoms and molecules. The concepts they will learn include classification of matter and measurement of its properties, density, atomic structure including isotopes and the mole concept, chemical nomenclature and formulas, hydrated compounds, balancing chemical equations, stoichiometry including limiting reactant, introduction to the basic types of chemical reactions, acid/base chemistry, pH, redox reactions, chemical bonding, introduction to organic chemistry and introduction to biochemistry. Students will learn logical problem-solving skills, including strategies to attack complicated problems in chemistry by step-by-step analysis, techniques which will be useful in every area of their lives. *(Previous Number CHEM 121/123)* (4)

**NOTE:** CHEM 1120 cannot be taken after successful completion of CHEM 1215.

**CHEM 1215/1215L. General Chemistry I & lab.** This course is intended to serve as an introduction to General Chemistry for students enrolled in science, engineering, and certain pre-professional programs. Students will be introduced to several fundamental concepts, including mole, concentration, heat, atomic and molecular structure, periodicity, bonding, physical states, stoichiometry, and reactions. Writing Intensive. **Prerequisite:** MATH 1220 or equivalent *(may be taken concurrently)*. *(Previous Number CHEM 151/153)* (4)

**CHEM 1225/1225L. General Chemistry II & lab.** This course is intended to serve as a continuation of general chemistry principles for students enrolled in science, engineering, and certain preprofessional programs. The course includes, but is not limited to a theoretical and quantitative coverage of solutions and their properties, kinetics, chemical equilibrium, acids and bases, entropy and free energy, electrochemistry, and nuclear chemistry. Additional topics may include (as time permits) organic, polymer, atmospheric, and biochemistry. Writing Intensive. **Prerequisite:** CHEM 1215/1215L. *(Previous Number CHEM 152/154)* (4)

**CHEM 2307/2307L. Analytical Chemistry & lab.** This course familiarizes the student with basic laboratory techniques for chemical analysis, and the appropriate
selection and use of analytical methods. It includes an overview to analytical chemistry, the importance of measurements and data management, along with good laboratory practices. The topics will include equilibrium, solubility, gravimetric analysis, and acid-base/redox reactions/titrations. Writing Intensive. **Prerequisite:** CHEM 1225/1225L. (Previous Course Number CHEM 201/202) (4)

**CHEM 301. Instrumental Analysis.** Lectures and laboratory work on spectroscopy (visible, ultraviolet, infrared, and atomic absorption), gas chromatography, high performance liquid chromatography, refractometry, polarimetry, nuclear magnetic resonance spectroscopy, and electroanalytical and radiochemical methods; two lectures and two laboratory periods per week. Writing Intensive. **Prerequisites:** CHEM 2307/2307L, or 351/353, ENGL 1120, and Instructor permission. Offered spring of even-numbered years. (4)

**CHEM 308. Inorganic Chemistry.** The study of inorganic substances, their properties and chemical reactivities. The course will start with introducing the students to the periodic table and electronic structure of an atom. Main group elements, transition metals, and f-block metals electronic structures will be discussed. Coordination properties and reactivity of the metal complexes will be addressed along with their spectroscopic properties. **Prerequisite:** CHEM 1215/1215L and ENGL 1120 (3)

**CHEM 351/353. Organic Chemistry I & lab.** Introductory theory and practice of organic chemistry; three lectures and one lab per week. Writing Intensive. **Prerequisites:** CHEM 1225/1225L and ENGL 1120. Offered fall of even-numbered years. (5)

**CHEM 352/354. Organic Chemistry II & lab.** Second introductory course on the theory and practice of organic chemistry; three lectures and one lab per week. Writing Intensive. **Prerequisites:** CHEM 351/353 and ENGL 1120. Offered spring of odd-numbered years. (5)

**CHEM 401/403. Physical Chemistry I & lab.** Chemical thermodynamics, phase equilibria, chemical equilibrium, chemical kinetics, atomic and molecular structure, and kinetic theory of gases; three lectures and one laboratory period per week. Writing Intensive. **Prerequisites:** CHEM 1215/1215L, 1225/1225L, ENGL 1120, AND MATH 1510. (4)

**CHEM 402/404. Physical Chemistry II & lab.** Continued study of chemical thermodynamics, phase equilibria, chemical equilibrium, chemical kinetics, atomic and molecular structure, and kinetic theory of gases; three lectures and one laboratory period per week. Writing Intensive. **Prerequisites:** CHEM 401/403 and ENGL 1120. (4)

**CHEM 405. Nuclear Chemistry.** Theory of the nucleus, including structure of the nucleus, nuclear stability, radioactive decay and the interaction of radiation with matter; applications: medicine, dating techniques, food and household safety, power generation and weapons. **Prerequisites:** CHEM 1215/1215L and ENGL 1120. (3)
CHEM 406/408. Environmental Chemistry & lab. Scientific basis for all aspects of environmental issues, soil, water and atmospheric chemistry are discussed in detail. **Prerequisites:** CHEM 1120/1120L or 1215/1215L, ENGL 1120. (4)

CHEM 407/409. Atmospheric Chemistry & lab. Structure, composition and evolution of the atmosphere. Chemistry of the natural atmosphere and the anthropogenic input to the atmosphere. Measurement techniques for various gaseous species in the atmosphere. **Prerequisites:** CHEM 1120/1120L or 1215/1215L, ENGL 1120, and MATH 1215 (4)

CHEM 460. Biochemistry I. The molecules, metabolism, and molecular biology of living cells; three lectures per week. **Prerequisites:** CHEM 351/353, and ENGL 1120. Offered spring of odd-numbered years. (3)

CHEM 490. Directed Research. Original chemical research under faculty direction. Emphasis on laboratory work with library use and a written report. May be repeated. Writing Intensive. **Prerequisites:** CHEM 354 or equivalent, Instructor permission, and ENGL 1120. (1-3)

**Communication - COMM**

COMM 1130. Public Speaking. This course introduces the theory and fundamental principles of public speaking, emphasizing audience analysis, reasoning, the use of evidence, and effective delivery. Students will study principles of communication theory and rhetoric and apply them in the analysis, preparation and presentation of speeches, including informative, persuasive, and impromptu speeches. **Prerequisite:** ENGL 1110 with a grade of C or better. (Previous number COMM 110) (3)

COMM 1140. Introduction to Media Writing. This course combines a theoretical foundation with practical applications. It provides an introduction to journalism, as well as an overview of the most common types of writing required in public relations, advertising and strategic communication. **Pre-requisite:** ENGL 1120. (Previous Number COMM 211) (3)

COMM 2140. Small Group Communication. Explores the principles and practices of effective participation in small groups, with emphasis on critical thinking, problem solving, organizational skills, role theory, conflict resolution, and creative decision-making methods. It combines a theoretical foundation with practical application to help students better understand the dynamics of group communication in both professional and social contexts. **Prerequisite:** ENGL 1120. (Previous Number COMM 221) (3)

COMM 310. Communication and Thought. Communication philosophy from Plato, Aristotle, Cicero and Quintilian to modern communication principles; the relationship of classical rhetoric to that of modern theories of communication are explored. Students will be encouraged to apply communication philosophy to
contemporary media events in order to better understand the relationship between
theory and practice. **Prerequisites: COMM 1130 and ENGL 1120. (3)**

**COMM 320. Persuasion.** Techniques and principles of how individuals influence
others. The course will emphasize oral, written and mediated communication
including editorial, campaigns, sales, social movement and speeches. **Prerequisites:
COMM 1130 and ENGL 1120. (3)**

**COMM 370. Interpersonal Communication.** Study of interpersonal communi-
cation including nonverbal behavior, content, and relational aspects of messages,
relationship development, self-disclosure, and conflict management. **Prerequisite:
ENGL 1120. (3)**

**COMM 400. Cross-Cultural Communication.** Study of communication between
people of differing cultural and sub-cultural backgrounds including the influence
of culture on verbal and nonverbal behavior, world views, values, mores, tolerance,
prejudices and stereotypes. **Prerequisite: ENGL 1120. (3)**

**Computer and Network Technology - CNET**

**CNET 120. A+ Certification Preparation.** Prepares the student for the Computer
Technology Industry Association (CompTIA) A+ Certification examination. Topics
include computer operations, software management of hardware resources, hard
disk data storage and data recovery. **Prerequisites: BCIS 1110 and CTP 100. (3)**

**CNET 130. Network+ Certification Preparation.** Prepares the student for the
Computer Technology Industry Association (CompTIA) Network+ Certification
examination. Topics include networking standards and the OSI model, network
protocols, networking media, network architecture, TCP/IP, the internet, and
network security. **Prerequisites: BCIS 1110 and CTP 100. (3)**

**CNET 181. Internship.** Internship. (1-6)

**CNET 255. Windows Server II.** Covers Section II of the core requirements for the
Microsoft Certified Professional (MCP) Windows exam. Topics include adminis-
tering Windows server, network protocols and services, routing and remote access
service, and Windows network security. (3)

**CNET 270. Cabling Fundamentals.** Is designed to teach Network Cabling concepts
by providing detailed characteristics of the commonly-used cable types for voice
and data. The course materials meet the requirements for the BICSI Installer Level
I exam objectives. **Prerequisite: CNET 120. (3)**

**CNET 271. Windows Network Infrastructure II.** Covers Section II of the core
requirements for the Microsoft Certified Professional (MCP) Windows Network
Infrastructure exam. Topics include configuring DHCP servers and clients, routing
with windows server, and managing network security. (3)

**CNET 281. Internship in Technical Computer Support.** (3)

**CNET 282. Internship in Cyber Security.** (3)
Business Computer Information Systems - BCIS

BCIS 1110. Fundamentals of Information Literacy and Systems. Examination of information systems and their impact on commerce, education, and personal activities. Utilization of productivity tools for communications, data analysis, information management and decision making. (Previous Number CMPS 111 and CMPS 260). Credit will only be given once, for CMPS 110 or BCIS 1110, but not both. (3)

Computer Science - CMPS

CMPS 117. Java for Android Apps I. Learn the fundamentals of event driven Java programming for Android mobile devices. While single screen apps that do not require a network, database or onboard sensors. (3)

CMPS 140. Introduction to Computer Science. An overview of the Computer Science field including data/information flow, elementary data structures, problem analysis and algorithm design; conceptual foundation for logical structures, control structures, arrays, design considerations, I/O operations and others. Introduction to structural programming, object-oriented programming, the use of scripting languages, and an introduction to a programming development environment. (3)

CMPS 170. Computer Programming I. Students learn how to develop small scale applications from detail requirements in an object-orientated language. The course is taught using a *Use, Then Write* pedagogy. Topics include, in order: (a) object manipulation, (b) class development through inheritance and method writing, (c) method development through stepwise refinement of requirements, (d) flow control of while, if statements, (e) use of parameters to provide method flexibility, (f) use of temporary variable and more complete flow control, (g) instance variable and constraints, and (h) creating classes through interface implementation. Throughout the course emphasis is given to code tracing, stepwise refinement, coding patterns, using documentation, writing documentation, and the unified modeling language (UML). **Prerequisite:** MATH 1215 or equivalent ACCUPLACER score. (3)

CMPS 217. Java for Android Apps II. Explores Android Studio and more Java to build Android apps with multiple activities and screen layouts. Write multi-screen apps that provide persistence of data and handling of app transitions. **Prerequisite:** CMPS 117. (3)

CMPS 240. Computer Programming II. Students continue to learn how to develop small scale applications from detail requirements in an object-oriented language. The course is taught using a *Use, Then Write* pedagogy. Topics include, in order: (a) class collaboration, (b) exceptions, (c) using already defined data structures, (d) file input and output, (e) arrays, (f) software development process using software quality metrics, (g) polymorphisms, and (h) graphical user interfaces. Throughout the course emphasis is given to code tracing, stepwise refinement, coding patterns, using documentation, writing documentation, and the unified modeling language (UML). **Prerequisites:** CMPS 170 and ENGL 1110. (3)
CMPS 263. Database Design and Implementation I. Students learn to design and implement small scale relational databases from project requirements. Topics include: (a) purpose and function of databases, (b) database management systems, (c) a relational database design methodology, (d) data normalization, (e) recursive and super/sub type relations, and (f) the use of data definition and manipulation SQL statements. This course develops communication skills between individuals and database professionals through the use and development of standard database design documents such as entity relationship diagrams (ERDs). This course is suitable for all students; no Computer Science background is required. **Prerequisites:** BCIS 1110 or 111 and ENGL 1110 (3)

CMPS 296. Associate Degree Project. Students are required to propose and create an individual project of appropriate focus, size, and complexity, and to write a project document that discusses the project in a narrative form. Upon completion of the project, both the project and project document must be approved by the department. **Prerequisites:** CMPS 240, 265, and 270. (3)

CMPS 300. Software Quality Assurance, Deployment and Maintenance. Students learn to systematically evaluate software systems. Topics include software: (a) verification, (b) reviews, (c) metrics, (d) quality assurance, (e) reliability, and (f) availability. Writing Intensive. **Prerequisites:** CMPS 240 and ENGL 1120. (3)

CMPS 317. Android Apps Using Databases. Exploites the power of databases while building the student's app. Write multi-screen apps that provide persistence of data and handling of app transitions, and read and write data to a database. **Prerequisites:** CMPS 217 and ENGL 1120. (3)

CMPS 320. Architecture and Assembly Language. Fundamentals of digital computer design including gates, flip-flops, Karnaugh maps, state tables, elementary circuit design, register transfer instructions, machine and assembly language, assemblers and computer memories. **Prerequisites:** CMPS 170 and ENGL 1120. (3)

CMPS 321. Problem Solving Java II. Students will design and build data storage and retrieval solutions in Java for data relevant to problems in their field of study. Data may exist in memory, relational data bases, and big data architectures. (3)

CMPS 327. Android Apps for the World. Extend your app to work on tablets and be multi-lingual. Write multi-screen apps that provide persistence of data, handling of app transitions, as well as support for tablet capabilities and multiple languages. **Prerequisites:** CMPS 217 and ENGL 1120. (3)

CMPS 323. Programming Languages. A study of the essential questions concerning implementation and behavior of high level programming languages; compares many languages, both historically and morphologically. **Prerequisites:** CMPS 240, ENGL 1120, or Instructor permission. (3)

CMPS 330. Web Application Programming. Students learn to design and develop moderately sized web applications from project requirements and analysis docu-
ments. Topics include: (a) basic network protocols and message flow, (b) hypertext markup language (XHTML), cascading style sheets (CSS), client-side scripting using JavaScript, server-side application development with database access. Throughout the course emphasis is given to adherence to project requirements, software development methodologies, team dynamics, and the unified modeling language (UML).

**Prerequisites:** CMPS 240, 263, and ENGL 1120. (3)

**CMPS 331. Problem Solving Java III.** Students will design and build prescriptive and simulation solutions in Java for problems in their field of study. (3)

**CMPS 337. Android Apps on the Internet.** Expand your app building into the Internet and World Wide Web. Write multi-screen apps that provide persistent of data and handling of app transitions, read and write data to a database, and interact with Internet servers. **Prerequisites:** CMPS 117, 217, 317 and ENGL 1120. (3)

**CMPS 347. Android Apps for Profit and Fun.** Make your app visual, fun and ready for the marketplace. Write multi-screen apps that provide persistence of data, handling of app transitions, support for tablet capabilities and multiple languages as well as animation and basic game functions. Also covered is how to prepare the app for the marketplace. **Prerequisites:** CMPS 117, 217, 327 and ENGL 1120. (3)

**CMPS 350. Data Structures.** Introduction to the concepts of stacks, linked lists, binary trees, and queues; covers the programming techniques necessary for using these structures. **Prerequisites:** CMPS 170, 330, and ENGL 1120 or Instructor permission. (3)

**CMPS 354. Networking and Communications.** Communications media, data codes, interfaces, protocols, modems, multiplexers, network hardware, and network management. **Prerequisites:** CMPS 170 and ENGL 1120. (3)

**CMPS 362. Systems Analysis and Design.** Students learn to gather project requirements, analyze the problem space, develop a conceptual model of a software solution, and develop project management deliverables, such as Gantt and Pert charts. Throughout the course emphasis is given to adherence to project management guidelines, project deliverables, team dynamics, and the unified modeling language (UML). Writing Intensive. **Prerequisites:** BCIS 1110 or CMPS 263 and ENGL 1120. (3)

**CMPS 370. Application Development Techniques with Data Structures.** Students learn to develop moderately sized applications from software design documents and/or modify existing open source software according to project requirements. Projects are selected that require significant data structure manipulation. Throughout the course emphasis is given to adherence to project requirements, software development methodologies, and the unified modeling language (UML). **Prerequisites:** CMPS 240 and ENGL 1120. (3)

**CMPS 403. Desktop Publishing.** An introduction to desktop publishing using a hands-on approach. Topics of interest include integration of text, graphics, and
Course assignments will include projects such as posters, curriculum vitae, and newsletters. **Prerequisite:** ENGL 1120. (3)

**CMPS 410. Analysis of Algorithms.** The study of fundamental techniques used to design and analyze efficient algorithms; time and space complexity; searching and sorting algorithms; complexity and NP-complete problems. **Prerequisites:** CMPS 240, ENGL 1120, and MATH 1510. (3)

**CMPS 415. Database Design and Implementation II.** Students learn to design and implement moderate scale relational databases from project requirements. Students design and implement a moderate scale relational database of at least ten tables. Writing Intensive. **Prerequisites:** CMPS 263 and ENGL 1120. (3)

**CMPS 420. Operating Systems.** Multiprogramming and multiprocesssing, memory management, systems accounting, interprocess communications, interfaces, and feedback. Real world contact with modern operating systems. **Prerequisites:** CMPS 240 or 350, and ENGL 1120. (3)

**CMPS 430. Computer Graphics.** An investigation of the methods of computer graphics including hardware, coordinate systems, two-dimensional transformations, graphics data structures, windows and viewports, three-dimensional projections, perspective, and hidden line removal. **Prerequisites:** CMPS 240 and ENGL 1120. (3)

**CMPS 440. Information Warfare.** Overview of the workings of Information Warfare in various settings, including, but not limited to, code (cipher) making and breaking, social engineering, hacking, denial of service, software nicking, nasty dealing, problem solving, web research and paper writing. Intended for upper-class Computer Science and Business majors and some others by instructor consent. No programming skills are required, although those who have certain skills may be given assignments to prepare and present to the class. **Prerequisites:** ENGL 1120 and MIS 405. (3)

**CMPS 450. Software Engineering.** Students learn to use systematic methods for designing, coding, testing, and documenting medium-sized programs. Major topics include formal specification, abstraction, modularity and reusability. **Prerequisites:** CMPS 240 and ENGL 1120. (3)

**CMPS 460. A-B-C Seminar in Computer Science.** Independent projects in computer science under the supervision of a faculty member. **Prerequisites:** ENGL 1120 and six hours of upper-division CMPS. (1 each)

**CMPS 470. Topics in Computer Science.** Selected topics in Computer Science will vary from offering to offering. Writing Intensive. **Prerequisites:** CMPS 240, 263, and ENGL 1120. (3)

**CMPS 493. Project Proposal.** Students will complete the proposal of the software development project for their senior project including all requirements gathering, analysis, and project management deliverables. **Prerequisites:** ENGL 1120 and Instructor permission. (1)
CMPS 496. *Senior Project and Seminar.* A culmination of the computer science major with a full semester project bringing together the various concepts of computer science. The student(s) will meet with the faculty in a seminar format to choose a project, make progress reports and make a final presentation detailing the project with documentation and performance results. Writing Intensive. **Prerequisite:** ENGL 1120 and instructor permission required. (3)

**Computer Technology - CTE**

**CTP 100. Introduction to Operating Systems Application.** Basic components of modern PC operating systems. DOS, Windows 9.x, NT, 2000, and Linux will be the basis for hands-on exploration. Topics include installation, configuration, management and customization. Fall only. (3)

**CTP 105. Linux+ Certification Preparation.** Prepares the student for the Computer Technology Industry Association (CompTIA) Linux+ Certification examination. Topics include history and development of Linux, Linux file systems, Linux permissions and user account management, and managing network services. **Prerequisites:** CNET 100 and BCIS 1110. (3)

**CTP 110. CCNA Certification Preparation I.** Recommended for individuals seeking an understanding and knowledge of networking fundamentals including the OSI Reference model concept, TCP/IP DoD Model concept, network terminology and technologies. The course also provides basic knowledge and skills to configure CISCO IOS for internetwork (LANSs and WANs) connectivity. **Prerequisites:** CNET 100 and BCIS 1110. (3)

**CTP 115. Operating System Security.** Provides instruction on how to safeguard computer operating systems by demonstrating server, desktop, and mobile support skills. The student will develop skills in designing and implementing a security policy on operating systems. Identifies security threats and monitor network security implementations. Used best practices to configure operating systems to industry security standards. (3)

**CTP 150. PC Hardware and Software.** Covers the fundamental of computer hardware and software as well as advanced concepts. Students will be able to describe the internal components of the computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a network environment. New topics included in this version include laptops and portable devices wireless connectivity, security, safety and environmental issues, and communications skills. Hands-on lab activities will continue to be an essential element of the course. Virtual learning tools are integrated into this course. The Virtual Laptop and Virtual Desktop are stand-alone tools designed to supplement room learning and provide an interactive "hands-on" experience in learning environments with limited physical equipment. (3)
CTP 155. CCNA Certification Preparation II. Focuses on using CISCO Catalyst and routers connected in LANs and WANs typically found at small to medium network sites. Upon completion of the course, students will have acquired necessary knowledge and skills to select, connect, configure, and troubleshoot various CISCO internetworking devices. This course is recommended training for those individuals seeking CCNA certification. **Prerequisites:** CNET 100 and BCIS 1110. (3)

CTP 160. Security+ Certification Preparation. Students will acquire the knowledge of current security technologies and policies, and the skill to effectively combat hackers, attacks, and security threats. Emphasis will be on five areas: general security concepts, communication security, infrastructure security, basics of cryptography, and operational and organizational security. **Prerequisites:** CNET 100 and BCIS 1110. (3)

CTP 165. Incident Response and Handling. Provides in-depth coverage of incident response and incident handling, including identifying sources of attacks and security breaches; analyzing security logs; performing disaster recovery on a system; performing postmortem analysis; and implementing and modifying security measures. (3)

CTP 178. Computer Technology Specialty. Selected topic may be of different subjects related to the current industry needs and standards. (Indicated in the course schedule). The course may be repeatable for a maximum of 12 credit hours. (3-6)

CTP 200. CCNA Certification Preparation III. This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANS, VTP, and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol in a converged network are presented, and students develop the knowledge and skills necessary to implement a WLAN in a small-to-medium network. **Prerequisite:** CTP 110. (3)

CTP 205. Server+. This course describes the architecture, components, and operation of Servers. The student will develop an advanced-level technical competency of server issues and technology, including installation, configuration, upgrading, maintenance, environment, RAID, SCSI, multiple CPUs troubleshooting and disaster recovery. (3)

CTP 210. Home Technology Integration. This course provides excellent training and hands on skills for the individual interested in the Home Technology Integration field. The material provides the student with a background knowledge, hands-on experience, and overall confidence to prepare of the CompTIA HTI+ exam and a solid career in a growing and dynamic field. (3)

CTP 230. Converged Networks. This course provides an excellent introduction to the Converged Network industry and certifies that the successful candidate has the
necessary knowledge to perform basic requirements analysis, and specify, implement and manage basic components of data, voice and multimedia convergence applications and understand basic problem analysis and resolution for converged technologies. (3)

**CTP 235. CCNA Certification Preparation IV.** This course discusses the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles to traffic, access control, and addressing services. Students learn how to detect, troubleshoot, and correct common enterprise network implementation issues. **Prerequisites:** CTP 110, 155, and 200. (3)

**CTP 240. Windows Server.** Covers Section I of the core requirements for the Microsoft Certified Professional (MCP) Windows server exam. Topics include installing and configuring Windows server, unattended installations, Windows file systems, and active directory services. This course is divided into two sections, CNET 250 and CNET 255. **Prerequisites:** CTP 100 and BCIS 1110. (3)

**CTP 245. Windows Professional Preparation.** Core requirements for Windows 2000 Professional and prepares students for the Microsoft Certified Professional (MCP) exam 70-210, installing, configuring, and administering Microsoft Windows 2000 Professional. This course develops real world system support expertise by mastering the concepts, procedures and tasks measured by certification exam objectives. Spring only. (3)

**CTP 250. Windows Network Infrastructure.** Covers Section I of the core requirements for the Microsoft Certified Professional (MCP) Windows Network Infrastructure exam. Topics include understanding Windows server networks, understanding TCP/IP, monitoring and troubleshooting TCP/IP connections, and implementing a DNS infrastructure. This course is divided into two sections, CNET 260 and CNET 265. **Prerequisites:** CTP 100, 245, and BCIS 1110. (3)

**CTP 260. Computer Systems Forensics.** This course provides an in-depth study of system forensics including methodologies used for analysis of computers, PDAs, cell phones, and thumb drives. Students will receive step-by-step explanations on how to use forensic tools. The course maps to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification to provide credible, standards-based information. (3)

**CTP 265. Firewalls and Network Security.** This course provides a comprehensive overview of building and maintaining firewalls in a business environment. The student will learn how to identify elements of firewall design, types of security threats, and responses to security attacks. The students will learn best practices to design, implement, troubleshoot, and monitor a network security plan. Examines security incident postmortem reporting and ongoing network security. (3)
CTP 270. Security Management Practices. This course will help students understand information security management. There are a number of principles that are needed to know to create a managed security program. These principles go beyond firewalls, encryptions, and access control. They are concerned with the various aspects of managing the organization's information assets in areas such as privacy, confidentiality, integrity, accountability, and the basics of the mechanisms used in their management. (3)

CTP 278. Computer Technology Specialty. Selected advanced topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. Prerequisite: 100 level CTP course. (3-6)

CTP 281. Internship in Technical Computer Support. A technically supported internship in a location approved by the University. This internship may or may not be a paid position. In addition, students meet once a week in the classroom to share work experiences and exchange ideas. Communication skills with the customer is emphasized. (1-6)

CTP 282. Internship in Cyber Security. (1-6)

Construction Technology - CNST

CNST 101. Introduction to Building Trades. Orientation to building materials, fasteners, adhesives, and hand and power tool applications. Lecture with lab. (3)

CNST 104. General Construction Application. Basic introduction to construction math, blueprint reading, and rigging practices. (3)

CNST 106. Construction Safety and Tools. Safety concepts illustrating the use and maintenance of basic hand and power tools. (2)

CNST 112. Framing Floors and Walls. Basic procedures and the construction of wood floors, walls, and ceilings; to include layout, framing rough openings, and sheathing applications. Lecture with lab. (4)

CNST 114. Print Reading and Site Layout. Overview of blueprint reading and specifications related to drawings; to include the principles of site layout and distance measurement. (3)

CNST 120. Site Built and Manufactured Concrete Forms. Covers the construction of various types of concrete and the application of manufactured concrete forms. Lecture with lab. Prerequisites: CNST 101, 104, 106, 112, and 114. (4)

CNST 126. **Principal Layouts of Roofs, Windows and Doors.** Introduction in the layout and construction of hip, valley, and gable roofs and procedures used in installing windows and doors. Lecture with lab. **Prerequisites:** CNST 101, 104, 106, 112, 114 or Instructor permission. (4)

CNST 128. **Fundamentals of Concrete, Reinforcing, Foundations and Flatwork.** Describes the properties and characteristics for various types of concrete, procedures for concrete volume estimates and reinforcement materials. Demonstrations of concrete forming methods for different job site projects. **Prerequisites:** CNST 101, 104, 106, 112, 114, or Instructor permission. (2)

CNST 230. **Handling and Placing Concrete.** Covers the reinforcement, equipment, handling, and placement of concrete with an emphasis on finishing and safety. Lecture with lab. **Prerequisites:** CNST 120, 126, and 128. (4)

CNST 232. **Techniques in Installing Drywall and Insulation.** Covers the installation of insulation vapor barriers, gypsum board fastening and finishing tools. Lecture with lab. **Prerequisite:** CMPS 230. (4)

CNST 234. **Building Commercial and Residential Stairs.** A basic and advanced program in stair layout and finishing. Lecture with lab. **Prerequisite:** CNST 106 or Instructor permission. (3)

CNST 236. **Framing with Metal.** Introduction to the installation of metal framing assembly techniques; to include walls, windows, roofs, and door placements. Lecture with lab. **Prerequisite:** CNST 126 or Instructor permission. (3)

CNST 238. **Interior Finishes.** Covers tools, methods, and materials used in interior finishing; includes doors, suspended ceilings, trim, and cabinet installation. Lecture with lab. **Prerequisite:** CNST 106 or Instructor permission. (4)

CNST 240. **Advanced Roof, Floor and Wall Systems.** Introduces the student to various types of roofing and roof structures; various types of concrete floor, slab, deck systems, and the methods for installing them; covers advanced and different wall systems and general methods used in their construction. Lecture with lab. **Prerequisite:** CNST 232 or Instructor permission. (4)

CNST 246. **Preparation of Job Site Equipment Management.** Covers the principles, equipment, and methods used to perform the site layout tasks; includes light equipment maintenance and operation. Lecture with lab. **Prerequisite:** CNST 106 or Instructor permission. (3)

CNST 262. **Construction Supervision.** Lecture designed to instruct those building technology students wishing to obtain a "GB 98" General Contractor’s License: emphasizing efficient use of labor, money, and materials and an extension of framing and roofing. **Prerequisite:** CNST 108. Spring only. (3)
Criminal Justice - CJUS

CJUS 1110. Introduction to Criminal Justice. This course provides an overall exploration of the historical development and structure of the United States criminal justice system, with emphasis on how the varied components of the justice system intertwine to protect and preserve individual rights. The course covers critical analysis of criminal justice processes and the ethical, legal, and political factors affecting the exercise of discretion by criminal justice professionals. (Previous Number CJUS 111) (3)

CJUS 1120. Criminal Law. This course covers basic principles of substantive criminal law including elements of crimes against persons, property, public order, public morality, defenses to crimes, and parties to crime. (Previous Number CJUS 205) (3)

CJUS 1140. Juvenile Justice. This course covers the diversity of the informal and formal juvenile justice system, the process of identifying delinquent behavior, the importance of legislation, law enforcement, courts, diversion, referrals, and juvenile correctional facilities. (Previous Number CJUS 260). (3)

CJUS 1240. Detention Officer I. This course is an introduction to jail operations as well as booking and intake processes, and dealing with weapons and contraband. There is no legislative requirement in New Mexico for detention officers in jails (as opposed to corrections officers working in prisons). However, jail administrators are increasingly concerned about the potential liability associated with a lack of standardized training. This course will be taught by at the ProForce Academy and has been successfully offered by Pro Force in the past. (Previous Number CJUS 107). (2)

CJUS 1250. Detention Officer II. This course covers principles and practices of inmate supervision including such topics as escapes, suicide prevention, and covert communications. There is no legislative requirement in New Mexico for detention officers in jails (as opposed to corrections officers working in prisons). However, jail administrators are increasingly concerned about the potential liability associated with a lack of standardized training. This course will be taught by at the ProForce Academy and has been successfully offered by ProForce in the past. (Previous Number CJUS 108) Prerequisite: CJUS 1240. (2)

CJUS 1260. Detention Officer III. This course covers the law, policies, and methods of using force in a detention facility and also includes topics such as tattoos and symbols. Successful students will be certified in the use of OC spray and tasers. There is no legislative requirement in New Mexico for detention officers in jails (as opposed to corrections officers working in prisons). However, jail administrators are increasingly concerned about the potential liability associated with a lack of standardized training. This course will be taught by at the ProForce Academy and has been successfully offered by ProForce in the past. (Previous Number CJUS 109). Prerequisites: CJUS 1240 and 1250. (2)
CJUS 1268. Pre-Academy Fitness & Testing. This course will introduce the student to the State of New Mexico Law Enforcement Police Academy entrance requirements. During the course the student will be administered the 5 stages of testing for police academy admission involving: 1-psychological, 2-medical, 3-drug screen/hearing, 4-criminal history and 5-physical fitness test battery. Any failure of a stage will result in denial of admission to the police academy. Regular class sessions will focus on the fitness preparation and testing to meet the fitness entrance requirements as established by the New Mexico Law Enforcement Academy Board. (Previous Course Number CJUS 103) (1)

CJUS 1270. Law Enforcement Training Academy I. The spring semester is Part 1 (18-credit hours) of the two-part semester program for the New Mexico Basic Law Enforcement Certification program. Part 2 immediately follows Part 1 and concludes with the 10-credit hour portion of the program and the administration of the NM State Law Enforcement Certification Examination. Part 1 covers all academic and foundation topics and an introduction to the skills based and psycho-motor development courses which must be mastered in order to become eligible for certification as a police officer in the State of New Mexico. Prerequisite: Instructor permission. (Previous Number CJUS 101) (14)

CJUS 1280. Law Enforcement Training Academy II. The summer semester portion of a program covering training topics and skills which must be mastered in order to become eligible for certification as a police officer in the State of New Mexico. Prerequisites: CJUS 1270 and Instructor permission. (Previous Number CJUS 102) (10)

CJUS 2120. Criminal Courts and Procedure. This course covers the structures and functions of American trial and appellate courts, including the roles of attorneys, judges, and other court personnel, the formal and informal process of applying constitutional law, rules of evidence, case law and an understanding of the logic used by the courts. (Previous Number CJUS 250) (3)

CJUS 2130. Police and Society. The course presents a focused practical introduction to the key principles and practices of policing. Topics covered include issues of law enforcement fragmentation and jurisdiction, philosophies of policing, enforcement discretion, deployment strategies, use of force, personnel selection, socialization, tactics, and stress. (Previous Number CJUS 210) (3)

CJUS 2140. Criminal Investigation. This course introduces criminal investigations within the various local, state, and federal law enforcement agencies. Emphasis is given to the theory, techniques, aids, technology, collection, and preservation procedures which insure the evidentiary integrity. Courtroom evidentiary procedures and techniques will be introduced. (Previous Number CJUS 232) (3)

CJUS 2150. Corrections System. This course introduces the corrections system in the United States, including the processing of an offender in the system and the responsibilities and duties of correctional professionals. The course covers the historical develop-
ment, theory, and practice, as well as the institutional and community based alternatives available in the corrections process. (Previous Number CJUS 230) (3)

**CJUS 2156. Institutional Corrections.** Covers the historical evolution of jails and prisons for each jurisdiction, intake, classification, security, inmate subculture, security threat groups, programs and services, supervision, pre-release, and special management inmates. **Prerequisite: CJUS 2150 or Instructor permission.** (Previous Number CJUS 251) (3)

**CJUS 2160. Field Experience in Criminal Justice.** This course is designed to provide actual experience working for a criminal justice agency and the opportunity to apply criminal justice concepts and theory to a field situation. Students already working in an agency will complete an approved learning project while on the job. (Previous Number CJUS 175) (1-3)

**CJUS 2235. Constitutional Criminal Procedure.** An examination of the constitutional principles related to the investigation of crimes, arrests, confessions and pre-trial processing of offenders. The focus will be on individual rights found in the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments of the United States Constitution and the comparable provisions of the New Mexico Constitution. (Previous Number CJUS 222) (3)

**CJUS/PSY 309. Criminal Psychology.** A study of bases of criminal behavior, from a psychological perspective, to understand crime and deviance. Topics include the nature of human violence, criminal psychopathy, and mental disorders in the DSM-5 as they relate to criminal behavior. Writing Intensive. **Prerequisite: ENGL 1120 and PSYC 1110.**

**CJUS 311. Police Administration and Management.** A survey of the complexities of organizing and managing a police agency. A variety of topics are covered including principles of organizing and operating police agencies, leadership, policy formulation, and human resource management. Traditional and non-traditional management principles are addressed. Writing Intensive. **Prerequisite: CJUS 2130, ENGL 1120 or Instructor permission.** (3)

**CJUS 314. Sex Crimes and Serial Killers.** This course explores the methods and motives behind serial killers and those who commit sex crimes. **Prerequisite: ENGL 1120.** (3)

**CJUS 315. Profiling Violent Crimes.** Profiling or criminal investigation assessment is an educated attempt to determine the type of individual committing violent crimes. This course will explore different profiling methods that are utilized by police to either predict future crimes or identify possible offenders. **Prerequisite: ENGL 1120.** (3)

**CJUS 317. Criminal Justice Resources on the Web.** The primary goal for this course is for students to become intelligent consumers of research in the criminal justice field. Once students gain an overall understanding of the proper methods of
conducting research, the class will focus on criminal justice resources on-line and how to manage and make use of this information. **Prerequisite:** ENGL 1120. (3)

**CJUS 321. Criminal Justice and Minorities.** The relationship of minorities, crime, and criminal justice administration is analyzed by focusing on minorities as employees of the criminal justice system, as crime victims, and as accused and convicted criminals. Improved understanding and cooperation between minorities and criminal justice practitioners is explored by analyzing selected minority groups. Writing Intensive. **Prerequisites:** CJUS 1110 and ENGL 1120. (3)

**CJUS/CHDP 322. Substance Abuse and Crime.** An assessment of the relationship of substance abuse to crime and criminal justice administration. While emphasizing illicit drugs and alcohol, coverage will include a review of drug legislation, drug effects, theories of drug abuse, options for treatment and prevention of drug abuse, enforcement strategies, and analysis of controlled substance policy. **Prerequisite:** ENGL 1120. (3)

**CJUS 342. Community Policing.** While emphasizing the need for a strong police-community partnership, this progressive and proactive approach to policing society will emphasize problem solving in communities, alternative policing methods, policing special populations, and implications for traditional assumptions about the police role. Writing Intensive. **Prerequisites:** CJUS 2130, ENGL 1120 or Instructor permission. (3)

**CJUS 347. Response to Terrorism and Natural Disasters.** This course will give First Responders a realistic understanding of what to expect following a terrorism incident or natural disaster and how local and state agencies should plan for such incidents. Students will examine the similarities and differences in planning for different types of incidents and the resources necessary for an adequate response. **Prerequisite:** ENGL 1120. (3)

**CJUS 2153. Community-Based Corrections.** A detailed analysis of community-based corrections. The philosophical basis of community corrections will be explored in the context of diversion, pretrial release programs, probation, parole, intermediate sanctions, alternative sanctions, mental health and substance abuse treatment in both the juvenile and adult systems. (Previous Number CJUS 361) **Prerequisites:** CJUS 2150, ENGL 1120 or Instructor permission. (3)

**CJUS 362. Community Resources in Correction.** Exposure to existent resources useful in developing corrections programming along with practical application of resource development skills. Stress is placed on developing an inventory of services useful in corrections, identifying offender needs, and referring offenders to services. **Prerequisite:** CJUS 2150, ENGL 1120, or Instructor permission. (3)

**CJUS 367. Women and Crime.** Examines the issues facing women in the criminal justice system: as victims, perpetrators of crime, and criminal justice professionals. Contemporary explanations of crime and the role of women in society as seen from feminist theorist’s perspectives are explored. Writing Intensive. **Prerequisite:** ENGL 1120. (3)
CJUS 377. New Mexico Law. Introduces students to New Mexico law and the New Mexico legal system, courts, and court procedures. Selected topics including New Mexico history, government, family law, real property law, landlord/tenant law, legal research and citation, tort law, criminal law, Indian law and water law will be discussed. Prerequisite: ENGL 1120. (3)

CJUS 400. Information Systems for Law Enforcement. Concepts of information systems from a law enforcement perspective. Introduces students to principles of information systems by presenting a comprehensive survey of the field. Reviews the kinds of information available for law enforcement to identify and retrieve in criminal investigations. The course assumes students have no prior knowledge of information systems. Prerequisite: ENGL 1120. (3)

CJUS/MIS 401. Introduction to Information Security. Concepts and principles of system and data security. Risks and vulnerabilities, policy formation, controls and protections methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Discussions include firewall design and implementation, secure internet and intranet protocols, and techniques for responding to security breaches. Prerequisite or Concurrency CJUS 400 or MIS 405, and ENGL 1120. (3)

CJUS 405. Crime Analysis and Crime Mapping. Is a field of study in criminal justice that utilizes systematic research methods and data. Crime mapping is a subset of crime analysis that focuses on understanding the geographic nature of crime. This course utilizes data entry and a computer program to assist the analysts in crime solving and forecasting future criminal events. Prerequisite: CJUS 1110 and ENGL 1120. (3)

CJUS 406. Transnational Criminal Organizations. Provides an understanding of who is involved in transnational crime; why it proliferates; what crimes are being perpetrated; what international law enforcement agencies are doing to mitigate the extent and spread of international crime; and how it impacts individuals, businesses and the world economy. Prerequisite: ENGL 1120. (3)

CJUS/POLS 407. Administrative Law. Provides an introduction to administrative law. It is a fundamental examination of what comprises administrative law, how it is created, its role in social change, and some landmark cases that have helped to shape administrative law and its role in American government and administration. Prerequisite: ENGL 1120. (3)

CJUS/SWK 413. Human Trafficking. An introduction to human trafficking from a human rights perspective which examines the scope (global, national, state and local) and types (labor and sex) and explores laws, protocols and conventions against human trafficking. Students will learn ways they can help in the effort to combat human trafficking. Writing Intensive. (3)
CJUS/HIST/POLS 416. Border Issues in US Mexico Relations. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. Prerequisite: ENGL 1120. (3)

CJUS/HIST 417. Frontier Law Enforcement. An examination of the law enforcement officer on the Western Frontier. The responsibilities, experiences, tactics, political environment, challenges, and day-to-day life of the frontier sheriff with particular emphasis given to Arizona and New Mexico Territories. Writing Intensive. Prerequisite: ENGL 1120. (3)

CJUS 419. Corrections Law. An analysis of the legal principles related to the rights and status of persons convicted of crimes in the United States. Constitutional principles related to sentencing probation, incarceration, and parole; legal obligations and liabilities of corrections agencies and their employees. Writing Intensive. Prerequisites: CJUS 2150 and ENGL 1120 or Instructor permission. (3)

CJUS 422. Victimology. An introduction to the extent and nature of victimization, victim characteristics, theories of victimization, and governmental response. This will include an examination of the literature to acquaint the student with the history and philosophy of the study of victimization. Prerequisites: ENGL 1120 and CJUS 1110 or SOC 331, or Instructor permission. (3)

CJUS/MIS 425. Digital Forensics I. Addresses the way organizations respond to computer crime incidents and discusses how to forensically examine and recover data from various operating systems and application system environments. Core forensic procedures for any operating or file system, and how to conduct forensically sound investigations to preserve evidence for admission and use in legal proceedings is addressed. Prerequisites: CJUS/MIS 401, ENGL 1120, or permission of the instructor.

CJUS/MIS 426. Digital Forensics II. Digital Forensics II. A continuation of CJUS/MIS 425. The course will further delve into the forensic procedures and tools used to recover and examine data from any operating or file system in a manner consistent with legal evidentiary requirements. Prerequisites: CJUS/MIS 425 and ENGL 1120, or permission of the instructor.


CJUS 431. Ethics and Liability. Examines various ethical systems and their application to ethical choices faced by criminal justice professionals. Decision-making is assessed further by examination of criminal and civil liability of improper conduct. Writing Intensive. Prerequisites: ENGL 1120 and CJUS 2235 or 419 or Instructor permission. (3)

CJUS 432. American Crime Policy. A critical review of crime policy in the United States that analyzes both conservative and liberal prescriptions for crime control and the administration of justice. Through the encouragement of thinking and debate on issues, and with general guidance offered, the process of policy develop-
ment and implementation is realized. Writing Intensive. Prerequisites: ENGL 1120 and CJUS 1110 or SOC 331 or Instructor permission. (3)


CJUS 441. Organized Crime. A detailed look at organized crime in the United States from both the traditional and non-traditional perspective. Criminal syndicates ranging from the Mafia and drug trafficking syndicates to motorcycle gangs; enforcement strategies and public crime policy with respect to this form of criminal behavior. Writing Intensive. Prerequisites: ENGL 1120 and CJUS 1110 or SOC 331. (3)

CJUS 443. Terrorism Today. Explores how terrorist groups are organized, attract new members, find funding and attempt to achieve their goals against modern societies throughout the world today. Writing Intensive. Prerequisite: ENGL 1120. (3)

CJUS 445. White Collar Crime. Explores the various types of white collar crime such as securities fraud, internet scams, money laundering, and business racketeering. Criminological theories regarding white collar crime are examined. Prerequisites: ENGL 1120 and CJUS 2130 or SOC 331. (3)

CJUS 447. Homeland Security. The goal for this course is to understand how terrorism on American soil has changed policing, especially at the state and local levels. The course also examines the current state of terrorism to gain an understanding of what drives these groups and individuals, and how best to combat them. Prerequisite: ENGL 1120. (3)

CJUS 452. Immigration Law. An overview of immigration law with an emphasis on the distinct and different roles of state/local agencies and Federal agencies. The course will include a historical review of U.S. immigration law and policy. Federal immigration law concerning citizenship, categories of immigration, temporary workers, immigrants, students, and visitors will be covered in detail as well as judicial and administrative enforcement procedures. Writing Intensive. Prerequisite: ENGL 1120. (3)

CJUS 453. Introduction to Border Security. Border security has been the focal point of political discourse for nearly 40 years as lawmakers attempt to stem the flow of drugs, illegal immigrants and terrorists into the United States. Strategies have evolved with varying degrees of success and continue to do so. This course discusses perceptions of border security, which is tasked with border security, a generation of strategies, and the geopolitical, social and economic impact of these strategies. Prerequisite: ENGL 1120. (3)

CJUS 455. Comparative Criminal Justice Systems. A comprehensive of families of law, law enforcement, criminal procedure, courts, and corrections in six model
nations as well as an in-depth overview of overcoming problems with constructing policing systems in modern post-conflict nations. **Prerequisite: ENGL 1120.** (3)

**CJUS 457. Forensic Law.** Examines expert forensic witness testimony, forensic evidence-gathering and analysis. Expert witnesses, using forensic science, provide the link between physical evidence and proof at trial. Scientific evidence and the role of expert witnesses are studied in detail. The most common "real world" applications of forensic science are also explored. **Prerequisites: ENGL 1120 and CJUS 2120 or instructor permission.** (3)

**CJUS 462. Corrections Methods and Procedures.** Indoctrination in corrections procedures and techniques useful in providing treatment and programming for offenders. Investigative approaches, interviewing strategies, offender assessment and treatment plans, classification models, counseling models, case management issues, and prediction tools are introduced and utilized. **Prerequisites: CJUS 2150 and ENGL 1120.** (3)

**CJUS/POLS 466. Civil Rights and Liberties.** This course will analyze civil rights and liberties such as freedom of speech, press and religion; the right to keep and bear arms; search and seizure; the right to counsel; due process; equal protection; and voting. The relationship between the Federal and state constitutions will be covered. **Prerequisite: ENGL 1120.** (3)

**CJUS/HIST/LALS/POLS 467. The Drug Wars.** Explores the evolution of American policy relating to drugs from the colonial era to the present. **Writing Intensive. Prerequisite: ENGL 1120.** (3)

**CJUS/SWK 470. Child Welfare.** Familiarizes the student with issues, policies, procedures, basic competencies, and proficiencies pertaining to child welfare and permanency planning. It provides an overview of child abuse and neglect, family preservation and reunification, out-of-home placements, and the consequences of long-term maltreatment. **Prerequisite: ENGL 1120.** (3)

**CJUS 481. Internship in Criminal Justice.** A planned program of observation and practical experience in a selected agency which is directly or indirectly involved in the administration of criminal justice. Emphasis is on providing the student with the opportunity to obtain work experience and to apply criminal justice concepts and theory in practice. **Service Learning. Writing Intensive. Prerequisites: ENGL 1120 and minimum of 75 credit hours completed including at least 15 credit hours in criminal justice and permission of the internship coordinator.** (3-6)

**CJUS 497. Criminal Justice Professional Skills.** A capstone course for criminal justice majors. Professional skills such as stress management, ethics, career development, report writing, court testimony, and conflict resolution will be covered. The course is highly experiential in nature. **Prerequisite: Student must have attained Senior status.** (3)

**CJUS 498. Seminar in Criminal Justice.** A special offering that addresses an area of criminal justice administration. Courses offered will be taught by visiting lecturers and regular faculty, and will focus on topics of special concern to those admin-
istering criminal justice in communities. Prerequisites: Established as needed six credits maximum applicable to CJUS program requirements. Prerequisite: ENGL 1120. Offered occasionally. (1-3)

**Digital Media Communication - DMC**

**DMC 178: Digital Media Specialty.** Selected topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedule.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

**Drafting and Design Technology - DFDT**

**DFDT 111. Introduction to AutoCAD.** Explore basic drawing concepts within the AutoCAD drawing software. Both 2D and some 3D drawing applications will be covered. Hands on drawing with AutoCAD is required for this class. Fall only. (3)

**DFDT 115. Introduction to Geographic Information Systems W/ArcMAP.** Geographic Information System (GIS) is a computer-based data processing tool used to manage and analyze spatial information. Introduces students to the theory and techniques of GIS including spatial data capture, management and analysis, and cartographic output. Emphasis is placed on the use of technical analysis and software in order to provide students with skills and a conceptual base on which they can build further expertise in GIS. Especially useful for Geography, Environmental Science, Economics, and land-use planning majors. Prerequisites: DFDT 111 and MATH 1215. (3)

**DFDT 116. Elementary Architectural AutoCAD.** Fundamentals of drafting for residential and light building construction; use of instruments, scales, lettering, multiview projection and basic drafting practice as applied to architectural drawings; covers principles of design and preliminary planning for a modern residence, and the generation of a set of working drawings in accordance with local codes and minimum FHA standards. The use of computer aided design will be employed in this class. Prerequisite: Instructor permission. Fall only. (3)

**DFDT 117. Commercial Architectural AutoCAD.** Continuation of elementary architectural AutoCAD. In-depth study of Architectural style and planning with a closer look into each part of the working drawings. Also covered will be loads and weights. Prerequisite: Instructor permission. Spring only. (3)

**DFDT 120. Civil AutoCAD.** This area of Drafting will provide the student with technical information on interpreting surveyor's notes and maps, using map scales and measurements, appropriate use of standard symbols and abbreviations, legal land descriptions and hands on application of map drafting procedures and principles. Prerequisite: Instructor permission. Spring only. (3)

**DFDT 183. Brief Guide to AutoCAD.** Provides methods to enable students to learn to use AutoCAD in the easiest possible manner. They should understand the
basics for using the software and then apply this to their own areas of expertise.  
**Prerequisite:** Instructor permission.  Fall only. (3)

**DFDT 201. Mechanical/Electrical AutoCAD.** Basic concepts of electronic symbols and an overall view of drawing types plus a study of perspective drawings and axonometric drawings; basic line shading techniques as applied to single parts, as well as exploded parts and assembly.  **Prerequisite:** Instructor permission.  Fall only. (3)

**DFDT 210. Strength of Materials.** Introduces the basic principles of classification, behavior, fatigue failure, magnetic and stress properties of cements, concrete, woods, polymers, and metals.  **Prerequisite:** MATH 1215.  Spring only. (3)

**DFDT 215 Printing/Plotting in AutoCAD.** This course is intended for AutoCad users.  It is designed and structured for class and real world applications using the latest technology in Printing and Plotting.  **Prerequisite:** Instructor permission.  Spring only. (3)

**DFDT 275. 3-D Drafting with AutoCAD.** In depth development of 3-D images from 2-D drawings.  A basic introduction to 3-D modeling will also be included.  Will demonstrate the ability to present 3-D objects using a number of different shading and rendering techniques.  **Prerequisite:** Instructor permission.  Spring only. (3)

**DFDT 281. Internship in Drafting & Design.** For advanced students who have completed the majority of the course curriculum in Drafting and Design.  Will enable students to use skills acquired in real world applications within the community/workplace.  **Prerequisite:** Instructor permission.  (3)

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**Early Childhood Education - ECED**

**ECED 111. Introduction to Early Childhood Education.** This course provides an orientation to the field of early childhood education, the role of the teacher and of the environment as they influence student learning.  Early childhood history, philosophy, ethics, and advocacy are introduced.  Basic principles of early childhood systems are explored.  Professional responsibilities such as cultural responsiveness and reflective practice are examined.  (3)

**ECED 1110. Child Growth, Development and Learning.** This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals.  The course includes knowledge of how young children grow, develop and learn.  Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language.  The adult’s role in supporting each child’s growth, development and learning is emphasized.  **Concurrency:** ECED 111.  (Previous Number ECED 231) (3)
ECED 1115. Health, Safety, & Nutrition. This course provides information related to standards and practices that promote children’s physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest. **Concurrency: ECED 111.** (Previous Number ECED 211) (2)

ECED 1120. Guiding Young Children. This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self responsible, competent, independent, and cooperative learners and including families as part of the guidance approach. **Writing Intensive. Prerequisites: ECED 111 and 1110.** (Previous Number ECED 208) (3)

ECED 1125. Assessment of Children and Evaluation of Programs. This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process. **Writing Intensive. Prerequisites: ECED 111, 1130, and 1110.** (Previous Number ECED 225) (3)

ECED 1130. Family and Community Collaboration. This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establishes collaborative relationships with families in early childhood settings is discussed. Families’ goals and desires for their children will be supported through culturally responsive strategies. **Concurrency: ECED 111.** (Previous Number ECED 125) (3)

ECED 1135. 45 Hour Early Entrance Level Course. The 45-Hour early Entrance Level Course is designed to give the student an introduction to the field of early care, education, and family Support. Developmentally appropriate expectation and practices and the New Mexico Competencies provide the foundation for this course. **(Previous Number ECED 100)** (3)

ECED 1898. Internship in Early Childhood Education. This is a field experience course under the direction of a faculty supervisor and cooperating professional in an approved program serving children from birth to age eight. Programs may include
the WNMU Early Childhood Programs, Head Start, Foy Child Care Center, an Accredited Public School, or family or center child care programs that have documented, formal early care and education training of supervising staff, NM State Star Level Three Certification or higher and/or program accreditation. Writing Intensive. (Previous Number ECED 181) (3)

**ECED 2110. Professionalism.** This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. **Concurrency: ECED 2130. Prerequisites: ECED 111, 1110, and 2120.** (Previous Number ECED 277) (2)

**ECED 2115. Introduction to Language, Literacy, and Reading.** This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. Writing Intensive. Prerequisites: **ECED 111 and 1110.** (Previous Number ECED 215) (3)

**ECED 2120. Curriculum Development through Play Birth through Age 4 (PreK).** The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. **Co-requisite: ECED 2121. Prerequisites: ECED 111 and 1110.** (Previous Number ECED 232) (3)

**ECED 2121. Curriculum Development through Play Birth through Age 4 (PreK) Practicum.** The beginning practicum course is a co-requisite with the course Curriculum Development through Play – Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children
with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized Writing Intensive. **Co-requisite: ECED 2120. Prerequisites: ECED 111 and 1110.** (Previous Number ECED 281) (2)

**ECED 2130. Curriculum Development and Implementation Age 3 (PreK) through Grade 3.** The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP’s is included. **Co-requisite: ECED 2131. Prerequisite: ECED 2120.** (Previous Number ECED 236) (3)

**ECED 2131. Curriculum Development and Implementation Age 3 Through Grade 3 - Practicum.** The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Writing Intensive. **Co-requisite: ECED 2130. Prerequisites: ECED 111, 231 and 232.** (Previous Number ECED 282) (2)

**ECED 2241. Infant Toddler Growth and Development (Prenatal to 3) Practicum.** This course provides application of knowledge gained from Infant Toddler Growth and Development. Students must pass a background check to successfully complete the course requirements. Students are required to complete a practicum of 45 hours. **Co-requisite: ECED 2240.** (Previous Number ECED 271) (2)

**ECED 2150. Relationships & Reflective Practice in Infant Family Studies.** This course is intended to develop a philosophical and ethical base for the Family, Infant, Toddler entry-level practitioner. Students will develop professional skills in advocacy, policy, family and collegial relationship building, and reflective practice. Students are required to complete a field experience of 45 hours. Students must complete the practicum hours to pass this course. **Co-requisite: ECED 2151.** (Previous Number ECED 278) (3)

**ECED 2151. Relationships and Reflective Practice in Infant Family Studies Practicum.** This course provides application of knowledge gained from Relationships and Reflective Practice in Infant Family Studies. Students must pass a background
check to successfully complete the course requirements. Students are required to complete a practicum of 45 hours. **Co-requisite:** ECED 2150. (Previous Number ECED 272) (2)

**ECED 2225. Playful Relationships.** This course is designed to teach the techniques of Playful Parenting based on Therapeutic Play Therapy. This instruction builds on techniques that allow caregivers and teachers to develop or strengthen relationships with young children (ages 3-10). The class will use a format of experiential learning activities, lecture, small and large discussion groups and videotaping with critique. (Previous Number ECED 274) (1)

**ECED 2230. Confident Parenting.** This course is designed to enhance the skills and knowledge of parents and other childcare givers. Topics for discussion will address the physical, social/emotional, and cognitive development of the child. Issues will include such things as typical child development, positive guidance, communication, self-esteem and the role of the parent in meeting children’s needs. (Previous Number ECED 275) (1)

**ECED 2240. Infant Toddler Growth and Development (Prenatal to 3).** Provides both basic knowledge of typically and atypically developing young children from the prenatal period to 36 months and a foundational understanding for the promotion of the health, well-being and development of all infants and toddlers within the context of family, community and cultural environments. The course examines infancy and toddlerhood with an emphasis on the interrelationship of cognitive, physical, social and emotional development, mental health and early parent-child relationships. Students must complete the practicum hours to pass this course. **Co-requisite:** ECED 2241. (Previous Number ECED 276) (3)

**ECED 2245. Effective Principles and Practices in Family Studies.** This course is intended to assist students in developing strong nurturing relationships with infants/toddlers in partnership with caregivers. Students will gain an understanding of how children learn in the context of the relationships with their primary caregivers, how to meet the needs of very young children (birth to three years of age) in a variety of care giving settings, and how to meet the needs of adults who are addressing the needs of very young children and their families through relationship-based practices. (Previous Number ECED 279) (3)

**ECED 2996. Topics in Early Childhood Education.** Varies. (Previous Number ECED 221) (3)

**ECED 2998. Field Experience in Early Childhood Education.** Varies. (Previous Number ECED 235) (6)

**ECED 305. Mind in the Making.** This comprehensive learning program integrates current research from leading scientists in brain development, neuroscience, psychology, and child development from more than twenty five prominent universities. The learning modules have been strategically designed to bridge theory and practice, based on the science of how young children learn best. **Prerequisite:** ENGL 1120. (3)
ECED 321. Family and Community Collaboration II. Prepares prospective teachers for working effectively as partners with family and community members to facilitate the development and learning of children birth through age 8, including children with special needs. It focuses on diverse family types that include various family structures, lifestyles, linguistic, cultural, and ethnic groups. The complexity and dynamics of families as systems will be included, and community resources to support families will be identified. The course builds upon indicators of competence established at the lower division (AA) level. Writing Intensive. Prerequisites: ECED 1130 and ENGL 1120. (2)

ECED 325. Assessment of Children and Evaluation of Programs II. Builds upon student understanding of the connections among learning, teaching, assessment, and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective, and social domains will be explored. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences, will be emphasized. The course builds upon indicators of competence established at the lower division (AA) level. Writing Intensive. Prerequisites: ECED 1125 and ENGL 1120. (3)

ECED 381. Teaching Reading and Writing Practicum. Provides opportunities for students to apply knowledge gained from the course Teaching of Reading and Writing. In kindergarten through 3rd classrooms, students will develop skills in organizing a literature rich environment, planning effective reading and writing instruction and assessment, and implementing culturally, linguistically, and developmentally appropriate literacy curricula. The course builds upon indicators of competence established at the lower division (AA) level. Writing Intensive. Prerequisites: ECED 2115 and ENGL 1120. (1)

ECED 405. Advanced Caregiving for Infants and Toddlers. Is intended to focus students in defining and implementing developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments. The experience in the approved setting will emphasize strong nurturing relationships, cultural competence, recognition of diverse learning needs and styles of every child, appropriate guidance techniques, and partnership with families and community. Writing Intensive. Prerequisites: ECED 1130, 1110, 2120, 2121, ENGL 1120 and Admission to the Teacher Education Program. (3)

ECED 415. Emergent Literacy: Birth through Age 4. Is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing, and reading. This course focuses on children from birth through age 4, including children with diverse abilities. Writing Intensive. Prerequisites: ECED 1130, 2115, 2120, and ENGL 1120. (3)

ECED 423. Integrated Curriculum: Birth through Age 4. Focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth-Pre-K. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor,
and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children. Writing Intensive. **Co-requisite: ECED 481. Prerequisites: ECED 2120, 2121, ENGL 1120, and Admission to the Teacher Education Program.** (4)

ECED 431. Research in Child Growth, Development and Learning. This advanced course builds upon the foundational material covered in the basic course. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood professionals to use empirically-based research to inform their teaching of young children. Writing Intensive. **Prerequisites: ENGL 1120 and Admission to the Teacher Education Program.** (3)

ECED 441. Family Language and Culture. Analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children’s families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue promoting positive relationships between home, school, and community. Writing Intensive. **Prerequisites: ENGL 1120 and Admission to the Teacher Education Program.** (3)

ECED 451. Young Children with Diverse Abilities. Provides a specific focus on education policies, programs, practices, and services appropriate for young children who exhibit delays and disabilities. It will facilitate deeper understanding and sensitivity to the needs of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally appropriate practices, cultural sensitivity and competence, and activity-based interventions. Legal requirements will be identified. Service Learning. Writing Intensive. **Prerequisites: ENGL 1120 and Admission to the Teacher Education Program.** (3)

ECED 470. Teaching and Learning: Math and Science. Focus of this advanced curriculum course is on the standards, principles, and practices in teaching math and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum. The curriculum focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as a major. Writing Intensive. **Co-requisite: ECED 471, 473, and 479. Prerequisites: ECED 1125, 2121, ENGL 1120, and Admission to the Teacher Education Program.** (4)

ECED 471. Teaching and Learning: Reading and Writing. Prepares early childhood professionals for teaching reading and writing in the early primary grades. The course focuses on reading as a complex, interactive, constructive process. Through a developmental approach, the course addresses (1) integration of theory and research, (2) organization of effective reading and writing instruction, (3) sociocultural contexts of learning, (4) culturally, linguistically, developmentally
appropriate literacy curricula, (5) assessment and evaluation. Writing Intensive. Co-requisites: ECED 470, 473, and 479 Prerequisites: ECED 1125, 2121, ENGL 1120, and Admission to the Teacher Education Program. (3)

ECED 472. Methods and Materials for the Early Primary Grades. Focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades. The course builds upon indicators of competence established at the lower division (AA) level. Writing Intensive. Prerequisites: ECED 2131 and ENGL 1120. Co-requisite: ECED 482. (3)

ECED 473. Teaching and Learning: Social Studies, Fine Arts, and Movement. Focuses on the aims, scope, and integration of methods of teaching social studies, fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the "what and why;" assessing student learning; planning units, lessons, and activities; developing effective instructional strategies, and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama. Writing Intensive. Co-requisite: ECED 470, 471, 479. Prerequisite: ECED 1125, 2121, ENGL 1120, and Admission to the Teacher Education Program. (3)

ECED 479. Teaching and Learning: Practicum. Is a Co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children PRE-K-GRADE 3 in developmentally and culturally sensitive ways. Writing Intensive. Co-requisites: ECED 470, 471, and 473. Prerequisites: ECED 1125, 2121, ENGL 1120, and Admission to the Teacher Education Program. (2)

ECED 481. Integrated Curriculum Birth - Age 4 Practicum. Provides opportunities for students to apply knowledge gained from Integrated Early Childhood Curriculum and develop skills in planning and implementing developmentally appropriate learning experiences and learning environments. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs. Writing Intensive. Co-requisite: ECED 423. Prerequisites: ECED 2120, 2121, ENGL 1120, and Admission to the Teacher Education Program. (2)

ECED 482. Methods and Materials for the Early Primary Grades Practicum. Provides opportunities for students to develop, implement, and evaluate developmentally appropriate and integrated learning experiences for children in K-3rd grade. Students will gain experience creating learning environments that are developmentally appropriate and culturally responsive for children in the early primary grades. The practicum builds upon indicators of competence established at the
lower division (AA) level. Writing Intensive. **Prerequisites: ECED 2130 and ENGL 1120.** (2)

**ECED 491. Early Childhood Education Student Teaching.** The student teaching experience in early childhood education includes placement and assigned tasks in an early childhood classroom with a mentor teacher and a weekly seminar to review and reflect on teaching practices, make connections between theory and practice, study topics of interest, conduct self-evaluation and contribute to group discussions. Co-requisite: ECED 496. **Prerequisites: ENGL 1120.** (9-11)

**ECED 496. Practice Teaching Seminar.** The student teaching experience in early childhood education includes placement and assigned tasks in an early childhood classroom with a mentor teacher and a weekly seminar to review and reflect on teaching practices, make connections between theory and practice, study topics of interest, conduct self-evaluation and contribute to group discussions. Co-requisite: ECED 491. **Prerequisite: ENGL 1120.** (1)

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**Economics - ECON**

**ECON 1110. Survey of Economics.** This course will develop students’ economics literacy and teaches students how economics relates to the everyday life of individuals, businesses and society in general. The course will also introduce students to the roles different levels of governments play in influencing the economy. At the conclusion of the course, students will be able to identify economic causes for various political and social problems at national and international levels, and have a better understanding of everyday economic issues that are reported in media and public forums. (Previous Number ECON 200) (3)

**ECON 2110. Macroeconomic Principles.** Macroeconomics is the study of national and global economies. Topics include output, unemployment and inflation; and how they are affected by financial systems, fiscal and monetary policies. (Previous Number ECON 201) (3)

**ECON 2120. Microeconomic Principles.** This course will provide a broad overview of microeconomics. Microeconomics is the study of issues specific to households, firms, or industries with an emphasis on the role of markets. Topics discussed will include household and firm behavior, demand and supply, government intervention, market structures, and the efficient allocation of resources. (Previous Number ECON 202) (3)

**ECON 350. Labor Economics.** The American labor movement, wage, theory, labor market demand, and labor supply. **Prerequisites: ECON 2110, 2120, and ENGL 1120.** (3)

**ECON 370. Applied Business Economics.** This course reinforces critical thinking skills by developing and applying micro and macroeconomic theory and empirical methods to real problems faced by private and public sector organizations. Writing Intensive. **Prerequisites: ECON 2110, 2120, and ENGL 1120.** Spring only. (3)
ECON 403. Public Finance. A study of government expenditures, principles of taxation, government borrowing and indebtedness, and federal, state and local interrelationships. **Prerequisites:** ECON 2110, 2120, and ENGL 1120. (3)

ECON 410. Government and Business. A study of the growing importance of governmental activities in our economic life; special attention will be given to trends in legislation and court decisions. **Prerequisites:** ECON 2110, 2120, and ENGL 1120. (3)

ECON 420. International Economics. Theory of international trade and policy, tariffs and quotas, balance of payments, exchange rates, foreign investments, trade related monetary and fiscal policies and ethical issues. **Prerequisites:** ECON 2110, 2120, and ENGL 1120. (3)

ECON 425. Money and Banking. Study of financial markets and institutions, theories of interest and asset demand, money supply and the Federal Reserve System, monetary theory and policy. **Recommended Prerequisites:** ECON 2110 and ENGL 1120. (3)

Education - EDUC

EDUC 200. Foundations of Education. Historical, sociological, philosophical, and legal aspects of the elementary and secondary schools in American culture; includes 24 hours of multilevel multidisciplined field experience. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

EDUC 2327. Student Growth and Development. With primary emphasis on K-12 learners, the Student Growth and Development course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences for students studying to be teachers and educational leaders. This course describes behaviorist and social cognitive view of learning, intrinsic and extrinsic motivation, and informal and formal assessments that prepare teachers and educational leaders for the classrooms and schools. **Prerequisites:** ENGL 1120 and PSYC 1110. (Previously Number EDUC 428) (3)

EDUC 2375. Technology Integration in the Classroom. Students apply knowledge of learning theory to explore how to incorporate educational technology as a classroom tool in the K-12 learning environment. Students will use classroom technology to enhance curriculum development and application to the classroom. Examines the impact of technology on the changing role of the teacher. Writing Intensive. **Prerequisites:** BCIS 1110 or 140, ENGL 1120, and EDUC 200 may be taken concurrently. (Previously Number EDUC 250) (3)

EDUC 2435. The Teaching of Reading. Exploration of specialized techniques and materials for the teaching of reading in the elementary school provides an understanding of the nature of the developmental reading process; has a field experience. (Previous Number RDG 210). (3)

EDUC 404. Kindergarten/Primary Methods. This course deals with the curriculum of early childhood, using methods and materials based on current theories
of early childhood learning; emphasizes the learning needs of the child of the Southwest. Prerequisites: ENGL 1120, EDUC 200, and Admission to the Teacher Education Program. (3)

EDUC 414. Elementary Instructional Planning & Assessment. Provides theory and practical aspects of instructional planning and assessment for elementary teachers. Writing Intensive. Prerequisites: ENGL 1120 and Admission to the Teacher Education Program. (3)

EDUC 423. Early Childhood Education. Theory and research on the development of children, early learning, current practices of early childhood education, innovative programs, and trends will be addressed. Requires laboratory work (see EDUC 425). Prerequisites: ENGL 1120, EDUC 200, and Admission to the Teacher Education Program. (3)

EDUC 425. Early Childhood Education Laboratory Experience. This required lab experience is to be taken concurrently with EDUC 423 and is a structural observation of young children in a variety of educational environments relating educational and child development theories studied in reading/discussions in EDUC 423; lab consists of 30 hours of field experience, averaging 2 hours per week and is individually arranged. Co-requisite: EDUC 423. Prerequisite: ENGL 1120. (1)

EDUC 429. TK20 Orientation. This course provides an orientation to TK20, the database that is used by the School of Education to track student performance. Students will also complete their application to the School of Education. (0)

EDUC 436. Classroom Management. Focuses on preparing prospective teachers to manage their classroom. Through instructor facilitation and group discussion, preventative and curative methods in classroom management will be taught, and utilized. Writing Intensive. Prerequisites: ENGL 1120, EDUC 200, Admission to the Teacher Education Program, and CTE 475 or ECED 472 or EDUC 471 or PE 425 or SPED 428. May be taken concurrently with EDUC 473. (3)

EDUC 447. Field Experience Lab. Is the first of two required practicum experiences and is designed to provide field hours and mentoring for students seeking initial teacher licensure. Students will conduct 60 hours of field experience in an appropriate placement in a public school classroom. Will complete a teaching event, which is a required milestone on the student's path toward teacher licensure. The course may be repeated for credit up to three times. Co-requisite: BLED 445 or EDUC 471 or 472 or 473 or ECED 479 or SPED 428. Prerequisites: ENGL 1120 and Admission to the Teacher Education Program. (1)

EDUC 471. Secondary Curriculum and Instruction. Using an interdisciplinary approach for curriculum development, this course focuses on integration of the Common Core State Standards, constructivist learning theory, instructional planning and assessment, differentiated instruction and the knowledge, skills and dispositions required in a student center classroom. Experience in developing
undergraduate course descriptions / thematic/integrated units of instruction and lessons using diverse instructional strategies is provided. Co-requisite: EDUC 447. Prerequisites: EDUC 200 or Admission to the Teacher Education Program. (3)

EDUC 472. Elementary Methods and Curriculum I. Focuses on examination of elementary school curriculum and methods for social studies, language arts, fine arts, and career readiness. Provides experience in designing curricula to meet NM Standards and Benchmarks and community needs. Writing Intensive. Co-requisite: EDUC 447. Prerequisites: ENGL 1120 and Admission to the Teacher Education Program. (3)

EDUC 473. Elementary Methods and Curriculum II. Focuses on examination of elementary school curriculum and methods for math, science, health, physical education and fine arts. Studies, Language Arts, Fine Arts, and Career Readiness. Provides experience in designing curricula to meet NM Standards and Benchmarks and community needs. Writing Intensive. Co-requisite: EDUC 447. Prerequisites: ENGL 1120 and Admission to Teacher Education Program. (3)

EDUC 474. Classroom Assessment. Focuses on preparing teachers to assess student classroom performance from a curriculum/instruction perspective, including informal evaluations, teacher-made tests, authentic and portfolio assessments, and nationally normed and standardized tests. Writing Intensive. Prerequisites: ENGL 1120, EDUC 200, and Admission to Teacher Education Program. (3)

EDUC 480. Education Workshop. Programs in current educational theory and practice for school personnel in elementary or secondary education. Prerequisite: ENGL 1120 and permission required. (1-3)

EDUC 491. Teaching and Learning Practicum. This course is one of two required practicum experiences and is designed to provide field hours and mentoring for students completing the Teaching and Learning undergraduate degree. Students will conduct 60 hours of field experience in an appropriate placement parallel to the area of education in which they hope to work. During the placement, students will complete a 5-Task Teaching Event. Prerequisite: EDUC 200 and Admission to the Teacher Education Program. (1)

EDUC 492. Practice Teaching - Elementary. One semester (17 weeks) of supervised classroom experience as an intern teacher in a public elementary school; involves a full time assignment with licensed educational personnel supervision. Attendance of a weekly seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. Micro-teaching exercises will be used to enhance teaching skills. Writing Intensive. Prerequisite: ENGL 1120 and permission required. All other core/professional courses must be taken prior to Practice Teaching. (9-11)

EDUC 493. Practice Teaching - (K-12). One semester (17 weeks) of supervised classroom experience as an intern teacher in a public elementary school; involves a full time assignment with licensed educational personnel supervision. Attendance
of a weekly seminar is also a course requirement. Seminars will emphasize teaching methods, ethics, multiculturalism, and tutoring/coaching. Micro-teaching exercises will be used to enhance teaching skills. Writing Intensive. **Prerequisites:** EDUC 200, ENGL 1120, permission required, and all core/professional courses must be taken prior to Practice Teaching. (9-11)

**EDUC 494. Practice Teaching - Secondary.** One semester (17 weeks) of supervised classroom experience as a practice teacher in a public secondary school; involves a full time assignment with licensed educational personnel supervision. Attendance of a weekly seminar is also a course requirement. Seminars will emphasize teaching methods, ethics, multiculturalism, and tutoring/coaching. Writing Intensive. **Prerequisite:** ENGL 1120 and permission required. All core/professional courses must be taken prior to Practice Teaching. (9-11)

**EDUC 496. Practice Teaching Seminar.** A weekly seminar will feature a collaborative environment to discuss and assess situations that are happening in the practice teacher's assigned classroom. Exit requirements for the practice teaching experience will also be emphasized. Co-requisite: EDUC 492 or EDUC 493 or EDUC 494. **Prerequisite:** ENGL 1120. (1)

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**Electrical Technology - ELT**

**ELT 121. Basic Electrical Construction Math.** Basic addition to multiplying fractions to the electrical trade made in NCCER curriculum. Course covers whole numbers, fractions, decimals, percentages, square roots, algebraic operations, basic equations, graphing, vectors, units, dimensions, significant figures, and use of electrical calculator. **Prerequisites:** knowledge of basic algebra and Instructor permission. (3)

**ELT 123. Basic Electrical Tools and Safety.** Introduction to hand tools, power tools, basic rigging tools, electrical safety, maintenance instructions, and safety tips. (3)

**ELT 124. Introduction to NEC Safety and Plans.** Introduction to basic general job safety to include respiratory, personal protective equipment, and construction task safety. Introduction to floor and site plans. Use of current codebook. (3)

**ELT 125. Electrical Theory, Blueprints and Conductors.** Introduction to theory I & II series, parallel circuits' calculations, and electrical blueprints. Applications of conductors and proper wiring techniques. **Prerequisite:** ELT 121. (3)

**ELT 126. Electrical Application and Wiring Methods.** Applying code tech to commercial or residential wiring and incorporating the use of raceways and fasteners. Lecture with lab. **Prerequisite:** ELT 124. (4)

**ELT 127. Introduction to A/C Current, Motor Theory, NEC Application.** Alternating current and its applications. Ohm’s Law and A/C and D/C motor and code application. **Prerequisites:** ELT 121 and ELT 125. (3)
ELT 128. Basic Bending, Cable Tray and Construction Installation. Introduction to conduit bending up to 2 inches. Introduction to cable tray and conductor installation. Lecture with lab. (4)

ELT 129. Basic Conductor Termination and Grounding. Applications of grounding including boxes and fittings, conductor terminations, contractors, and relays. (3)

ELT 130. Electrical Service Installation. Methods of service installation, circuit breakers/fuses and principles of installation of electrical lighting. Lecture with lab. Prerequisites: ELT 121, 123, 124, 125, 128, and 129. (4)

ELT 178. Electrical Specialty. Selected topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

ELT 230. Welding Machines. Basic operations of welding machines including types of electrical welding. Lecture with lab. (4)

ELT 235. Conductor Load Calculations and Overcurrent Protection. Calculations of branch circuits including conductor insulation and circuit breakers. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 236. Distribution, Systems, Raceways, and Ballasts. Introduction to transformer types, distributor equipment, specific lamps and ballasts and raceways. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 237. Motor Operation and Controls. Motor calculations, maintenance, troubleshooting, and motor control operations. Lecture with lab. Prerequisites: All ELT 100-199 courses or Instructor permission. (4)

ELT 239. Electronic Theory and Wiring Methods. Basic electronic theory, hazardous locations, and wiring devices. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 241. Commercial and Residential Load Calculations. Basic calculation procedures, fire alarm control units, calculating specialty transformers to include current transformers, and shield transformers. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 242. Advanced Motor Controls and Lighting. Operating principles of solid state controls, HVAC systems, and lighting systems. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 243. Introduction to Emergency Systems and High Voltage Applications. Overview of code requirements for higher voltage terminations, heat tracing, motor maintenance, and emergency systems. Prerequisites: All ELT 100-199 courses or Instructor permission. (3)

ELT 278. Electrical Specialty. Selected advanced topic may be of different subjects related to current industry needs and standards. (Indicated in the course
The course may be repeatable for a maximum of 12 credit hours. **Prerequisite:** any 100 level ELT course. (3-6)

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**English - ENGL**

**ENGL 097. Introduction to College English.** This course will help students refine their literacy skills to prepare for college success. Students will practice reading comprehension (inference, analysis, synthesis, and critical thinking) with a range of literacy and information texts. Students will utilize the complete writing process (including grammar/sentence structure) to produce paragraphs and short essays. **Prerequisites:** ACCUPLACER placement. (6)

**ENGL 099. Rhetoric and Composition I Workshop.** Designed for students requiring additional reading and writing instruction to succeed in English 101 (Rhetoric and Composition I), is taken in conjunction with an English 101 course taught by the same instructor. Small class size and workshop setting allow the instructor to individualize instruction based on student needs. Co-requisite: ENGL 1110. **Prerequisites:** ENGL 097 or ACCUPLACER placement. (3)

**ENGL 1110. Composition I.** In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing. **Prerequisite:** Placement according to ACT score, ACCUPLACER, or successful completion of ENGL 099. (Previous Number ENGL 101) (3)

**ENGL 1120. Composition II.** In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods. **Prerequisite:** ENGL 1110 with a grade of C or better. (Previous Number ENGL 102) (3)

**ENGL 1410. Introduction to Literature.** In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will
identify common literary elements in each genre, understanding how specific elements influence meaning. (Previous Number ENGL 150) (3)

ENGL 2110. Traditional Grammar. This course surveys traditional grammar, introducing linguistic terminology and methods for identifying and understanding parts of speech, parts of sentences and basic sentence patterns. The course presents terminology and methods designed to increase the student’s understanding of the structure of the language. Writing Intensive. Prerequisites: ENGL 1120. (Previous Number ENGL 316) (3)

ENGL 2220. Introduction to Professional Writing. A beginning course in the professional writing concentration. Study of technical writing, public information and public relations writing and freelance nonfiction writing. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number ENGL 219) (3)

ENGL 2310. Introduction to Creative Writing. This course will introduce students to the basic elements of creative writing, including short fiction, poetry, and creative nonfiction. Students will read and study published works as models, but the focus of this "workshop" course is on students revising and reflecting on their own writing. Throughout this course, students will be expected to read poetry, fiction, and non-fiction closely, and analyze the craft features employed. They will be expected to write frequently in each of these genres. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number ENGL 215) (3)

ENGL 2360. Introduction to Poetry. This course is an introduction to reading and thinking about poetry. This course will involve the reading and analysis of poems from a variety of eras. By examining poetic features of tone, speaker, situation, setting, language, sounds, internal structure, and external form, students will build a foundation for complex critical thinking about what poems can do. All poems are born out of particular literary and cultural contexts, which will also be discussed as part of this course’s inquiries into the nature of poetry and poetic form. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number ENGL 200) (3)

ENGL 2380. Introduction to Short Fiction. This course is an introduction to the study of short fiction, focusing on the use of critical approaches to analyze the ways that narrative is created. Students will read and analyze a diverse range of texts that may include varying time periods, nationalities, regions, genders, and ethnicity. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number ENGL 225) (3)

ENGL 2530. Introduction to Latino/a Literature. Survey of the literature of United States citizens of Hispanic descent, with particular focus on the Mexican American, Cuban American and Puerto Rican. Writing Intensive. Prerequisite: ENGL 1120. (Previous Number ENGL 205) (3)

ENGL 2980. Topics and Problems in Literature in English. Investigation into topics and problems informing literature in English from Beowulf to the present. Assigned texts will illuminate the moral, social, and political dilemmas that modern individuals inevitably confront. Course topics might include but are not limited to: love and betrayal; the causes and costs of prejudice (racial, religious, gender);
conformity and rebellion; the family and its discontents; civilization and barbarity. **Concurrency or Prerequisite:** ENGL 1120. (Previous Number ENGL 293) (3)

**ENGL 2983. Topics and Problems in World Literature.** Investigation into topics and problems informing world literature. Assigned texts will illuminate the moral, social, and political dilemmas that modern individuals inevitably confront. Course topics might include but are not limited to: love and betrayal; the causes and costs of prejudice (racial, religious, gender); conformity and rebellion; the family and its discontents; civilization and barbarity. **Concurrency or Prerequisite:** ENGL 1120. (Previous Number ENGL 265) (3)

**ENGL 2985. Topics and Problems in Literature of the Americas.** Investigation into topics and problems informing literature of the Americas from pre-European contact to the present. Assigned texts will illuminate the moral, social, and political dilemmas that modern individuals inevitably confront. Course topics might include but are not limited to: love and betrayal; the causes and costs of prejudice (racial, religious, gender); conformity and rebellion; the family and its discontents; civilization and barbarity. **Concurrency:** ENGL 1120. (Previous Number ENGL 296) (3)

**ENGL 300. Heroic Myth and Legend.** Study of the nature and function of myth and its expression through the literature, legend, and folklore of particular cultural traditions. Examines the heroic code, legendary heroes and heroines, gods and goddesses, and mythic archetypes. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**ENGL 304. History of the English Language.** The structural essentials of the English language, with attention given to the historical development from Old English to Modern English, and to grammar, vocabulary, and style. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**ENGL 321. Writing Poetry.** This course combines writing assignments with an exploration of contemporary poetry. Students look at forms ranging from the sonnet to prose poems, and develop their own voice alongside the ability to read as a writer. Writing Intensive. **Prerequisites:** ENGL 1120, 115, and 201. (3)

**ENGL 322. Writing Fiction.** This course combines writing assignments with an exploration of contemporary fiction. Students examine various styles of creative fictional texts, developing their own narrative voice alongside the ability to read as a writer. Writing Intensive. **Prerequisites:** ENGL 1120, 115, 150. (3)

**ENGL 323. Creative Nonfiction.** Practice in writing creative non-fiction, including the understanding of fiction techniques as applied to nonfiction writing. Students choose non-fiction subjects, articulate criteria for these assignments, apply dramatic techniques, turn in their writing assignments, and review each other's work in writing workshops. Writing Intensive. **Prerequisites:** ENGL 1120 and 115.

**ENGL 340. Native American Literature.** Exploration and analysis of selected texts by Native American writers incorporating fundamentals of history, art, and music with a focus on cultures of indigenous peoples of North America. Writing Intensive. **Prerequisite:** ENGL 1120. (3)
ENGL 353. The Novel. Readings in a broad range of novels from the eighteenth century to the present. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 401. Great Works of Ancient Literature. "Readings in the greatest and most influential writers of the ancient Greek and Roman world (such as Homer, Solon, Sappho, Plato and Aristotle; Virgil, Cicero, Horace, Petronius and Apuleius). Greek Tragedy is not covered in this course; it is covered in English 424. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 410. Advanced Creative Writing. Advanced practice in original composition with a focus on research and publication within a chosen genre; demands a sophisticated understanding of the English language, an application of critical thought, and a commitment to creativity. Writing Intensive. Prerequisite: ENGL 2310. (3)

ENGL 414. Great Works of Modern Literature. Study of the most influential or innovative writers in the epoch of Modernism (1870-1940), covering works in a variety of genres (novel, short story, drama, essay, and poetry). Prerequisite: ENGL 1120. (3)

ENGL 415. Life and Literature of New Mexico. Study of the fiction, travel, memoirs, and folklore of New Mexico with an emphasis on those writings which reflect the cultural heritage and literary accomplishments of the area. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 418. Studies in English Literature. Advanced study in a particular period, author, theme, or genre in English literature; serves as an in-depth follow-up to the most recently offered English literature survey course. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 419. Advanced Composition. Intensive work in expository writing. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 420. Studies in American Literature. Advanced study in a particular period, author, theme, or genre in American literature; serves as an in-depth follow-up to the most recently offered American literature survey course. Writing Intensive. Prerequisite: ENGL 1120. (3)

ENGL 424. Advanced Creative Writing: The Stage. Advanced practice in writing the stage and screenplay, including critical attention to formatting, dialogue and description. Marketing the finished product will also be emphasized. Course can be repeated for up to six hours of overall credit with instructor's permission. Writing Intensive. Prerequisite: ENGL 1120 and 215. (3)

ENGL 428. Greek Tragedy. Offers a concentrated study of the tragedies of Aeschylus, Sophocles, and Euripides, focusing on the nature of the tragic hero, recurrent themes and problems of plays, and differences between the playwrights' techniques. Prerequisite: ENGL 1120. (3)

ENGL 438. Women as Writers. Examination of selected writings by English and American women from the sixteenth to twentieth centuries, with special consid-
eration given to the ways in which women portray women's experience, image, self-concept, and role in society. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**ENGL 440. Shakespeare.** Study of the major plays, including representative tragedies, comedies, and histories, with emphasis on character, language and theme. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**ENGL 450. Secondary English Methods.** Techniques and texts appropriate to the high school classroom. Writing Intensive. **Prerequisite: ENGL 1120.** Offered every third semester. (3)

**ENGL 451. Literature of the American West.** Survey of the literature of the West, with emphasis upon historical narratives, folk literature, nature writing, and fiction. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**ENGL 455. Psychological Perspectives on Literature.** Will investigate the many ways in which psychological experience becomes the thematic material of literature. Even though the specialized discipline of psychology did not emerge until the later nineteenth century, literacy artists have explored human mental experience for many centuries and continue to do so today. This course uses literary texts (drama, personal memoir, fiction, and poetry) to study the literacy representation of primary mental disorders such as paranoia, delusional psychosis, schizophrenia and suicidal depression. **Prerequisite: ENGL 1120.** (3)

**ENGL 461. U.S. Environmental Literature.** Investigates the relationship between literature, human culture, and the natural environment. Readings will be selected from diverse traditions and genres. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**ENGL 465. Critical Approaches to Literature.** Intensive study of literatures through the application of various insights and knowledge from other fields that can reveal more about the literatures as well as more about the students exploring the literature. Writing Intensive. **Prerequisite: ENGL 1120 and 150.** (3)

**ENGL 469. Writing for Professionals.** Advanced practice in the kind of writing required in professional employment, including but not limited to the fields of education, medicine, law enforcement, social sciences, and business. Students choose writing activities related to their chosen profession, articulate criteria for these assignments, share their writing assignments, and review each other's work. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**ENGL 470. Feminist Theories of Literature.** Highlights women's issues and women's literature, and investigates theoretical approaches to all literature, building on students' understanding of the literary canon, women's social and historical issues, and literary theory, with emphasis on extensive research and writing. Writing Intensive. **Prerequisite: ENGL 1120 and 150.** (3)

**ENGL 471. Proposal and Grant Writing.** Research and practice in writing proposals and grant applications. Students will submit proposals to a granting or producing organization. Writing Intensive. **Prerequisite: ENGL 1120.** (3)
ENGL 472. Editing. Study and practice in selection, placement, and analysis of texts, copyediting, and the ethical and legal considerations of editing. **Prerequisite:** ENGL 1120. (3)

**Environmental Electrician - ENVE**

ENVE 178. Environmental Specialty. Selected topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

ENVE 200. Photovoltaic Design Principles. Topics include photovoltaic (PV) cell physics, types of PV cells, PV system components, and PV energy storage. This course introduces students to basic photovoltaic (PV) energy conversion theory as it relates to current silicon semiconductor technology. DC electrical energy production from incident solar radiation is covered, as well as PV module interconnection to meet load requirements. **Prerequisite:** ELT 125. (3)

ENVE 205. Solar Site Analysis. Gives students an introduction to the basics of solar electricity, initial electrical principles, the initial concepts for solar design, as well as the ability to analyze and design systems for a particular site. Students will be taught solar hot water, pool and space heating, solar cooling and the principles of solar home design, for existing and new construction. **Prerequisite:** ELT 125. (3)

ENVE 250. Wind Power. An introduction to the basic concepts and terminology of how wind energy is captured and transformed into electrical power. This course will also cover the history and development of the wind industry, as well as the types and applications of various wind turbines and the economic and environmental issues of the wind industry. **Prerequisite:** ELT 125. (3)

ENVE 255. Design and Assessment of Wind Turbines. Allows students the opportunity to learn the techniques, methodology, and concepts used to develop wind projects around the world. The study of atmospheric science will be included to help students learn how to locate wind turbines and interpret data. Additional topics will include concepts in mechanical systems, electrical systems, electronics, maintenance and troubleshooting as well as construction. **Prerequisites:** ELT 125 and ENVE 250. (3)

ENVE 278. Environmental Specialty. Selected advanced topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. **Prerequisite:** any 100 level ENVE or ELT course. (3-6)

**Exercise Science - EXSC**

EXSC 2115. Anatomy & Physiology I. Students learn about anatomy, kinesiology and biomechanics as they relate to sport and exercise. Special attention is focused on the practical implications of human movement and how they relate to developing scientifically based exercise programs. (Previous Number KINS/PE 240) (3)
Exchange - EXCH

EXCH 300. Study Abroad. This course is a placeholder course for students who want to do academic exchange abroad. All WNMU students who will be transferring credit from a university abroad back to WNMU must enroll in the study abroad placeholder course, EXCH 300 during the term they will be abroad. The EXCH 300 course holds a student’s spot at WNMU while they are abroad. (6-18)

Film and Digital Media Arts - FDMA

FDMA 1517. Photoshop Techniques. Students will familiarize themselves with image editing using Photoshop. Students will use Photoshop tools for painting, retouching, and enhancing images. Students will learn to work with layers and layer selections. (Previous Course Number ART 116) (4)

Finance - FINC

FINC 370. Principles of Finance. The organization of corporations in modern business; growth of the business organizations; current financing, insolvency, receiverships, and reorganizations. Prerequisites: ACCT 2110, 2120, BCIS 1110, ECON 2110, 2120, ENGL 1120, MATH 1150, 1430, and 1350. (Previous Number FINC 370). (3)

FINC 372. Personal Financial Management and Planning. An introduction to the personal financial management process. Includes setting financial goals, managing cash and credit, developing personal financial statements, managing risk, investing for education and retirement, tax planning and estate management, and choosing a financial advisor. Intended for individuals interested in their own financial planning as well as those interested in financial planning as a career choice. Prerequisite: BCIS 1110 and ENGL 1110. (3)

FINC 471. Intermediate Financial Management. Contemporary financial management theory using case studies; in-depth view of capital budgeting, the cost of capital, capital structure, working capital management, corporate financial decision-making, international finance, and special topics such as security valuation, firm valuation, mergers, and acquisitions, financial leverage, and leasing. Prerequisites: FINC 370 and ENGL 1120. Spring only. (3)

FINC 475. Investments. Analysis of investments and the risks and rewards associated with various types of investments; includes portfolio analysis, selection and management of portfolios, valuation and analysis of equities and fixed interest securities, asset pricing, characteristics and the liquidity of securities, regulatory climate and legal issues, and alternative investments (stock options, warrants, commodities, convertible securities, and foreign investments and securities). Prerequisites: FINC 370 and ENGL 1120. Non-business majors: consent of the instructor. (3)
Financial Services - FNSV

FNSV 101. Business Ethics I. Introduction to ethical behavior with an emphasis on communication and customer service skills and a background to important elemental ethical matters including interviewing skills, grooming and hygiene, time management, and other business responsibilities. (3)

FNSV 102. Business Ethics II. Continuation of Business Ethics I. Strengthens concepts of ethical behavior in the workplace with emphasis on conflict management, motivation, employee handbooks, policy and procedures, and teamwork. Prerequisite: FNSV 101. (2)

FNSV 103. Personal Finance. Course instruction deals with financial planning, career planning, tax planning, financial record keeping, budgeting, banking services, and consumer credit. (3)

FNSV 105. Services Marketing. Will give students an overview of the marketing strategy in order to understand the role of marketing in the service industry, with an emphasis on the target customer, advertising and sales, new product development, and customer buying behavior. (3)

FNSV 107. Service Industry Accounting and Bookkeeping. This course gives an overview to accounting systems, with an emphasis on financial statements and records management. (3)

FNSV 110. Basic Office Suite. Gives students a working knowledge of basic office technology with an emphasis in Microsoft Word, Excel spreadsheets, and Microsoft Access. (3)

FNSV 178. Financial Services Specialty. Selected topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

FNSV 201. Business Ethics III. Continuation of Business Ethics I and II. This course introduces students to the legal aspects of the workplace. Focus is on labor laws and standards plus the importance of organizational goals and objectives. Prerequisites: FNSV 101 and 102. (2)

FNSV 203. Money Value. Traces the history of money from the beginning to the use of paper money, the money cycle and flow, the Federal Reserve System, economic cycle, and the value of money. Prerequisite: ECON 200. (3)

FNSV 205. Sales. Gives students the fundamentals for selling service products. Emphasis is given to identifying sales opportunities, asking for the sale, handling objections, and following through to cross-selling other products. Prerequisite: FNSV 105. (3)

FNSV 209. Principles of Investments. Provides an overview of investment options including stocks, bonds, mutual funds, retirement plans, and various insurance investments. Focus is also given to ethical decisions based on consumer needs. Prerequisite: ACCT 2110. (3)
FNSV 278. Financial Services Specialty. Selected advanced topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedule.) The course may be repeatable for a maximum of 12 credit hours. **Prerequisite: any 100 level FNSV course.** (3-6)

**Geography - GEOG**

GEOG 201/211. Physical Geography & lab. Contemporary physical geography, including concepts needed to understand our physical environment. Laboratory must be taken concurrently with lecture section. (4)

GEOG 1130. Human Geography. This course serves as an introduction to the study of human geography. Human geography examines the dynamic and often complex relationships that exist between people as members of particular cultural groups and the geographical “spaces” and “places” in which they exist over time and in the world today. (Previous Number GEOG 202) (3)

GEOG 1120. World Regional Geography. Overview of the physical geography, natural resources, cultural landscapes, and current problems of the world’s major regions. Students will also examine current events at a variety of geographic scales. (Previous Number GEOG 205) (3)

GEOG 302. Sustainable Design. Explores the ideology of sustainable design by interfacing aspects of environmental, economic, and sociological perspectives. Students will examine the interrelationships of three foundational components of Sustainable Design; Environmental Sustainability - ecosystem integrity, carrying capacity, biodiversity; Economic Sustainability - growth, development, productivity; Social Sustainability - cultural identity, stability, and equity. **Co-requisite: BIOL 301 recommended. Prerequisite: ENGL 1120.** (3)

GEOG/PSY/SOC 323. Social Statistics. An introduction to the application of statistical techniques for social sciences; use of computers to aid in statistical problem-solving. **Prerequisites: ENGL 1120 and GEOG 1130 or PSY 102 or SOCI 1110, and any MATH course.** (3)

GEOG 340. Geography of Latin America. An examination of Mexico, Central America, the Caribbean, and South America from a geographic point of view; special focus on issues of population growth and economic development. **Prerequisite: ENGL 1120.** (3)

GEOG/GISS 361/363. Introduction to Geographic Information Systems & lab. Is a computer-based tool that uses spatial (geographic) data to analyze and solve real-world problems. This course is designed to introduce students to the basic principles and techniques of GIS. Emphasis is placed on GIS data collection, entry, storage, analysis, and output visualization (map-making). **Prerequisites:** CMPS 110 or 111 and ENGL 1120. (4)
GEOG 382. Urban Geography. Examination of urban systems and the internal structure of cities with emphasis on the North American city. Prerequisite: ENGL 1120. (3)

GEOG 401. Human-Environmental Interactions. Interactions between human beings and the planet on which we live from a variety of perspectives with a focus on current environmental problems. Prerequisites: ENGL 1120, GEOG 201/211 or Instructor permission. (3)

GEOG 403. Economic Geography. A study of the spatial distribution of economic systems. Prerequisites: ENGL 1120 and GEOG 1130 or Instructor permission. (3)

GEOG 496. Senior Seminar in the Social Sciences. The Senior Seminar is designed as a capstone experience for majors and/or minors in the Social Sciences. It brings together critical thinking, research and communication skills in an interdisciplinary context. A major research project is an important component of this course. Writing Intensive. Prerequisites: ENGL 1120 and declared major or minor in one of the Social Science disciplines, Junior or Senior status and must have completed at least 21 hours (for majors) or 15 hours (for minors). (3)

Geology - GEOL

GEOL 1110/1110L. Physical Geology & lab. Physical Geology is an introduction to our dynamic Earth introducing students to the materials that make up Earth (rocks and minerals) and the processes that create and modify the features of our planet. The course will help students learn how mountains are formed, how volcanoes erupt, where earthquakes occur, and how water, wind, and ice can shape the landscape. Students will also develop a basic understanding of the ways humans have altered the planet including our impact on natural resources and global climate change. Co-Requisite: GEOL 1110L. (Previous Number GEOL 101/103) (4)

GEOL 1120/1120L. Environmental Geology & lab. This course is a survey of environmental geology with an introduction to problems of pollution, population, human relations to the environment, resource use, geologic hazards and environmental problems. The course covers the major components of the Earth system, i.e. atmosphere, lithosphere, hydrosphere, and biosphere, and how they are related. Environmental Geology addresses the mechanisms that drive these Earth processes, how different parts of the Earth are connected, how matter and energy flow through our environment, and how humans fit into the environmental systems. Emphasis is placed on the use of the scientific method and the development of critical thinking skills in understanding environmental issues. (Previous Number GEOL 201/203) (4)

GEOL 2110/2110L. Historical Geology & lab. This course reviews the major geological and biological processes and events over the Earth’s 4.6-billion-year history. Students will learn about the formation of the Earth and its development through time including changes in the lithosphere, atmosphere, hydrosphere, and
biosphere. The interrelationships between the physical aspects of Earth history and biological origins, evolution of species, and causes of extinctions will be explored. (Previous Number GEOL 102/104) (4)

GEOL 2130/307. Introduction to Meteorology & lab. Introduction to Earth’s atmosphere and the dynamic world of weather as it happens. Working with current meteorological data delivered via the Internet and coordinated with learning investigations keyed to the current weather; and via study of select archives. (Previous Number GEOL 305). (4)

GEOL 2140. Geology of New Mexico. This course is a tour of the geologic history and natural places of New Mexico. Students will explore the materials (rocks and minerals) that make up New Mexico and the processes that created and continue to shape our state. Students will learn about mountains, rivers and seas that have come and gone, and New Mexico’s rich fossil heritage. Students will discover where and why volcanoes erupted, and where natural resources are found and extracted. (Previous Number GEOL 315) (3)

GEOL 301/303. Rocks and Minerals & lab. Origin, occurrence, and physical properties of common minerals and rocks; introduction to crystallography and mineralogy; identification of common rocks and minerals in the laboratory and field; three lectures and one laboratory period per week. Prerequisites: ENGL 1120 and GEOL 1110/1110L or equivalent. (4)

GEOL 331/333. Sedimentology & lab. Sediments and sedimentary rocks; their properties, classification, and origin. Three lectures and one laboratory per week. Prerequisites: ENGL 1120 and GEOL 2110/2110L or equivalent. (4)

GEOL 340/342. Field and Research Methods & lab. Understanding and creating geologic maps and cross-sections. Introduction to tools and techniques of field mapping. Development of a research proposal. Presenting field data and communication results. Lectures and field work. Prerequisites: ENGL 1120 and GEOL 1110/1110L or 2110/2110L or Instructor permission. Offered alternate years. (4)

GEOL 401/403. Hydrogeology & lab. The hydrologic cycle. Principles of surface and ground water flow. Water quality and resource management. Three lectures and one laboratory per week. Prerequisites: ENGL 1120, MATH 1220 and GEOL 1110/1110L or CHEM 1215/1215L. (4)

GEOL/BIOL/PHSC 450. Methods of Teaching Science. Presentation of a spectrum of instructional strategies with an emphasis on inquiry methods for elementary and secondary students. Theories of learning science and their practical application in science classrooms. Design and implementation of activities and lesson planning. Formative and summative assessment. Safety in the classroom. Prerequisites: Junior or Senior status, must have completed 20 hours of course in the Department of Natural Sciences and ENGL 1120. Offered every Fall. (3)

GEOL 480/580. Geology Workshop for Teachers. A workshop designed to increase understanding of and familiarity with geological materials, phenomena,
theories, and techniques of interpretation through a combination of lectures, slides, hands-on exercises, and field trips. Prerequisite: ENGL 1120. (3-4)

Geographic Information Systems - GISS

GISS 361/363. Introduction to Geographic Information Systems & lab. GIS is a computer-based tool that uses spatial (geographic) data to analyze and solve real-world problems. This course is designed to introduce students to the basic principles and techniques of GIS. Emphasis is placed on GIS data collection, entry, storage, analysis, and output visualization (map-making). Pre-requisite BCIS 1110 and ENGL 1120. (4)

GISS 362/364. Spatial Analysis in GIS & lab. Multidisciplinary applications of advanced GIS techniques in vector, roster, map overlay, surface, and network systems analysis. Other topics include geospatial statistics and methods in 3-D visualization and modeling. Prerequisites: GISS 361/363. (4)

GISS 366/368. WebMapping and WebGIS & lab. Covers topics in webmapping and online spatial data repositories. Emphasis will be placed on making interactive webmaps and performing GIS-based spatial analysis in an online environment. Prerequisites: BCIS 1110 and ENGL 1120. Concurrency: GISS 361/363. (4)

GISS 370/373. Introduction to Remote Sensing & lab. This course covers fundamental topics in remote sensing, including aerial surveys and satellite data. Emphasis is placed on image acquisition and analysis within a GIS for applications to natural sciences and cultural studies. Prerequisites: BCIS 1110 and ENGL 1120. Concurrency: GISS 361/363. (4).

GISS 410/412. GIS Modeling and Programming & lab. Covers topics in graphical scripting and Python programming at a basic level. Course will introduce how to accomplish tasks with built in graphical functions (e.g., ArcGIS Model Builder) and then advance to Python programming. Course will include an introduction to the Python language and how to adopt it for GIS applications. Prerequisites: GISS 361/363. (4)

GISS 481. Internship. Student partners with a local organization, agency, or business and completes GIS-based project for this client. 135 hours in the field. Prerequisites: BCIS 1110, ENGL 1120, GISS 361/363, and GIS 362/364. Concurrency GISS 366/368. (3)

Health Education - HLED

HLED 1120. American Red Cross First Aid & CPR/AED. Introduces students to the fundamentals, techniques and practices of standard First Aid, Safety and CPR/AED. Upon successful completion of the course, students will become eligible for ARC certification. (2)
HLED 1140. Water Safety Instruction. Will train students in the Water Safety Instruction program of the American Red Cross (ARC). Students will gain knowledge in teaching people how to be safe in, on or around water and teaching individuals of different ages and abilities how to swim. At the successful completion of the required skills test and written exam, students will receive an ARC Water Safety Instruction certificate. (Previous Number PE 144) (2)

HLED 1150. Lifeguarding. Provides knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over. At the successful completion of the required skills and written exams, students will receive an American Red Cross (ARC) Lifeguard Certification, which includes certifications in Lifeguarding, First Aid, CPR and AED. (Previous Course PE 143) (1)

HLED 2110. Principles of Coaching. Explores methods and principles of coaching individual and team sports at the secondary and postsecondary levels, including discipline techniques, curriculum planning, ethics, motivation, budget management, and public relations. The course provides an understanding of a comprehensive coaching program. **Field experience required.** (Previous Number PE 218) (3)

HLED 2135. Basic Care and Prevention of Athletic Injuries. Student will be able to identify injury and illness risk factors associated with participation in competitive athletics and learn to plan and implement all components of a comprehensive injury and illness prevention program. Students will learn the most common athletic injuries in sport and appropriate timelines for return to play. Students will get a hands-on experience in the basic skills required to prevent injuries in an athletic environment. Prerequisite: HLED 1120. (Previous Number KINS/PE 215) (3)

HLED 2510. History & Philosophy of PE. Provides an understanding and appreciation of contemporary physical education based upon knowledge of past social forces, conditions, movements, and philosophies which have shaped the present. Writing Intensive. **Prerequisites:** ENGL 1120. (Previous Number PE 245) (3)

**Health Science Education - HLTH**

HLTH 162. Personal and Community Wellness Education. Major areas of wellness information needed for intelligent decision-making about health, including consumer behavior in relation to personal practices and attitudes; the use of community resources to promote and maintain health, chronic diseases and disorders; physical fitness and ecology. (3)
HLTH 200. Early Childhood Nutrition. Nutrition as it pertains to growth, development and total well-being of young children; emphasizes federal food program requirements. (3)

HLTH/KINS 300. Nutrition. A state of optimum health requires a diet that contains adequate amounts of necessary nutrients. This course will present principles of nutrition through the study of human metabolism. Emphasis will be on the constraints placed on an individual with certain disease states. The course will include information about the role of diet as a therapeutic modality and the importance of assisting patients to modify diets. Prerequisites: CHEM 1120/1120L, BIOL 2225/2225L and ENGL 1120. (3)

HLTH 360. Introduction to Personal and Community Health Science Education. Students will examine the foundations of health science education, components of community health education programs and their impact on personal health and wellness, including consumer behavior in relation to personal practices and attitudes: the use of community resources to promote and maintain health, chronic disease and disorders, and physical fitness. Writing Intensive. Prerequisite: ENGL 1120. (3)

HLTH 400. Curriculum and Methods in Health Science Education. General curriculum models, methods and materials which focus on the teaching of health science education will be addressed in this course. Students will explore specific planning of sequential instruction, classroom practices and strategies, and study instructional problems related to health science education. Writing Intensive Prerequisite: ENGL 1120. (3)

HLTH 460. Wellness Program Planning and Evaluation. Craftsmanship skills as they pertain to health education; includes a demonstration of these skills in the development of a mock grant proposal as the final project at the end of the course. Writing Intensive. Prerequisite: ENGL 1120. (3)

HLTH 464. Substance Use/Abuse. Basic information about various drugs, their physiological action on the body, and psychological effects. Writing Intensive. Prerequisite: ENGL 1120. (3)

HLTH 465. Wellness of the Senior Population. A study of gerontology with emphasis on the physical, mental, and social health of the aged, and a survey of existing community agencies that deal in services for the aged. Prerequisite: ENGL 1120. (3)

HLTH/PSY 470. Human Sexuality. Covers anatomical, physiological, and ethical components related to human sexuality. Prerequisite: ENGL 1120 and PSY 102. (3)
History - HIST

HIST 1110. United States History I. The primary objective of this course is to serve as an introduction to the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies. (Previous Number HIST 201) (3)

HIST 1120. United States History II. The primary objective of this course is to serve as an introduction to the history of the United States from reconstruction to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies. (Previous Number HIST 202) (3)

HIST 1150. Western Civilization I. This course is a chronological treatment of the history of the western world from ancient times to the early modern era. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization. (Previous Number HIST 1150) (3)

HIST 1160. Western Civilization II. This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization. (Previous Number HIST 112) (3)

HIST 2130. Survey of Native American History. The primary objective of this course is to serve as a survey of the history of Native American History from precolonial times until the present. This course will explore the cultural diversity of the Native Americans. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the history of Native Americans. (Previous Number HIST 221) (3)

HIST 300. History of New Mexico. Covers the time span from Cabeza de Vaca through statehood; includes the Spanish period, the Mexican period, and the territorial phase under the United States. Prerequisite: ENGL 1120. (3)

HIST/POLS 310. History and Politics of Colonial Mexico. Major focus is upon Mexico’s Indian past; the discovery, conquest, and colonization of New Spain; the emergence and role of the Catholic Church and the Independence Movements. Prerequisite: ENGL 1120. (3)

HIST/POLS 311. History and Politics of Modern Mexico. An interpretive and analytical review of the History and Politics of Mexico from the advent of the Mexican Revolution of 1910-20 to contemporary times. Inter Alia, we shall focus upon the outbreak of the Revolution; the chaotic Civil War among the revolutionary elements; the success of the
insurgency; consolidation; and the contemporary political conditions in Mexico. **Prerequisite:** ENGL 1120. (3)

**HIST 312. Contemporary American History.** The United States since World War I, including its relations with the major countries of the world. **Prerequisites:** ENGL 1120, HIST 1120 or Instructor permission. (3)

**HIST 318. American Civil Rights Movements.** Surveys the history of the six key civil rights movements which took place in the U.S. from 1950 to 1975. The historic background, catalytic events, and the results of the movements will be studied in depth. **Prerequisites:** ENGL 1120 and HIST 1120. (3)

**HIST 333. History of Rock 'n' Roll.** A survey of the history of rock 'n' roll music from its emergence in the mid-1950s to the present with an emphasis on the social, political, cultural, and military developments of the time and how they were reflected in the music. **Writing Intensive. Prerequisite:** ENGL 1120. (3)

**HIST 340. The American Revolution.** The American Revolution, its background causes, and its progress to 1783. **Prerequisite:** ENGL 1120. (3)

**HIST 347. Latin-American History and Politics: Colonial Period.** Survey of Latin-American history and politics from the pre-Columbian period through the Wars of Independence. **Prerequisite:** ENGL 1120. (3)

**HIST 348. Latin-American History and Politics: Modern Period.** Survey of the history and politics of the Latin-American republics from independence to the present. **Prerequisite:** ENGL 1120. (3)

**HIST 350. History of America's National Parks.** A history of the National Park system from its founding through the present. This course will include the study of selected National Parks, Monuments, Seashores, and Historical Parks; administration and management of the system; and modern challenges to the Parks. **Prerequisites:** ENGL 1120 and HIST 1110 or 1120. (3)

**HIST 400. Colonial American History.** History of Colonial North America. **Prerequisites:** ENGL 1120 and six hours of history or Instructor permission. (3)

**HIST 401. American Environmental History.** Covers the period from the Colonial Era through World War II. The class will look at American History through an ecological perspective and examine the impact that humans have had on the natural world. Government legislation and major figures in the conservation and environmental movements will also be discussed. **Prerequisite:** ENGL 1110. (3)

**HIST/LALS/POLS 403. Modern Revolutions.** Explores the major revolutions of the twentieth and early twenty-first centuries. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. **Writing Intensive. Prerequisite:** ENGL 1120. (3)

**HIST 405. Seminar in European History.** History of a recognized period of European history following regular seminar techniques. **Writing Intensive. Prerequisites:** ENGL 1120 and upper-level standing, or Instructor permission. (3)
HIST/POLS 406. American Political Thought. The origin and evolution of American political ideas from the early colonies to the present. **Prerequisites:** ENGL 1120 and 6 hours of history or Instructor permission. (3)

HIST 407. History and Historians. A study of historical writings from ancient times to the present with in-depth readings in the works of specific historians and social scientists. **Prerequisites:** ENGL 1120 and 9 hours of history. (3)

HIST/LALS/POLS 412. Inter-American Relations. This course explores American foreign policy towards the nations of Latin America from the late colonial era to the present. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

HIST/LALS/POLS 413. Central America. Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through the present. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

HIST 414. History of the Southwest. Westward expansion and frontier movements in the Southwest under Spain, Mexico and the United States. **Prerequisites:** ENGL 1120 and 6 hours of history or Instructor permission. (3)

HIST/POLS/CJUS 416. Border Issues in US Mexico Relations. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. **Prerequisite:** ENGL 1120. (3)

HIST/CJUS 417. Frontier Law Enforcement. An examination of the law enforcement officer on the Western Frontier. The responsibilities, experiences, tactics, political environment, challenges, and day-to-day life of the frontier sheriff with particular emphasis given to Arizona and New Mexico Territories. **Prerequisite:** ENGL 1120. (3)

HIST/LALS/POLS 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

HIST 419. Europe in the Twentieth Century. Europe since World War I, including the major developments within the leading states, their relations with one another and the world in general. Writing Intensive. **Prerequisite:** ENGL 1120 and HIST 1160. (3)

HIST/LALS/POLS 420. Economic Development of Latin America. Explores the history of economic development of the Latin American nations from the colonial era through the present. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

HIST 421. The Contemporary North American Indian. Some of the major problems confronting the American Indian today, including significant historical, anthropological, and sociological issues leading up to them; exploration and discussion of possible solutions to these problems; includes a study of acculturation and the present status of North American Indian society. **Prerequisites:** ENGL 1120 and 6 hours of history or Instructor permission. (3)
HIST 422. Indians of the Southwest. An analysis and comparison of aboriginal cultures of the southwest region of North America, including coastal tribes; emphasis on New Mexico. **Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission.** (3)

HIST 426. The Institution of Slavery. Will explore the variations of the institution of slavery from ancient times through the present. **Prerequisite: ENGL 1120.** (3)

HIST 435. The Civil War and Reconstruction. An in-depth analysis of the Civil War and Reconstruction eras considering the political, economic and social currents. **Prerequisites: ENGL 1120 and HIST 1110 or Instructor permission.** (3)

HIST/CJUS 437. Crime and Punishment in American History. Examines the relationship between U.S. history, social trends, political developments, policy, and philosophy of crime and punishment. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

HIST 438. American Business History. Covers the period from the Colonial Era through World War II. The class will look at large, medium, and small businesses, starting with the founding of Jamestown in 1607 and continuing into the 20th Century. Emphasis will be placed on the manufacturing, agricultural, transportation, mining, and commercial sectors. **Prerequisite: ENGL 1120.** (3)

HIST 441. Ancient Civilizations. A study of the civilizations of the ancient Near East and Mediterranean area from the earliest beginnings in Mesopotamia, Egypt, Anatolia, and Crete through Greece and the Roman Empire. Writing Intensive. **Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission.** (3)

HIST 442. Medieval Civilizations. A study of the civilizations of the Mediterranean and Western Europe from the decline of Rome to A.D. 1500. Writing Intensive. **Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission.** (3)

HIST 443. Early Modern Europe, 1350-1750. An examination of the history of Europe from the Renaissance to the Enlightenment, concentrating on the political, social, religious, and intellectual developments of the period. **Prerequisites: ENGL 1120 and HIST 1160 or Instructor permission.** (3)

HIST 446. Europe in the Long Nineteenth Century, 1789-1914. A study of Europe from the French Revolution to the outbreak of World War I. Writing Intensive. **Prerequisites: ENGL 1120 and HIST 1160.** (3)

HIST 447. The Enlightenment. Acquaints the student with the significant changes in ideas and values which swept Europe and the Americas in the seventeenth and eighteenth centuries. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

HIST 450. Secondary Teaching Methods. Methodology for secondary teachers of social studies. **Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission.** (3)
HIST 451. The West in American History. A study of the westward movement and its influence upon national development from colonial times to 1900. Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission. (3)

HIST 456. Social/Intellectual History to 1865. The history and influence of such institutions and issues as religion, slavery, immigration, war, and peace with reference to appropriate literature. Prerequisites: ENGL 1120 and HIST 1110 or Instructor permission. (3)

HIST 457. Social/Intellectual History Since 1865. The history and influence of such institutions and issues as "Reconstruction," industrialism and the "new immigration," the impact of World War I and World War II on current thought; the impact of labor and the military industrial complex; references to appropriate literature. Prerequisites: ENGL 1120 and HIST 1120 or Instructor permission. (3)

HIST 462. Modern Britain. A study of the history of Great Britain from the defeat of Napoleon to the present, tracing its political, economic, and social developments. Prerequisites: ENGL 1120 and HIST 1160 or Instructor permission. (3)

HIST 465. Nazi Germany and the Holocaust. Explores through films, readings, and individuals the history of National Socialism and the systematic killing of people –The Holocaust. Writing Intensive. Prerequisite: ENGL 1120 and HIST 1160. (3)

HIST 466. History of the Mexican Revolution. Explores the historical causes, events, and long-term outcomes of the Mexican Revolution. Prerequisite: ENGL 1120. (3)

HIST/CJUS/LALS/POLS 467. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. Writing Intensive. Prerequisite: ENGL 1120. (3)

HIST 475. World War I. A study of the causes, course, outcome of the First World War, concentrating on the social, political, economic, and technological aspects of the war as well as the military. Prerequisites: ENGL 1120 and HIST 1160 or Instructor permission. (3)

HIST 476. World War II. A study of the origins, course, and consequences of the Second World War, both in European and Pacific theaters of operation. The course will examine the social, political, economic, and technological aspects of the war as well as the military. Prerequisites: ENGL 1120 and HIST 1160 or permission of instructor. (3)

HIST/POLS 477. History and Politics of the Vietnam War. A historical review and analysis of the emergence of a Vietnamese Nation and its eventual colonization by the French. Members will address the "First" Vietnam War (against the French), followed by the achievement of independence and unification after the eventual withdrawal of the American military (the "Second" Vietnam War). Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission. (3)

HIST/POLS 478. The U.S. Constitution and History. Examines the circular relationship between historical events and trends in U.S. History and Constitutional
interpretations, amendments, and Supreme Court personalities and politics. Frequent references and comparisons to current events. Maybe repeated for a maximum of 12 credits. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**HIST 496. Senior Seminar in the Social Sciences.** The Senior Seminar is designed as a capstone experience for majors and/or minors in the Social Sciences. It brings together critical thinking, research, and communication skills in an interdisciplinary context. A major research project is an important component of this course. Writing Intensive. **Prerequisites: ENGL 1120 and declared major or minor in one of the Social Science disciplines, Junior or Senior status and must have completed at least 21 hours (for majors) or 15 hours (for minors).** (3)

**HIST/POLS 497. History and Politics of the U.S. Civil Rights Movement.** A review of the U. S. Civil Rights Movement, from its cautious inception during the 1930s, through the bold and turbulent years from 1955 to 1975. Emphases will be placed upon the early precursors, as well as the more prominent contemporary leaders; the different tactics and strategies employed; the nature and methods of the resistance; the slow but steady support from the U.S. government; major successes and failures of the movement; and projections for the future of Civil Rights in American. **Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission.** (4)

**Honors - HNRS**

**HNRS 1210. Honors Seminar.** A lower division seminar for students enrolled in the Honors Program. The course will emphasize the continued development of critical thinking, enhancement of study skills, and encourage participation in campus activities. The class usually involves off-campus travel. This course may be taken for credit up to four times. (Previous Number ACAD 198H) (1)

**Human Services - HMSV**

**HMSV 1110. Group Dynamics.** This course introduces you to basic issues and stages of development in the group counseling process; overview of types of counseling groups, group theory, leadership ethical guidelines, group formation and termination. **Prerequisite: SOWK 2110.** (Previous Number HMSV 211) (3)

**HMSV 1120. Interviewing Techniques.** This course is designed to teach basic interviewing techniques used in a variety of settings. Theoretical foundations of various interviewing styles and techniques will be examined. The student will develop an awareness of ways in which the interviewer’s background, attitudes, and behaviors influence the interview. (Previous Number HMSV 221) (3)

**HMSV 2110. Case Management.** This course introduces students to the concept of case management, how it is used in human services, and skills necessary to function effectively as case managers. The emphasis is on the client assessment process, service planning and delivery, and client advocacy. Topics intro-
duced include observation, data collection, documentation, and reporting of client behaviors, identification and referral to appropriate services, monitoring, planning, and evaluation. This course provides student with basic knowledge and beginning case management skills. **Prerequisite:** SOWK 2110. (Previous Number HMSV 225) (3)

**HMSV 2365. Resource & Information Literacy in Human Services.** Covers basic concepts and skills of locating information and resources through research, critical thinking, and networking to develop resources for clients and client groups. Students are introduced to characteristics, formats, and organization of information, and learn to locate and select a variety of information that augments the human services helping process. (Previous Number HMSV 205) (2)

**HMSV 2370. Human Service Delivery Systems.** Provides an overview of human service delivery systems from their origins to modern times, including analysis of social, political and ideological shifts that shape delivery systems. Basic strategies and tactics of human service delivery are emphasized, fostering an understanding and ability to navigate these systems in practice. (Previous Number HMSV 223) (3)

**HMSV 2520. Principles of Diversity.** Principles of Diversity is a foundation course that challenges students to begin the process of becoming culturally competent helpers. The course teaches students to develop an awareness of personal cultures, beliefs, customs, and values; knowledge of others’ cultures, beliefs, customs, and values; and teaches culturally appropriate interventions with diverse clients. (Previous Number HMSV 201) (3)

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**Industrial Maintenance - IMP**

**IMP 100. Orientation to Industrial Maintenance.** Introduces the equipment and techniques of material handling, the operation for motorized support equipment, lubrication safety, storage, classification, and lubrication charts. **Prerequisite:** Instructor permission. (2)

**IMP 105. Gaskets and Packing.** Introduces types of gaskets and gasket material, types of packing and packing material, and O-ring material. Explains the use of gaskets, packing, and O-rings and teaches how to fabricate a gasket and properly install each. **Prerequisites:** IMP 100 and Instructor permission. (2)

**IMP 110. Craft Related Mathematics.** Explains how to use ratios, proportions, solve basic algebra, area, volume, circumference problems, and solve for right triangles using the Pythagorean Theorem. **Prerequisites:** IMP 100 and Instructor permission. (2)

**IMP 115. Construction Drawings.** Introduces the trainee to plot plans, structural drawings, and elevation drawings, as built drawings, equipment arrangement drawing, P&IDs, isometric drawings, basic circuit diagrams, and detail sheets. **Prerequisites:** IMP 100 and Instructor permission. (2)
IMP 120. Introduction to Valves, Pumps, and Drivers. Covers valve storage and installation, centrifugal pumps, rotary, reciprocating, metering, and vacuum pump operations, and the use of test equipment. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 150. Materials Handling, Support Equipment, and Lubrication. Introduces the equipment and techniques of material handling, the operation for motorized support equipment, lubrication safety, storage, classification, and lubrication charts. **Prerequisites: IMP 100 and Instructor permission.** (3)

IMP 160. Quality Control and Compliance. Covers the supervisor’s role in a job site safety, project, and manager’s duties and responsibilities. This includes types of quality to include quality assurance and management concern about quality and continuous improvement. **Prerequisites: IMP 100 and Instructor permission.** (3)

IMP 175. Distribution Equipment. Covers grounding, switchboard, and ground fault maintenance, transformers, and electrical drawing identification. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 200. Introduction to Bearings. Covers the introduction of plain, ball, roller, thrust, guide, flanged, pillow block, and take-up bearings and the removal, troubleshooting, and installation procedures. **Prerequisites: IMP 100 and Instructor permission.** (3)

IMP 210. Pipe Compositions. Covers types of iron, steel pipe and fittings, copper, plastic and the process to work with them from cutting, joining, threading and how to identify the piping system according to color codes, such as chemical, compressed air, fuel oil, steam, and water. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 225. Installing Coupling and Mechanical Seals. Covers identification of various types of coupling and covers installation procedures using the press-fit method, interference-fit method, function, and advantages of mechanical seals, O-rings, labyrinth, static seals; also covers the identification of parts, seals, procedures for removing, inspecting, and installing. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 230. Pump Operations. Covers continued explanation of the centrifugal, rotary, reciprocating, metering, and vacuum pump operations, installation methods, and includes net positive suction head and cavitations. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 235. Belts and Chain Drive Operations. Covers the sizes, uses, and installation procedures of six types of drive belts and two types of chain drives. **Prerequisites: IMP 100 and Instructor permission.** (2)

IMP 250. Hydraulic Systems/Flow/Level Repair. Covers the basic principles of hydraulics including Pascal’s law and Bernoulli’s principle, and how to inspect, troubleshoot and repair hydraulic systems and components, including exercises on reading system schematic diagrams, and the use of devices used to measure flow, pressure level, and temperature. **Prerequisites: IMP 100 and Instructor permission.** (2)
IMP 255. Pneumatic Systems and Equipment. Covers pneumatic safety, characteristics of gases and how they are compressed, pneumatic transmission of energy, and compressor operation, and how to perform preventive maintenance, inspecting components, and read schematic diagrams. Includes troubleshooting and repair procedures for pneumatic systems. Prerequisites: IMP 100 and Instructor permission. (2)

IMP 260. Vibration Analysis. Covers the causes for vibration, vibration monitoring programs, vibration test equipment, and how to field balance machines. Prerequisites: IMP 100 and Instructor permission. (2)

IMP 265. Electronic Theory. Covers explanation of the function and operation of basic electronic devices, including semiconductors, diod rectifiers, and transistors. Prerequisites: IMP 100 and Instructor permission. (2)

IMP 281. Internship in Industrial Maintenance. Through this course the student will gain experience in Industrial Maintenance. The student will be required to complete the internship under the supervision of a cooperating employer and in accordance with the internship faculty. Prerequisites: IMP 100 and Instructor permission. (3)

Instructional Technology and Design - ITD

ITD 400. Instructional Design Practice. In this course, students will be introduced to the field of Instructional Technology & Design. Students will explore varied types of needs analysis, instructional methods and strategies, effective evaluation processes, and media development process management. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 403. Accessibility and the Law. Online and Distance Education course design must conform to best practices and laws related to accessibility and copy write laws. This course will introduce students to design courses that are accessible to all students and conform to copy write and intellectual property laws. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 410. Design: Video Conferencing Instruction. Distance learning is quickly becoming the norm, rather than the exception. Online instruction can be greatly enhanced through the use of video conferencing and other video based instructional strategies. This course will focus on the effective and the use of video tools to support instruction in the corporate and educational arenas. Students will examine the different models, theories, and technologies used in the development and delivery of video-based programs. They also explore the implications and considerations of designing video-based instruction for blended, fully on-line, instructor-led, and self-passed learning environments. Prerequisite: ENGL 1120 and Admission to the School of Education. (3)
ITD 412. Design: Online Learning. Online education could be the disruptive force that transforms education and training practices in the 21st century. Through this lens, students explore the current trends impacting the field of distance education, and their implications for the design and development of distance-learning programs. Students examine the difference models, theories, and technologies used in the development and delivery of online education and training programs. They also explore the implications and considerations of designing instruction for blended, fully online, instructor-led, and self-paced learning environments. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 420. Cutting Edge Technologies. Students enrolled in this course have two options in fulfilling course requirements. Students may complete an internship, working with a faculty member or other educator to develop an online course. Or, the student will complete a project, of their own design, demonstrating their skills in designing instruction and implementing skills mastered in the ITD program. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 423. How Instructional Designers Think. This is a practical course where students will examine and discuss research related to various Instructional Design Models currently used by professionals in Instructional Technology and Design. In addition, students will learn how to define problems, get ideas, create form and explore a variety of techniques that help students arrive at compelling and viable solutions. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 425. Framework Innovations and Project Management. The course is designed to teach the principles and concepts of operations management and framework innovations. The content of this course is intended to be useful not only for managerial purposes but also for all fields. The class will have a combination of quantitative, qualitative, and problem solving examples and exercises that will help the student understand domestic and international instructional technologies and design realities. Updated information and cases will be presented to reinforce the student familiarity and knowledge on the topics. Additional readiness will be available on canvas to expand on the textbook information, as well as familiarize the students with current trends, news, and business developments. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)

ITD 481. Internship/Makerspace. Students enrolled in this course have two options in fulfilling course requirements. Students may complete an internship, working with a faculty member or other educator to develop an online course. Or, the student will complete a project, of their own design, demonstrating their skill in designing instruction and implementing skills mastered in the ITD Program. Prerequisites: ENGL 1120 and Admission to the School of Education. (3)
Interdisciplinary/Professional Studies - IPS

IPS 010. Introduction to Canvas LMS. The Online Student is designed to prepare the student for the demands and challenges of taking an internet-delivered course. This orientation will provide you with important contact information and other tools for successful completion of your online class. There are no prerequisites for this orientation; however, the student will need certain hardware, software, and computer skills in order to take an online course at WNMU. This course offered as audit only. (0)

Kinesiology - KINS

KINS 201. Introduction to Kinesiology. Will explore fundamental concepts within the field of kinesiology. The areas of the study covered in this course will include exercise physiology, biomechanics, motor behavior, sport and exercise psychology, and/or sociology of sport. This course also will provide possible career path options associated with the field of kinesiology. (3)

KINS/HLTH 300. Nutrition. A state of optimum health requires a diet that contains adequate amounts of necessary nutrients. This course will present principles of nutrition through the study of human metabolism. Emphasis will be on the constraints placed on an individual with certain disease states. The course will include information about the role of diet as a therapeutic modality and the importance of assisting patients to modify diets. Prerequisites: BIOL 2225/2225L, CHEM 1120/1120L, and ENGL 1120. (3)

KINS/PE 341. Physiology of Exercise. A study of the physiological effects of exercise with primary emphasis on bioenergetics, neuromuscular functions, cardio-respiratory considerations, and physical training (3 hours lecture and 2 hours lab). Prerequisites: ENGL 1120, HLED 1120 and EXSC 2115C. (4)

KINS/PE 343. Biomechanics. The study of stability, motion, force, and leverage principles as they apply to basic patterns of human movement; emphasizes the optimization of motor performance through the use of mechanical analysis. Prerequisites: ENGL 1120 and KINS/PE 341. (3)

KINS 381. Internship - Sports Medicine. Field experience including 135 hours of internship in athletic training settings supervised by qualified medical personnel. Prerequisites: ENGL 1120, HLED 2135 and KINS 220. (3-9)

KINS/PE 400. Motor Learning and Control. A study of how individuals learn and perform motor skills with special emphasis on mental and psychological aspects of learning and practical applications to teaching and coaching. Prerequisites: ENGL 1120 and KINS/PE 343. (3)

KINS 404. Psychology of Injury. Will explore theory and practical applications regarding psychological aspects of injury and rehabilitation. Topics include
psychological antecedents to injury, psychological responses to injury, and the application of psychological skills such as goal setting, imagery, and self-talk to recovery and rehabilitation. Writing Intensive. Prerequisites: ENGL 1120, HLED 2135 and PSYC 1110. (3)

KINS/PE 408. Assessment in Movement Sciences. The practical use and value of tests and measurements in movement science evaluation; includes a survey of literature, followed by a variety of laboratory and field assessment. Prerequisites: ENGL 1120 and KINS/PE 400. (3)

KINS 412. Skill Acquisition Across the Lifespan. This course will review various theories that explain how movement is organized at the central nervous system level; how the neuromuscular system produces the movement and how various developmental stages effect movement production. This course focuses on skills classification, psychomotor and developmental theories associated with movement and their application to physical activity, exercise and clinical settings. Writing Intensive. Pre-requisite: ENGL 1120. (3)

KINS 440. Exercise Prescription for Special Population. Enhances the understanding and application of exercise physiology through the learning of special considerations and adaptations of the elderly and those with various illnesses and diseases. Emphasis will be placed on application of knowledge and familiarity with cardiovascular, musculoskeletal, and metabolic diseases. Prerequisites: ENGL 1120, KINS/PE 343 and 441. (4)

KINS/PE 441. Principles of Conditioning. Enhances the understanding and application of exercise physiology through the learning of the principles and adaptations to various conditioning programs. Upon successful completion, students will be able to design programs to meet a variety of performance goals. Prerequisites: ENGL 1120 and KINS/PE 341. Co-requisite: KINS/PE 343. (4)

KINS 460. Exercise and Aging. Will introduce students to concepts associated with aging as a biological process, and its social and psychological aspects. It will emphasize the benefits of physical activity in aging populations and its positive effects on health. It will provide students with an understanding of the importance of screening, and fitness and functional assessments to prescribe exercise to this population. Finally, students will have an understanding on the effect of chronic conditions on functional and fitness levels of this population. Prerequisites: ENGL 1120, HLED 1120, 440. (3)

KINS 478. Applied Topics in Exercise Physiology. The study of integrative exercise physiology and its application for human health and performance. Prerequisite: ENGL 1120 and KINS 341. (3)

KINS 481. Internship in Kinesiology. Supervised field experience in a field relevant to student’s career goals, contingent upon the instructor’s approval. A minimum of 3 credit hours is required with maximum 9 credit hours as options. Students can
register for 1-9 credit hours (1 credit hour = 30 hours of internship site) per semester. 
**Prerequisite:** ENGL 1120, EXSC 2115, and KINS 341. (1-9)

### Latin American and Latino Studies - LALS

**LALS 2240. Hispanics, Chicanos, and Latinx: History, Politics, Migration, Identities and Culture.** This interdisciplinary course explores the role of the Hispanic, Chicano and Latinx identity in our culture and society. This course questions the politics of labeling these identities by examining: migration and community formation histories; labor markets; race and racial formations; education and the politics of language; political activism; and popular culture. (Previous Number LALS/POLS 243) (3)

**Latin@s and Chican@s - LALS**

**LALS 353. Literature of the Chicana.** A study of the literature of the Mexican American woman, including Chicana feminist literature of the 80's and 90's. 
**Prerequisite:** ENGL 1120. (3)

**LALS 370. Chicanos and the Media.** Historical survey of the role and characterization of Chicanos in and by the American media and its effects on identity formation. Focus is on the role Chicanos can play in improving the characterization of Chicanos in the media. **Writing Intensive.** 
**Prerequisite:** ENGL 1120. (3)

**LALS 400. Latin American Musical Influences in the U.S.** Is a panoramic multi-media view of the history of Chicano music from the 1920s to the present and includes several genres including conjunto, the corrido, country western, mariachi, rock, Tejano, rap and hip hop, gospel, northern New Mexican and contemporary. 
**Prerequisite:** ENGL 1120. (3)

**LALS/HIST/POLS 403. Modern Revolutions.** Explores the major revolutions of the twentieth and early twenty-first centuries. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. **Writing Intensive.** 
**Prerequisite:** ENGL 1120. (3)

**LALS/HIST/POLS 412. Inter-American Relations.** This course explores American foreign policy towards the nations of Latin America from the late colonial era to the present. **Writing Intensive.** 
**Prerequisite:** ENGL 1120. (3)

**LALS/HIST/POLS 413. Central America.** Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through to present. **Writing Intensive.** 
**Prerequisite:** ENGL 1120. (3)

**LALS 417. History of the Chicano.** The study of the history of Chicanos (Mexican Americans) in the United States from February 2, 1848 with the signing of the U.S.-Mexico Treaty of Guadalupe Hidalgo to the present. **Writing Intensive.** 
**Prerequisite:** ENGL 1120. (3)
LALS/HIST/POLS 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

LALS/HIST/POLS 420. Economic Development of Latin America. Explores the history of economic development of the Latin American nations from the colonial era through the present. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

LALS/AIS 431. Indigenous Health Practices & Curanderismo. Focus on broadening our knowledge base related to Curanderismo. Areas of discussion will be content, skills and ways experts use this knowledge to enhance the health and spiritual welfare of others. **Writing Intensive. Prerequisite:** ENGL 1120. (3)

LALS/CJUS/HIST/POLS 467. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

LALS 496. Senior Seminar in Latin American and Latinx Studies. A special topics course intended to take up critical issues in Chicano Studies not covered otherwise by courses in the Chicano Studies curriculum. Writing Intensive. **Prerequisite:** ENGL 1120. Senior Standing. (3)

Management - MGMT

MGMT 350. Principles of Management. An introduction to the basic theory of management including the functions of planning, organizing, staffing, leading, and controlling; while considering management’s ethical and social responsibilities. **Prerequisite:** ENGL 1120. (3)

MGMT 451. Human Resources Management. An analysis and description of present day personnel practice; stresses such matters as source of labor supply, equal employment opportunity, selection of employees, training, collective bargaining, and judging effectiveness of the labor force. Writing Intensive. **Prerequisites:** MGMT 350 and ENGL 1120. Non-business majors: consent of the instructor. (3)

MGMT 452. Organizational Behavior. Analysis of human behavior in organizations from both micro- and macro-orientations, including direct application of theory to management practices. Writing Intensive. **Prerequisites:** MGMT 350 and ENGL 1120. Non-business majors: consent of the instructor. Fall only. (3)

MGMT 454. Decision Making in Environmental Management. A problem solving course analyzing the nature and application of managerial planning and decision making; focus on the design, formulation, implementation, and evaluation of problem solving in complex environments; includes uses and critiques of decision theories, tools, and techniques from entrepreneurs to strategic management. **Prerequisites:** MGMT 350 and ENGL 1120. (3)
MGMT 456. Labor Relations. A review and analysis of organizational labor systems and the problems involved in their administration. Prerequisites: senior standing, BSAD 300, ENGL 1120 and MGMT 350. Spring only. (3)

MGMT 461. Operations Management. An examination of the production function in service and manufacturing organizations. Qualitative and quantitative methods of improving both quality and efficiency of operations and output. Prerequisites: ENGL 1120, MATH 1350, and MGMT 350. Spring only. (3)

MGMT 481. Internship Application in Management. Ideal for upper division Management students wishing to apply appropriate and aligned academic management skills within an actual business environment. Must be a junior or senior status student enrolled in a School of Business major or minor program of study. Requires 45 clock hours of work experience per credit hour, closely supervised by the instructor. Prerequisites: ENGL 1120 and Instructor Permission. (1-6)

Management Information Systems - MIS

MIS 333. Data Analysis. Use of spreadsheets in business data analysis. Prerequisite: BCIS 1110. (3)

MIS/CJUS 401. Introduction to Information Security. Concepts and principles of system and data security. Risks and vulnerabilities, policy formation, controls and protections methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Discussions include firewall design and implementation, secure internet and intranet protocols, and techniques for responding to security breaches. Prerequisite or Concurrency CJUS 400 or MIS 405, and ENGL 1120. (3)

MIS 405. MIS for Managers. Concepts of MIS from a user’s perspective; explores the questions of: What is MIS? How do I use information as a manager? How do I use the MIS department to get the information I need in a form I can understand and use? This is a non-programming computer course. Writing Intensive. Prerequisites: MGMT 350, BCIS 1110, and ENGL 1120. (3)

MIS/CJUS 425. Digital Forensics I. Addresses the way organizations respond to computer crime incidents and discusses how to forensically examine and recover data from various operating systems and application system environments. Core forensic procedures for any operating or file system, and how to conduct forensically sound investigations to preserve evidence for admission and use in legal proceedings is addressed. Prerequisites: CJUS/MIS 401, ENGL 1120, or permission of the instructor. (3)

MIS/CJUS. 426 Digital Forensics II. Digital Forensics II. A continuation of CJUS/MIS 425. The course will further delve into the forensic procedures and tools
used to recover and examine data from any operating or file system in a manner consistent with legal evidentiary requirements. **Prerequisites: CJUS/MIS 425 and ENGL 1120, or permission of the instructor. (3)**

**MIS 435. e-Commerce.** Students learn to merge commercial aspects with web application development techniques to develop a complete e-Commerce application from project requirements. Projects are selected to provide significant database access, problem complexity, and business processes. Throughout the course emphasis is given to adherence to project requirements, software development methodologies, and the unified modeling language (UML). Writing Intensive. **Prerequisites: CMPS 263, 330 or 365, and 362, and ENGL 1120. (3)**

**MIS 467. Information Systems Networking.** The essentials of networking will be covered from a management perspective. Practical examples and experience will be provided as course elements. Topologies and operations, monitoring and security issues from an organizational perspective will be studied in depth. Writing Intensive. **Prerequisites: CMPS 362, 365, and ENGL 1120. (3)**

**Marketing - MKTG**

**MKTG 340. Principles of Marketing.** Survey of modern marketing concepts and practices focusing on the marketing mix; product, pricing, promotion, and distribution strategies. Topics include: the marketing environment, consumer behavior, marketing research, target marketing, and the ethical and social responsibilities of marketers. **Prerequisite: ENGL 1120. (3)**

**MKTG 341. Consumer Behavior.** Basic perspectives of consumer behavior; interdisciplinary approach using the fields of economics, psychology, sociology, and cultural anthropology as they relate to marketing; emphasizes the fundamental process of motivation, perception, and learning, as well as analysis of individual predispositions and group influences in marketing. Writing Intensive. **Prerequisites: ENGL 1120 and MKTG 340. Fall only. (3)**

**MKTG 346. Sports Marketing.** Will build upon the marketing knowledge base and provide an overview of all the issues faced by marketing managers within the sports industry and outside the industry who market through sports. Students will be introduced to the unique qualities of the sports product and also examine the promotion mix, pricing and distribution issues as they relate to the sports industry. Writing Intensive. **Prerequisite: ENGL 1120 and MKTG 340. (3)**

**MKTG 347. Social Media Marketing.** Covers advertising, marketing, and communications strategies in the new media landscape where traditional and social media co-exist. The course will focus on how social media strategies can be used effectively in marketing programs, when they should/should not be used, how to build them, and how to measure, track, and evaluate their performance and effectiveness. **Prerequisites: MKTG 340, BCIS 1110, and ENGL 1120. (3)**
MKTG 348. Service Marketing. The study of the research, development, and delivery of intangible service-based products and secondary services. Focuses on customer service in a business, and the unique considerations of a service product in contrast to a tangible good in the marketing process. **Prerequisites:** MKTG 340 and ENGL 1120. (3)

MKTG 349. Multicultural Marketing. Study of the impact of cultural diversity on marketing and business efforts with an emphasis on the changing nature of ethnic subcultures in the United States and internationally; a study of the major ethnic groups; and how these changing cultural factors affect the marketing mix (product, price, place, and promotion) and marketing planning. **Pre-requisite:** MKTG 340 and ENGL 1120. (3)

MKTG 343. Integrated Marketing Communications. Explores the use of advertising, sales promotion, Internet, electronic media, and personal selling as methods for promotion goods and services. Taught from the perspective of the marketing manager, with emphasis on the theory, strategy, and tactics of promotion. **Prerequisites:** ENGL 1120 and MKTG 340. (3)

MKTG 445. Marketing Strategy. Integration of the courses for the marketing concentration; uses the case analysis approach in developing marketing management decision-making and communications abilities. Writing Intensive. **Prerequisites:** MKTG 340, ENGL 1120 and Senior-level. Fall only. (3)

MKTG 481. Internship Application in Marketing. Ideal for upper division Marketing students wishing to apply appropriate and aligned academic marketing skills within an actual business environment. Must be a junior or senior status student enrolled in a School of Business major or minor program of study. Requires 45 clock hours of work experience per credit hour, closely supervised by the instructor. **Prerequisites:** ENGL 1120 and Instructor Permission. (1-6)

**Mathematics - MATH**

MATH 097. Math Fundamentals. A review of mathematical computations and problem solving for the student whose background in basic arithmetic skills needs strengthening. **Prerequisite:** ACCUPLACER Score of 200-249. (3)

MATH 098. Introductory Algebra. Introduces algebra to the student with little or no algebra background. **Prerequisite:** MATH 097 or appropriate placement score. (4)

MATH 1010. Math for School Teachers. This course is for students intending to major in early childhood education, elementary education, special education, or secondary education in fields outside of business, mathematics and the sciences. Students will learn the mathematics necessary to pass math-based entrance exams for admittance into the School of Education. **Prerequisite:** Math 098. (Previous Number MATH 107) (3)
MATH 1130. Survey of Mathematics. This course will develop students’ ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning. Topics include financial mathematics used in everyday life situations, statistics, and optional topics from a wide array of authentic contexts. Required: Placement according to ACCUPLACER math score or successful completion of MATH 098. Concurrency: BCIS 1110. (Previous Number MATH 105/106) (3)

MATH 1150. Business Mathematics. Studies finite math topics used in business, biology, and social science including systems of linear equations, matrices, linear programming, counting techniques, probability, and math of finance. Required: Placement according to ACCUPLACER math score or successful completion of MATH 1215 or permission of the department math chair and BCIS 1110. (Previous Number MATH 121) (3)

MATH 1155. Mathematics for Health Occupations. This course is designed for students needing pre-algebra concepts review and Math for Health Careers. This course reviews the basics of computational skills involving integers, fractions, decimals, and percents to prepare students for the skills used in this course. This course also introduces the computational skills needed to study in health careers programs. Topics include more difficult operations on fractions, decimals, and percents, as well as the use of formulas, ratios and proportions, and measurements. Students will solve word problems specific to medication orders, the combined gas law, and medical related unit conversions as well as pH and pOH calculations. (Previous Course Number MATH 125) (3)

MATH 1215. Intermediate Algebra. A study of linear and quadratic functions, and an introduction to polynomial, absolute value, rational, radical, exponential, and logarithmic functions. A development of strategies for solving single-variable equations and contextual problems. Required: Placement according to ACCUPLACER math score or successful completion of MATH 098. Concurrency: BCIS 1110. (Previous Number MATH 111) (3)

MATH 1220. College Algebra. The study of equations, functions and graphs, reviewing linear and quadratic functions, and concentrating on polynomial, rational, exponential and logarithmic functions. Emphasizes algebraic problem solving skills and graphical representation of functions. Required: Placement according to ACCUPLACER math score or successful completion of MATH 1215, or permission of the department chair. Concurrency: BCIS 1110. (Previous Number MATH 131) (3)

MATH 1230. Trigonometry. A study of plane trigonometry including the definitions of the fundamental trig functions using right angle triangle and unit circle approaches. Trig functions of any real number will be evaluated and the functions graphed along with their transformations. Trigonometric identities will be developed and demonstrated including multiple angle identities and identities developed from them. Inverse Trigonometric functions will be developed and used to solve trigonometric equations. Trigonometric applications will be solved
using right angle trigonometry and the laws of sines and cosines. Trigonometric methods will be applied to complex numbers and the use of 2D vectors and vector dot products. Prerequisite: Placement according to ACCUPLACER math score or successful completion of MATH 1220, or permission of the department chair. (Previous Number MATH 132) (3)

**MATH 1350. Statistics.** This course discusses the fundamentals of descriptive and inferential statistics. Students will gain introductions to topics such as descriptive statistics, probability and basic probability models used in statistics, sampling and statistical inference, and techniques for the visual presentation of numerical data. These concepts will be illustrated by examples from a variety of fields. Prerequisite: ACCUPLACER or MATH 1215 and BCIS 1110. (Previous Number MATH 321) (3)

**MATH 1430. Applications of Calculus I.** An algebraic and graphical study of derivatives and integrals, with an emphasis on applications to business, social science, economics and the sciences. Prerequisite: MATH 1150 or MATH 1220. (Previous Number MATH 221) (3)

**MATH 1510. Calculus I.** Studies finite math topics used in business, biology, and social science including systems of linear equations, matrices, linear programming, counting techniques, probability, and math of finance. Prerequisite: Placement according to ACCUPLACER math score or successful completion of MATH 1220 and 1230, or permission of the department chair and BCIS 1110. (Previous Number Math 171) (5)

**MATH 1520. Calculus II.** Continues course of study begun in Calculus I. Covers integration techniques, numerical integration, improper integrals, some differential equations, sequences, series and applications. Prerequisite: MATH 1510. (Previous Number MATH 172) (4)

**MATH 2132. Understanding Elementary Math I.** This is the first of two courses that focus on developing the mathematical understanding of students who are preparing to be licensed as Elementary Teachers. Prerequisites: Satisfaction of the University’s proficiency requirements for mathematics. (Previous Number MATH 301) (3)

**MATH 2133. Understanding Elementary Mathematics II.** This is the second of two courses that focus on developing the mathematical understanding of students who are preparing to be licensed as Elementary Teachers. Prerequisite: MATH 2132. (Previous Course Number MATH 302) (3)

**MATH 2431. Discrete Mathematics.** Introduction to logic, proofs, algorithms, recurrence relations, graph theory, and trees with applications to computer science. Prerequisite: MATH 1220 or equivalent. (Previous Number MATH 243) (3)

**MATH 2520. Foundations of Math Thinking.** Introduction to logic, methods of proof, and mathematical structures, with applications to set theory, relations, functions and analytic geometry. Prerequisite: MATH 1510. (Previous Course Number MATH 210) (3)
MATH 2530. Calculus III. The purpose of this course, which is a continuation of MATH 1230, is to study the methods of calculus in more detail. The course will cover the material in the textbook from Chapters 10-14. Vectors in the plane and 3-space, vector calculus in two-dimensions, partial differentiation, multiple integration, topics in vector calculus, and complex numbers and functions. **Prerequisite:** MATH 1520. (Previous Number MATH 271) (4)

MATH 304. Mathematics for the Secondary Teacher. Various approaches to the teaching of mathematics for preparation to teach secondary school mathematics. **Prerequisites:** ENGL 1120 and MATH 1510. (3)

MATH 308. MATLAB: Interactive Environment for Scientific and Technical Computing. Using the MATLAB programming environment, learn data types with vectors and matrices, control structures and selection statements, loop statements and vectorising code, scripts, string manipulation, data structures: cell arrays and structures, introduction to graphical user interfaces, plotting techniques, calculus differentiation and integration, symbolic mathematics, fitting curves to data and more. **Prerequisites:** ENGL 1120 and MATH 1510.

MATH 312. Computational Linear Algebra. Beginning linear algebra with a relatively concrete approach; covers computational matrix algebra, vectors, linear independence, bases, linear transformations, characteristic roots, and characteristic vectors; applications to solving systems of difference equations. Uses appropriate technology such as MATLAB and/or a computer algebra system. **Prerequisites:** ENGL 1120 and MATH 1520. (3)

MATH 323. Differential Equations. Analytical, numerical and graphical methods of solving ordinary differential equations; covers single equations and systems of equations with applications to various fields of science emphasizing a modeling approach. Uses appropriate technology such as MacMath and/or a computer algebra system. **Prerequisites:** ENGL 1120, MATH 2530, and 312. (3)

MATH 327. Survey of Geometry. Euclidean geometry, geometry of dimensions, and non-Euclidean geometry. **Prerequisites:** ENGL 1120 and MATH 1510. (3)

MATH 410. Abstract Mathematics. An introduction to group theory, real analysis, and topology. **Prerequisites:** ENGL 1120 and MATH 2520 or 243. (3)

MATH 417. Introduction to Numerical Analysis. Solutions of linear equations; solutions of equations, both algebraic and transcendental; systems of linear equations, interpolation by difference method. **Prerequisites:** ENGL 1120 and MATH 1520. (3)

MATH 421. Advanced Applied Statistics. An application of statistics in Estimation and Hypothesis Testing in two sample problems, Chi-square distributions, Analysis of Frequencies Contingency Tables, Analysis of Variance Multiple Comparisons, Data Transformations, Nested Analysis of Variance, Simple and Multiple Regression Analysis. **Prerequisites:** ENGL 1120 and MATH 1350. (3)

MATH 423. Introductory Complex Analysis. An introduction to functions of a complex variable; the complex number system and its properties, analytic func-
tions, elementary function, power functions, integrals, conformal mapping, and applications of these topics. **Prerequisites: ENGL 1120 and MATH 2530. (3)**

**MATH 431. Mathematical Modeling.** Introduction to mathematical modeling; covers continuous, discrete, and probabilistic models along with dimensional analysis and sensitivity analysis. Uses appropriate technology such as a graphing calculator and/or computer algebra system. **Prerequisites: ENGL 1120, MATH 2530, 312, and 323. (3)**

**MATH 450. Teaching of Secondary Mathematics.** Materials and methods of instruction of secondary mathematics, including issues of student teaching; does not count as part of the major or minor in mathematics. **Prerequisite: ENGL 1120. (3)**

**MATH 451. History of Mathematics.** Covers the historical development of algebra, trigonometry, calculus, number theory, and probability theory. **Prerequisite: ENGL 1120 and MATH 1510.**

**MATH 461. Advanced Calculus I.** Definite integrals, space integrals, elliptic functions and integrals, beta and gamma functions, Fourier series, and vectors. **Prerequisites: ENGL 1120 and MATH 2530. (3)**

**MATH 462. Advanced Calculus II.** Continuation of MATH 461. **Prerequisites: ENGL 1120 and MATH 461. (3)**

**MATH 470. Topics in Computational Mathematics.** Instruction in mathematical and computational techniques that are the fundamental tools essential to becoming a skilled in computational mathematics. Academic focus areas are intended to vary and may include topics from Applied Analysis, Information Technology and Computation, Operations Research, Probability and Statistics, and Simulation and Modeling. **Prerequisites: ENGL 1120, MATH 1220, and MATH 308. (3)**

**MATH 471. Probability and Statistics I.** Probability spaces, discrete and continuous random variables, expectations and the limit theorems, estimation, hypotheses testing, and confidence intervals. **Prerequisites: ENGL 1120 and MATH 1520. (3)**

**MATH 472. Probability and Statistics II.** Continuation of MATH 471. **Prerequisites: ENGL 1120 and MATH 471. (3)**

**MATH 496. Senior Project and Seminar.** A culmination of the mathematics major with a full semester project bringing together the various concepts in mathematics. Writing Intensive. **Prerequisites: ENGL 1120 and Senior standing. (3)**

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**Music - MUSC**

**MUSC 100 or 300. Applied Music.** One credit hour is given for one twenty-five minute private lesson per week and two credit hours are given for fifty minute lessons. May be repeated for credit.

**MUSC 100A, 300A  Applied Music - Piano 1-2**
MUSC 100B, 300B Applied Music - Piano 1-2
MUSC 100K, 300K Applied Music - Guitar 1-2
MUSC 100L, 300L Applied Music - Voice 1-2
MUSC 100M, 300M Applied Music - Voice 1-2
MUSC 100S, 300S Applied Music - Jazz 1-2
MUSC 100T, 300T Applied Music - Mariachi 1-2

MUSC 174. Jazz Orchestra. Will study the Big band idiom while playing the music of various big bands including but not limited to the Count Basie Orchestra, the Duke Ellington Orchestra and the Thad Jones-Mel Lewis Orchestra. Students must read music and have a minimum proficiency on their instrument. (2)

MUSIC 177. Mariachi Ensemble. Will learn to play in the Mariachi style in various genres native to the style including Son Jaliscience, Huapango, Bolero and Ranchera. Students must be able to read music and have a minimum proficiency on their instrument or an instrument related to the mariachi counterpart. (2)

MUSC 214. Digital Music Production. An introduction to the world of digital music production with an emphasis on hardware and software programs and concepts necessary to learning the production of musical sound and the techniques of musical recording. Prerequisite: MUSC 1210. (3)

MUSC 221. Music Theory III. A continuation of Theory II, with emphasis on modulations and chromatic harmony. The student will continue sight singing and dictation while implementing chromaticism with accompaniment. Compositions will continue to advance breaking from traditional four-part notation. Prerequisite: MUSC 1461. (3)

MUSC 252. Music Styles Seminar. Required for the Associate’s degree in Music. This course is an introduction to the history of music as it affects current performance practice. Students will investigate the reasons for the use of differing performance styles in contemporary music and use this as a foundation to examine the influences extant in 6 historical periods; Medieval, Renaissance, Baroque, Galant and Classical, Romantic, 20th and 21st Century. Students will produce guided research projects and an informal public performance of several different genres. Prerequisite: MUSC 1130. (3)

MUSC 2120. Major Ensemble. This course is an exploration of major ensembles, allowing students to develop their abilities with their instruments in a group setting. Students will gain a broader understanding of major ensemble through study of musical history, as well as various practice exercises and performances. Prerequisite: Permission from the instructor. (Previous Number MUSC 101) (1 or 2)(1 or 2)

MUSC 1130. Music Appreciation: Western Music. This course explores the ideas of music in society and its cultural relevance and is designed to increase the students’ appreciation of music as well as to enhance their listening skills. Students are introduced to various periods, styles, and composers of music and become
acquainted with knowledge and appreciation of Western music from various cultures and times. (Previous Number MUSC 111) (3)

MUSC 1210. Fundamentals of Music for non-majors. A beginning course in the fundamentals of music, this course includes notation, scales, key signatures and intervals. Aural comprehension is introduced through singing intervals, scales and triads and dictating simple rhythmic and melodic patterns and students explore the basic components of music. (Previous Number MUSC 119) (3)

MUSC 1460. Music Theory I. Introduction to vocabulary and syntax of 4-voice 18th c. chorale music through study and harmonic analysis. (Previous Number MUSC 121) (3)

MUSC 1461. Music Theory II. Expansion of vocabulary and syntax of 4-voice 18th c. chorale music through study, harmonic analysis, and part writing. (Prerequisite: MUSC 1460. (Previous Number MUSC 150) (3)

MUSC 1420. Introduction to Music History. Is for students with some background in music and assumes the ability to read music, as well as experience in listening to music and analyzing by ear. (Previous Number MUSC 152) (3)

MUSC 2110. Chamber Ensemble: This course is an exploration of chamber ensembles, allowing students to develop their abilities with their instruments in a group setting. Students will gain a broader understanding of chamber ensemble through study of musical history, as well as various practice exercises and performances. (Previous Number MUSC 107, 170, 177) (1)

MUSC 2130. Jazz Ensemble. This course is an exploration of jazz ensembles, allowing students to develop their abilities with their instruments in a group setting. Students will gain a broader understanding of jazz ensemble through study of musical history, as well as various practice exercises and performances. Prerequisite: MUSC 1460. (Previous Number MUSC 171) (2)

MUSC 301. University Choir. Open to all WNMU students. The performance of a wide variety of choral literature drawn from the finest contemporary, historical, and traditional repertoire. Prerequisite: Instructor permission. (1 or 2)

MUSC 307. Instrumental Chamber Ensemble. Open to all WNMU students, community members, and concurrently enrolled high school students who play string, wind, percussion instruments or piano. The performance of a wide variety of literature. Groups formed on the basis of filling needs within a given ensemble (woodwind quintet, brass trio, string quartet, percussion ensemble, drumline, etc.). May be repeated for credit. Prerequisite NUR 304. Integrating Complementary and Alternative Medicine into Nursing Practice: Instructor permission. (1 or 2)

MUSC 329. Introduction to Recording. Open to all students in any declared or non-declared major. Introduction to recording technology and the different applications of analog and digital recording in the process of recording, mixing and mastering. Course will include hands on labs, as well as in depth studies into the technical knowledge needed to be successful. (3)
MUSC 354. Jazz History. Will cover the history of America's music. This course will explore various styles within the name of jazz including New Orleans Music, Ragtime, Big Band, Swing, Bebop, Hard/Post Bop, Modern, Free jazz, and Contemporary Jazz. Students will listen and watch some of jazz' greatest musicians and study their improvisatory styles and vocabulary to learn about the jazz language and how the music developed over the years. **Prerequisites: MUSC 1420.** (2)

MUSC 364. Mariachi History. Will cover the history of Mexico's most prominent music. Various musical styles within mariachi music will be explored including the son, huapango, bolero, danzon, and joropo. The course will cover the genesis of the music and its development throughout the years along with listening and watching some of the world’s best Mariachis. **Prerequisite: MUSC 1420.** (2)

MUSC 370. Pep Band. This ensemble will study both contemporary and past popular music and perform for athletic events. Students must read music and have a minimum proficiency on their instrument. May be repeated for credit (1)

MUSC 371. Jazz Ensemble. Will explore and study jazz theory, voice leading, harmonic resolutions, alterations and substitutions, and communication through improvisation. The ensemble will study the music of jazz legends to expand their improvisational vocabulary in the jazz idiom and put it into practice through the learning of jazz standards and original compositions. Students must read music and have a minimum proficiency on their instrument. May be repeated for a max of 12 credit hours. **Prerequisite: ENGL 1120 and MUSC 1460.** (2)

MUSC 374. Jazz Orchestra. Will study the Big band idiom while playing the music of various big bands including but not limited to the Count Basie Orchestra, the Duke Ellington Orchestra and the Thad Jones-Mel Lewis Orchestra. Students must read music and have a minimum proficiency on their instrument. (2)

MUSC 377. Mariachi Ensemble. Will learn to play in the Mariachi style in various genres native to the style including Son Jaliscience, Huapango, Bolero and Ranchera. Students must be able to read music and have a minimum proficiency on their instrument or an instrument related to the mariachi counterpart. May be repeated for a max of 12 credit hours. **Prerequisite: ENGL 1120.** (2)

**Native American Studies - NATV**

NATV 1150. Introduction to American Indian Studies. This course surveys the significance of Native American Studies through an inter-disciplinary approach to two areas of academic concentration: Indigenous Learning Communities, and Leadership and Building Native Nations. (Previous Number AIS 212) (3)
Nursing - NMNC

NMNC 3110. **Introduction to Nursing Concepts.** Introduces the nursing student to the mega-concepts and curricular concepts of nursing practice and conceptual learning. Mega-concepts include professional nursing, participant attributes and health and illness concepts. Writing Intensive. **Co-requisite:** NMNC 3135. **Prerequisites:** Program Admission. (NEC9113) (Previous Number NUR 108) (3)

NMNC 3120. **Evidence-Based Practice.** The focus of this course is the principles of evidence based nursing practice. It includes the identification of clinical practice problems, the evaluation of available evidence, and the integration of evidence with clinical expertise and patient preferences in application to practice Writing Intensive. **Co-requisites:** NMNC 3110 and 3135. **Prerequisite:** Program Admission. (NEC9133) (Previous Number NUR 320) (3)

NMNC 3135. **Principles of Nursing Practice.** Introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions including accurate calculation, measurement, and administration of medications will be included. Writing Intensive. **Co-requisite:** NMNC 3110. **Prerequisite:** Program Admission. (NEC 9124) (Previous Number NUR 110) (4)

NMNC 3210. **Health and Illness Concepts I.** Concepts covered are related to homeostasis/regulation, sexuality/reproduction, protection/movement and emotional processes. Writing Intensive. **Co-requisites:** NUR 3220, 3230, and 3235. **Prerequisites:** NMNC 3110 and 3135. (NEC9213) (Previous Number 3210) (3)

NMNC 3220. **Health Care Participant.** Introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community. Writing Intensive. **Co-requisites:** NMNC 3210, 3230, and 3235. **Prerequisite:** NMNC 3110 and 3135. (NEC9223) (Previous Number NUR 157) (3)

NMNC 3230. **Nursing Pharmacology.** Introduces the nursing student to pharmacologic nursing practice from a conceptual approach. Writing Intensive. **Co-requisites:** NMNC 3210, 3220, and 3235. **Prerequisites:** NMNC 3110 and 3135. (NEC9233) (Previous Number NUR 158) (3)

NMNC 3235. **Assessment and Health Promotion.** Introduces the nursing student to the assessment of and health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory, and/or clinical settings. Writing Intensive. **Co-requisites:** NMNC 3210, 3220 and 3230. **Prerequisites:** NMNC 3110 and 3135. (NEC9244) (Previous Number NUR 164) (4)

NMNC 4310. **Health and Illness Concepts II.** Will cover health and illness concepts across the lifespan with the focus on chronic conditions. Concepts covered are related to oxygenation and homeostasis, homeostasis and regulation, protection and movement, and cognition and behavior processes. Writing Intensive. **Co-requisites:** NUR 4320 and 4335. **Prerequisites:** NMNC 3210, 3220, 3230, and 3235. (NEC9313) (Previous Number NUR 203) (3)
NMNC 4320. Professional Nursing Concepts I. Covers foundational concepts for professional development, including selected professional attributes and care competencies. Writing Intensive. **Co-requisites: NMNC 4310 and 4335. Prerequisites: NMNC 3210, 3220, 3230, and 3235.** (NEC9323) (Previous Number NUR 206) (3)

NMNC 4335. Care of Patients with Chronic Conditions. The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical. Writing Intensive. **Co-requisites: NMNC 4310 and 4320. Prerequisites: NMNC 3210, 3220, 3230, and 3235.** (NEC9334) (Previous Number NUR 208) (4)

NMNC 4410. Health and Illness Concepts III. Will cover health and illness concepts across the lifespan. Concepts covered are related to homeostasis and regulation, oxygenation/homeostasis, protection/movement and emotional processes. Writing Intensive. **Co-requisite:** NMNC 4435. **Prerequisites:** ENGL 1120, NMNC 4310, 4320, and 4335. (NEC9414) (Previous Number NUR 323) (4)

NMNC 4435. Clinical Intensive I. This is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical. (1 didactic and 3 clinical). Writing Intensive. **Co-requisite:** NMNC 4410. **Prerequisite:** ENGL 1120, NMNC 4310, 4320, and 4335. (NEC9424) (Previous Number NUR 364) (4)

NMNC 4445. Clinical Intensive II. This is the second of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical. (1 didactic and 3 clinical). Writing Intensive. **Co-requisites:** NMNC 4410 and 4435. **Prerequisites:** ENGL 1120, NMNC 4310, 4320, and 4335. (NEC9434) (Previous Number NUR 365) (4)

NMNC 4510. Concepts Synthesis. This didactic course will focus on the synthesis of curricular concepts in the care of complex patients. Writing Intensive. **Co-requisites:** NMNC 4520, 465, and 496. **Prerequisites:** ENGL 1120, NMNC 4410, 4435, and 4445. (NEC9513) (Previous Number NUR 400) (3)

NMNC 4520. Professional Nursing Concepts II. This didactic course covers policy concepts for professional nursing. Writing Intensive. **Co-requisites:** NMNC 4510, 465, and 496. **Prerequisites:** ENGL 1120, NMNC 4410, 364, and 4445. (NEC9523) (Previous Number NUR 403) (3)

NMNC 4535. Clinical Intensive III. The focus of this clinical course is application of the curricular concepts in the management of care participants with complex conditions across the lifespan. This course is a combination of seminar, lab and clinical. Co-requisites: NMNC 4510, 403, and 496. **Prerequisites:** ENGL 1120, NMNC 4410, 4435, and 4445. (NEC9534) (Previous Number NUR 465) (4)
NMNC 4545. BSN Capstone. The synthesis integration and application of concepts to professional nursing practice will be applied in the final clinical course to ensure readiness to enter practice. Writing Intensive. Co-requisites: NMNC 4510, 403, 465. Prerequisites: ENGL 1120, NMNC 4410, 4435, and 4445. (Previous Number NUR 496) (4)

Nursing NON-NMNC - NUR

NUR 304. Integrating Complementary and Alternative Medicine into Nursing Practice. Historical uses, current uses, and research literature will be analyzed as they pertain to Complementary and Alternative Medicine practices (CAM). Emphasis will be on integrating evidence-based practice into the nursing role. Prerequisites: ENGL 1120 and Admission to the RN to B.S.N. program. (2)

NUR 322. Health and Aging. Exploration of evidence-informed nursing practice for promoting the health of older adults in community and healthcare settings. Writing Intensive. Prerequisites: Pre-licensure B.S.N. student, ENGL 1120 and NMNC 3235. (3)

NUR 325. Health Assessment. Holistic assessment techniques for clients of all ages; includes interviewing techniques to obtain history and cultural beliefs and preferences, and physical exam techniques; emphasis is on identification of abnormal findings and accurate documentation. Writing Intensive. Prerequisites: ENGL 1120 and Admission to the RN to BSN program. (3)

NUR 332. Nursing Research. Introduction to concepts and issues in nursing research. Emphasis in this course is on the research process, research designs, reading and critiquing research, and research utilization. Writing Intensive. Prerequisites: ENGL 1120, MATH 1350, and Admission to the RN to B.S.N. program. (3)

NUR 336. Pathophysiology for Nurses. The study of complex human disease processes, along with appropriate nursing assessments and care strategies. Prerequisites: BIOL 2225/2225L, ENGL 1120, and Admission to the RN to B.S.N. program. (3)

NUR 401. Gerontological Nursing. The focus of the course is healthy aging. Includes advanced nursing assessment, and use of evidence-based practice for prevention of common problems associated with aging for acute and end-of-life care, and for optimizing health for those living with chronic health problems. Common legal and ethical issues of the aging person are reviewed. Writing Intensive. Prerequisites: ENGL 1120, NUR 332, 325, and Admission to the RN to B.S.N. program. (3)

NUR 406. Critical Thinking in Professional Nursing. Strategies designed to enhance critical thinking and analysis skills of the professional nurse. The student will explore the relationship between theory, clinical judgement, and caring. Writing Intensive. Prerequisites: ENGL 1120 and Admission to the RN to B.S.N. program. (3)
NUR 407. Leadership Roles. Organization, management, leadership, and change as they relate to health care systems/settings at the unit level. Emphasis on the growth of the professional role as manager of care; includes the critical examination into management and leadership roles, collaboration, impact of culture on institutional structure, development of teams and interdisciplinary approaches to care, budgeting and finance role development, change process and development of a professional philosophy, in addition to the ethical issues in management. Writing Intensive. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

NUR 408. Issues in Professional Nursing. Theoretical presentation of issues and trends that impact the nursing profession. Emphasis is placed upon analysis of current literature surrounding selected topics. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

NUR 415. Health Policy. Evaluation of power, politics, and health policy; exploration of professional nursing roles in health policy development. Includes an advocacy component. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

NUR 416. Ethics in Healthcare Policy. Evaluation of global health policy. Examination of common ethical dilemmas and legal issues encountered in professional nursing. **Prerequisites:** ENGL 1120 and Admission to RN to B.S.N. program. (2)

NUR 420. History of Nursing. Provides an introduction to the history of nursing and how nursing has developed from the ideal of duty to a profession. Through discussion of the historical background of the nineteenth and twentieth centuries, topics such as women's work and duty, influence of science and technology on health care, public health and reform, the effects of war, women's rights and civil rights will be discussed. Writing Intensive. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. Program. (3)

NUR 429. Utilizing Resources. Builds an academic and technical skill foundation for RN students who will be completing their B.S.N. course work at a distance using online platforms. Emphasis on the development of a learning community that supports and facilitates the participation of all the members of the course. Introduction to critical thinking, effective written discussions (WEB), and access to library/data resources as they apply to changing nursing practice. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

NUR 432. Nursing Informatics. Use of information management and computers in a variety of health care applications, including hospital information system and patient record systems. The Internet will be discussed as a source of health care information. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

NUR 441. Perioperative Nursing. Designed for the registered nurse as an in-depth introduction to perioperative nursing. It presents information and concepts that
are essential to the perioperative nursing practice and are encountered at the entry level requiring early mastery. This course is open to LPN's and RN's. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (4)

**NUR 447. Community Health Theory.** Theoretical study of nursing care for communities and vulnerable populations. Covers principles of epidemiology, public health, environmental health, grant writing and community nursing roles. Writing Intensive. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

**NUR 470. Nursing Organization and Management.** Classical and contemporary theories of organizational behavior in the health care setting on a macro level. Leadership theories and development of a personal philosophy of leadership in nursing. **Prerequisites:** ENGL 1120 and Admission to the RN to B.S.N. program. (3)

**NUR 481. Community Health Practicum.** Clinical practicum (96 hours) supporting the study of nursing care for communities and vulnerable populations. Focuses on public health principles, performance of a community needs assessment and completion of a capstone project that addresses vulnerability of a specific population. **Prerequisites:** RN Licensure, Liability Insurance, ENGL 1120, and Admission to the RN to B.S.N. program. (3)

**Outdoor Leadership Studies - OLST**

**OLST 1110. Outdoor Experience: Rock Climbing.** This course begins with a class orientation session, followed by a ‘ground school’ session and two days of field experience on the ‘rock’. Rock climbing history, equipment, technique and safety system management will be the curriculum focus as students gain knowledge and practical skills in the basics of technical rock climbing. (Previous Number OLST 117). (1)

**OLST 2110. Skills for the Outdoor Leader. Introduction to the professional practices of back country travel.** Topics include the differentiation between personal recreation and professional practice. Students plan, organize, and participate in a series of overnight weekend trips. Topics include environmental stewardship, menu planning, meal preparation, equipment use, expedition behavior, expedition technology, group process, map and compass orientating, route finding, and weather prediction. (Previous Number OLST 200) (3)

**OLST 2120. Fundamentals of Search and Rescue.** To expose students to the critical thinking and analysis skills necessary to safely affect a variety of Search and Rescue (SAR) activities. Classroom lectures, field exercise, field practicum and National Association for Search and Rescue certification exam are part of the course. (Previous Number OLST 250) (3)

**OLST 300. Introduction to Outdoor Leadership.** Gain leadership skills and experience through classroom study and skills application in outdoor settings. Topics include leadership styles, group dynamics, facilitation, environmental
ethics, trip planning, experiential methods, emergency procedures, judgment and decision-making, communication and professionalism. Required field expeditions allow students opportunities to practice, prepare, and lead. Writing Intensive. **Prerequisite:** ENGL 1120 and OLST 200. (3)

**OLST 305. Wilderness First Responder.** This course provides the knowledge needed to handle medical emergencies requiring extended care in remote settings. Emphasis is on prevention, decision making, and treatment. National certification requires this course to meet for approximately 80 hours. Students who successfully complete the course and pass the WFR exam receive a Wilderness First Responder certificate good for two years with one-year renewal/grade period. Prerequisite: ENGL 1120. (3)

**OLST 310. Search Management.** Designed to teach essential knowledge and skills necessary to manage the initial response on a lost person incident; prepares students for management and leadership responsibilities during a search and rescue mission. A National Association for Search and Rescue certification exam is part of the course. **Prerequisites:** ENGL 1120 and OLST 2120. (3)

**OLST 322. Understanding Place.** Broaden the students understanding and appreciation of the natural world. Through classroom and outdoor experiences, students will examine the interactions and relationships humans have with our biotic environment to cultivate a sense of place. Gain advanced competence in outdoor skills. Two multi-day backpacking trips are required course component. Writing Intensive. **Prerequisites:** ENGL 1120 and HLED 1120. (3)

**OLST 400. Outdoor Risk Management.** Course will examine the ways in which outdoor leaders assess and manages risk. Focus on risk management theory and the development of risk management strategies. Writing Intensive. **Prerequisites:** ENGL 1120 and OLST 300. (3)

**OLST 420. Foundations in Experiential and Adventure Education.** To synthesize theoretical tenets and current professional trends of outdoor education and to examine a broad range of theoretical applications to the profession. The course seeks to prepare students for jobs across interdisciplinary fields. As such, the content and experience of this course applies to a wide range of professional settings. Field trips maybe required. **Co-requisite:** OLST 300. **Prerequisite:** ENGL 1120. (3)

**OLST 486. Current Topics Outdoor Leadership.** Students participate in training necessary to become a WNMU Outdoor Wilderness Leader (OWL). OWLS act as peer leaders during a multi-day Outdoor Orientation program for WNMU freshmen. Requires a minimum of 45 service hours as a leader in outdoor settings. Writing Intensive. **Prerequisites:** ENGL 1120, HLED 1120, OLST 300 and 420, and PHIL 407. (3)

**OLST 496. Outdoor Leadership Seminar.** Through a student identified and instructor guided service learning project, this course challenges students to explore how their actions, their academic interests, and their own initiative can contribute to the community. Interdisciplinary project must contain an outdoor component.
Students will be required to complete 45 hours of service as well as reflection assignments. Writing Intensive. **Prerequisites:** ENGL 1120, HLED 1120, OLST 300 and 420, and PHIL 407. (3)

**Philosophy - PHIL**

**PHIL 1115. Introduction to Philosophy.** This course, students will be introduced to some of the key questions of philosophy through the study of classical and contemporary thinkers. Some of the questions students might consider are: Do we have free will? What is knowledge? What is the mind? What are our moral obligations to others? Students will engage with and learn to critically assess various philosophical approaches to such questions. Writing Intensive. (Previous Number PHIL 100) (3)

**PHIL 1120. Logic, Reasoning, & Critical Thinking.** The purpose of this course is to teach students how to analyze, critique, and construct arguments. The course includes an introductory survey of important logical concepts and tools needed for argument analysis. These concepts and tools will be used to examine select philosophical and scholarly texts. Writing Intensive. (Previous Number PHIL 101 and 201). (3)

**PHIL 1130. Contemporary Moral Issues.** This course will introduce students to and engage them in the philosophical analysis of contemporary moral issues. Students will read and discuss texts dealing with various controversial social issues, which might include health care access, physician-assisted suicide and euthanasia, the death penalty, incarceration, war, and terrorism. Writing Intensive. (Previous Number PHIL 200) (3)

**PHIL 2110. Introduction to Ethics.** This course introduces students to the philosophical study of morality and will explore questions concerning our human obligations to others and related issues. Students may be asked to relate various approaches to ethics to present-day ethical debates and their own lives. Writing Intensive. (Previous Number PHIL 102) (3)

**PHIL 2125. Comparative World Religions.** A comparative exploration of major world religions, including Islam, Taoism, Hinduism, Buddhism, Confucianism, Judaism, Christianity, Native-American, and Zen traditions. Emphasis is placed on the historical and philosophical contexts of these religions and on their common and diverse values, theories of reality, knowledge, and beauty. Writing Intensive. **Prerequisite:** ENGL 1120. (Previous Number PHIL 211) (3)

**PHIL 2140. Professional Ethics.** This course focuses on some of the ethical issues that arise in the context of professional life. Beginning with an overview of several major ethical theories, the course will consider how these theories, which traditionally concern personal morality, apply to life in a professional setting. The course will focus on issues that might include lying and truth-telling, whistleblowing, confidentiality, the obligations of businesses toward the public, and the ethical concerns of
privacy in journalism. Using a combination of readings, case studies, and discussion, students will explore these issues by critically evaluating ethical principles and also applying them to real-world settings. Writing Intensive. Prerequisite: ENGL 1110. (Previous Number PHIL 205) (3)

**PHIL 2160. Philosophy in Film.** In this course we will be using films (and discussions of particular films and filmmaking techniques), along with an assortment of more "traditional" academic texts, as a means to explore important philosophical themes and debates. It is intended to be an introduction not only to philosophy but also critical thinking. Writing Intensive. Prerequisite: ENGL 1110. (Previous Number PHIL 2160) (3)

**PHIL 300. Recent Philosophy.** Critical examination of important trends in American and European philosophy of the recent past, particularly various schools of linguistic analysis, phenomenology, logical positivism, and existentialism. Writing Intensive. Prerequisite: ENGL 1120. (3)

**PHIL 401. Major Topics or Problems in Philosophy.** This course covers topics in the history of philosophy, and/or contemporary problems in the discipline of philosophy. The course may cover the historical development of a specific problem, or the contemporary debate. Writing Intensive. This course may be repeated for credit with instructor approval. Prerequisite: ENGL 1120. (3)

**PHIL 407. Environmental Ethics.** Explores a wide range of environmental issues through the application of ethical theory to present and past cases. Writing Intensive. Prerequisite: ENGL 1120. (3)

**PHIL 410. History of Philosophy I: Thales to Plotinus.** This course covers major figures and problems in ancient Greek and Roman philosophy. Focus will be on original texts from representative thinkers in historical context. Prerequisite: ENGL 1120. (3)

**Physical Education (PHED) Activity Courses**

Activity Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PE 115</td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>PE 116</td>
<td>Tai Chi Chuan</td>
<td>1</td>
</tr>
<tr>
<td>PE 135</td>
<td>Intermediate Tennis</td>
<td>1</td>
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<tr>
<td>PE 136</td>
<td>Softball/Baseball</td>
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<tr>
<td>PE 155</td>
<td>Ballet</td>
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<tr>
<td>PE 158</td>
<td>Hip-Hop Jazz</td>
<td>1</td>
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**PHED 1110. Dance: Folk, Salsa I, Beginning Belly, Mexican Folk, Social, Aerobic.** Individual sections vary based on topic content; "audience"; type or level or participation. (Previous Number PE 152, 129, 132, 133, 120, 151, 157) (1)
PHED 1140. Zumba. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 163) (1)

PHED 1210. Basketball. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 148) (1)

PHED 1230. Individual Sport: Handball, Racquetball, Tennis, Beginning Badminton, Golf. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 146, 137, 134, 124, 118) (1)

PHED 1280. Volleyball. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 147) (1)

PHED 1290. Team Sport: Soccer. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 145) (1)

PHED 1310. Swim I: Beginning Swimming. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 140) (1)

PHED 1320. Aqua Fit: Water Aerobics. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 139) (1)

PHED 1410. Yoga: Hatha Yoga I, Kundalini Yoga Inspired, Accessible Yoga. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 164)

PHED 1430. Pilates: Advanced Pilates, Pilates. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 149 and 114) (1)

PHED 1510. Training: Circuit training, Kickboxing, Resistance Training. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 109, 107, 105) (1)

PHED 1620. Fitness: Walkacise, Activities for Students with Disabilities, Group Strength I. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 103, 128, 108) (1)

PHED 1710. Martial Arts: Self-Defense. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 106) (1)

PHED 1910. Outdoor Experience: Rock Climbing, Archery. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 121, 117, 112). (1)

PHED 2230. Individual Sport II: Intermediate Badminton, Racquetball, Golf. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 125, 138, 119) (1)

PHED 2510. Training II. Intermediate Weight Training. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 170) (1)
PHED 2620. Fitness II: Advanced Walkacise. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 104) (1)

PHED 2910. Outdoor Experience II: Intermediate Archery. Individual sections vary based on topic content; “audience”; type or level of participation. (Previous Number PE 113) (1)

Physical Education (PE)

PE 302. Teaching Outdoors & Initiative Activities. Designed to prepare professionals to teach outdoor and cooperative/initiative/adventure activities. Prerequisites: ENGL 1120, HLED 1120, 245 and 327. (2)

PE 303. Teaching Individual & Team Sports. Designed to prepare professionals to teach the development of skills and game strategies for soccer, volleyball, golf, badminton, and tennis. Prerequisites: ENGL 1120, PE 103, and 213. (3)

PE 318. Movement and Wellness for Young Children. Includes theory and practical application of movement and wellness experiences appropriate for young children. Prerequisite: ENGL 1120. (3)

PE 327. Pedagogy in Physical Education. Designed to develop basic teaching skills of future physical education teachers. Writing Intensive. Prerequisites: ENGL 1120. (3)

PE/KINS 341 Physiology of Exercise. A study of the physiological effects of exercise with primary emphasis on bioenergetics, neuromuscular functions, cardio-respiratory considerations, and physical training (3 hours lecture and 2 hours lab). Prerequisites: ENGL 1120, HLED 1120, and EXSC 2115C. (4)

PE/KINS 343. Biomechanics. The study of stability, motion, force, and leverage principles as they apply to basic patterns of human movement; emphasizes the optimization of motor performance through the use of mechanical analysis. Prerequisites: ENGL 1120 and PE/KINS 341. (3)

PE/KINS 400. Motor Learning and Control. This course will focus on how humans control their movements and acquire motor skills. Specific topics include the coordination of body movements in skill execution, practice design for skill acquisition, and the administration of feedback. Prerequisites: ENGL 1120 and PE/KINS 343. (3)

PE 402. Adapted Physical Education. Addresses scientific principles of physical education for the disabled child; areas of concentration include deviations from the normal, and selection and adaptation of activities to suit the needs of the disabled. Writing Intensive. Prerequisites: ENGL 1120. (3)

PE 406. Sports Psychology. Provides an understanding of the psychological issues related to sport and coaching. Prerequisite: ENGL 1120. (3)
PE/KINS 408. Assessment in Movement Sciences. The practical use and value of tests and measurements in movement science evaluation; includes a survey of literature, followed by a variety of laboratory and field assessment. Prerequisites: ENGL 1120 and PE/KINS 400. (3)

PE 423. Physical Education for the Elementary Classroom Teacher. Designed to prepare elementary classroom teachers to be effective physical education teachers. Includes delivery of developmentally appropriate activities, assessment, and curriculum development related standards and benchmarks. Prerequisite: ENGL 1120. (3)

PE 425. P-12 Physical Education Curriculum. Provides students with a theoretical background in physical education, movement, management, management instructional planning, and implementation of physical education curriculum. This course will address team and individual sports, as well as rhythms, dance, and other fitness activities. Writing Intensive. Prerequisites: ENGL 1120. (3)

PE 427. Developing Teaching Skills in Physical Education. The development of techniques and strategies necessary for the effective teaching of physical education. Curriculum, methods, and materials will be discussed. Laboratory experiences will be discussed and developed as part of this course. Writing Intensive. Prerequisite: ENGL 1120. (3)

PE/KINS 441. Principles of Conditioning. Enhances the understanding and application of exercise physiology through the learning of the principles and adaptations to various conditioning programs. Upon successful completion, students will be able to design programs to meet a variety of performance goals. Prerequisites: ENGL 1120 and PE/KINS 341 Co-requisite: PE/KINS 343. (4)

PE 445. Sport in American Culture. Examines the relationship of sport to American culture. Topics include children, schools, deviance, violence, gender relations, group relations, economy, and media as they relate to sport. Prerequisite: ENGL 1120. (3)

PE 481. Internship in Movement Sciences. Field experience including 90 hours of supervised internship experience in an approved corporate, community, or private fitness or physical performance enhancement program. Prerequisite: ENGL 1120. (3)

Physical Science - PHSC

PHSC 1110 Physical Science for Gen Ed I. (Physics, Chemistry). This course is designed for students who need a physical science requirement. Topics include mechanics, physics, and forms of energy, chemistry, earth science, and astronomy. Students will be expected to form logical ideas about science (Previous Number PHSC 101/103) (4)

PHSC 1120/1120L. Forensic Science I & lab. An introduction to forensic science, emphasizing the multi-disciplinary approach required to document, understand,
and solve forensic problems. Topics for this course include those on general science and applying scientific methods to answer questions of interest to the legal system. Case studies will be used to illustrate how science was used to solve crimes. (Previous Number 171/173) (4)

**PHSC 1130/1130L. Forensic Science II: Crime Scene Investigation & lab.** Covers correct police procedure for processing a crime scene and recognizing evidence. Forensic photography and collection of physical evidence are examined. Specific skills studied include collection of fingerprints and footprints, toolmark evidence collection, bloodsplatter analysis, and forensic analysis of firearms. (Previous Number PHSC 172/174) (4)

**PHSC/BIOL/GEOL 450. Methods of Teaching Science.** Presentation of a spectrum of instructional strategies with an emphasis on inquiry methods for elementary and secondary students. Theories of learning science and their practical application in science classrooms. Design and implementation of activities and lesson planning. Formative and summative assessment. Safety in the classroom. **Prerequisite:** Junior or Senior status, must have completed 20 hours of courses in the Department of Natural Sciences and ENGL 1120. Offered every Fall. (3)

**PHSC 480. Physical Science Workshop for Teachers.** Covers the problems of science as taught in the elementary and secondary school; discusses and demonstrates various physical science topics; introduces background material so that the teacher will have a sound understanding of the subject matter. The "hands-on" approach will be emphasized. **Prerequisite:** ENGL 1120. (3-4)

### Physics - PHYS

**PHYS 1230/1230L. Algebra-based Physics I & lab.** An algebra-based treatment of Newtonian mechanics. Topics include kinematics and dynamics in one and two dimensions, conservation of energy and momentum, rotational motion, equilibrium, and fluids. **Prerequisites:** MATH 1215 and 1220. (Previous Number PHYS 151/153) (4)

**PHYS 1240/1240L. Algebra-based Physics II & lab.** The second half of a two semester algebra-based introduction to Physics. This course covers electricity, magnetism and optics. **Prerequisites:** PHYS 1230/1230L. (Previous Number PHYS 152/154)(4)

**PHYS 1310/1310L. Calculus-based Physics I & lab.** A calculus level treatment of classical mechanics and waves, which is concerned with the physical motion concepts, forces, energy concepts, momentum, rotational motion, angular momentum, gravity, and static equilibrium **Prerequisites:** MATH 1510 and 1520 or Instructor permission. (Previous Number PHYS 171/173) (4)

**PHYS 1320/1320L. Principles of Physics II (calculus-based) & lab.** A calculus level treatment of classical electricity and magnetism. It is strongly recommended
that this course is taken at the same time as Calculus-based Physics II laboratory. **Prerequisites:** PHYS 1310/1310L. (Previous Number PHYS 172/174) (4)

**Political Science - POLS**

**POLS 1110. Introduction to Political Science.** This course covers fundamental concepts in political science, such as political theories, ideologies, and government systems. (Previous Number POLS 101) (3)

**POLS 1120. American National Government.** This course explains the role of American national government, its formation and principles of the Constitution; relation of state to the national government; political parties and their relationship to interest groups. This course also explains the structure of the legislative, executive, and judicial branches. (Previous Number 201) (3)

**POLS 2160. State and Local Government.** This class is an introductory course designed to familiarize students with the institutions, politics, and policies of state and local governments in the United States. An underlying assumption of this course is that states and localities are the center of a stable and viable democracy. As such, a major objective of the course is the empowerment of each student through knowledge; that is, to provide students with the understanding, analytical and political skills, and motivation to become an active and knowledgeable part of state and local government and politics. The problems addressed at the state and local levels are usually highly contentious and controversial because they hit people close to their homes. Through this class, students will learn how to become effective solvers of those problems. (Previous Number POLS 202) (3)

**POLS 306. Political Parties.** History, organization, and function of political parties with recognition of the influences of pressure groups. **Prerequisite:** ENGL 1120. (3)

**POLS 309. Constitutional Rights of Prisoners.** This course will provide students with a basic introduction to and understanding of correctional law, and, more specifically, the acceptable and unacceptable correctional standards of behavior for the treatment of persons who are incarcerated in this country. Prisoner rights, a rather new and emerging field of law, shall be addressed in this course by focusing upon both legal and philosophical interpretations and analysis, as well as the careful review and study of relevant case-law. **Prerequisite:** ENGL 1120. (3)

**POLS/HIST 310. History and Politics of Colonial Mexico.** Major focus is upon Mexico’s Indian past; the discovery, conquest, and colonization of New Spain; the emergence and role of the Catholic Church; and the Independence Movements; the war between Mexico and the U.S. and the protracted dictatorship of President Porfirio Diaz. **Prerequisite:** ENGL 1120. (3)

**POLS/HIST 311. History and Politics of Modern Mexico.** An interpretive and analytical review of the History and Politics of Mexico from the advent of the Mexican Revolution of 1910-20 to contemporary times. Inter Alia we shall focus upon the outbreak of the Revolution; the chaotic Civil War among the revol-
tionary elements; the success of the insurgency; consolidation; and the contemporary political conditions in Mexico. **Prerequisite:** ENGL 1120. (3)

**POLS 312. American Foreign Relations.** United States foreign policy viewed in historical context with considerable focus on the role of institutions, personalities, and events in the formulation and implementation of that policy. **Prerequisite:** ENGL 1120. (3)

**POLS 314. Minorities and Politics.** A study of the emergence and progress of minority, civic, and political organizations, and the involvement of cultural minorities in the mainstream and non-traditional political organizations and activities; an assessment of the successes and failures of minorities in the United States political process. **Prerequisite:** ENGL 1120. (3)

**POLS 315. The American Presidency.** The major emphasis is on the modern presidency; includes the responsibilities, authority, and the processes of leadership, control, coordination, and supervision which the presidency has developed and used. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**POLS 353. International Law and Organization.** A study of the development of international law, its strengths and weaknesses, its successes and failures, and the legal relations between and among nations. A review of the structure and function of major world organizations will also be undertaken. **Prerequisite:** ENGL 1120. (3)

**POLS 401. Public Administration.** The scope, nature, and trends of the administrative system of the United States including structure, organization, fiscal management, forms of administrative action, and the system of responsibility. **Prerequisites:** ENGL 1120 and POLS 1120. (3)

**POLS 402. Latin-American Politics and Political Processes.** A systematic study of the political dynamics, leadership, and the governmental institutions and processes of Latin America. **Prerequisite:** ENGL 1120. (3)

**POLS/LALS/HIST 403. Modern Revolutions.** Explores the major revolutions of the twentieth and early twenty-first centuries. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

**POLS 404. International Relations.** A study of historical and present-day diplomatic practices of the major states of the world with one another. **Prerequisite:** ENGL 1120. (3)

**POLS 405. American Constitutional Development.** The leading constitutional principles of the American system of government as shaped by judicial interpretation; emphasizes the nature of judicial power, federalism, separation of powers, protection of individual rights, due process, police power, and the amendment process. **Prerequisites:** ENGL 1120 and POLS 1120 or Instructor permission. (3)

**POLS/HIST 406. American Political Thought.** The origin and evolution of American political ideas from the early colonies to the present. **Prerequisites:** ENGL 1120 and 6 hours of history or Instructor permission. (3)
POLS/CJUS 407. Administrative Law. Provides an introduction to administrative law. It is a fundamental examination of what comprises administrative law, how it is created, its role in social change, and some landmark cases that have helped to shape administrative law and its role in American government and administration. Prerequisite: ENGL 1120. (3)

POLS 410. Water Rights. This course explores the evolution of water rights in New Mexico with a focus on the history of water rights in southwest New Mexico including the court decisions and federal interactions that have shaped current administration of water in this area. Prerequisite: ENGL 1120. (3)

POLS/LALS/HIST 412. Inter-American Relations. Explores American foreign policy towards the nations of Latin America from the late colonial era to the present. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS/LALS/HIST 413. Central America. Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through to present. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS 414. Politics of Post-Communism. The distinctive legacies left behind by decades of communism have made simultaneous political and economic transformations in post-communist settings more challenging than elsewhere in the world. This course will examine and compare the various pathways traveled by former communist countries stretching from Poland and Hungary to the Former Soviet Union and China. The comparisons of post-communist regimes will focus on political institutions, economic reforms, civil society, and political attitudes. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS/CJUS/HIST 416. Border Issues in US Mexico Relations. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. Prerequisite: ENGL 1120. (3)

POLS 417. Comparative Political Analysis. This course provides a survey of the field of comparative politics. Comparative politics is the application of comparative methods to the study of politics, wherever politics occurs. Thinking comparatively within political science means asking two main questions: 1) How can we use a comparison of cases - countries, regions, time periods, policies, people, etc. - to derive big ideas about how politics work? and 2) How can we apply big ideas to explain particular cases or sets of cases? Writing Intensive. Prerequisite: ENGL 1120.

POLS/LALS/HIST 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS/LALS/HIST 420. Economic Development of Latin America. This course explores the history of economic developments of Latin American nations from the colonial era through the present. Writing Intensive. Prerequisite: ENGL 1120. (3)
POLS 421. Social Movements. Social movements are often the most dynamic and transforming of all political phenomena. Why do social and political movements form? What ideologies and social situations have motivated movements? How do political scientists study social movements? Do social movements vary in democracies and non-democracies? This course seeks to answer these and other questions through an examination of social movements from around the world and theories that have been used to explain their formation, successes, and failures. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS/CJUS 466. Civil Rights and Liberties. This course will analyze civil rights and liberties such as freedom of speech, press and religion; the right to keep and bear arms; search and seizure; the right to counsel; due process; equal protection; and voting. The relationship between the Federal and state constitutions will be covered. Prerequisite: ENGL 1120. (3)

POLS/LALS/CJUS/HIST 467. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS/HIST 477. History and Politics of the Vietnam War. A historical review and analysis of the emergence of a Vietnamese Nation and its eventual colonization by the French. Members will address the ‘First’ Vietnam War (against the French), followed by the achievement of independence and unification after the eventual withdrawal of the American military (the ‘Second’ Vietnam War). Prerequisites: ENGL 1120 and 6 hours of history or Instructor permission. (3)

POLS/HIST 478. The U.S. Constitution and History. Examines the circular relationship between historical events and trends in U.S. History and Constitutional interpretations, amendments, and Supreme Court personalities and polities. Frequent references and comparisons to current events. Maybe repeated for a maximum of 12 credits. Writing Intensive. Prerequisite: ENGL 1120. (3)

POLS 481. Internship in Political Science. Prerequisite: ENGL 1120. (3–6)

POLS 496. Senior Seminar in the Social Sciences. A capstone experience for majors and/or minors in the Social Sciences. It brings together critical thinking, research and communication skills in an interdisciplinary context. A major research project is an important component of this course. Writing Intensive. Prerequisite: ENGL 1120 and declared major or minor in one of the Social Science disciplines, Junior or Senior status and must have completed at least 21 hours (for majors) or 15 hours (for minors). (3)

POLS/HIST 497. History and Politics of the U.S. Civil Rights Movement. A review of the U.S. Civil Rights Movement, from its cautious inception during the 1930’s, through the bold and turbulent years from 1955 to 1975. Emphasis will be placed upon the early precursors, as well as the more prominent contemporary leaders; the different tactics and strategies employed; the nature and methods of the resistance; the slow but steady support from the U.S. government; major successes and failures of the Movement; and projections for the future of Civil Rights in America. Prerequisite: ENGL 1120. (4)
Psychology - PSYC or PSY

PSYC 1110. Introduction to Psychology. This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology. (Previous Number PSY 102) (3)

PSYC 1120. Education and Career in Psychology. This course will provide students with an overview of the discipline of psychology, including expectations for the psychology major, and career options for students completing a degree in psychology. The main purpose of this course is to help students start the process of building a portfolio. By keeping a portfolio with important documentations such as writing samples, experiences of services and/or conducting an experiment, working experiences, and/or personal statement, upon graduation students are better prepared to apply for graduate programs or get into job market. (Previous Number PSY 105) (1)

PSYC 2120. Developmental Psychology. Study of human physical and psychological change and stability from a lifespan development perspective. (Previous Number PSY 301) (3) Prerequisites: ENGL 1120 and PSYC 1110. (3)

PSYC 2250. Brain and Behavior. A general survey of the biological foundations of behavior and mental processes. Students will gain an understanding of anatomy, physiology, and chemistry of the nervous system and their relationships to human-behavior. Prerequisites: ENGL 1120 and PSYC 1110. (Previous Number PSY 315). (4)

PSYC 2510. Statistical Principles for Psychology. This course covers introductory-level topics in statistics that are applicable to psychological research. Both descriptive and inferential statistics are covered. Topics include applying statistical formulas to psychological data and interpreting the results of statistical analyses. Prerequisites: GEOG 1130 or PSYC 1110 or SOCI 1110, and MATH 1215. (Previous Number PSY 323) (3)

PSY 302. Educational Psychology. The application of psychological knowledge and techniques to the process of teaching and learning is emphasized in this course. It is designed to utilize what is known about cognitive processes and human behavior to improve teaching effectiveness. Prerequisites: ENGL 1120 and PSYC 1110. (3)

PSY 308. Industrial Organizational Psychology. Introduces themes in Industrial Organizational Psychology, consisting of job analysis and evaluation; legal issues in employee selection; recruiting, interviewing, references, testing, selection techniques and decisions; employee performance evaluation; designing and evaluating training systems employee motivation, satisfaction, and commitment; organizational communication; leadership; group behavior; teams, and conflict; organization development; and stress management. Writing Intensive. Prerequisite: ENGL 1120 and PSYC 1110. (3)

PSY/CJUS 309. Criminal Psychology. A study of bases of criminal behavior, from a psychological perspective, to understand crime and deviance. Topics include
the nature of human violence, criminal psychopathy, and mental disorders in the DSM-5 as they relate to criminal behavior. Writing Intensive. **Prerequisite: ENGL 1120 and PSYC 1110.**

**PSY 333/334. Psychology Research Methods & lab.** Psychological research as it pertains to behavior, cognition, and affect. The processes of designing, conducting, and explaining of research are reviewed. Lab includes the development of a basic research proposal utilizing a type of research methods, such as experiments, correlations studies, and field studies. **Prerequisite: ENGL 1120, PSYC 1110. Concurrency: PSYC 2510 or SOC 323. (4)**

**PSY 405. Psychology of Learning.** Principles of learning theory directly applicable to effective teaching and counseling; considers the worth of learning theories of the recent past and relates them to good teaching and counseling techniques; provides a framework in which the student may apply theories of learning. **Prerequisites: ENGL 1120 and PSYC 1110. (3)**

**PSY/SOC 406. Social Psychology.** Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. **Prerequisites: ENGL 1120 and ANTH 1140 or GEOG 1130 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission. (3)**

**PSY 411. Health Psychology.** Examines the causes and findings related to health, stress, illness, and chronic conditions across persons and populations. This course will examine the interplay of cognitive, emotional and behavioral/physical factors that are linked to the onset, recovery, and prevention of illness and chronic disease. Writing Intensive. **Prerequisite: ENGL 1120 and PSYC 1110. (3)**

**PSY 412. Psychopathology.** A number of mental disorders are examined in this course. Although the emphasis is on learning about psychopathology, related topics also receive attention. For example, theories, which have contributed to our understanding of personality will be examined, assessment techniques will be reviewed and methods of investigating psychopathology will be explored. **Prerequisites: ENGL 1120 and PSYC 1110. (3)**

**PSY 416. Topics in Developmental Psychology.** Offers a focused examination on selected topics in developmental psychology. Individual semesters may focus on, among other areas: family relationships and communication, human sexuality, and controversial issues in developmental psychology. **Prerequisite: ENGL 1120 and PSYC 1110. (3)**

**PSY 418. The Family: A Psychological Perspective.** Examines psychological and social factors that form and shape family structures, processes, and relationships through exploring major issues surrounding families, such as poverty and social
classes, same sex relationships, mental illness, finances and stress, violence and abuse, and divorce. **Prerequisite: ENGL 1120.** (3)

**PSY 425. Theories of Personality.** Presents the major theories of personality from Freud to more contemporary figures. Personality assessment is stressed as well as the relationship of these measures to other areas of psychology. **Prerequisites: ENGL 1120 and PSYC 1110.** (3)

**PSY 427. Lifespan Personality Development.** Theories and research in the development of personality from infancy through old age, including origins of personality in heredity and early experience, socialization practices, life crises and choices at various stages throughout life, and problems of aging will be discussed. **Prerequisite: ENGL 1120.** (3)

**PSY 430. Psychology of Gender.** Review of research findings on sex and gender differences and similarities. These findings will be used in discussions and student activities. **Prerequisites: ENGL 1120 and PSYC 1110.** (3)

**PSY 435. Human Motivation.** Examination of different biological, social, learning, and cognitive approaches to the topic of motivation. Key theories of motivation will be reviewed and applied. Contemporary issues will be analyzed from a motivational perspective. **Prerequisites: ENGL 1120 and PSYC 1110.** (3)

**PSY 440. Interpersonal Psychology.** Offers a survey of the literature on interpersonal relationships, including family, friends, and romantic partnerships. (3)

**PSY 441. Cultural Psychology.** Examines cultural influences on psychological processes and behaviors and explores how cultures shape developmental experience, cognition, health, emotion, social interaction, communication, and the self. **Prerequisites: ENGL 1120 and PSYC 1110.** (3)

**PSY 442. Positive Psychology.** Focuses on "optimal human functioning." Factors contributing to human strength, thriving, happiness, and well-being will be reviewed, including values, love, leisure, friendship, creativity, and peak performance. Course will be taught through important readings in the field and activities that promote positive experiences. **Prerequisite: ENGL 1120.** (3)

**PSY 445. The Psychology of Sports and Exercise.** Topics include psychological experiences associated with sports and exercise participation; techniques to enhance performance, and psychological problems associated with performance and competition. **Prerequisite: ENGL 1120.** (3)

**PSY 447. Psychology of Prejudice.** Examines the theories and research related to stereotypes, prejudice, and discrimination from the perspectives of holders as well as the stigmatized members. Also investigates the potential causes and consequences of bias, intergroup relationships/interactions, and research evidence regarding different methods of reducing prejudice. **Prerequisites: ENGL 1120 and PSYC 1110.** (3)
**PSY/HLTH 470. Human Sexuality.** Covers anatomical, physiological, psychological, and ethical components related to human sexuality. **Prerequisite:** ENGL 1120 and PSYC 1110. (3)

**PSY 481. Internship in Psychology.** 135 contact hours (per 3 semesters) in the community. Student's work will relate to psychology. The first internship cannot exceed 135 hrs/3 semesters. A weekly seminar addresses psychological issues and allows students to process their internship experience. Service Learning. **Prerequisite:** ENGL 1120. (1-9)

**PSY 496. Senior Seminar in the Psychology.** A capstone experience for majors and/or minors in Psychology. It brings together critical thinking, research, and communication skills as well as preparing students for employment in psychology related professions. Prerequisites: ENGL 1120 and senior status as a psychology major or minor. (3)

**Reading Education - RDG**

**RDG 405. Vocabulary Development.** Exploration of specialized techniques and materials for the teaching of vocabulary to language delayed students and to English Language Learners. This course reviews Common Core Standards and response to intervention (Rtl) as it pertains to Vocabulary Development. **Prerequisite:** Admission to the Teacher Education Program and ENGL 1120. (3)

**RDG 407. Phonics Instruction.** An emphasis on teaching phonics and structured language with diagnostic and instructional techniques for teaching children with reading problems in the regular classroom. **Prerequisite:** ENGL 1120. (3)

**RDG 410. The Teaching of Reading.** This course provides an exploration of specialized techniques and materials for the teaching of reading in the elementary school and provides an overview of the nature of the developmental reading process. Writing Intensive. **Prerequisites:** ENGL 1120, EDUC 200, and Admission to Teacher Education Program. (3)

**RDG 411. Corrective Reading Instruction.** This course provides diagnostic and instructional techniques for teaching children with reading problems in the regular classroom; course requires the development of a case study. Writing Intensive. **Prerequisites:** ENGL 1120 and RDG 410. (3)

**RDG/SPED 412. Diagnosis and Prescription of Reading for Diverse Learners.** This course identifies theoretical and practical aspects of using formal and informal diagnostic procedures: selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques based upon individual diagnosis will be emphasized. Writing Intensive. **Prerequisites:** ENGL 1120 and Instructor permission. (3)

**RDG 414. Theoretical Models of Reading.** Theoretical models of language acquisition and reading will be examined. Theoretical implications concerned with
current instruction issues (NCLB mandates) and research will be investigated. Writing Intensive. **Prerequisites: ENGL 1120 and RDG 410.** (3)

**RDG 415. Remedial Reading.** An investigation into the diagnosis of reading problems and their causes and remediation will be presented. Title I programs available through the public school application will be examined. Implications concerned with current instructional issues mandates and current research will be presented. Writing Intensive. **Prerequisites: ENGL 1120 and RDG 410.** (3)

**RDG 416: Reading: The Five Pillars.** Will investigate the five pillars of reading established by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency and comprehension. Evidence based teaching practices which include these components will be offered. The preferred ways of teaching each of the essential reading skills, concepts, and strategies necessary for success in literacy will be offered. **Prerequisites: ENGL 1120 and Admission to Teacher Education Program.** Summer (3)

**RDG 417. Early Childhood Reading.** Course will focus on reading readiness, emergent literacy and early reading development research and instructional practices relating to preschool, kindergarten, and the primary school; course includes field experience. **Permission Required.** (odd numbered years). Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**RDG 420. Dyslexia.** Diagnostic and instructional techniques for teaching children with dyslexia in the regular classroom will be covered. This course is designed to help learners acquire competence in the identification of dyslexia. Early identification and teaching strategies to overcome and compensate for the difficulties has proven successful with many students experiencing dyslexia. Both theoretical and practical applications will be emphasized. **Prerequisite: ENGL 1120. Summer (3)**

**RDG 437. Literacy: Teaching Applications.** This course will utilize a multidisciplinary approach of theoretical nature with and explore the economical, the political, the sociological, and the moral issues facing society. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**RDG 453. Children's Literature.** This course will provide an exploration of the methods and materials/trade books for elementary and middle school teaching and includes a survey of different types of literature for children. Special attention is given to the establishment of desirable reading habits and lifelong learning; includes field experience. Writing Intensive. **Prerequisite: ENGL 1120.** (3)

**RDG 460. Reading Skills in Secondary Education.** Is designed to help secondary pre-teachers gain insight into the reading process in various content areas generally offered in the public secondary school; course includes investigation of methods and procedures for assisting students in the improvement of reading and study skills in the content areas. Writing Intensive. **Prerequisites: ENGL 1120, EDUC 200, and Admission to Teacher Education Program.** (3)
RDG 479. Reading Seminar. Current issues and trends in reading instruction will be investigated and discussed. Students will address phonemic awareness, phonics, fluency, vocabulary development and comprehension instruction. Students will evaluate a core reading program by reviewing scope and sequence of skills. Materials including basal readers will be evaluated. Writing Intensive. **Prerequisites: ENGL 1120 and RDG 410. (3)**

RDG 481. Practicum in Reading. This course is a supervised field experience to provide practice, demonstration, self-evaluation, and validation of competencies gained in the Reading Program. The students have a choice of emphasis of study based upon need or interest. Writing Intensive. **Prerequisites: ENGL 1120 and RDG 410. (3)**

**Rehabilitation Services - RHAB**

RHAB 310. Introduction to Rehabilitation. Provides an introduction to the field of Rehabilitation by presenting information related to the history and development of the field, legal and legislative aspects of Rehabilitation, the role and function of the Rehabilitationist, current practices and trends in Rehabilitation, and general knowledge regarding conditions that are typically served by the discipline of Rehabilitation. Writing Intensive. **Prerequisite: ENGL 1120 and Admission to the Rehabilitation Program or Instructor permission. (3)**

RHAB 320. Medical/Psychosocial Aspects of Disability. Provides a survey of the physical and psychological aspects of disability. Major disabilities that impact physical, cognitive and psychiatric functions are explored. Essential medication information, medical terminology, etiology, prognosis, treatment procedures, and vocation and independent living implications will be covered for each major disability group. The adjustment process that consumers and their families experience is also addressed. Writing Intensive. **Prerequisite: ENGL 1120 and Completion of RHAB 310 with a C or better or Instructor permission. (3)**

RHAB 322. Employment for People with Disabilities. Provides an introduction to the area of job development for people with disabilities. Emphasis will be placed on a systematic method of identifying and procuring competitive employment, marketing these services to employers, job analysis, consumer assessment, job accommodations, and job matching. **Prerequisites: ENGL 1120 and RHAB 310. (3)**

RHAB 330. Families in Rehabilitation Services. Covers relevant issues concerning the family in the experience of disability and rehabilitation services. Topics such as family systems, family dynamics, and the role of the family in adjustment to disability are explored. Particular attention is given to Hispanic families. Writing Intensive. Concurrency: RHAB 310. **Prerequisite: ENGL 1120**
RHAB 340. Medical Terminology and Documentation in Occupational Therapy. Introductory course in basic medical terminology used in many areas of health sciences; various types of documentation used in the rehabilitation field including SOAP format, narrative note writing, evaluation and re-evaluation reports, treatment, progress and discharge notes, as well as APA format for use in manuscript writing. (3)

RHAB 370. Communications for Health and Human Services Providers. Provides an overview of the major communication methods used by health and human services providers. Included are interpersonal communication skills, therapeutic communication skills, documentation, report writing, business communications, writing research papers, and grant writing. Prerequisites: ENGL 1120 and RHAB 310. (3)

RHAB 410. Assistive Technology in Rehabilitation. Applications of technology to assist people with disabilities to become more fully integrated in all aspects of life. An emphasis will be placed on examining assistive technology as used in vocational, educational, and independent living. In addition to providing information on assistive technology principles as procedures, the course will focus on commercially available aids and devices as well as the problem solving process related to persons with disabilities. Writing Intensive. Prerequisite: ENGL 1120. (3)

RHAB 420. Case Management in Rehabilitation. Focuses on the development of interviewing, intervention, case recording, and case load management skills critical for case history development program planning and goal accomplishment within the rehabilitation process. These concepts are applied through supervised laboratory experiences. Analysis of the Individualized Written Rehabilitation Plan and review of client class records will be treated with particular emphasis. Legal and ethical issues in service delivery will be discussed. The course is taught through a combination of didactic instruction and structured case study exercises. Writing Intensive. Prerequisite: ENGL 1120. (3)

RHAB 481. Fieldwork and Internship in Rehabilitation I. Provides field and internship experience for compliance in accreditation standards. Students will work, in a setting, performing the duties of rehabilitation professional. Supervision will be provided by agency employees in concert with WNMU faculty. A minimum of 200 hours work is required for successful completion of this class. Forty percent of the student's time, in the setting, should be in direct service. Pass/Fail grades will be given. This writing intensive course is the first of two continuation courses, followed by RHAB 482. Prerequisites: ENGL 1120 and RHAB 310. (4)

RHAB 482. Fieldwork and Internship in Rehabilitation II. Provides field and internship experience for compliance in accreditation standards. Students will work in a setting performing the duties of a rehabilitation professional. Supervision will be provided by agency employees in concert with WNMU faculty. A minimum of 200 hours work is required for successful completion of this class. Forty percent of the student's time, in the setting, should be in direct service. Pass/Fail grades will be given. This writing intensive course is the first of two continuation courses, followed by RHAB 482. Prerequisites: ENGL 1120 and RHAB 310. (4)
Sociology - SOCI or SOC

SOCI 1110. Introduction to Sociology. This course introduces students new to social work or human services to ethical standards and practices. The course includes ethics concepts including confidentiality, client rights, duty to warn, communication ethics, and applied ethics. The National Association of Social Workers Code of Ethics serves as the foundation of the course. (Previous Number SOC 101) (3)

SOCI 2310. Contemporary Social Problems. This course studies the nature, scope, and effects of social problems and their solutions. The course will concentrate on sociological perspectives, theories, and key concepts when investigating problems, such as inequality, poverty, racism, alienation, family life, sexuality, gender, urbanization, work, aging, crime, war and terrorism, environmental degradation, and mass media. This course is designed to build students’ sociological understanding of how sociological approaches attempt to clarify various issues confronting contemporary life, as well as how sociologists view solutions to these problems. (Previous Number SOC 102) (3)

SOC 302. Research Methods. Methods and applications of social research; the study of research methods in sociology and the social sciences and the application of these methods to studying human social life. Prerequisite: ENGL 1120. (3)

SOC 305. Rural Sociology. Introduces students to the major topics generally associated with rural sociology and development, including agriculture, other rural economic activities, social and health issues in small communities, demographics of rural populations, resource issues and the environment. Writing Intensive. Prerequisites: ENGL 1120 and SOCI 1110 or 102. (3)

SOC 313. Social Inequality. Introduces students to class, racial, gender, and sexual inequality in the United States. This course uses a sociological lens to examine how social stratification occurs and is reproduced and specifically addresses the social construction of inequality, classism, racism, sexism and homophobia. Prerequisites: ENGL 1120 and ANTH 1140 or PSYC 1110 or SOCI 1110 or 2310 or GEOG 1130 or POLS 1120, or Instructor permission. (3)

SOC/GEOG 323. Social Statistics. An introduction to the application of statistical techniques for social sciences; use of computers to aid in statistical problem-solving. Prerequisites: ENGL 1120 and GEOG 1130 or PSYC 1110 or SOCI 1110, and any MATH course. (3)

SOC 331. Criminology. This course will sociologically examine the nature and extent of crime in the United States. This course will focus on the theories and evidence of deviance and crime. Also, critically explore the social functions and consequences of the criminal justice system and associated policies. Prerequisites: CJUS 1110 or SOCI 1110 or 102 or PSYC 1110 or permission of the instructor. (3)

SOC 352. Sociology of Gender. An examination of gender and gender inequality in the U.S. with additional focus on the intersection of gender with race, social class, and sexual orientation. Prerequisites: ENGL 1120 and SOCI 1110 or 2310, or ANTH 1140 or GEOG 1130 or Instructor permission. (3)
**SOC 359. Sociology of Race and Ethnicity.** This course will examine the sociological study of racial and ethnic relations in the United States. The course will systematically explore the theoretical and empirical dimensions of race and ethnicity. Emphasizing the social construction of race and ethnicity, especially through processes of dominance and resistance. **Prerequisite: ENGL 1120.** (3)

**SOC 360. Sociology of Families.** Introduces students to the theoretical perspectives and research methods used in the study of intimate relationships and family as a social institution. Emphasizes the social and historical factors that bring about change in family-related behaviors, and create a diversity of family forms. **Prerequisites: ANTH 1140, GEOG 1130, PSYC 1110, SOCI 1110, or SOCI 2310 or Instructor permission.** (3)

**SOC 391. Sociological Theory.** Introduces students to the theorists and theoretical schools that undergird sociological practice. Students will engage classical, modern and contemporary theorists in both a critical and creative way. **Prerequisites: ENGL 1120 and SOCI 1110 or 102 or PSYC 1110 or ANTH 1140 or GEOG 1130, or Instructor permission.** (3)

**SOC/PSY 406. Social Psychology.** Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. **Prerequisites: ENGL 1120 and ANTH 1140 or GEOG 1130 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission.** (3)

**SOC 408. Feminist Theory.** Feminist Theory introduces students to the theorists and the theoretical schools that undergird feminist practice. The course is designed not only to give students an understanding of these thinkers and their ideas, but also to engage them in a creative and critical way. **Prerequisites: ENGL 1120, SOCI 1110, and GNDR 2110 or Instructor permission.** (3)

**SOC 409. Masculinities.** Masculinities uses a sociological lens to examine the meaning of masculinity, how it is formed and functions in society, and its relation to maleness. **Prerequisite: ENGL 1120.** (3)

**SOC 410. Sociology of Media.** Sociology of Movies and Media introduces students to the questions, ideas, and perspectives of sociologists and cultural theories as applied to the ever changing mediums of media. The course focuses on the central question: to what extent do we influence media and to what extent does media influence us? We explore the cultural, social, political, and economics contexts that surround production, content, and audiences; and ask questions of representations in the media and effects of those representations both nationally and globally. **Prerequisite: ENGL 1120.** (3)

**SOC 411. Sexualities and Society.** Sexualities and Society uses the sociological perspective to explore sexuality: how shared beliefs shape desires, define taboos and
how they change over time. This course explores a range of sexual diversity and how diversity is represented and controlled by various societal institutions. Prerequisite: ENGL 1120 and SOCI 1110 or 102. (3)

**SOC 415. Sociology of Food.** Investigates food using the sociological perspective. Examines the place that food has in our modern society and the role that industrialization and globalization has played in removing food from local production. Through examining the consequences of this process. Students will explore solutions and look at food ethics and food justice. To this end, this course requires a significant amount of reading, writing, and critical reflection. Prerequisite: SOCI 2310. (3)

**SOC 420. Sociology of Aging.** Focuses on the sociological aspects of aging. Topics include: aging as socialization process, the demography of aging, and the status of elders in the social institutions of family, economy, health care, and polity. How the growing number of elderly in the United States impacts social institutions will be explored. Prerequisites: ENGL 1120 and ANTH 1140 or GEOG 1130 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission. (3)

**SOC 440. Sociology of Education.** This course sociologically examines the field of education. Topics explored are the purpose of schooling, philosophy of education and related practices, and the disparities in students’ school experiences, achievement, and attainment by social class, gender, and race and ethnicity. Prerequisite: ENGL 1120. (3)

**SOC 445. Sociology of Sports.** Examines the relationship of sport to American culture. Topics include children, schools, deviance, violence, gender relations group relations, economy and media as they relate to sports. Prerequisite: ENGL 1120. (3)

**SOC 450. Environmental Sociology.** Investigates the societal causes and cures of environmental deterioration. We will examine population, water, pollution, toxic racism, global climate change, energy, politics, globalization, environmental movements, and sustainable development. Students in this course are asked to think critically about societal impact on the environment and social inequality and the environment. Prerequisites: ENGL 1120 and ANTH 1140 or GEOG 1130 or POLS 1120 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission. (3)

**SOC 460. Social Movements/Social Change.** Examines social movements and social change from a theoretical perspective. The goal is to understand the process of social movement emergence, development and outcomes. We will ask such questions as why movements emerge, who joins or supports movements, how are movements organized, what tactics do movements use, and what do movements accomplish? Prerequisites: ENGL 1120 and ANTH 1140 or GEOG 1130 or HIST 1150 or 112 or POLS 1120 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission. (3)

**SOC 470. Sociology of Religion.** A sociological examination of religion asking such questions as: How has religion influenced society? How has society influ-
enced religion? Why do people participate in religion? Includes both classical and contemporary work. Prerequisites: ENGL 1120 and SOCI 1110 or 102 or PSYC 1110 or ANTH 1140 or GEOG 1130 or HIST 1150 or Instructor permission. (3)

SOC 477. Sociology of Health. Provides students with sociological perspectives on the fields of health and medicine. Topics include: the relationship between sociology and health/health care, traditional healing and the rise of scientific medicine, social and physical environmental impacts on health, health care practitioners and their relationships with patients and each other, and health care policy. Prerequisites: ENGL 1120 and ANTH 1140 or PSYC 1110 or SOCI 1110 or 2310 or Instructor permission. (3)

SOC 481. Internship in Sociology. Provides the student with work experience in the outside world; allows the student to apply the knowledge gained in the classroom; controlled by faculty of that discipline and supervised by an approved agency. Prerequisite: ENGL 1120. (1-6)

SOC 496. Senior Seminar in the Social Sciences. A capstone experience for majors and/or minors in the Social Sciences. It brings together critical thinking, research and communication skills in an interdisciplinary context. A major research project is an important component of this course. Writing Intensive. Prerequisites: ENGL 1120, declared major or minor in one of the Social Science disciplines, Junior or Senior status, and must have completed at least 21 hours (for majors) or 15 hours (for minors). (3)

Social Work - SOWK or SWK

SOWK 1110. Ethics for Social Work and Human Services. Introduces students new to social work or human services to ethical standards and practices. The course includes ethics concepts including confidentiality, client rights, duty to warn, communication ethics, and applied ethics. The National Association of Social Workers Code of Ethics serves as the foundation of the course. (Previous Number SWK 102). (3)

SOWK 2110. Introduction to Human Services and Social Work. This course is for students who are interested in social welfare issues and/or are considering entering a social service profession. The course presents an overview of social problems, issues and trends, and the network of social agencies developed to address these concerns. The course examines the influence of personal and professional values and ethics on the helping relationship. The concept of social welfare will be discussed from a social work perspective (with an emphasis on social justice), and students will gain a basic understanding of social work in U.S. society, social work career opportunities, and contemporary issues facing social workers. Approaches relevant to work with individuals, families, groups and communities are presented, with special emphasis
on Hispanic and Indigenous populations of New Mexico and the Southwest. Writing Intensive. (Previous Number HMSV 103 and SWK 101). (3)

**SWK 302. Human Behavior in the Social Environment.** Is designed to introduce and integrate theories of human bio-psycho-social development in micro, mezzo, and macro systems. Micro and mezzo will focus on life stages and group dynamics while macro will focus on behaviors in various organizational and community settings. Writing Intensive. (3)

**SWK 320. Diversity in Social Work Practice.** The focus is on diversity sensitive practice: racially aware practice, the impact of gender, sexual orientation, and disability on ethical social work practice. Class is designed to increase student awareness of the mechanism and effects of discrimination upon populations-at-risk. Writing Intensive. **Prerequisite: Permission of the Program Director.** (3)

**SWK 340. Writing for Social Work.** Provides students the opportunity to become more proficient writers of social work documentation and research products. Class includes work on professional grammar and APA style. Learning is designed to lead to more professional work in the remaining two social work research courses. **Prerequisite: ENGL 1120.** (3)

**SWK 345. Theoretical Foundations & Techniques in SWK.** Introduces theories and models of intervention that underlie the practice of social work. Students learn a variety of theories and concepts central to the practice of social work and begin to apply these theories to case examples. Intervention techniques in social work practice are introduced. **Prerequisite: ENGL 1120 and SOWK 2110.** (3)

**SWK 386. Micro Practice in Social Work.** The first course in a three-course practice sequence utilizing the generalist practice perspective. It introduces the student to assessment, planning, intervention, evaluation, termination, case-management, and brokering in local and international settings. Primary objective of the course is to prepare students to engage in culturally-competent practice with individuals and families. Writing Intensive. **Prerequisite: Admission to the Program.** (3)

**SWK 398. Pre-Practicum Skills Lab.** Course explores the development of professional skills and identity necessary for success in the field. Students learn concepts related to professional use of self, professional self-image, use of social work supervision and consultation, and explores common problems in work with clients and client systems. This course connects concepts from theory and practice courses for practical application in future field placements. **Prerequisites: Admission to program.** (2)

**SWK 400. Sustainable Development.** Sustainable economic and environmental development issues will be covered including service delivery, food distribution, energy efficiency, and environmental and cultural impact. Writing Intensive. **Prerequisites: ENGL 1120 and SOWK 2110.** (3)
SWK 402. Social Work Practice with the Homeless. Focuses on contemporary homelessness. The primary textbook looks at homeless families and children in rural areas. Written case studies, films and documentaries are analyzed. Through these stories, students will be able to apply the strengths perspective to the lives of these people, and learn effective intervention programming. Prerequisite: ENGL 1120. (3)

SWK 403. Social Welfare Policy. Provides an examination of the historical and contemporary context of social policies, programs, and legislation with emphasis on how they impact marginalized groups. The course will include content related to social and economic justice and political advocacy as a means to achieving social and political change. Writing Intensive. Prerequisite: SOWK 2110.

SWK 404. Introduction to Social Work Practice with the Military. Explores roles, settings, and issues social worker’s encounter when working with military members, their families, and veterans. Students awareness of the exceptional and ever increasing challenges social workers face in working with military members or in a military setting and the unique mental health issues military members face will be increased. Prerequisite: ENGL 1120. (3)

SWK 405. Advanced Social Work Practice with the Military. A follow-on course to Introduction to Social work Practice with the Military. The course provides students an opportunity to conduct detailed research into military social work topics of interest to them. Writing Intensive. Prerequisite: ENGL 1120. (3)

SWK 406. Social Work in the School Setting. Covers knowledge and skills essential to effective social work practice in schools. Topics include evolution of social work in schools, theory, assessment, and interventions for use in schools and education law related to special education. Content on multiculturalism, social justice and change are integrated into the course. (3)

SWK 407. Advanced School Social Work Practice. Presents advanced knowledge and skills for school social work. Topics include evolution of school social work, school social work theoretical approaches, advanced assessment, and interventions in school settings. Teaches advanced social assessment for educational planning, formulation of goals and objectives, record keeping, accessing school racecourses, and external referrals. Writing Intensive. Prerequisite: SWK 406. (3)

SWK 408. Interventions in School Social Work Practice. This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs
and individuals, crisis prevention, planning, and intervention, behavior intervention planning, mediation, conflict resolution, and collaborative problem-solving methods. (3)

SWK 410. Practice with Spousal/Intimate Partner Violence. This course is focused on both micro and macro perspectives of spousal/intimate partner violence and is grounded in race, class and gender theory. This course provides the opportunity for students to apply and share their skills related to cultural competence, knowledge, experiences and self-awareness. Readings, videos, assignments, and discussions support cultural competent practice by exposing students to effective interventions with multicultural groups and individuals. (3)

SWK/CJUS 413. Human Trafficking. An introduction to human trafficking from a human rights perspective which examines the scope (global, national, state and local) and types (labor and sex) and explores laws, protocols and conventions against human trafficking. Students will learn ways they can help in the effort to combat human trafficking. Writing Intensive. (3)

SWK 414. Disabilities and Empowerment. Focuses on the empowerment of people with disabilities. Provides students with information on the history of disability perspectives and policy and builds understanding of the practice of social work with people with disabilities. (3)

SWK 415. Psychopharmacology for Social Workers. Psychotherapeutic drugs and the pharmacologic basis of medicines for psychiatric disorders will be discussed from perspective of Social Work practice. Prerequisite: ENGL 1120. (3)

SWK 416. Medical Social Work Practice. This course provides a comprehensive understanding of social work practice within a variety of health care settings. The aim of this course is to integrate previously learned human behavior and practice knowledge with advanced analysis of theory and research for social work practice in health care settings that serve diverse populations. The content of this course will include current and emerging health and behavior theory, research, and practice using specific case studies related to a variety of health settings and populations. (3)

SWK 425. Social Work in Mental Health Settings. This course will provide an introduction into Social Work practice with individuals who have received a DSM diagnosis and live with mental illness. Students will have a primary focus on special populations, including children, women, the elderly, minorities, individuals with disabilities, LGBTQ individuals, and those from low socio-economic strata. Students will learn how to begin identifying individual and environmental impacts that may co-occur with a mental health diagnosis and ways to assist the client in identifying strengths, resources, and services that will assist them in living with their disorder. (3)

SWK 429. TK20 Assessment. WNMU has purchased the TK20 HigherEd Comprehensive software system, which provides a rich set of assessment data
management tools to help track and enhance our students’ growth, as well as make our assessment and accountability tasks more practical. Students are being assessed a one-time fee of $100 for inclusion in the TK20 Higher Ed Comprehensive software system. Trained faculty and staff will enter key assessment data and evaluations. Students in several courses will use Tk20 to submit assignments as well as submit surveys and/or course evaluations. (0)

**SWK 460. Social Work Research Methods.** Provides students the opportunity to become competent and proficient consumers and producers of social work knowledge by acquiring and participating in the research process. Class includes fundamental elements of critical thinking, scientific inquiry, and research methods encompassing a variety of research methodologies. Learning is subsequently deepened through class participation in a research project done in the field placement setting. Writing Intensive. **Prerequisite: Admission to the Program.** (3)

**SWK 461. Social Work Research Project.** The second course in the research sequence provides students the skills necessary to develop a research project in their field placement. Class focuses on selection of appropriate social work research design, questionnaire construction, sampling, data entry and analysis with a heavy emphasis on writing reports incorporating statistical results in an understandable format. Writing Intensive. **Prerequisite: SWK 460.** (3)

**SWK/CJUS 470. Child Welfare.** Familiarizes the student with issues, policies, procedures, basic competencies, and proficiencies pertaining to child welfare and permanency planning. It provides an overview of child abuse and neglect, family preservation and reunification, out-of-home placements, and the consequences of long-term maltreatment. Writing Intensive. (3)

**SWK 487. Mezzo Practice in Social Work.** This is an introductory course in group work practice. Its objective is to teach students the knowledge and practice skills which are necessary for group work practice. The course emphasizes basic theory about groups and group process, demonstrates the skills necessary for effective practice, and gives students the opportunity to discuss and practice these skills. In addition, the course is designed to acquaint students with the many uses of task and treatment groups in a broad range of settings with diverse client groups. **Prerequisite: Admission to the Program.** (3)

**SWK 488. Macro Practice in Social Work.** The third in the three-course sequence, builds on the skills presented in Practice I and II, applying the generalist practice perspective to interventions with communities and organizations addressing social, economic and sustainable development needs of populations-at-risk. The focus is on program and practice evaluation, with an emphasis on social work values, and will integrate research methods into the professional world of practice. Skills learned will help prepare the student for supervisory and managerial positions within the agency arena and are integrated with actual practice experience through SWK 492. Writing Intensive. **Prerequisite: SWK 487 and Admission to the Program.** (3)
SWK 492. Field Practicum I. Integrates knowledge from theory and practice, utilizing the experiences of the students in their field placements. Part one of a two-semester practicum which provides supervised, generalist social work experience within social service organizations. It emphasizes self-reflection and the application of social work values, ethics, theory, skills, and evaluation to social work with individuals, families, groups, social networks, organizations, and communities using a person-in-environment framework with special emphasis on diverse populations-at-risk. Student is required to complete 20 hours per week, equaling 225 hours per semester. Open to Social Work majors only. **Prerequisites: SWK 320, 386, and 398.** (3)

SWK 497. Field Supervision. This course facilitates students' understanding of the learning experience through critical reflection on field practicum experiences. It is designed to offer a structured environment in which to integrate theoretical material learned in the classroom with field experiences. The structure facilitates the synthesis of theory, research, policy, and practice plus encourage exploration of the profession's ethics as they relate to beginning generalist practice. The completion of class discussions the student develops a basis understanding of the social work profession, including values, ethics, social work roles, key theoretical and practice concepts, the use of self, the integration of personal and professional values, and advocacy. (1)

SWK 499. Field Practicum II. Continuation of SWK 492 - The student continues to reflect on, apply, and integrate knowledge from theory and practice, utilizing their experiences in the field placements. The student continues to participate in supervised, generalist social work practice. Student is required to complete 20 hours per week, equaling 225 hours per semester. Open to Social Work majors only. **Prerequisite: ENGL 1120.** (3)

**Space Technology - SPT**

SPT 150. Introduction to Space Operations. Provides an excellent overview of all aspects of space operations. It explores all areas of space operations, including history, orbits, law, space lift, satellites, missile defense, command and control and future space programs. Each space topic will help the student to understand the "big picture" of how space missions are accomplished, and help them to decide on areas of interest to focus in on future studies. (3)

**Spanish - SPAN**

SPAN 1110. Spanish I. Designed for students with little exposure to Spanish, this course develops basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication at the Novice Level of proficiency based on ACTFL guidelines.
During this course, students perform better and stronger in the Novice-Mid level while some abilities emerge in the Novice High range. This is an introductory course aimed at helping the student to communicate in Spanish in everyday familiar situations via recognition and production of practiced or memorized words, phrases, and simple sentences. (Previous Number SPAN 101) (4)

**SPAN 1120. Spanish II.** Designed for students with some degree of exposure to Spanish in high school and/or at home, this course continues to develop basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication based at the Novice High Level of proficiency based on ACTFL guidelines, although a few abilities may emerge in the Intermediate Low Level. Students in this course communicate in Spanish in familiar topics using a variety of words, phrases, simple sentences and questions that have been highly practiced and memorized. **Pre-requisites:** None, but students are encouraged to take the CLEP Test to determine if this is the most appropriate course. (Previous Number SPAN 102) (6)

**SPAN 1210. Spanish for Heritage Learners I.** This is a beginning-level Spanish course designed for students who have a cultural connection to the Spanish language. Some students have had very little exposure to the language and enter the class to develop beginning level skills. Other students may have grown up hearing the heritage language in the community and may understand some Spanish and speak at a basic level as a result. The objective is to draw upon the connection to the heritage language as a source of motivation and engagement for our learning communities. At the same time, we build upon the language base that students may already have as a result of their heritage learner experience in order to develop new proficiencies in Spanish and reactivate the Spanish that students have learned previously. By the end of this course, students will be able to describe their home, campus surroundings and common activities including cultural traditions. At the same time, students gain cultural competency and develop a critical understanding of their linguistic and cultural background. (Previous Number SPAN 213) (3)

**SPAN 1220. Spanish for Heritage Learners II.** Spanish as a Heritage Language II is a second semester class designed for students who have developed some basic Spanish proficiency from previous classes and/or from community experiences. This course provides students with the opportunity to develop their proficiency in the four language skills (speaking, listening, reading, and writing). Class activities are designed to strengthen oral communication skills (speaking and listening) through a variety of group activities. By the end of the course students will be able to understand and produce narrations of past events in oral and written Spanish. In order to foster a desire to revitalize and maintain the Spanish language in the US context we attempt to raise students’ critical awareness of what it means to be part of a specific speech community. (Previous Number SPAN 214) (3)

**SPAN 1224. Beginning Conversational Spanish I.** For non-native speakers of Spanish; simple conversation, designed primarily to give students extra practice in the oral use of the language. (Previous Number SPAN 151) (3)
SPAN 2110. Spanish III. This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate Low Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with the target culture(s). This is an intermediate course aimed at helping the student to communicate in Spanish on familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions. (Previous Number SPAN 201) (3)

SPAN 2120. Spanish IV. This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate High Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with the target culture(s). This is an intermediate course aimed at helping the student to communicate in Spanish on familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions. **Prerequisites: two years of high school Spanish, or Instructor permission.** (Previous Number SPAN 202) (6)

SPAN 303. Introduction to Culture & Advanced Grammar in Spanish. Designed to give intensive practice in oral and written expression, based on cultural readings. Study and practice of Spanish grammar and includes reading exercises and guided composition designed to develop writing skills across styles, Students will be exposed to various topics in Iberian and Latin American literatures, cultures, including the arts and popular expressions, from a multidisciplinary perspective Among the regions studied are Spain; North, Central, and South America; the Caribbean, and related areas in Africa. Writing Intensive. **Prerequisites: ENGL 1120 and SPAN 2120 or Instructor permission.** (3)

SPAN 304. Spanish Language and Cultural Immersion Abroad. This course is a faculty-lead intensive language and cultural immersion course that takes students to different locations each year. Location include Latin America, Spain and the Caribbean. **Prerequisite: ENGL 1120 and SPAN 2120.** (1-6)

SPAN 309. Topics in Latin American Literatures and Cultures. Studies important themes or issues in the cultural production of the Latin American world. Students will learn about various cultural expressions and will be able to understand them in specific political and historical contexts. Among the regions studied are North, Central, and South America; the Caribbean, and related areas in Africa. Repeated for maximum of six hours. **Prerequisites: ENGL 1120 and SPAN 2120.** (3)

SPAN 320. Sociolinguistics and U.S. Latinx Cultures in Context. A study of societal and individual bilingualism as it relates to the Spanish speaker in the United States. Instruction on the use of different registers for specific purposes, how to increase bilingual range and gain and maintain a professional level of proficiency in Spanish. **Prerequisite: ENGL 1120 and SPAN 2120.** (3)
SPAN 400. Introduction to Translation Studies. Students are introduced to different theories and practical exercises that may help translate at the workplace. Translations in various disciplines and different genres will provide discussions, problem-solving, critical thinking and creative resolutions. Extensive reading, writing, listening and cultural knowledge is required. Languages other than English may be used as part of the translation assignments. Prerequisites: ENGL 1120, SPAN 303 and 308. (3)

SPAN 405. Spanish for Business. Develops vocabulary, grammar, expressions, and interactional skills that are related to foreign language for professional purposes, e.g., business, finance, etc. Also, covers cultural issues that affect professional activities in Spanish-speaking communities. Prerequisites: ENGL 1120 and SPAN 2120. (3)

SPAN 413. Spanish for Health Care Professions. Develops vocabulary, grammar, expressions, and interactional skills that are related to foreign language for professional healthcare purposes, e.g. social work, kinesiology, rehabilitation services, nursing, etc. Also, covers cultural issues that affect professional activities in Spanish-speaking communities. Prerequisites: ENGL 1120 and SPAN 2120. (3)

SPAN 485. Directed Study in Special Topics; Permission of instructor required. May be repeated for credit. Writing Intensive. Prerequisite: ENGL 1120 and any 300 level Spanish course or Instructor permission. (3)

 b. Spanish Romanticism.  g. Modern Spanish Drama
 c. Spanish Poetry  h. Hispanic Culture
 d. Cervantes  i. Hispanic Thought
 e. Advanced Composition

Special Education - SPED

SPED 2110. Introduction to Students with Exceptionalities. This course is an introduction to special education with information regarding characteristics of individuals with exceptionalities, special education terminology, evidence-based instructional strategies, diversity of students with exceptional needs, relationships between personal and cultural perspectives, and legal policies pertaining to exceptional students’ rights. (3)

SPED 408. Introduction to Exceptional Children. An introduction to the various exceptionalities, procedures and processes of identifying and placing children with special needs into special remedial or accelerated programs, and of staffing those programs; emphasizes New Mexico programs, standards and guidelines, as well as issues presented in IDEA, and other state and federal mandates. Prerequisite: ENGL 1120. (3)

SPED/RDG 412. Diagnosis and Prescription of Reading for Diverse Learners. This course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instruc-
tional materials, and using appropriate teaching techniques based upon individual diagnosis will be emphasized. Writing Intensive. **Prerequisite: ENGL 1120 and Instructor permission.** (3)

**SPED 428. Curriculum and Methods in Special Education.** Provides teachers of students with disabilities with basic background in methods, materials, IEP, and curriculum development; emphasizes the analysis and selection of curricula, instructional methods, and the use of materials in the educational process for children with disabilities. Writing Intensive. **Co-requisite: EDUC 447. Prerequisites: ENGL 1120 and SPED 408 and admission to the Teacher Education Program.** (3)

**SPED 441. Practice Teaching - Special Education.** One semester of supervised classroom experience as a practice teacher in a public school; involves a full time assignment of one academic semester with licensed educational personnel supervision. Attendance of a weekly methods seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. Micro-teaching exercises will be used to enhance teaching skills. Writing Intensive. **Prerequisites: ENGL 1120 and permission required.** All core/professional courses must be taken prior to Practice Teaching and a G.P.A. of 2.75 is required. (9-11)

**SPED 451. Behavioral Management Approaches with Exceptional Children.** Emphasizes the use of behavior management strategies for children with special needs. Writing Intensive. **Prerequisites: ENGL 1120 and SPED 428.** (3)

**SPED 454. Evaluation and Assessment of Exceptional Children.** Familiarize special education teachers with the field of assessment, including methods, diagnostic instruments, and techniques for evaluating exceptional children. Writing Intensive. **Prerequisites: ENGL 1120 and SPED 428.** (3)

**SPED 455. Family, School, Community and Culture and the Exceptional Child.** Prepares special education teachers to work effectively with parents of children with special needs by providing information on a variety of issues dealing with parent-teacher relationships. Concepts include understanding families as systems, examining family access to community resources, analyzing models of partnerships that include respect, trust, open communication, value clarification, conferencing skills, working with community agencies, discipline and legality. Understanding families includes the awareness of diverse perspectives of disability, understanding the tenets of multicultural and bilingual special education with an emphasis on the multiple descriptions of cultural diversity (race, ethnicity, socio-economic status, gender, religion, language, etc.) **Prerequisite: ENGL 1120 and SPED 408.** (3)

**SPED 469. Nature and Needs of Persons with Intellectual Disabilities.** Designed to assist teachers in understanding the nature of mental retardation from an interdisciplinary perspective. Emphasis will be placed on the educational significance of different theoretical perspectives as they relate to the intellectually disabled. Writing Intensive. **Prerequisite: ENGL 1120.** (3)
SPED 470. Nature and Needs of Persons with Learning Disabilities. Provides teachers with information which will assist them to understand the nature of learning disabilities from an interdisciplinary perspective. The focus will be on the identification, characteristics, and education of children with learning disabilities. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

SPED 476. Nature and Needs of Persons with Emotional & Behavior Disorders. This course provides teachers with information which will assist them to understand the nature of emotional and behavior disorders from an interdisciplinary perspective. The focus will be on the identification, characteristics, and education of children identified as emotionally disturbed. Writing Intensive. **Prerequisite:** ENGL 1120. (3)

SPED 496. Practice Teaching Seminar. A weekly seminar will feature a collaborative environment to discuss and assess situations that are happening in the practice teacher’s assigned classroom. Exit requirements for the practice teaching experience will also be emphasized. Co-requisite: SPED 441. **Prerequisite:** ENGL 1120. (1)

**Theater - THEA or THR**

THEA 1110. Introduction to Theatre. This course provides an introduction to the study of theatre. Students will examine various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism. (Previous Number THR 110). (3)

THEA 1410. Everything Technical. An introduction to the various aspects of play production including set construction and painting, lighting for theater, costumes, and sound for theater with practical application in the current semesters play production. (Previous Number THR 136). (3)

THEA 1210. Acting for Non-majors. This class gives non-majors experience in the depth and craft of the actor’s art. Students will learn various terms, techniques, and practices of acting and will demonstrate their understanding in class. Through exercises and improvisations, partnered scenes, and group work, students will be better able to appreciate the work of others as they learn techniques of performing. (Previous Number THR 211). (3)

THEA 1990. Theatre Practicum. This course introduces student to the various principles of play production. Students will participate within the elements of on stage or backstage categories: acting, designing, front of house, and/or production staff. Theatre Practicum provides hands-on experience(s) for all elements of theatrical productions. (Previous Number THR 215) (may be repeated for a maximum of 9 credit hours). (3)

THEA 2245. Storytelling. Storytelling is a course that will offer the student the competencies in effective public speaking. Completion of the Story Telling course
satisfies a state general education requirement in Communications. (Previous Number THR 250). (3)

**THEA 2990. Theatre Practicum.** This course introduces student to the various principles of play production. Students will participate within the elements of on stage or backstage categories: acting, designing, front of house, and/or production staff. Theatre Practicum provides hands-on experience(s) for all elements of theatrical productions. (Previous Number THR 215) (may be repeated for a maximum of 9 credit hours). (3)

**THR 325. Classroom Theater.** A study of methods which use theatrical technique to reinforce classroom instruction; workshop in creative dramatics; theory and practice in selecting, adapting, and staging plays for children. **Prerequisites:** ENGL 1120 and at least one semester of THEA 1410. (3)

**Welding Technology**

**WLDT 105. Oxyacetylene Welding.** Introduction to metal preparation, joint alignment, oxyacetylene welding and brazing. Lecture with lab. (2)

**WLDT 120. General Welding Applications.** Basic introduction to welding math, blueprint reading, welding symbols and welding detail drawings. (3)

**WLDT 122. Basic Safety, Hand & Power Tools.** Safety concept illustration of the use of basic hand and power tools powered by electricity, batteries and pressurized air. (2)

**WLDT 131. Metal Cutting Process.** Explains safety for plasma, air carbon and oxyfuel cutting, equipment setup and procedures. Lecture with lab. (2)

**WLDT 140. Rigging and Metal Properties.** Covers rigging techniques and practices. Explains physical characteristics, mechanical properties, composition, and classifications of common and non-ferrous metals. Describes procedures for gas metal, arc welding (GMAW), and flux cored arc welding (FCAW). (3)

**WLDT 155. Shielded Metal Arc Welding I.** Equipment and set up, electrode and selection, bead and fillet welds. Flat-overhead, horizontal-vertical. Lecture with lab. (3)

**WLDT 157. Shielded Metal Arc Welding II.** Advanced shielded arc welding to include vertical and horizontal welding, and improvement of quality workmanship. Lecture with lab. **Prerequisite:** WLDT 155. (3)

**WLDT 158. SMAW I Groove & Open V-Butt Welds.** Explains and demonstrates groove welds with backing and open V-butt welds. Procedures for making flat, horizontal, vertical, and overhead welds. Lecture with lab. **Prerequisite:** WLDT 155. (4)

WLDT 166. Tig Welding. Explains gas tungsten arc welding, covers open groove welds with carbon steel filler metal. Lecture with lab. (3)

WLDT 178. Welding Specialty. A selected welding topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedule.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

WLDT 181. Internship in Welding. (3)


WLDT 204. SMAW II Open Root Pipe & Stainless Steel. Advanced explanation of open-root pipe welds and procedures for making 1G, 2G, 5G, 6G pipe welds and stainless steel groove welds. Lecture with lab. Prerequisite: WLDT 155. (2)

WLDT 206. Mechanical Properties of Low Alloy Steel I. Identifies the mechanical properties of low alloy steels and the joint preparation required. Describes how to make GTAW open-root V-groove welds with low allow steel filler metal in the 2G, 5G, and 6G positions. Lecture with lab. (3)

WLDT 208. GTAW Aluminum Plate & Pipe I. Identifies and explains aluminum, metallurgy and the characteristics of aluminum plate and pipe. Explains how to weld aluminum and build a pad of stringer beads and weave beads using GTAW filler metals and shielding gas. Lecture with lab. (3)

WLDT 210. GMAW Aluminum Plate & Pipe I. Explains how to build a pad of stringer beads and weave beads using aluminum filter metals and shielding gas. Lecture with lab. (3)

WLDT 212. GMAW Plate & Pipe. Explains how to set up equipment and build a pad of stringer beads, weave beads and identifies open root V-groove pipe welds. Lecture with lab. (4)


WLDT 257. Mechanical Properties of Low Alloy Steel II. Identifies advanced mechanical properties of low alloy steels and the joint preparation required. Describes how to make GTAW open-root V-groove welds with low alloy steel filler metal in the 2G, 5G, and 6G positions. Lecture with lab. (2)

WLDT 260. FCAW Plate & Pipe. Explains how to set up equipment and build a pad of stringer beads, weave beads and identifies open-root v-groove pipe welds. Lecture with lab. (4)
WLDT 265. GTAW Aluminum Plate & Pipe II. Advanced explanation of aluminum, metallurgy and the characteristics of aluminum plate and pipe. Explains how to weld aluminum and build a pad of stringer beads and weaver beads using GTAW filler metals and shielding gas. Lecture with lab. Prerequisite: WLDT 208. (2)

WLDT 267. GMAW Aluminum Plate & Pipe II. Advanced explanation of how to build a pad of stringer beads and weave beads using aluminum filler metals and shielding gas. Lecture with lab. Prerequisite: WLDT 210. (2)

WLDT 278. Welding Specialty. Selected advanced welding topic may be of different subjects related to current industry needs and standards. (Indicated in the course schedules.) The course may be repeatable for a maximum of 12 credit hours. (3-6)

Women's Studies - GNDR

GNDR 2110. Introduction to Women, Gender, and Sexuality Studies. This course introduces students to key concepts, debates, and analytical tools informing Women’s, Gender, and Sexuality Studies. As an interdisciplinary field of study, Women’s, Gender, and Sexuality Studies employs academic perspectives from a range of disciplines and theoretical approaches. It also incorporates lived experience and social location into its object of analysis. Though content will vary according to the expertise and focus of the instructor, this course will develop tools through readings and assignments that critically analyze how gender and sexuality are shaped by different networks of power and social relations and demonstrate how the intersections of race, class, disability, national status, and other categories identity and difference are central to their understanding and deployment. In addition to feminist though, areas of focus might include gender and sexuality in relation to social, cultural, political, creative, economic, or scientific discourses. This class is recommended for those with a general interest in the topic area as well as for those seeking a foundational course for further study. Writing Intensive. (Previous Number WGS 201) (3)

Women and Gender Studies - WGS

WGS 301. Gender, Race, and the Media. This course examines feminist and gender theory and various media platforms including Film, Television, Music, Digital Video, Blogs, Photography and Print Language as treated by feminists, critical race and queer theorists, and other artists and scholars working from the non-hegemonic discourse. The materials in this course are produced by those on the margins and called into question by mainstream thought and media while also building on their insights. Writing Intensive. Prerequisite: ENGL 1120 and GNDR 2110. (3)
WGS 353. Global Feminisms. This course seeks to acquaint students with the main currents in Chicana/Latinx scholarship, activism and creative expression. This course will focus on rise of feminisms in response to the Chicano Movement from 1920 to the present. These topics will be explored through a critical engagement with interdisciplinary readings, poetry, popular culture, and film. **Prerequisite:** ENGL 1120. (3)

WGS 401. Contemporary Women and Gender Struggles. This course is designed as a topic seminar in which consideration of the importance of current and historical issues of cultural, political and social conflicts that are primarily influenced by the perspective of gender. Specifically, questions will be asked: how these aforementioned conflicts inform our understanding of politics and culture; how body politics are often at the center of these conflicts; what ethical discourses are constructed or utilized to justify these social upheavals; and finally what are some possible solutions to create change in these types of conflicts. Writing Intensive. **Prerequisite:** ENGL 1120 and GNDR 2110. (3)

WGS 481. Women and Gender Studies Internship. Provides the student with work experience in the outside world; allows the student to apply the knowledge gained in the classroom; controlled by faculty of that discipline and supervised by an approved agency. **Prerequisites:** ENGL 1120 and GNDR 2110. (3)

WGS 496. Women and Gender Studies Capstone. This is a capstone experience for minors in Women and Gender Studies. It brings together critical thinking, research and communication skills in an interdisciplinary context. A major research project is the important component of this course. Writing intensive. **Prerequisite:** ENGL and GNDR 2110. (3)
Graduate Division Admissions

Policies and Procedures
The Graduate Division of Western New Mexico University provides an opportunity for advanced study, research, and development of scholarship. Programs are intended to foster professional motivation and intellectual curiosity in graduate students. WNMU offers the Master of Arts in Counseling, Educational Leadership, and Interdisciplinary Studies, the Master of Arts in Teaching, the Master of Business Administration, the Master of Science in Nursing, the Master of Social Work and Graduate Certificates.

WNMU is fully accredited by the Higher Learning Commission, the Professional Standards Commission of the State of New Mexico, and the National Council for Accreditation of Teacher Education (NCATE). WNMU is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the Master of Business Administration degree. The Master of Social Work program is accredited by the Council on Social Work Education (CSWE).

The Graduate Council develops policy for the Graduate Division and acts as an advisory body to the Graduate Division. The Graduate Division administers overall graduate policy. Graduate programs are administered by the head of each department offering the programs. Each graduate student works under the supervision of an advisor who is appointed by the Associate Dean or Department Chair.

Graduate students should be familiar with the requirements of the 500-600 level graduate courses in their areas of specialization.

Graduate Division Admission
When to Apply
Admissions to the Graduate Division at WNMU are processed on an ongoing basis. We strongly encourage prospective students to apply and send the required documents as EARLY as possible. Students applying for the fall, spring, or summer terms should apply no later than one month prior to the first day of classes for the term in which they seek enrollment. (See the Academic Calendar for specific dates.) Students who submit applications after the recommended dates are not guaranteed admission to the university for that term. Please note, individual programs may opt to have earlier deadlines.
II. How to Apply to the M.A., M.A.T., M.B.A., M.S.N., M.S.W., Programs

A student seeking to obtain a graduate degree at WNMU must complete a two-part admission process. This two-part process should be initiated concurrently. In Part One, students apply for admission to the WNMU Graduate Division. In Part Two, students apply for admission to a specific graduate program using the application requirements of that program. Students should follow these steps:

Part One: Graduate Admission

To apply for Graduate Division Admission, an applicant must do the following:

1. Complete and submit the Graduate Application on-line;

2. Provide the University with copies of official transcripts showing the award of a bachelor's/master's degree from an accredited college or university recognized by CHEA (Council of Higher Education Accreditation). These transcripts must be on file before an applicant is admitted to graduate study and no later than the end of the first semester in which any graduate course work is taken. Official transcripts can be sent electronically to gradstudies@wnmu.edu or to the Office of Graduate Admissions, 1000 West College Avenue, PO Box 680, Silver City, NM 88062

Upon completion of the application process, applicants will be placed in one of the following:

A. Graduate Division FINAL Admission/Good Standing

Note: Graduate Division FINAL Admission does not guarantee a student admission into a specific program.

1. M.A., M.A.T., M.S.N., M.S.W. Applicants

   a. Applicants with an overall grade-point average of at least 3.0 out of a possible 4.0 for the last 64 credit hours of their studies, both undergraduate and graduate work, will be admitted on Graduate FINAL Admission/Good Standing status. Note: If 30-36 hours of graduate work was the most recent completed, that will be the basis of the G.P.A. assessment. Proof of degree is still required.

   b. Applicants who have most recently completed a master's or other advanced degree with a G.P.A. of 3.0 or higher will be admitted on Graduate FINAL Admission/Good Standing status. Transcripts must be on file before an applicant is admitted to graduate study and no later than the end of the first semester in which any graduate course work is taken.

   c. Transcripts must be on file before an applicant is admitted to graduate study and no later than the end of the first semester in which any graduate course work is taken.
2. **M.B.A. Applicants**

M.B.A. applicants with a G.P.A. of 3.2 or higher in the last 64 credit hours of their studies from an appropriate accredited college or university are not required to take the GMAT as part of their application for admission. Note: If 30-36 hours of graduate work was the most recent completed, that will be the basis of the G.P.A. assessment. Proof of degree is still required.

M.B.A. applicants must submit GMAT scores less than six years old to the Office of Graduate Admissions. A completed package will be forwarded to the M.B.A. Director who, in conjunction with the School of Business faculty, will review the application package to determine acceptance into the M.B.A. program. Generally, acceptance to the program is based on the following formula: Undergraduate G.P.A. x 200 + GMAT score [Verbal, Quantitative, and Analytical Writing Score (see conversion chart) = 950 or higher]. Note: If 30-36 hours of graduate work was the most recent completed, that will be the basis of the G.P.A. assessment. Proof of degree is still required.

**Conversion Chart for Analytical Writing Score - GMAT**

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<tr>
<th>Analytical Writing Score</th>
<th>Conversion to Analytical Score</th>
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<tbody>
<tr>
<td>6</td>
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Applicants who do not meet the above criteria may petition the School of Business M.B.A. Graduate Admissions Committee to be admitted on special consideration. The petition must include a written statement as to why the applicant believes that he or she will be able to complete the M.B.A. program. M.B.A. applicants who do not meet the 950 qualifying score requirement must meet with the M.B.A. Graduate Admissions Committee (can be done via ZOOM) for a personal interview. The purpose of the interview is to enable the Committee to assess the applicant’s potential for successfully completing the M.B.A. program. No more than 20% of candidates selected for the M.B.A. program will be admitted with a qualifying score lower than 950 in any one year.
B. Graduate Division FINAL Admission/Academic Probation

M.A., M.A.T., M.S.N., M.S.W. Applicants

A Graduate Division FINAL Admission/Academic Probation student is one who does not meet the Graduate Division FINAL Admission/Good Standing requirements. This classification is for an applicant who lacks a grade-point average of at least 3.0 out of a possible 4.0 for the last 64 credit hours of their studies, both undergraduate and graduate work, but whose grade-point average is at least 2.75. An applicant who has been admitted on Graduate Division FINAL Admission/Academic Probation status must complete one semester of graduate work designated by his or her graduate advisor(s) with a grade-point average of 3.0 or better to be removed from Academic Probation. If a student does not meet this requirement, he or she will remain on Academic Probation or may be disqualified from the Graduate Division pursuant to Graduate Division Academic Standing Policy. (See Grade Requirements.) In addition, an M.S.W. applicant who has been admitted on Graduate FINAL Admission/Academic Probation status must complete one semester of graduate work, typically choosing from SWK 501, 502, and SWK electives, designated by his or her graduate advisor(s) with a grade-point average of 3.0 or better to be removed from Academic Probation.

C. Graduate CONDITIONAL Admission

A Graduate Division CONDITIONAL Admission student is one whose Admissions file is not complete. Provide the Graduate Office with copies of official transcripts showing the award of a bachelor's/master's degree from an accredited college or university recognized by CHEA (Council of Higher Education Accreditation). These transcripts must be on file before an applicant is admitted to graduate study.

1. M.A., M.A.T., or M.S.N. Applicants

An M.A., or M.A.T., student may take a maximum of one semester of course work while on Graduate Division CONDITIONAL Admission status. The student may not register for additional course work until his or her file is complete and the student has met all requirements for Graduate Division Final Admission.

2. M.B.A. Applicants

M.B.A. students who have not submitted transcripts and GMAT scores (if required) will be admitted as Graduate CONDITIONAL Admission students until those are on file with Graduate Admissions. Failure to do so within the first semester of enrollment will preclude further progress toward the M.B.A. degree, as only one conditional term is permitted by the Graduate Division. Applicants who have completed an undergraduate degree in Business may enroll in any M.B.A. classes offered. Applicants who have completed an undergraduate degree in a non-business discipline may not enroll in BSAD
530, BSAD 556, BSAD 560, BSAD 570, or ECON 512 without prerequisite preparation.

3. **M.S.W. Applicants**

   This admission status is not available for applicants of the M.S.W. program. No enrollment will be allowed for M.S.W. applicants until the admission file is complete, reviewed, and a status is determined by the Graduate Division.

**Part Two: Program Specific FINAL Admission**

A Program Specific FINAL Admission student is one who meets all general requirements for admission to the WNMU Graduate Division, as well as admission requirements for a specific graduate program. Not all graduate programs have additional admission requirements, but for those that do, admission to a specific graduate program should be initiated concurrently with admission to the Graduate Division.

Submit a complete application packet for review to the specific graduate degree program to which the candidate seeks admission. Program specific application packets must be completed by the end of the first semester of attendance. Following review, students will be notified of Program Specific FINAL Admission by the applicable department or program.

**D. Graduate Division NON-DEGREE Student Admission**

A non-degree student is 1) a student who is not seeking a degree or 2) a student whose G.P.A. for the last 64 credit hours is below the minimum 2.75 and who is required to enter with the status of NON-DEGREE until he or she meets the standards of admission set by the Graduate Division. Available coursework for the student interested in an M.S.W. in this situation includes SWK 501, 502, and SWK electives. Graduate students who enter or take courses as NON-DEGREE students are not eligible to receive financial aid through WNMU. To be admitted as a NON-DEGREE graduate student, for reasons other than G.P.A., an applicant must complete the online application as "Graduate Non-Degree". The M.S.W. program also requires that the student sign a memorandum of understanding (MOU) regarding this status and courses taken while under this classification. The M.S.W. program welcomes professionals to enroll under this status for purposes of professional development and CEU credits. The MOU is required in all cases. If a NON-DEGREE student later chooses to seek a degree, he or she must re-apply to the Graduate Division and their intended program of study, in this case the M.S.W. courses taken by students with NON-DEGREE status must be approved by the student's advisor and Chair/Associate Dean in the intended degree program in order to be counted toward the degree. The student must submit a petition to their intended program and, if approved by the program, subsequently to the Graduate Division. The student must re-apply for admission to the M.S.W. program and Graduate Division Office. A student working to raise his or her G.P.A. for Admission may appeal the G.P.A. entrance requirement once he or she has
completed 6-9 credit hours at WNMU with a G.P.A. of 3.0 or higher in all courses. The appeal is processed with the student’s Advisor and Chair/Associate Dean for a given program and is then forwarded to the Graduate Division for final approval and for system update. All Graduate Division and program admission requirements still apply.

International Graduate Students

The general policies of the University, as outlined in this catalog, apply to international students as well as students who are United States citizens. Certain policies necessitated by federal laws are applicable only to international students.

An international student is any individual attending WNMU who holds an F-1 or J-1 non-immigrant visa. Legally admitted immigrants and refugees are not considered international students.

Information and application materials for admission to WNMU as an international student are available from the Office of Graduate Admissions and the Office of Academic Affairs.

English Proficiency. WNMU requires a minimum score noted below for all international students on one of the following tests:

- 550 on the written/paper-based TOEFL (Test of English as a Foreign Language)
- 79 on the internet based TOEFL
- 6.5 on the IELTS (International English Language Testing System)

English Proficiency Scores. Scores may be waived for any student who can show proof of a bachelor’s degree from an English-language educational institution. Further, an international student from an English-speaking country who elected to receive a bachelor’s degree from a foreign-language institution may petition for an exemption from the proficiency requirement.

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED**) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses of ‘C’ grade or higher) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
• Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

**Admissions:** Applications for admission for Fall semester must be received by June 1st, applications for Spring semester by October 15th, and applications for Summer by March 1st. All supporting materials, including national examination scores and transcripts from colleges or universities (with an English translation and a NACES evaluation), all test scores, including the TOEFL, proof of adequate financial support, and health examination form, must be on file in the Office of Graduate Admissions:

- July 1 ................................................. Fall semester
- November 15 ....................................... Spring semester
- April 1 ............................................... Summer term

Materials not received by the deadlines noted above may not be processed nor guaranteed for issuance of I-20’s for that term. If time does not permit processing for the requested semester, admission and the I-20 will be deferred to the subsequent semester.

International students are required to show proof of adequate health insurance or to purchase such insurance. The policy must include emergency evacuation or repatriation to their home country. If such proof is not provided, a health insurance policy will be provided by the university with cost of said policy being the responsibility of the student.

**Graduate Readmission**

A student wishing to be readmitted to a WNMU graduate program must complete the Application for Readmission form, available on-line, and any other necessary requirement(s) as directed by Graduate Admissions. Please note a student is only eligible for readmission if they have previously been admitted to the Graduate Division and completed at least one course (with a W or grade).

An M.S.W. student who wishes to be readmitted must complete the M.S.W. application for readmission. She/he will be considered for re-entry into the program based on available capacity. Additional transcripts and updated supplemental application materials may be needed depending on the length of time away from the program. Timeliness of application is important, as room for students who apply for readmission will be impacted by space in the M.S.W. program and the number of new applicants. Students wanting to apply for readmission should pay close attention to the deadlines for admission for each term.

Any student who has attended other colleges or universities prior to application for readmission to WNMU must submit complete academic transcripts from those institutions to the Graduate Admissions as part of the application procedure.
Graduate Student Change of Program Process - (not to be used for any students that is non-degree seeking)

Any graduate student wanting to change programs needs to follow the appropriate process based on STUDENT status. Current student: If enrollment has been continuous (no time is taken off except summer term), the student must complete a Graduate Degree Change Request form and submit it to the appropriate academic department with whom they wish to move for approval pursuant to the program's admission requirements. The academic department should note their decision on the form and submit it to the Graduate Division. Any advisor can provide the student with that form. Readmit student: If a student has taken a fall or spring term off, a program change must be requested through a new application for re-admission. Anytime a student changes programs, the student must complete the new admissions requirements for that program prior to being allowed to register, given the conditional admission term has already been used during previous enrollment. Any graduate student wanting to change programs can do so through two processes. If enrollment has been continuous (no time taken off except summer term), the student must complete a Graduate Degree Change Request form and submit it to the Graduate Division. Any advisor can provide the student with that form. After taking a fall or spring term off, a program change can be requested through a new application for re-admission. Anytime a student changes programs, s/he must complete the new admissions requirements for that program prior to being allowed to register, given the conditional admission term has already been used during previous enrollment.

When a graduate student is terminated or expelled from any graduate program for ethical infractions, violations of standards of professional conduct, academic integrity infractions, or other issues, the Graduate Division and Registrar must be informed and will keep a record. If the student elects to move to a new program of study within the Graduate Division, that program has a right to be informed of the infraction as part of their admission process.

Overall, the program and/or the student has a right to have the subsequent admission decision considered by the Graduate Council. This will serve as the student's appeal process; the decision rendered by the Graduate Council is final and may not be appealed.
Graduate Division General Information

Academic Integrity

Academic integrity standards are established to provide a systematic process for engagement between faculty, students, and administration. Further, consequences are established to remedy violations of academic integrity. Each student shall observe standards of honesty and integrity in academic work completed at WNMU. Adherence to the standards is considered a serious matter. Violations of academic integrity such as cheating and plagiarism, intentional or unintentional, may result in penalties including dismissal from the university.

Violations include any behavior that misrepresents or falsifies a student's knowledge, skills or abilities. Such violations include two broad categories: (1) cheating and (2) plagiarism.

1. Definition:

   **Cheating** includes, but is not limited to, using or attempting to use unauthorized materials such as notes, texts, images, electronic devices, and unauthorized copies of test materials. Cheating is also understood to mean unauthorized collaboration with others, copying the work of another, interfering with the work of another, taking an examination for another student or knowingly permitting another person to take an examination for oneself, or any action that presents the work of others to misrepresent the student’s knowledge, skills or ability.

   **Plagiarism** includes, but is not limited to, the intentional or unintentional representation of another’s work as one's own without proper acknowledgement of the original author or creator of the work, failure to quote sources, providing or receiving unauthorized assistance in the preparation of any academic work, the fabrication of sources or information, or submitting the same work for more than one course/instructor without the permission of the current course instructor.

II. Procedures for Addressing Academic Integrity Violations by Faculty and Students:

A. Faculty Members

If a faculty member suspects a student has violated academic integrity, the faculty member should handle the matter in the manner specified below:

1. Communicate with the Student

   The faculty member must communicate or provide documentation of attempting to communicate with the student who has allegedly violated academic integrity to discuss the matter within 10 working days following discovery of the violation during the semester or if at the end of the semester,
10 working days after the start of the new regular semester following the semester in which the alleged violation occurs.

a. If the faculty member finds the student did not violate academic integrity, the matter is closed and the allegations are dismissed.

b. If the faculty member finds the student violated academic integrity, the faculty member must file a report within 10 working days after communicating with the student to the Associate Dean/Chair of his/her department, to the Associate Dean/Chair of the student's academic department or the Center for Student Success if undeclared, and to the Vice President for Academic Affairs. The report will describe the nature of the violation and the action taken.

c. If the faculty member finds the student guilty of violating academic integrity and chooses to handle the matter directly with the student, the possible sanctions include, but are not limited to, failure/grade penalty on the assignment, rewriting the assignment, failure/grade penalty on the test, and failure/grade penalty in the course.

d. If the faculty member is unable to communicate with the student because the alleged violation occurs at the end of the semester, a grade of NR will be reported on the Academic Integrity Report and page 1 of the report will be forwarded to the Office of the Registrar.

e. If the student fails to respond within 30 days, the faculty member may assign a grade at his/her discretion.

2. Referring the Violation to the Academic Integrity Committee

If after communicating with the student, the faculty member believes the student has violated academic integrity, he/she may choose to refer the matter to the Academic Integrity Committee for a hearing by the Committee. The referral must be made within 10 working days after meeting with the student during the semester or if at the end of the semester, 10 working days after the start of the new regular semester following the semester in which the alleged violation occurs. The faculty member must report the alleged violation to the Associate Dean/Chair of his/her respective department, to the Associate Dean/Chair of the student's academic department or the Center for Student Success if undeclared, and to the chair of the Academic Integrity Committee.

B. Students Accused of a Violation

If a student is accused of violating academic integrity, he/she must communicate with the faculty member making the accusation.

1. Communicate with Faculty Member

The student must communicate with the faculty member who has suspected him/her of violating academic integrity to discuss the matter within 10 working days following discovery of the violation during the semester or if at the end of the semester, 10 working days after the start of the new semester
following the semester in which the alleged violation occurs. If the matter is not resolved with the faculty member to the student’s satisfaction, the student may refer the matter.

2. Referring the Issue to the Associate Dean/Chair of the Department

If after communicating with the faculty member, the student feels the matter is not resolved to his/her satisfaction, he/she may refer the issue to the Associate Dean/Chair of the department where the alleged offense occurs and to the dean/chair of the student's academic department or the Center for Student Success if undeclared within 10 working days of communicating with the faculty member. The Associate Dean/Chair of the department must convene a meeting of the student and the faculty member within 10 working days of the referral.

3. Referring the Issue to the Academic Integrity Committee

If no resolution of the matter is reached, the student may refer the matter to the Academic Integrity Committee. The student must submit a report requesting a hearing within 10 working days after the meeting with the Associate Dean/Chair of the department of the faculty member.

III. Academic Integrity Committee

The Academic Integrity Committee shall be a standing Faculty Senate committee which replaces all previously established committees for the resolution and disposition of violations of academic integrity non-residential issues (Academic Integrity Panel). The Discipline Committee will not hear issues on Academic Integrity.

A. Composition

The Academic Integrity Committee is composed of three faculty members and three alternates on a two-year departmental rotating basis. Committee members will be nominated by academic departments to serve on the Committee. Three student members and three alternates appointed by the ASWNMU and one staff member who has taught a college level course and one staff alternate who has taught a college level course will be appointed by the Staff Senate at the beginning of the academic year. The Committee shall elect a chair, vice-chair and secretary. In the event that a quorum of the regular members cannot be obtained for a pending matter, and the chair determines that a hearing must occur before a quorum can be obtained, alternates identified above may serve.

B. Duties

The duties of the Academic Integrity Committee shall include but not be limited to the following tasks:

1. Hear cases brought before the committee after following the above procedures;
2. Make recommendations based on substantial evidence presented;
3. Be governed by rules consistent with due process procedures as approved
by the legislative branch of the Associated Students, the University Administration, and the University Board of Regents.

4. The chair of the Academic Integrity Committee will be responsible for notifying the faculty member and the student in writing (by letter or WNMU e-mail) and by phone of the date, time and place at which the Committee will hold a hearing. In addition, the chair is responsible for conducting the hearing or rescheduling a hearing as outlined in III.C.3.

5. The vice-chair is responsible for notifying the members of the Academic Integrity Committee (faculty, students, and staff) of the date, time, and place at which the Committee will hold a hearing. The vice-chair may also conduct a hearing in the absence of the chair and will fulfill the duties of the chair in that case. If this occurs, a faculty alternate will serve on the committee as the third faculty member.

6. The secretary is responsible for preparing a written report of the hearing which includes the decision of the Committee, having the chair or vice-chair sign the report and forwarding copies of the report to the Vice President for Academic Affairs, the faculty member, the dean/chair of the faculty member's department, the Associate Dean/Chair of the student's academic department or the Center for Student Success if undeclared, the student and the Registrar.

C. Hearings

1. Procedures

If the above procedures have not been followed, a hearing will be conducted.

2. Notice to the Faculty Member and the Student

Within 10 working days after an alleged violation of academic integrity has been referred to the Academic Integrity Committee, the chair of the Committee will notify the faculty member and the student, in writing (by letter or WNMU e-mail), and by phone, the basis for the alleged violation, and the date, time, and place at which the Committee will hold a hearing.

3. Date of Hearing

The hearing should not take place until at least 10 working days after the notification is sent. If the hearing falls during a University holiday, break in the semesters, during the summer months, or when a quorum of the Academic Integrity Committee is not available, the chair has the responsibility to schedule the hearing within the earliest reasonable time frame.

4. Who May Attend

Members of the Academic Integrity Committee, the student and the faculty member must attend the hearing. Witnesses and the dean/chair of the department of the faculty member may attend the hearing. The student has the right to have someone with him/her who may only speak at the pleasure of the Committee, but can also informally consult with the student.
5. **Failure to Appear**

If the faculty member or the student fails to appear at the hearing on the date, time, and place specified in the notice, the Academic Integrity Committee may hear testimony and evidence and reach a decision on the basis of that evidence. If either party is unable to appear on the date specified in the notice, he/she should notify the chair for the reasons that prevent attendance. If the chair determines that good cause exists for not attending on the scheduled date, a new date for the hearing will be set no later than 30 days within the semester that the alleged violation occurs or if at the end of a semester, 30 days after the start of the new semester following the semester in which the alleged violation occurs.

6. **Reports**

The Secretary of the Academic Integrity Committee shall prepare a written report of the hearing which includes the decision of the Committee. The chair or the vice-chair of the Committee will sign the report before it is sent to the Vice President for Academic Affairs, the Associate Dean/Chair of the faculty member’s department, the Associate Dean/Chair of the student’s academic department or the if undeclared, the faculty member and the student. A copy of the report will also be placed in the student’s official file in the Office of the Registrar.

IV. **Appeal of Decision from Academic Integrity Committee**

A. If the student or the faculty member does not accept the decision of the Academic Integrity Committee, he/she may appeal the decision in writing to the Vice President for Academic Affairs within 10 working days after receiving the report from the Academic Integrity Committee.

B. The Vice President for Academic Affairs shall review the record of the hearing and the evidence supporting the appeal and shall determine whether the decision of the Academic Integrity Committee was arbitrary or shall affirm the decision.

C. If the Vice President for Academic Affairs finds the decision to be arbitrary, he/she may reverse the decision. In all cases, the decision of the Vice President for Academic Affairs is final.

V. **Consequences**

A. A first finding of a violation of academic integrity will result in an Academic Integrity Warning.

B. A second finding of a violation of academic integrity will result in an Academic Integrity Probation.

C. A third finding of a violation of academic integrity will result in an Academic Integrity Suspension. Students may reapply for admission after one year.

Policy and Procedures adapted from similar policies and procedures from UNM, NMSU, ENMU, Baylor University, and Virginia Tech
Advisement

1. Advisement with regard to the graduate student's program is provided by a faculty advisor(s) in the college, school, or department in which the program is offered.

2. The graduate student and his or her assigned advisor(s) will develop the student’s degree plan, which must be approved by the advisor(s), the Associate Dean(s)/Department chair(s), the appropriate Dean of the College, and the Graduate Division. The plan is a working agreement among the respective parties. Copies of the signed, final degree plan will be filed in the Registrar’s Office, and the major college(s), school(s), or department(s). Such signatures are not needed, beyond that of the student and advisor, until it is time to file paperwork for graduation.

Procedures for Completing a Graduate Degree

1. Working Degree Plan

After FINAL admission to the WNMU Graduate Division AND a specific graduate program, students and the assigned graduate advisor, will develop a working graduate degree plan.

2. Final Degree Plan and Application for Graduation

The advisor will forward a final degree plan to the Associate Dean(s)/Department Chair(s) for review and signature. The head of each department will then send it to the Academic Affairs Office for final approval. In the College of Professional Studies, all degree paperwork must be approved by the Chair/Associate Dean of the program and also by the Dean of the College. The approved degree plan with all signatures is sent to the Office of the Registrar. The Application for Graduation must be filed online with the Office of the Registrar by the following deadlines: September 1 for spring graduation, February 1 for summer graduation, or June 1 for fall graduation. Students will be advised of the results of the degree evaluation by the Office of the Registrar.

3. Comprehensive Examinations

For graduate degree programs requiring completion of a program-administered comprehensive exam, students apply for permission to take the comprehensive examination at the beginning of the semester in which the examination is to be scheduled. A minimum of 30 semester hours of graduate credit must have been completed or in progress during the semester in which the examination is scheduled. Administration of the comprehensive exam will be the responsibility of the Associate Dean and/or Department Chair and the student’s advisor(s). This examination may be retaken only once.

4. Exit Requirements

Students must meet exit requirement(s) as determined by each graduate program. In some degree programs, a national specialty test may be taken in
lieu of the program’s written comprehensive examination; students should check with their advisor(s) for clarification. Students seeking a graduate degree in the areas of Elementary Education, Secondary Education, or Special Education must achieve the minimum score on the National Evaluation Series (NES) test. Students seeking a degree in Educational Leadership may take the New Mexico Teacher Assessment #35 Educational Administrator Content Knowledge Exam, PRAXIS - Educational Leadership Exam, or WNMU Comprehensive Exam. These examinations should be taken the semester before the student expects to graduate. Students seeking degrees in the area of Reading may take the NES Content Knowledge Reading Test (104) in lieu of the written comprehensive examination.

5. Thesis Option

Academic Programs offering graduate level coursework for the Master of Arts in Interdisciplinary Studies may offer a thesis option. A student who is considering the thesis option, as the exit requirement(s) of the M.A. Interdisciplinary Studies program, should confer with the advisors in each of the chosen fields of study to verify that this is an option and, if so, select a thesis topic before completing 24 credit hours.

a. Thesis Committee. A candidate for the M.A. Interdisciplinary Studies program may request the advisors in each of his or her fields of study to serve on the thesis committee. A student completing a thesis should follow the instructions of the thesis committee concerning the development and preparation of the project.

b. Thesis Hours. A maximum of 3-6 thesis hours may be applied toward the M.A. Interdisciplinary Studies program. Once enrolled, a student must remain continuously enrolled in thesis hours until full completion of all thesis requirements have been met.

c. Thesis Grading. Thesis hours completed during the development and preparation of a thesis but prior to its final completion will be assigned a "PR" grade and will contribute to the "Hours Attempted" and "Hours Earned" sections of the student’s transcript. The "PR" grade will not, however, contribute to the G.P.A. Once the thesis is completed, the thesis committee will assign a Passing or Failing grade ("P" or "F"). While a grade of "P" will not contribute to the graduate G.P.A., a grade of "F" will contribute to the overall graduate G.P.A. and may prevent the student from graduating.

d. Timing of Thesis. Any student who has completed all coursework must complete his or her thesis within the following two full academic semesters. Any request to extend beyond two semesters must be made in writing to the Thesis Committee and Department Associate Dean/Chair.

e. Thesis Proposal. A student is required to submit the thesis proposal to his or her thesis committee six months prior to the anticipated completion of his or her graduate program.
f. **Submission of Thesis.** The student is responsible for completing the following:
   - Submitting to advisors the thesis proposal six months prior to anticipated completion of the graduate program;
   - Submitting to advisors the first draft of the thesis in electronic form 90 days prior to the date of gradation;
   - Submitting to advisors the final copies and abstract 30 days before the graduation date.

**g. Requirements for Completion.** The student may be required to satisfactorily pass an oral examination on the thesis, as well as other examinations which may be required. A student must consult with his or her advisors about the oral examination requirement for each field of study.

Further details regarding the thesis option can be found in the Thesis Preparation Instructions for the Master of Arts in Interdisciplinary Studies which may be obtained from the department.

6. The student must have removed any indebtedness to WNMU and completed all coursework, all exit criteria, and passed all required examinations prior to the last day of the semester in which his or her degree will be conferred. NES and comprehensive examination scores must be posted in the Office of the Registrar by the last day of the semester in which the student wishes to graduate.

**Course Load**

WNMU certifies a student’s enrollment status as to full-time or part-time according to the guidelines below. (See section on Financial Aid for definition of full-time for funding purposes).

**Course Load Graduate Guidelines:**

- **Fall and Spring Semesters**
  a. Full-time: 9 or more graduate credit hours per semester
  b. Three-quarter time: 7-8 graduate credit hours per semester
  c. Half-time: 5-6 graduate credit hours per semester
  d. Less than Half-time: 1-4 graduate credit hours per semester

- **Summer (all sessions combined)**
  a. Full-time: 6 or more graduate credit hours per semester
  b. Three-quarter time: 5 graduate credit hours per semester
  c. Half-time: 3 graduate credit hours per semester
  d. Less than Half-time: 1-2 graduate credit hours per semester
Course Load Limitations
A graduate student is limited to taking 12 credit hours during each semester of the regular academic year unless he or she petitions for an overload and is approved by the Advisor, Department Chair, and Dean/AVPAA. During the summer semester, a student is limited to nine credit hours unless he or she petitions for an overload and is approved by the Advisor, Department Chair, and Dean/AVPAA.

The Master of Social Work Advance Standing program has received special exception, allowing their students to take 18 hours in the Fall and Spring terms.

Earning a Second Master's Degree
(for more information see section on Transfer Credit and Resident Requirements)

Grade Requirements
Academic Good Standing
A graduate student is considered to be in Academic Good Standing if he or she has cumulative and semester G.P.A.s of 3.0 or higher and is showing satisfactory academic progress as shown in the table below:

<table>
<thead>
<tr>
<th>Cumulative G.P.A.</th>
<th>Academic Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative and Semester G.P.A. 3.00 or higher</td>
<td>Academic Good Standing</td>
</tr>
<tr>
<td>Cumulative or Semester G.P.A. below 3.0</td>
<td>Academic Probation</td>
</tr>
<tr>
<td>Semester G.P.A. below 3.0 while on probation</td>
<td>Academic Disqualification</td>
</tr>
<tr>
<td>Cumulative and Semester G.P.A. below 3.0</td>
<td>Academic Disqualification</td>
</tr>
</tbody>
</table>

Maximum hours allowed for graduate students

<table>
<thead>
<tr>
<th>Students in…</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>12</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Probation</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

* Programs with special exceptions:

M.S.W. Advanced degree plan
18 18 9

* Special program exceptions only apply to students in good standing.

Minimum Grade Requirements
No more than three credit hours with a grade of C will count toward fulfillment of the requirements for the master's degree, graduate certificate, or for an alternative licensure program. A cumulative grade point average of 3.0 is required for graduation. A student must be in good standing to graduate.
Graduate Social Work students must earn a grade of "B" or better in any core graduate Social Work course. Graduate Social Work students receiving a grade of "C" or below in any core graduate Social Work course will be required to repeat the course.

**Academic Probation**

The academic records of all graduate students are reviewed at the end of the semester and each summer session. A student whose cumulative or semester grade-point average at the end of the semester or summer session is less than a 3.0 will be placed on Academic Probation. Students placed on Academic Probation will receive notification from the Graduate Division.

**Academic Disqualification**

A student who receives a semester G.P.A. lower than a 3.0 while on probation or cumulative and semester G.P.A. below a 3.0 in his or her graduate work will be disqualified from the Graduate Division. Students placed on Academic Disqualification will receive a certified letter or e-mail with read receipt request from the Graduate Division.

A student who is disqualified from the Graduate Division may file an Appeal for Readmission for Academic Disqualification from the Graduate Division.

**Appeal Process for Disqualification from the Graduate Division - M.A. Counseling or Educational Leadership, M.A.T., M.B.A., and M.S.W.**

Students are required to begin the appeal process by consulting with their advisor(s). The following appeal process must be followed:

1. The student is encouraged to complete an appeal form within six (6) months of the date of disqualification that explains the circumstances of the disqualification and any action that he or she has undertaken to address the problem. A current transcript must be included. This form may be obtained from the program and is sent at the time of disqualification.

2. The appeal form and the transcript should first be submitted to the student's advisor(s) who will then take the appeal to an appeals committee within that department or program.

3. If the department or program appeals committee approves the appeal, a copy of the appeal should be sent by the department or program appeals committee to the student, the Graduate Division, and the Registrar.

4. If the department or program appeals committee denies the appeal, the student may take a copy of the written appeal, the written denial from the department or program appeals committee, and a transcript to the Graduate Division. That will be then be provided to the current Chair of the Graduate Council.

5. The Graduate Council will set a meeting date to discuss the student's appeal. The Chair of the Graduate Council will invite the student and his or her advisor(s) or department representative(s) to attend the meeting.
6. After a decision is rendered by the Graduate Council, the decision will be communicated in writing by the Chair of the Graduate Council to the student, his or her advisor(s), Department/Program Appeals Committee(s), Graduate Studies and the Registrar.

7. The Graduate Council will serve as the final Graduate Appeals Committee. Decisions made by the Graduate Council are not appealable and are final and binding.

**Appeal Process for Disqualification from the Graduate Division - M.A. Interdisciplinary Studies.**

Students are required to begin the appeal process by consulting with their advisor(s).

The following appeal process must be followed:

1. The student is encouraged to complete an appeal form within six (6) months of the date of disqualification that explains the circumstances of the disqualification and any action that he or she has undertaken to address the problem. A current transcript must be included. This form may be obtained from the program or Academic Affairs.

2. The appeal form and the transcript should first be submitted to the Chair of the Department of Interdisciplinary Studies.

3. The Chair of the Department of Interdisciplinary Studies will coordinate a meeting with the appropriate student’s representative areas of concentration. If the representative approves the appeal, a copy of the appeal should be sent by the Chair of the Department of Interdisciplinary Studies to the student, Graduate Division, and the Registrar.

4. If the Department Head denies the appeal, the student may take a copy of the written appeal, the written denial from the Chair of the Department of Interdisciplinary Studies, and a transcript to the Graduate Division at GradDivision@wnmu.edu which will then be forwarded to the Graduate Council.

5. The Graduate Council will set a meeting date to discuss the student’s appeal. The Chair of the Graduate Council will invite the student and his or her advisor(s) or department representative(s) to attend the meeting.

6. After a decision is rendered by the Graduate Council, the decision will be communicated in writing by the Chair of the Graduate Council to the student, his or her advisor(s), the Chair of the Department of Interdisciplinary Studies, appropriate Department Head, Graduate Studies, and the Registrar.

7. The Graduate Council will serve as the final Graduate Appeals Committee. Decisions made by the Graduate Council are not appealable and are final and binding.
Financial Aid Satisfactory Academic Progress Policy for Graduate Students

Purpose and Scope
Federal regulations mandate that a student receiving financial assistance under Title IV programs must maintain Satisfactory Academic Progress in his or her course of study regardless of whether or not Financial Aid is awarded each semester. Western New Mexico University's (WNMU's) Financial Aid Satisfactory Academic Progress Policy for Graduate Students must be applied consistently to all Financial Aid recipients within identifiable categories of students (such as full-time or part-time).

Students pursuing Graduate Certificates or Master's degrees are responsible for understanding and adhering to the Financial Aid Satisfactory Academic Progress Policy for Graduate Students.

Financial Aid Satisfactory Academic Progress for Graduate Students is measured with the following standards as mandated by Federal Regulations:

- Qualitative (Cumulative Grade Point Average)
- Quantitative Percentage (Attempted hours/Earned hours)

Qualitative Standard
Students will be expected to maintain the minimum academic standards as outlined in the Graduate Studies section of the WNMU catalog. WNMU uses a 4-point scale for grade point average (G.P.A.) and requires students to maintain a 3.0 cumulative G.P.A. or better.

Quantitative Standard
The quantitative standard is used to accurately measure a student's progress in a program. Students must complete 67% of the course load for which they register each semester. The chart below shows credit hour totals and the number of credits that must be completed to meet this requirement.

<table>
<thead>
<tr>
<th>Attempted Semester Credit Hours:</th>
<th>67% Completion Rate Requirement</th>
<th>Earned Semester Credit Hours must be more than or equal to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Credit Hours</td>
<td>67%</td>
<td>8 Credit Hours</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>Percentage</td>
<td>Credit Hours</td>
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<tr>
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<tr>
<td>11</td>
<td>67%</td>
<td>7</td>
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<tr>
<td>10</td>
<td>67%</td>
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<td>1</td>
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<tr>
<td>1</td>
<td>67%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:** All graduate credit, including transfer credit, must have been earned within the seven years prior to issuance of the graduate degree as outlined in the Graduate Studies section of the WNMU Catalog. (See Time Limit).

**How are my grades evaluated under the Financial Aid Satisfactory Academic Progress Policy for Graduate Students?**

- The student's cumulative G.P.A. must be a 3.0 or higher to satisfy the requirements of the qualitative standard of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students.
- Grades of "A", "B", "C", "D", "F", "NF", "P", and transfer credit will be considered credit hours attempted and earned.
- Grades of "W", "I", "MW", or "MI" will not be considered as credit hours earned for the 67% Completion Rate Requirement but will be considered as credit hours attempted for the semester.
- Grades of "PR" assigned for thesis hours during the development and preparation of a thesis but prior to its final completion will be considered credit hours attempted and earned.
- Students who withdraw from the university must still maintain Financial Aid Satisfactory Academic Progress for Graduate Students for the 67% Completion Rate Requirement.

**What happens if I fail to meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students?**

1. Following the first semester in which a student does not meet the standards of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students, the student will be placed on Financial Aid Warning Status for the next semester of enrollment. Students may be allowed to receive Financial Aid funds while on Financial Aid Warning Status as long as they are otherwise eligible.
2. A student who is on Financial Aid Warning Status and who **improves** his or her academic performance as defined by the qualitative and quantitative standards will be placed in good standing and may be eligible to continue to receive Financial Aid for following semesters.

3. A student who is on Financial Aid Warning Status and who **fails to meet** the standards of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students will be placed on Financial Aid Suspension and denied further funding until he or she meets the qualitative and quantitative standards.

4. Appeals Process

A student **who fails to meet** the standards of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students under certain circumstances beyond the student's control, such as illness, death in the family, or an accident, has the right to appeal. Throughout the appeal process the student must be prepared to pay his or her own expenses, such as tuition, fees, books, supplies, etc. Please follow the procedure below to appeal a Financial Aid Suspension:

- A Financial Aid Appeal form must be obtained from and submitted to the WNMU Office of Financial Aid.
- Documentation supporting the extenuating circumstances must be available for review.
- It is the student's responsibility to follow up with the Office of Financial Aid after submitting a complete appeal form with all of the required documentation to determine the status of his or her appeal.
- Appeals will be approved or disapproved by the Financial Aid Appeals Committee.

- If a Financial Aid Appeal is **approved**, the student will be placed on Financial Aid Probation and will be eligible to receive Title IV aid. The student's record is reviewed after the first semester of probation. If the student has brought his or her term G.P.A. up to a 3.0 and has also successfully completed 67% of the total number of credits attempted during the Financial Aid Probation semester, he or she will be placed in good standing. If the student has completed 67% of the total number of credits but did not bring his or her cumulative G.P.A. up to a 3.0 and the term G.P.A. is a 3.0 or better, the student is eligible for one additional semester of Financial Aid Probation. If the term G.P.A. is less than a 3.0, the student will be placed on Financial Aid Suspension. A student who is on Financial Aid Probation will be notified by university e-mail of his or her status and what he or she must do to continue to receive Financial Aid.

- If a Financial Aid Appeal is **disapproved**, the student will be placed on Financial Aid Suspension and denied further funding until he or she meets the qualitative and quantitative standards. If otherwise eligible, a student may
complete his or her program of study but must pay his or her own expenses, such as tuition, fees, books, supplies, etc.

- All decisions made by the Financial Aid Appeals Committee are final.

Complete Withdrawals and the Financial Aid Satisfactory Academic Progress Policy for Graduate Students

Students who completely withdraw must still maintain the standards of the Financial Aid Satisfactory Academic Progress Policy for Graduate Students. A complete withdrawal will always have a negative effect on a student’s standing under this policy. If a student completely withdraws during the semester and follows the appropriate procedures and deadlines, his or her grades for the semester will be all “W”s. These grades are not passing; therefore, the student did not meet the 67% Completion Rate Requirement and will be placed either on Financial Aid Warning, Office of Financial Aid Probation, or Financial Aid Suspension depending on what his or her status was before the semester began.

Graduate Division Academic Probation and Disqualification

Students on Graduate Division Academic Probation or Graduate Division Academic Disqualification automatically will be placed on Financial Aid Warning or Financial Aid Suspension, respectively. If a student successfully appeals his or her Graduate Division Academic Disqualification, that appeal has no effect on his or her standing with the Financial Aid Satisfactory Academic Progress Policy for Graduate Students; he or she will still be on Financial Aid Warning or Suspension. Please refer to the Financial Aid Appeals Process.

Notification of Status under the Financial Aid Satisfactory Academic Progress Policy

Students placed on Financial Aid Warning or Financial Aid Suspension will be notified by the Office of Financial Aid by e-mail of their status after grades are available.

The effect of dropping or withdrawing from a course

Students who reduce their course load by dropping or withdrawing from a course after the semester has begun risk non-compliance with the 67% Completion Rate Requirement. For more information, contact the Office of Financial Aid.

The effect of Financial Aid Suspension on Financial Aid Awards

Title IV federal aid for graduate students consists of loans; therefore, all loan awards will be cancelled if a student is on Financial Aid Suspension.

Consortium Agreements and the Financial Aid Satisfactory Academic Progress Policy for Graduate Students

When WNMU has a Consortium Agreement with a participating institution, the student must meet the Financial Aid Satisfactory Academic Progress Policy for Graduate Students of the institution that is awarding aid.
The effect of repeating courses
There is no specific limitation on the number of times a student may attempt a course under the Financial Aid Satisfactory Academic Progress Policy for Graduate Students. All course attempts, even repeated courses, will count when assessing whether a student meets the 67% Completion Rate Requirement.

The effect of Incomplete grades
Courses in which the student receives an incomplete ("I") at the end of the semester will count as attempted credit hours and as a non-passing grade when assessing if a student meets the 67% Completion Rate Requirement.

Return of Title IV Federal Aid
See Office of Financial Aid section of the catalog.

Graduate Division Assistantship/Scholarship Program
The purpose of the Graduate Division Assistantship and Scholarship Programs at WNMY is to provide graduate students with supplemental learning experiences which enhance their graduate education programs.

Graduate Division Assistantships

Eligibility

1. Graduate students who have been admitted as Graduate Division FINAL Admission students are eligible to apply for a Graduate Division Assistantship position.

2. In addition to meeting the Graduate Division’s academic standards, a Graduate Division Assistant must also achieve a 3.0 G.P.A. each semester. Failure to maintain a 3.0 G.P.A. jeopardizes the Graduate Division Assistantship which may be revoked upon review by the Graduate Division.

3. Graduate Division Assistants normally enroll for six graduate credit hours and may not take more than twelve or fewer than six graduate credit hours each fall and spring semester. Enrollment in three graduate credit hours for the summer session is required to maintain a Graduate Division Assistantship.

4. Final approval of Graduate Division Assistantship and terms and conditions are approved by the Graduate Division. Graduate Assistantships funded by other units on campus, such as the Child Development Center, School of Social Work or Student Affairs, must meet the requirements of the Graduate Division and be approved through that office.

Categories

Graduate Division Assistantships are intended as 12-month assistantships, providing students the opportunity to work the fall, spring, and summer semesters. Contracts are issued by term, allowing partial-year appointments.
Graduate Division Assistantship Appointment

In-State Tuition Rate

An out-of-state or international student who receives a Graduate Division Assistantship is eligible for the in-state tuition rate. All regulations applicable to U.S. citizens are also requirements for the international Graduate Division Assistant. Additionally, an international graduate student may hold a Graduate Division Assistantship only if he or she holds an F-1 (student) visa.

Termination

A Graduate Division Assistantship may be terminated or altered upon the occurrence of:

1. Enrollment in less than six graduate credit hours during a fall or spring semester or less than three graduate credit hours during the summer session;
2. A G.P.A. below 3.0;
3. Withdrawal from the institution by a student;
4. Unsatisfactory performance review.

Graduate Division Scholarship

The Graduate Division Scholarship is intended to increase enrollment of students from groups traditionally under-represented in graduate education. Special emphasis will be placed upon academic fields of high regional and national priority and fields in which under-representation is most severe. Priority will be given to New Mexico students from those groups with the most severe under-representation and students with the greatest financial need. These scholar positions are primarily funded by the State of New Mexico.

Eligibility

A Graduate Division Scholarship may be awarded to an individual who:

1. Is a citizen of the United States or a permanent resident alien and is a member of a group under-represented in his or her intended graduate or professional field of study;
2. Has met the admission requirements and is accepted for enrollment as a full-time student in a graduate or professional field of study with high priority or under-represented;
3. Agrees to serve in an unpaid assistantship at WNMU for 10 hours per week during the academic year; the remaining 10 hours are paid, in part, by WNMU.
4. Is eligible according to a standard needs analysis (FAFSA) or when a Financial Aid exercises professional judgment in accordance with WNMU’s and applicable federal Financial Aid standards to determine that circumstances, for which documentation exists in the student’s file, warrant adjusting the cost of attendance, expected family contribution or other factors to make the program responsive to a student’s special financial circumstances.
Categories
Each Graduate Division Scholarship provides students the opportunity to work the fall, spring, and summer semesters.

WNMU Responsibilities
WNMU must award to the recipient of the Graduate Division Scholarship a paid Graduate Division Assistantship for 10 hours per week during the academic year and summer sessions.

Maintaining Eligibility
If a student is deemed eligible under New Mexico Title 5 Post-Secondary Education, Chapter 7 Tuition and Financial Aid, Part 15 Graduate Scholarship Program and accepts the Graduate Division Scholarship Award, a student must:

1. Remain in good academic standing by maintaining a 3.0 G.P.A.;
2. Be enrolled as a full-time graduate student (six graduate credit hours during the fall or spring semesters; three graduate credit hours during the summer session is optional);
3. Agree to serve in a paid assistantship for 10 hours per week during the academic year and summer sessions; and
4. Agree to serve in an unpaid assistantship at WNMU for 10 hours per week during the academic year.

Termination of Graduate Division Scholarship
A scholarship is terminated upon the occurrence of:

1. Withdrawal from the institution by the award recipient;
2. Failure to re-enroll for consecutive academic years;
3. Failure to be a full-time graduate student;
4. Substantial noncompliance by the award recipient with the Graduate Scholarship Act or its rules, regulations, or procedures.

Graduate Credit
Only graduate students may enroll in 500 or 600 level courses; however, seniors at WNMU who have a grade point average of 3.0 may petition to enroll in 500 level classes. Students may take a maximum of nine graduate credit hours while completing the undergraduate degree. Students who are deficient in certain undergraduate courses in the major field will be expected to remove these deficiencies without graduate credit. When it is apparent that further work in auxiliary subjects may make a substantial contribution to the M.A. and M.A.T. graduate program, the student may be allowed to take up to nine credit hours of courses at the undergraduate 400 level. Registration for such courses must have the approval of the student’s advisor, the Department Head in which the courses are offered, and the Graduate Division. The instructor is required to submit to the Graduate Division an outline
of all extra work undertaken by the graduate student to justify graduate credit in a 400 level course.

When students register for a course numbered below 500 for graduate credit, they must make certain that the registration form carries official notation of the fact.

**Course Numbering Standards**

**Independent Study Courses**

Independent Study Courses may be made available by special arrangement between the individual student and the professor.

There are three types of arranged Independent Study Courses.

1. **Directed Study** is used when the student wishes to study some subject not regularly offered (this course is numbered 585).

2. **Directed Research** is used when the student is performing research under the direction of a faculty member (this course is numbered 590).

3. **Tutorial Reading** is used when a student must take a regularly offered class on an independent basis. This course is identified with its original course number with a TR/______ at the beginning of the course title.

Independent Study Courses (Directed Study, Directed Research, and Tutorial Reading) shall be used primarily for the purpose of academic enrichment. The assignment and approval of Independent Study Courses for other reasons shall be strictly limited to emergency situations. Coursework earned by "Independent Study" normally will be limited to six semester hours. With documented support from the program of study, a student, may apply to the Graduate Division for permission to exceed this limit.

**Professional Development Credit** (School of Education)

Professional Development Credit (PDC) will be offered by Western New Mexico University (WNMU) for the purpose of professional development, enrichment, and salary advancement credit. PDC will be accepted only in special cases, for a maximum of six hours of WNMU degree credit toward program electives, with prior approval from the Professional Education Committee (PEC), the Associate Dean of the School of Education, and the Vice President for Academic Affairs. PDC courses are not part of WNMU’s approved programs nor are they appropriate substitutes. Professional Development Credits are not recommended for licensure and endorsement purposes. Transcript credit will identify PDC by the numbers 444 (undergraduate credit) or 544 or EDUC 545 (graduate credit) and a listing of the course title as *Professional Development: Title of Course.*
Workshops

Workshop courses are numbered 580/680. These courses are "special topic workshop" courses that are developed for numerous reasons including one-time pilot courses, a particular expertise of a visiting faculty member, a field trip, etc. Workshops do not differ in academic rigor or workload requirements from other graduate courses. A workshop course can be offered up to two times before the department decides to make it a permanent course.

Registration

The University's academic year is divided into two semesters and one summer session. Graduate students may enter the Graduate Division at the beginning of any period. They are expected to register prior to or on the days set aside for that purpose. Absences, including absences due to late registration, are counted from the date of registration.

Student Grade or Instructor Professional Conduct Complaint Appeals Process

I. Scope. This policy applies to student complaints concerning:

   A. Assignment of Grades; or

   B. Professional conduct of an instructor that does not involve a complaint of discrimination or harassment, such as a complaint of unfair treatment not involving discrimination or decisions about eligibility for program or degree requirements. (For complaints of discrimination or harassment, refer to the Student Handbook at www.wnmu.edu).

II. Definitions.

   A. "Working days" means Monday, Tuesday, Wednesday, Thursday, and Friday, unless the day is a school holiday or vacation period. If the last day of the designated time period is a school holiday or vacation period, the designated time period will run until the end of the next day which is not a school holiday or vacation period. The term "vacation period" does not include the week of final exams.

III. Procedures

   A. Step 1.

      1. The student must submit a written complaint to the instructor within 30 working days of receiving grade notification or experiencing the disputed conduct. The student must also provide a copy of the written complaint to the Dean, Vice President for Academic Affairs, and the Vice President for Student Affairs.

      2. Within 10 working days of receiving the written complaint, the instructor will respond to the complaint, stating in writing the instructor's decision
and the basis for the decision. The instructor will also provide a copy of the written decision to the Dean, Vice President for Academic Affairs, and the Vice President for Student Affairs.

3. If the student is dissatisfied with the instructor’s decision the student may proceed to Step II.

B. Step II.

1. Within 10 working days of receiving the instructor’s decision, the student must submit a written complaint to the department chairperson of the instructor, stating why the student is dissatisfied with the instructor’s written decision. The student must also provide a copy of the written complaint to the Vice President for Academic Affairs and the Vice President for Student Affairs.

2. If the instructor is the department chairperson, within 10 working days of receiving the chairperson’s decision, the student must submit a written complaint to the Dean of the department, stating why the student is dissatisfied with the chairperson’s written decision. The student must also provide a copy of the written complaint to the Vice President for Academic Affairs and the Vice President for Student Affairs.

3. The department chairperson, Dean, or a faculty member designated by the department chairperson or Dean ("designee") will investigate the complaint and, within 10 working days of receiving the written complaint, advise the student and the instructor, in writing, of the department chairperson’s, Dean’s, or designee’s findings and decision. The department chairperson, Dean, or designee will also provide a copy of the written decision to the Vice President for Academic Affairs and the Vice President for Student Affairs. The department chairperson’s, Dean’s, or designee’s investigation may include interviews with the student, the instructor, other students in the course, other instructors who have taught the course, and the review and comparison of pertinent papers and examinations.

4. If the student is dissatisfied with the department chairperson’s, Dean’s, or designee’s decision, the student may proceed to Step III.

C. Step III.

1. The student must submit a written request to the Student Appeals Committee for a hearing. The student must submit the request within 5 working days of receiving the department chairperson’s, Dean’s, or designee's written decision.

2. The student should refer to the Student Appeals Hearing Guidelines found in the Student Handbook for a further explanation of the Student Appeals Committee hearing guidelines.
Time Limit
All graduate credit, including transfer credit, must have been earned within the seven years prior to issuance of the graduate degree unless a Petition for Validation of Courses over Seven Years Old is submitted and approved. This form may be obtained from the Office of Academic Affairs, Graduate Division, or from advisor or program.

Tour Credit Hours (Graduate)
A maximum of six graduate hours of tour credit, such as travel abroad courses, may be applied toward a master's degree.

Transfer Credit and Resident Requirement
Individual programs have the option to approve transfer credits, not to exceed one-third (1/3) of the total required to complete the degree. Any program without specific criteria related to transfer credit limit may not exceed the Graduate Division limit of nine (9). Continuing education and extension courses are excluded. Correspondence work will not be accepted for graduate credit. Any coursework requested for transfer into a degree at WNMU must be reviewed and approved by the student's advisor(s), Associate Dean/Department Chair and Dean of the College based upon its appropriateness to the student's degree plan, with final approval by the Director of the Graduate Division. Transfer credits must have been earned no more than seven (7) years prior to the issuance of the graduate degree. (See Time Limit.)

Starting in Fall 2011, only grades earned at WNMU count towards the student's cumulative G.P.A. Transfer grades will start with a T/ and not count in the G.P.A. (Ex. T/A, T/B, T/C, etc.)

Any student pursuing a second Master's degree at WNMU with a 6-hour reduction in credits allowed by the Graduate Division is also limited to 1/3 or 9 credits of transfer hours, with the waiver of 6 hours counting as part of those 9 credits or the 1/3 (total waived and transfer-approved hours may not exceed these limits). If a graduate program has developed specific criteria allowing up to 12 transfer hours toward the 36 hour master's, then six transfer hours are allowed in addition to the six hour reduction.

Transfer hours should be requested by a student at 1) the time of admission, 2) within the first term of attendance at WNMU, or 3) within one term of completing the hours at the outside institution.

All graduate hours of credit except the permitted transfer hours must be earned from WNMU.
### EXAMPLE:

<table>
<thead>
<tr>
<th>First Masters</th>
<th>Second Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 credit hours</td>
<td>36 credit hours</td>
</tr>
<tr>
<td>-0 transfer credit</td>
<td>-0 transfer credit</td>
</tr>
<tr>
<td>36 credit hours residency</td>
<td>-6 hours waived</td>
</tr>
<tr>
<td>30 credit hours residency</td>
<td>36 credit hours</td>
</tr>
<tr>
<td>36 credit hours</td>
<td>36 credit hours not to exceed the 9 transfer credits</td>
</tr>
<tr>
<td>-9 transfer credits</td>
<td>-6 credit hours waived allowed by Graduate Division</td>
</tr>
<tr>
<td>27 credit hours residency</td>
<td>-3 transfer credit</td>
</tr>
<tr>
<td>27 credit hours residency</td>
<td>24 credit hours residency</td>
</tr>
<tr>
<td>36 credit hours</td>
<td>36 credit hrs not to exceed the 1/3 of transfer credit</td>
</tr>
<tr>
<td>-1/3 transfer credit</td>
<td>-6 credit hours waived</td>
</tr>
<tr>
<td>24 credit hours residency</td>
<td>-6 transfer credit</td>
</tr>
<tr>
<td>24 credit hours residency</td>
<td>24 credit hours residency</td>
</tr>
</tbody>
</table>

### Transfer Credit Posting:

If a course is equivalent to a course WNMU offers, then it is posted as a WNMU course.

- **Example:** MGT 501 from XYZ University is equivalent to BSAD 556 at WNMU
  - WNMU will post the transfer course as BSAD 556

If a course is not equivalent and WNMU offers the same type of subject codes, and the course seems reasonable then it is posted as XXXX 599.

- **Example 1:** PSYCHOLOGY, transfer university code is PSY 501 from XYZ University. WNMU does not have an equivalent course but offers the same type of subject code.
  - WNMU will post the transfer course as PSY 599.

- **Example 2:** PSYCHOLOGY, transfer university code is PSY 502 from XYZ University WNMU does not have an equivalent course but could be considered as a subject code within WNMU Psychology curriculum
  - WNMU will post the transfer course as PSY 599.

If a course is not equivalent and WNMU does not have the same type of transferring in subject codes, then WNMU will be post the transfer credit as MISC 599.

- **Example:** Animal Science, transfer university code is ANSC 621 from XYZ University. WNMU does not have an equivalent course and does not have same type of transferring subject codes.
  - WNMU will post the transfer course as MISC 599.

Advisors determine what courses will transfer into WNMU. The Office of the Registrar inputs the graduate transfer hours from the approved Degree Plan.
Change Forms provided by the Advisors, Associate Dean/Department Chair, and the Director of Graduate Studies.

**Master of Business Administration**

A maximum of one third (1/3) of the total hours needed to complete the M.B.A. program with or without optional concentrations may be transfer credits from appropriately accredited Business program as determined by the Director of the M.B.A. Program.

**Master of Arts in Teaching**

Credit for Prior Learning

- Credit will be awarded based on evidence of learning, not for experience or time spent.
- Determination of credit awards will be made by appropriate subject matter and credentialing experts.
- Specific assessment and policies and procedures will be implemented for all programs accepting credit for prior learning.

The School of Education recognizes prior learning as achieved by teachers licensed via alternative licensure completed outside of a graduate school setting. Credit will be awarded based on evidence of learning as demonstrated through the completion of a Teaching Event Portfolio. The Teaching Event Portfolio requires applicants to develop and teach an instructional unit, and provides documentation of planning, instruction, assessment, and reflection on student learning. Qualified faculty within the School of Education will evaluate the Teaching Event Portfolio. Applicants may be awarded up to 12 credit hours of graduate credit towards the completion of a Master’s of Arts in Teaching:

- Curriculum (EDUC 571, EDUC 572, EDUC 573, or SPED 528),
- Classroom Management (EDUC 536 or SPED 551)
- Classroom Assessment (EDUC 574), and
- Student Growth and Development (EDUC 528)

**Master of Arts in Interdisciplinary Studies**

A maximum of twelve hours of transfer credits may be applied toward an M.A. in Interdisciplinary Studies when completed as a 36 hour degree, with transfer hours not exceeding the 1/3 limit for each concentration. For Example, with an 18-hour concentration, 6 hours could be accepted, and with a 9-hour concentration, just 3 hours would be permitted. When completed as a 30-hour degree, transfer credits would be limited to 6 hours, with the 1/3 cap applied to each discipline as mentioned above. All transfer hours must be approved by program faculty and the Chair of Interdisciplinary Studies with regard to content and requested hours.
Master of Arts in Social Work Transfer Credit Policy

A total of 1/3 of the hours needed to complete an M.S.W. degree may be transfer credits from another CSWE accredited M.S.W. program. For the 39 credit hour advanced standing M.S.W. that would mean a possible total of 13 hours. For the non-advanced standing M.S.W. program of 60 credit hours that would mean 17 could be transfer credits. All transferred courses must reflect a grade of "B" (3.0) or higher from the granting institution.

The following courses must be taken at WNMU: SWK 681 and 682.

All transfer hours must be approved by program faculty and the department chair with regard to content and requested hours. In accordance with accreditation guidelines from the Council on Social Work Education, the School.
MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Western New Mexico University School of Business is accredited by the Accreditation Council for Business Schools and Programs, (ACBSP).


The M.B.A. degree is designed for persons intending to pursue careers as management generalist in business, non-profit organizations, the private sector, or in governmental organizations. The graduate courses in Business Administration are designed to develop analytical skills and provide in-depth knowledge of modern business management. The case analysis method is emphasized to better prepare students for responsible positions in the business environment.

The M.B.A. degree with a concentration in International Business is particularly useful for individuals who pursue careers in multinational corporations or work in a global setting. The M.B.A. degree with a concentration in Healthcare Administration is particularly useful for healthcare employees moving into management positions. The M.B.A. degree with a concentration in Instructional Technology and Design is particularly useful for education and management information systems majors. Finally, The M.B.A. degree with a concentration in Management Information Systems is useful for employees in technology jobs.

The following policies apply to the M.B.A. program:

1. The M.B.A. Program does not require a thesis;
2. No more than three credit hours with a grade of C can count toward the M.B.A. degree;
3. Three grades of C or lower will result in dismissal from the program;
4. The M.B.A. Program accepts students with or without prior business administration coursework. Two options are available to students entering the M.B.A. program.
5. A maximum of 1/3 of the total hours needed to complete the M.B.A. program, with or without optional concentrations, may be transfer credits from appropriately accredited Business programs as determined by the Director of the M.B.A. Program.

Option 1. An undergraduate degree that includes the following courses (common professional courses) or equivalents:

ACCT 2110  Principles of Financial Accounting
ACCT 2120  Principles of Managerial Accounting
MKTG 340  Principles of Marketing  
MGMT 350  Principles of Management  
ECON 2110  Principles of Macroeconomics  
ECON 2120  Principles of Microeconomics  
FINC 370  Principles of Finance  
MATH 1350  Statistics

Proficiency in basic word processing, College Algebra, basic elements of Calculus and spreadsheet programs is expected.

Option 2. An undergraduate degree in a non-business field. Students without related undergraduate business/economics preparation will be required to complete the common professional components (CPC), before starting the program or during their first year after accepted into the program. These common professional components can be completed as determined by the M.B.A. Director, completing one of the following:

• Completing the WNMU School of Business common business core (24 credit hours) as established in the B.B.A. undergraduate degree.
• Transferring/substituting CBCC from other institutions.
• Completing the Peregrine Academic Leveling Courses (14 Online short courses).

The Master’s degree program in Business requires a minimum of 36 semester credit hours of graduate level work beyond the common professional component. The common professional component may be completed in either undergraduate courses as in Option 1 or above or graduate courses. With the advice of the M.B.A. advisor, the common professional component requirement can be met with a combination of graduate and undergraduate courses and unusual situations by work experience and College Level Examination Program (CLEP) tests.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Business Administration Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 510</td>
<td>Social Responsibility &amp; Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 530</td>
<td>Managerial Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 540</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 550</td>
<td>Management &amp; Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 552</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 556</td>
<td>Production &amp; Operation Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 560</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 570</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 586</td>
<td>International Business for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 597</td>
<td>Managerial Policy &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 512</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours 33
Guided Electives

Guided Electives approved by advisor 3
Degree total 36

Health Care Administration Concentration

Nine additional semester credit hours over and above the existing 33 credit hour core M.B.A. degree requirements may be taken.

BSAD 505 Health Care System/Organizations 3
BSAD 506 Survey Finance Topics & Health Care 3
NUR 503 Innovation in Informatics and Healthcare Technology 3
or NUR 507 Issues in Contemporary Health Care Environments 3
Concentration credit hours 9

International Business Concentration

Nine additional semester credit hours over and above the existing 33 credit hour core M.B.A. degree requirements may be taken.

BSAD 545 International Marketing 3
BSAD 565 International Human Resource Management 3
BSAD 575 International Investment 3
Concentration credit hours 9

Instructional Technology and Design Concentration

Nine additional semester credit hours over and above the existing 33 credit hour core M.B.A. degree requirements may be taken.

ITD 546 Learning Theories and Instructional Technology 3
ITD 552 Change and Organizational Development 3
ITD 555 Instructional Design 3
ITD 577 Project Management 3
ITD 587 Multimedia Resources, Research, and Development 3
Concentration credit hours 9

Management Information Systems Concentration

Nine additional semester credit hours over and above the existing 33 credit hour core M.B.A. degree requirements may be taken.

MIS 501 Introduction to Information Security 3
MIS 505 MIS for Managers 3
MIS 515 Advanced concepts of Database 3
MIS 525 Computer Forensics 3
MIS 535 e-Commerce 3
MIS 540 Information Warfare 3
MIS 567 Information Systems Networking 3
Concentration credit hours 9
Education, School of

The School of Education offers the following programs:

- Master of Arts in Counseling (M.A.)
- Masters of Arts in Educational Leadership (M.A.)
- Masters of Arts in Teaching - Elementary Education (M.A.T.)
- Masters of Arts in Teaching - Secondary Education (M.A.T.)
- Masters of Arts in Teaching - Reading Education (M.A.T.)
- Masters of Arts in Teaching - Special Education (M.A.T.)
- Masters of Arts in Teaching - Specialization (M.A.T.)
- Teaching endorsements in Bilingual Education and TESOL
- Graduate Certificates in a New Mexico Alternative Teaching License in Elementary, Secondary, and/or Special Education
- Graduate Certificate in Educational Leadership
- Graduate Certificate in Instructional Design
- Graduate Certificate in Instructional Technology Coach
- Graduate Certificate in Technical Coordinator
- Graduate Certificate in Teaching Online
- Concentrations in Teacher Leadership and Early Childhood Education

MASTER OF ARTS IN COUNSELING The M.A. Program in Counseling is a 60 credit hour program offered with field experience (practicum and internship) in either an agency or school setting. The program meets all educational and field experience requirements for mental health licensure through the New Mexico Counseling and Therapy Practice Board, school counseling through the New Mexico Public Education Department, and certification from the National Board for Certified Counselors. Students must meet with a program advisor before enrolling in courses to plan their program of study leading to appropriate field placements. Students will be provided a Counseling Program Handbook when they begin the program. This Program Handbook outlines in more detail the program of study and other essential information for admission and progress through the program. Four choices of specialization are offered: mental health, rehabilitation counseling, school counseling, and substance abuse counseling. All three programs share common counseling core requirements.

In addition to the Graduate Division Admission requirements, the student in this program must also:

1. Obtain an online application for admission to the Counseling Program in TK-20. This application should be completed with all attachments and
submitted in TK-20 by the end of the first semester of coursework. The complete application packet must include, but is not limited to the following:

a. The completed application form stating that the student has received Final Admission Status into the Graduate Division;

b. A Writing sample according to the directions on the application;

c. Disclosure of Criminal Record Form;

d. Signed Informed Consent Form;

e. Signed Code of Conduct Form;

f. Fingerprinting and Background Clearance through Castle Branch

g. Three letters of recommendation by persons who are prepared to evaluate the prospective student in terms of suitability for graduate work as well as in the field of counseling;

h. Résumé.

2. The completed application packet must be submitted in TK-20 prior to scheduling an interview, which should be completed prior to the end of the first semester or the beginning of the second semester of coursework. The structured interview will be held with two or more members of the graduate faculty, including at least one counseling faculty advisor. The student will be notified within one week of the interview as to its outcome.

3. Students will be advised to enroll in COUN 501, 531, 534, and 579 during their first year in the program.

4. Until all entrance requirements are met, students are considered "conditionally admitted." "Conditionally admitted" students must meet all entrance requirements prior to completing a total of nine credit hours in the program. Students who have not completed all entrance requirements prior to completing nine hours will be placed on registration hold until all requirements are met.

5. Students must be admitted into the Counseling degree program prior to taking the Comprehensive/Exit Exams.

**Counseling Transfer Credit Policy**

A maximum of eighteen hours of transfer credit may be applied towards an M.A. in Counseling. COUN 579, Pre-Practicum; COUN 581, Practicum; and COUN 582, Internship generally must be taken at WNMU, however students may petition the Counseling faculty for an appropriate transfer course substitute for COUN 579.

Students must complete 24 credits (8 courses) in the program before enrolling in COUN 581 Practicum; these 24 credits must include COUN 501, 523, 531, and 579. The 12 remaining credits required prior to taking COUN 581 must be approved by a program advisor in order to satisfactorily prepare students for their intended practicum and internship sites.
Satisfactory completion of COUN 581, Practicum, will determine eligibility for COUN 582 Internship. COUN 587 Seminar in Group Process must be taken prior to enrollment in COUN 582 Internship. COUN 582 Internship follows the completion of COUN 581 and is generally taken in the final two semesters of the program representing a culmination of the field experience in the counseling program.

Students must adhere to policies and procedures outlined in the Counseling Program Handbook for progress through the program.

Students must pass either a written comprehensive examination or the Counselor Preparation Comprehensive Examination (CPCE), as the exit requirement for the program. These exams and other requirements are normally completed during the final semester of the program of study (Fall or Spring terms).

**MASTER OF ARTS IN COUNSELING**

**Admission to the School of Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
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</tbody>
</table>

**Counseling Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 500</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 501</td>
<td>The Counseling Prof, Legal, Ethical, &amp; Prof. Issues</td>
<td>3</td>
</tr>
<tr>
<td>COUN 502</td>
<td>Theories &amp; Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 505</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 527</td>
<td>Assessment of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>COUN 534</td>
<td>Life Themes &amp; Stages</td>
<td>3</td>
</tr>
<tr>
<td>COUN 579</td>
<td>Counseling Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 586</td>
<td>Vocational Guidance/Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 587</td>
<td>Seminar in Group Processes</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>CHDP 587</td>
<td>Group Dynamics (only for Substance Abuse Couns.)</td>
</tr>
</tbody>
</table>

Counseling core credit 27

**Pick one of the following Concentrations:**

**Mental Health Counseling Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 522</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 523</td>
<td>Psychopathology/Psychodiagnost</td>
<td>3</td>
</tr>
<tr>
<td>COUN 525</td>
<td>Child &amp; Adolescent Dev &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 529</td>
<td>Grief, Loss, &amp; Trauma</td>
<td>3</td>
</tr>
<tr>
<td>COUN 532</td>
<td>Program Development &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 588</td>
<td>Psychopharmacology Counseling/Therapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 596</td>
<td>Marriage &amp; Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective hours</td>
<td>3</td>
</tr>
<tr>
<td>COUN 581</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 582</td>
<td>Internship in Counseling</td>
<td>6</td>
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<tr>
<td></td>
<td>Total Concentration Credit</td>
<td>33</td>
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</tbody>
</table>

Total Credit Hours for the Degree 60
Mental Health/Rehabilitation Counseling Concentration

COUN 522  Substance Abuse Counseling  3
COUN 523  Psychopathology/Psychodiagnostic  3
COUN 525  Child & Adolescent Dev & Counseling  3
COUN 529  Grief, Loss, & Trauma  3
RHAB 500  Foundations and Ethics in Rehabilitation Counseling  3
RHAB 501  Medical & Psychosocial Aspects  3
RHAB 502  Case Management & Community  3
RHAB 503  Job Development/Placement  3
COUN 581  Counseling Practicum  3
COUN 582  Internship in Counseling  6
Concentration credit  33
Total credit hours  60

Substance Abuse Counseling Concentration

CHDP 503  Advanced Helping Skills in Chemical Dependency  3
CHDP 504  Prof Principles in Chemical Dependency  3
CHDP 508  Annual Alcohol & Drug Counseling Institute  3
COUN 523  Trauma & Addiction  3
CHDP 521  Dual Diagnosis  
or COUN 523  Psychopathology & Diagnostics  3
CHDP 565  Pharmacology  
or COUN 588  Psychopharmacology for Counselors & Therapists  3
Electives hours  6
COUN 581  Counseling Practicum  3
CHDP 581  Internship in Chemical Dependency  6
Concentration credit  33
Total credit hours  60

School Counseling Concentration

COUN 522  Substance Abuse Counseling  3
COUN 523  Trauma &Addiction  3
COUN 525  Child & Adolescent Dev & Counseling  3
COUN 529  Grief, Loss, & Trauma  3
COUN 555  School Counseling  3
COUN 588  Psychopharmacology for Counselors & Therapists  3
COUN 596  Marriage & Family Counseling  3
Electives hours  3
COUN 581  Counseling Practicum  3
COUN 582  Internship in Counseling  6
Concentration credit  33
Total credit hours  60

*NOTE:
In order for a student to be admitted into Practicum (COUN 581), he or she must:
- Be admitted and currently enrolled as a M.A. counseling student at WNMU and have completed the required 24 hours of course work as specified in the degree plan;
• **or** have a graduate degree in counseling from another institution and the approval by the counseling faculty and the School of Education Associate Dean.

In order for a student to be admitted into Internship (COUN 582), he or she must:

• Completed 48 hours in the counseling program
• Be admitted and currently enrolled as a M.A. counseling student at WNMU and have successfully completed COUN 581: Practicum as well as required course work as specified in the degree plan;
• **or** have a graduate degree in counseling from another institution and the approval by the counseling faculty and the School of Education Associate Dean.
• For a second master’s in counseling, see Earning a Second Master’s Degree.

**MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

The Master of Arts in Educational Leadership is committed to helping individuals become effective school leaders. The program is designed to "ignite and nurture a spirit of learning for both the educator and student" as reflected in the School of Education’s Conceptual Framework. The vision of the program is to prepare future educational leaders for New Mexico State Licensure as school administrators or leadership positions within higher education or athletics. Educational leaders will gain knowledge, skills, and awareness of self, others, organizations, and society for a variety of leadership roles.

Educational leaders will also acquire skills to work creatively in diverse environments to engage people in accomplishing a shared vision for organizations and institutions. The State of New Mexico Administrator Competencies and the Interstate School of Leaders Licensure Consortium Standards (ISLLCS) will be emphasized to capture the essential aspects of leadership at both the state and national level.

The Educational Leadership (EDL) program is an integral part of the School of Education. Candidates may pursue the following:

• 1st M.A. in EDL or a 2nd M.A. degree in EDL - both of which fulfill the requirement for graduation from WNMU. In order to be licensed you must pass the NMTA Administrator Test #35.
• EDL Graduate Certificate program is for administration students interested in obtaining a NM licensure in school administration but do not want to complete a master’s degree.
• M.A. Degree in Interdisciplinary Studies with EDL as a major field - does NOT lead to NM licensure.
NOTE: An applicant for administrative licensure in New Mexico must hold a level II teaching license and must have a minimum of three years teaching experience. In addition, applicants must complete the required coursework and pass the NMTA Administrator Test to obtain administrative licensure.

In addition to Graduate Division Admission requirements, a graduate candidate must submit the EDL Program Application to the School of Education in TK-20 and include the following:

a. Application Form
b. Date of Final Acceptance into the Graduate Division stated on the Application Form
c. Three letters of recommendation that address your potential as a future educational leader/administrator with at least one writer’s willingness to mentor you in the required internship. One letter must be from your current, immediate supervisor.
d. Resume
e. Disclosure of Criminal Record
f. A written response describing the students Educational Leadership Philosophy.
g. Professional Behaviors and Dispositions Assessment.
h. Photo Release and Waiver

EDL 581 Beginning Internship and EDL 582 Advanced Internship are the culminating courses in the program with a minimum of 180 hours of supervised field work under the guidance of a mentor leader. The graduate candidate must have completed at least five courses toward the M.A. Degree in EDL to qualify for the internship. Candidates must complete all coursework and complete a portfolio for EDL 582 Advanced Internship. In addition, candidates must pass the New Mexico Teacher Assessment #35 Educational Administrator Content Knowledge Exam #35, or the WNMU Comprehensive Graduate Exam for EDL to achieve the M.A. Degree in EDL.

**MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

**Admission to the School of Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
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**Graduate Core Requirements**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>EDUC 500</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 503</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 506</td>
<td>Education: Current Issues and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Graduate core credit hours</td>
<td>6</td>
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</tbody>
</table>
Educational Leadership Core Requirements

EDL 520 Curriculum, Instruction, & Program Leadership 3
EDL 523 Supervision and Evaluation of Instruction 3
EDL 524 Characteristics of Effective Leadership 3
EDL 560 Legal Aspects of Education 3
EDL 561 School Finance & Budgeting 3
EDL 581 Beginning Internship in EDL 3
EDL 582 Advanced Internship in EDL 3

Educational Leadership core credit hours 21

Educational Leadership Elective Courses (Select 3 courses from the following)

EDL 525 Education in a Pluralistic Society 3
EDL 526 Educational Leadership in the Public Domain 3
EDL 530 Resource Management 3
EDL 545 Current Educational Trends & Issues 3

Credit hours 9
Degree Total 36

MASTER OF ARTS IN TEACHING - Initial Licensure
(for students who have no undergraduate/graduate professional education preparation)

This degree is designed for students who hold a bachelor’s or master’s degree in a field other than professional education. The student can earn an M.A.T. degree and simultaneously qualify for teacher licensure. Students who have undergraduate equivalent courses must substitute advisor-approved courses. Students considering this program should have their transcripts audited for licensure requirements in a specific field. (If deficiencies are identified, they should be included as addenda to the planned course of study in order to assure eligibility for licensure.) Each teaching field requires 24 competency-based credit hours, including 12 upper division credits. See your advisor for practice teaching placement and additional exit requirements.

Admission Requirements

In addition to the Graduate Division Admission requirements, the student in this program must also:

1. Submit an application for admission in Watermark: TK-20 to the School of Education.
2. The completed application form must include the following:
   a. Date of Final Admission status into the Graduate Division;
   b. A completed degree plan signed with an advisor in the School of Education;
   c. Three letters of recommendation: two academic and one other, preferably from an employer;
   d. Complete a brief educational autobiography addressing your educational philosophy;
   e. Taken and passed the NES Essential Academic Skills Test (Reading 001,
Writing 002, Math 003) with a copy of test scores;
f. Complete FBI background clearance;
g. Completed Professional Behaviors and Dispositions Assessment.

Monitoring of Candidate Progress
The School of Education systematically monitors the progress of candidates in the M.A.T. Programs. Monitoring stage assessment data is collected once the student has been admitted to the School of Education. This includes:

1. Maintaining a 3.0 G.P.A.;
2. No more than one C allowed in the program coursework;
3. Monitoring of elements from the Teacher Education Program outcomes and InTASC standards through required monitoring assessments conducted throughout each program;
4. Professional Behaviors and Dispositions Assessment.
5. Passing score on NES Professional Knowledge Elementary (051) or Secondary (052) and Appropriate Content tests prior to Practice Teaching.

Exit Requirements
In order to exit the M.A.T. program, receive a diploma, and/or be eligible for teacher licensure in New Mexico, students must provide the following evidence at the end of the Practice Teaching semester. These requirements represent the summative value of mastering the outcomes of the Teacher Education Program:

1. Successful completion of the Exit Teaching Event
2. Practice Teaching Summative Evaluation
3. Complete all National Evaluation Series (NES) Test with passing scores
4. Complete and pass the Comprehensive Exam
5. Teacher Educational Exit Survey (EBI-TEES)
6. Professional Behaviors and Dispositions Assessment

MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION

Core Knowledge

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 511</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Student Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
<td>9</td>
</tr>
</tbody>
</table>
Professional Education Requirements

Foundation
BLED 514 Multicultural Education 3
EDUC 534 Integration of Technology into Curriculum 3
SPED 508 Introduction to Exceptional Children 3
Credit hours 9

NES Essential Academic Skills (001, 002, 003) taken and passed

Application
EDUC 547 Field Experience Lab 1
EDUC 572 Elementary Methods & Curriculum I 3
EDUC 574 Classroom Assessment 3
RDG 510 Teaching of Reading 3
Credit hours 10

Reinforcement
BLED 545 ESL Methods for Content Literacy 3
EDUC 536 Classroom Management 3
EDUC 547 Field Experience Lab 1
EDUC 573 Elementary Methods & Curriculum II 3
RDG 511 Corrective Reading Instruction 3
Credit hours 13

NES Professional Knowledge Elementary test (051) passed
NES Elementary Content Knowledge test (102, 103) passed
NES Essential Components of Reading Instruction test (104) passed (to be licensed in New Mexico)

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES tests must be taken and passed before Practice Teaching.

Capstone
EDUC 592 Practice Teaching - Elementary 1-5
EDUC 596 Practice Teaching Seminar 1
Credit hours 2
Total credit hours 44

Exit Examination required before graduation

Elementary Education Teaching Endorsement Fields
For New Mexico State Licensure, students must qualify for a competency based teaching field (24-36 credits) including 12 upper-division credits.
MAJOR OF ARTS IN TEACHING
SECONDARY EDUCATION

Core Knowledge

EDUC 500  Methods of Research 3
EDUC 511  Foundation of Education 3
EDUC 528  Student Growth & Development 3
EDUC 529  TK20 Orientation 0
Credit hours 9

Professional Education Requirements

Foundation
BLED 514  Multicultural Education 3
EDUC 534  Integration of Technology into Curriculum 3
SPED 508  Introduction to Exceptional Children 3
Credit hours 9

NES Essential Academic Skills (001, 002, 003) taken and passed

Application
EDUC 536  Classroom Management 3
EDUC 547  Field Experience Secondary Curriculum & Inst. 1
EDUC 571  Secondary Curriculum and Instruction 3
Credit hours 7

Reinforcement
BLED 545  ESL Methods/Content Lit 3
EDUC 547  Field Experience Lab 1
EDUC 574  Classroom Assessment 3
RDG 560  Reading Skills in Secondary Education 3
Credit hours 13

NES Professional Knowledge Secondary test (052) passed
NES Content test passed

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES tests series should be taken and passed before Practice Teaching.

Capstone
EDUC 594  Practice Teaching - Secondary 1-5
EDUC 596  Practice Teaching Seminar 1
Credit hours 2
Total credit hours 37

Exit Examination required before graduation

Secondary Education Teaching Endorsement Fields

For New Mexico State Licensure, students must qualify for a competency based teaching field (24-36 credits, including 12 upper division credits).
MASTER OF ARTS IN TEACHING
SPECIAL EDUCATION

NES Essential Academic Skills Test (001, 002, 003) Taken and Passed

Contextual Knowledge

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
</tr>
<tr>
<td>SPED 508</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
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</table>

Professional Education Requirements

Foundation

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 555</td>
<td>Family, School, Comm. &amp; Culture &amp; the Excep. Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 570</td>
<td>Nature &amp; Needs of Persons with Learning Disabilities</td>
<td>3</td>
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</tbody>
</table>

Application & Reinforcement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 545</td>
<td>ESL Methods for Content Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 547</td>
<td>Field Experience Lab (Taken twice)</td>
<td>2</td>
</tr>
<tr>
<td>RDG 510</td>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 511</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Curriculum &amp; Methods in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 551</td>
<td>Behavior Management App. w/ Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 554</td>
<td>Evaluation &amp; Assessment of Exceptional Children</td>
<td>3</td>
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<tr>
<td>SPED 569</td>
<td>Nature &amp; Needs of Persons w/ Intellectual Disabilities</td>
<td>3</td>
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<tr>
<td>SPED 576</td>
<td>Nature &amp; Needs of Pers/ Emotional &amp; Behavior Dis.</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 26

NES Professional Knowledge - Elementary (051) or Secondary (052) test passed

NES SPED Content Knowledge (601) test passed

All other core/professional courses must be completed prior to the last block of hours, Capstone. All NES Professional & Content Knowledge tests series should be taken and passed before Practice Teaching.

Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
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<tbody>
<tr>
<td>SPED 541</td>
<td>Practice Teaching - Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 596</td>
<td>Practice Teaching Seminar</td>
<td>1</td>
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</tbody>
</table>

Credit hours 4

Degree total 39

School of Education Exit Comprehensive examination required before graduation

Special Education Teaching Endorsement Fields

For New Mexico State Licensure, students must qualify for a competency based teaching field (24-36 credits) including 12 upper-division credits; requirements must be determined by the NM Public Education Department.
MASTER OF ARTS IN TEACHING
Specialization

The Master of Arts in Teaching Specialization is designed for individuals who are interested in working in education PreK through college. This program requires the completion of 9 hours as listed below in addition to one or two concentrations, based on the individuals educational goals. The degree is awarded after successful completion of 36 credit hours.

EDUC 500: Methods of Research
EDUC 506 Education: Current Issues and Perspectives
EDUC 531 Research Child, Growth, Development

Concentrations include:
Bilingual Education
Early Childhood Education
Educational Leadership
Elementary Education
Instructional Technology and Design
Gifted Education
Reading
Secondary Education
Special Education
Teacher Leader
Math
English
History
Political Science
Psychology
Include any concentration that is available for the Master's in Interdisciplinary Studies

Concentration:
Educational Teacher Leadership will serve as a concentration in the MAT Specialization or M.A.I.S. degree plans.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ETL 500</td>
<td>Peer Mentorship and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>ETL 505</td>
<td>Family and Community Engagement to Support</td>
<td>3</td>
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<tr>
<td>ETL 510</td>
<td>Scientifically Based Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 560</td>
<td>Legal Aspects of Education</td>
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</tr>
<tr>
<td>ITD 456</td>
<td>Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>ITD 552</td>
<td>Change and Organization Development</td>
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</tbody>
</table>

Total credit hours 18
The Master of Arts in Teaching is awarded after successful completion of the 36 credit hours listed below. Courses reflect the broad area of the state-adopted competencies. Students who pursue a master's degree in reading education must complete the nine credit hour graduate core, and the 27 credit hours in the Contextual and Reading requirement Reading Education Core and pass the NES Reading Content Test 013. Required reading requirements may be used as part of the M.A.T. Specialization or M.A. in Interdisciplinary Studies degrees.

**Admission to the School of Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
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**Core Knowledge**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 531</td>
<td>Research Child, Growth, Development</td>
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</tr>
<tr>
<td>or EDUC 500</td>
<td>Methods of Research</td>
<td></td>
</tr>
<tr>
<td>or EDUC 503</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 506</td>
<td>Education: Current Issues and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Student Growth &amp; Development</td>
<td>3</td>
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**Contextual Knowledge**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BLED 545</td>
<td>ESL Methods for Content Literacy</td>
<td>3</td>
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</tbody>
</table>

**Reading Education Requirements**

Choose 8 reading courses from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>RDG 505</td>
<td>Vocabulary Development</td>
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</tr>
<tr>
<td>RDG 507</td>
<td>Phonics</td>
<td>3</td>
</tr>
<tr>
<td>RDG 510</td>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 511</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RDG 514</td>
<td>Theoretical Models of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 515</td>
<td>Remedial Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 516</td>
<td>Reading 5 Pillars</td>
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</tr>
<tr>
<td>RDG 517</td>
<td>Early Childhood Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 520</td>
<td>Dyslexia</td>
<td></td>
</tr>
<tr>
<td>RDG 537</td>
<td>Literacy: Teaching Applications</td>
<td>3</td>
</tr>
<tr>
<td>RDG 553</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>RDG 560</td>
<td>Reading Skills in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>RDG 579</td>
<td>Reading Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RDG 581</td>
<td>Practicum in Reading</td>
<td>3</td>
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</table>

**Credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total credit hours</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Reading Content Test (NES 013)</td>
<td></td>
</tr>
</tbody>
</table>

Additional Reading Courses (required in the Elementary Language Arts endorsement/teaching field) may be used as substitutes in the Reading Education Program if warranted.
MASTER OF ARTS IN TEACHING
SPECIAL EDUCATION

Students pursuing a degree in Special Education must complete the nine credit hour education core and 28 graduate credit hours in Special Education. The Master of Arts in Teaching is awarded after successful completion of the 37 credit hours listed below. The program includes the required list of courses for state licensure in Special Education. NES Professional Knowledge Elementary (051) or Secondary (052). NES Special Education Content Knowledge (601) test passed.

Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
</tr>
<tr>
<td>ECED 531</td>
<td>Research Child, Growth, Development</td>
<td></td>
</tr>
<tr>
<td>or EDUC 500</td>
<td>Methods of Research</td>
<td></td>
</tr>
<tr>
<td>or EDUC 503</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 506</td>
<td>Education: Current Issues and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Student Growth &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours 9

Special Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 547</td>
<td>Field Experience Lab</td>
<td>1</td>
</tr>
<tr>
<td>SPED 508</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Curriculum &amp; Methods in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 551</td>
<td>Behavior Management App. w/ Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>or EDUC 536</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 554</td>
<td>Evaluation &amp; Assessment of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 555</td>
<td>Family, School, Comm. &amp; Culture &amp; the Excep. Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 569</td>
<td>Nature &amp; Needs of Persons with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 570</td>
<td>Nature &amp; Needs of Persons with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 576</td>
<td>Nature &amp; Needs of Pers/ Emotional &amp; Behavior Dis.</td>
<td>3</td>
</tr>
<tr>
<td>SPED 541</td>
<td>Practice Teaching in Special Education</td>
<td>1-5</td>
</tr>
<tr>
<td>SPED 596</td>
<td>Practice Teaching Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total credit hours 27

Degree total 36

All other core/professional courses must be completed prior to the last block of hours, Capstone or Practicum.

MASTER OF ARTS IN TEACHING
SPECIALIZATION

Students pursuing a degree in Secondary Education must complete the nine credit hour education core and 27 credit hours in one subject area. Subject area concen-
trations include art, bilingual education, business marketing, language arts, history, instructional technology and design, mathematics, social sciences, psychology, and TESOL. The student will have an advisor in the School of Education and an advisor from the department of the teaching field.

**Admission to the School of Education**

EDUC 529  TK20 Orientation 0

**Education Core Requirements**

ECED 531 Research Child, Growth, Development 3
or EDUC 503 Action Research 3
EDUC 506 Education: Current Issues and Perspectives 3
EDUC 531 Multicultural/Social Justice Praxis in Classroom 3
Credit hours 9

**Education Requirements**

Concentration A 27
or
Concentration A 18
Concentration B 9
Total credit hours 27
Degree total 36

NES Professional Knowledge Secondary test (052) passed
NES Content test passed
School of Education Exit Comprehensive examination required before graduation.

**Concentration:**

Teacher Leadership will serve as a concentration in the MAT Specialization or MAIS degree plans.

ETL 500 Peer Mentorship and Coaching 3
ETL 505 Family and Community Engagement to Support 3
ETL 510 Scientifically Based Research 3
EDL 560 Legal Aspects of Education 3
ITD 456 Learning Theories 3
ITD 552 Change and Organization Development 3
Total credit hours 18

Gifted Education
Instructional Design
Online
Technology Coach
Early Childhood Education
Other concentrations allow students select 9 to 18 hours as a concentration within the MAT Specialization Program.
NEW MEXICO TEACHER ALTERNATIVE LICENSURE PROGRAM

The WNMU School of Education offers a state approved alternative licensure program in elementary, secondary, and special education.

The New Mexico State Legislature authorizes the Public Education Department to provide alternative routes to New Mexico teacher licensure for persons who hold at least a baccalaureate degree but have not completed a traditional educator preparation program. Students in this program serve with an intern license for two years and must complete the program in that time frame.

Option I: Licensure Only
Requirements for admission to the program must be completed concurrently:

1. Hold at least a bachelor's degree from an accredited institution with an appropriate endorsement field. Endorsement field requirements determined by the NM Public Education Department require a minimum of 24 undergraduate credits that pertain to the licensure area sought. [NMAC 6.60.3.8 A(1)];

2. Evidence of an overall grade point average of at least 3.0 for the last 64/36 credit hours of undergraduate/graduate work; or Evidence of an overall grade point average between 2.75 and 2.99 for the last 64/36 credit hours of undergraduate/graduate work will be admitted on Graduate Division FINAL Admission/Academic Probation status. An applicant who has been admitted on Graduate Division FINAL Admission/Academic Probation status must complete one semester of graduate work designated by his or her graduate advisor(s) with a grade-point average of 3.0 or better to be removed from Academic Probation. If a student does not meet these requirements, he or she will remain on Academic Probation or may be disqualified from the Graduate Division if he or she receives more than six credit hours with grades of C or lower. (See Grade Requirements);

3. Be employed as the teacher of record by an accredited private or public school in New Mexico in a teaching position with a state approved mentorship program;

4. After being admitted to the University but before starting coursework, secure a letter from the Associate Dean of the School of Education to be sent to the Public Education Department and the School Principal indicating Option I--admission to an alternative licensure program only;

5. Complete a degree plan with advisor to assure that all NES Test series for Elementary, Secondary or Special Education are accounted for in the degree plan document (See Table)

6. Register to the EDUC: 529 TK20 Orientation class. This is a 0 credit class, and it has a fee of $100. This fee is to pay to purchase a student account in TK20. TK20 is the School of Education's (SOE) database where you will complete many applications including the application to the SOE and assess-
ments. Throughout the Alternative Licensure Program (ALP) you will upload to TK20 artifacts which demonstrate attainment of the Program teaching Outcomes.

**Option 2: Alternative Licensure Embedded in M.A.T.**

Requirements for admission to the program must be completed concurrently:

1. Apply and be accepted to the WNMU Graduate Division with FINAL admission status. This includes the following:
   a. Completion of an Application for Graduate Admission to the WNMU Admission’s Office and check off embedded box;
   b. Submission of official copies of transcripts that show the award of a bachelor's/master's degree from an accredited institution;

2. Hold at least a bachelor's degree from an accredited institution with an appropriate endorsement field. Endorsement field requirements determined by the Public Education Department require a minimum of 24 undergraduate credits that pertain to the licensure area sought. [NMAC 6.60.3.8 A(1)];

3. Be employed as the teacher of record by an accredited private or public school in New Mexico in a teaching position with a state approved mentorship program;

4. After being admitted to the University but before starting coursework, secure a letter from the Associate Dean of the School of Education to be sent to the Public Education Department and the School Principal indicating Option 2--admission to an alternative licensure program embedded in an M.A.T. degree;

5. Complete a degree plan with advisor to assure that all NES Series scores are accounted for in the degree plan document.

6. Register to the EDUC: 529 TK20 Orientation class. This is a 0 credit class, and it has a fee of $100. This fee is to purchase a student account in TK20. TK20 is the School of Education’s (SOE) database where you will complete many applications including the application to the SOE and assessments. Throughout the Alternative Licensure Program (ALP) you will upload to TK20 artifacts which demonstrate attainment of the Program teaching Outcomes.

**Practice Teaching Under Contract**

Candidates with an employment agreement in a school district may complete their practice teaching concurrently. Candidates are placed for one semester under the supervision of a Clinical Faculty or Cooperating Teacher assigned through WNMU.

The candidate must understand that an Incomplete may be given at the end of the first semester if the candidate does not demonstrate mastery of the seven Teacher Education Program Outcomes or complete required exit requirements. Candidates must meet all exit and semester requirements. In addition, candidates must have:
a. Completed all education course work in the Alternative Program;
b. Completed and passed all monitoring assessments;
c. Passed the NES Essential Academic Skills test (001, 002, 003);
d. Met all school district requirements;
e. Passage of the NES Professional Knowledge Elementary (051) or Secondary (052) tests;

Exit Requirements

1. Passage for the NES appropriate content tests;
2. Successful completion of the teaching event, an exit requirement, during practice teaching that demonstrates with artifacts that all state competencies have been met;
3. All M.A.T. candidates must meet all Graduate Division policies;
4. Licensure-only candidates cannot count more than three credits with a grade of C toward fulfillment of the requirements for alternative licensure.

Alternative Licensure Plan

ELEMENTARY EDUCATION

Foundation
EDUC 529 TK20 Orientation 0
EDUC 536 Classroom Management 3
EDUC 572 Elem. Methods & Curriculum I 3
Credit hours 6
NES Essential Academic Skills test (001, 002, 003) passed

Application & Reinforcement
EDUC 547 Field Experience Lab 1
EDUC 573 Elementary Methods & Curriculum II 3
EDUC 574 Classroom Assessment 3
RDG 510 Teaching of Reading 3
RDG 511 Corrective Reading Instruction 3
Credit hours 13
NES Professional Knowledge Elementary test (051) passed
NES Elementary Content test (051, 102, 103) passed
NES Essential Components of Reading Instruction Test (104) passed (to be licensed in New Mexico)

Capstone
EDUC 592 Practice Teaching - Elementary 1-5
EDUC 596 Practice Teaching Seminar 1
Credit hours 2
Total credit hours 21
## Alternative Licensure Plan
### SECONDARY EDUCATION

**Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 571</td>
<td>Secondary Curriculum &amp; Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours: 6

NES Essential Academic Skills test (001, 002, 003) passed

**Application & Reinforcement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLED 545</td>
<td>ESL Methods Content Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 547</td>
<td>Field Experience Lab</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 574</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RDG 560</td>
<td>Reading Skills in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours: 10

NES Professional Knowledge Secondary (052) test passed
NES Secondary Content appropriate test passed

**Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 594</td>
<td>Practice Teaching - Secondary</td>
<td>1-5</td>
</tr>
<tr>
<td>EDUC 596</td>
<td>Practice Teaching Seminar</td>
<td>1</td>
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</tbody>
</table>

Credit hours: 2

Total credit hours: 18

## Alternative Licensure Plan
### SPECIAL EDUCATION

**Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 529</td>
<td>TK20 Orientation</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 551</td>
<td>Behavioral Mgmt Appr Excep Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 508</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours: 6

NES Essential Academic Skills test (001, 002, 003) passed

**Application & Reinforcement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 547</td>
<td>Field Experience Lab</td>
<td>1</td>
</tr>
<tr>
<td>RDG 510</td>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RDG 511</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
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<tr>
<td>SPED 528</td>
<td>Curriculum &amp; Methods in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 570</td>
<td>Nature and Needs of Persons with Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit hours: 13

NES Professional Knowledge (Elementary 051) or Secondary (052) test passed

NES Special Education Content (601) test passed
Capstone
SPED 541 Practice Teaching - Special Education 1-5
SPED 596 Practice Teaching Seminar 1
Credit Hours 2
Total credit hours 21

Graduate Certificate
Educational Leadership

For Licensure-Only Candidates - (This plan is for those candidates that already have one M.A. Degree in an area of Education)

Educational Leadership Core Requirements
EDL 520 Curriculum, Instruction, & Program Leadership 3
EDL 523 Supervision and Evaluation of Instruction 3
EDL 524 Characteristics of Effective Leadership 3
EDL 560 Legal Aspects of Education 3
EDL 561 School Finance & Budgeting 3
Total credit hours 15

Educational Leadership Elective Courses (Select 1 course from the following)
EDL 525 Education in a Pluralistic Society
EDL 526 Educational Leadership in the Public Domain
EDL 530 Resource Management
EDL 545 Current Educational Trends & Issues 3
Total credit hours 3
Total credit hours for certificate 18

Students must select only one of the following four Graduate Certificates in Instructional Technology & Design:

a. Instructional Design
c. Teaching Online
b. Instructional Technology Coach
d. Technology Coordinator

Graduate Certificate
Instructional Design

Core Requirements
ITD 540 Media Literacy 3
ITD 546 Learning Theories & Instructional Technology 3
ITD 552 Change & Organizational Development 3
ITD 555 Instructional Design 3
ITD 577 Project Management 3
ITD 587 Multimedia Resources, Research, & Development 3
Total credit hours 18
### Graduate Certificate
#### Instructional Technology Coach

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD 540 Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ITD 546 Learning Theories &amp; Instructional Technology</td>
<td>3</td>
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<td>Credit hours</td>
<td>6</td>
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</table>

Select four of the following five choices

<table>
<thead>
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<th>Course</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>ITD 552 Change &amp; Organizational Development</td>
<td></td>
</tr>
<tr>
<td>ITD 555 Instructional Design</td>
<td></td>
</tr>
<tr>
<td>ITD 565 Educational Technology Support/Management</td>
<td></td>
</tr>
<tr>
<td>ITD 570 Distance Learning</td>
<td></td>
</tr>
<tr>
<td>ITD 587 Multimedia Resources, Research, &amp; Development</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>12</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>

### Graduate Certificate
#### Teaching Online

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD 540 Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ITD 546 Learning Theories &amp; Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITD 555 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ITD 570 Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>ITD 582 Program Assessment, Evaluation, &amp; Funding</td>
<td>3</td>
</tr>
<tr>
<td>ITD 587 Multimedia Resources, Research, &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Credit hours</td>
<td>12</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>

### Graduate Certificate
#### Technology Coordinator

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD 546 Learning Theories &amp; Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITD 565 Educational Technology Support &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>ITD 552 Change &amp; Organizational Development</td>
<td></td>
</tr>
<tr>
<td>or ITD 577 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ITD 582 Program Assessment, Evaluation, and Funding</td>
<td>3</td>
</tr>
<tr>
<td>Credit hours</td>
<td>12</td>
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</table>

Select two of the following three choices

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ITD 540 Media Literacy</td>
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<tr>
<td>ITD 555 Instructional Design</td>
<td></td>
</tr>
<tr>
<td>ITD 570 Distance Learning</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>6</td>
</tr>
<tr>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>
Graduate Certificate
TESOL

BLED 501 Current Issues in Language Minority Education 3
BLED 516 Indo-Chicano Cultures and Pedagogy 3
BLED 528 Linguistics 2 for L2 Teachers 3
BLED 541 English Language Acquisition & Development 3
BLED 524 Teaching Methods in Foreign Languages 3

Students can also choose from the following alternative courses:
BLED 514 Multicultural Education 3
BLED 545 ESL Methods for Content Literacy 3

Total credit hours 18

Professional Studies,
College of

Nursing & Kinesiology, School of

Master of Science in Nursing in Community
& Rural/Frontier Health

The Master of Science in Nursing in Community & Rural/Frontier Health is offered by the Western New Mexico School of Nursing and is awarded after the completion of 33 credit hours as outlined below. An earned bachelor's degree and active licensure as a Registered Nurse are required.

Core Requirements
BSAD 506 Survey of Finance Topics in Healthcare 3
NUR 501 Theory & Science of Nursing 3
NUR 502 Research Utilization for Evidence-Based Practice 3
NUR 503 Innovation in Informatics & Healthcare Technology 3
NUR 505 Advanced Pathophysiology 3
NUR 507 Issues in Contemporary Health Care Environments 3
NUR 510 Advanced Physical Assessment Across the Lifespan 3
NUR 515 Advanced Pharmacology Across the Lifespan 3
NUR 520 Epidemiology and Population Health 3
NUR 595 Professional Development for Adv. Practice Nursing I 3
NUR 596 Professional Development for Adv. Practice Nursing II 3

Total credit hours 33
Family Nurse Practitioner

The post-master’s certificate for Family Nurse Practitioner (FNP) is offered by the Western New Mexico School of Nursing and is awarded after the completion of 18 credit hours as outlined below. The FNP certificate is focused on educating students who reside and practice in the southwestern region of the United States, preparing them for national certification and employment as advanced practice FNPs committed to the same geographic region.

An earned master’s degree in nursing and active licensure as a Registered Nurse are required. Participation in the post-master’s certificate option will require in-person attendance at the WNMU campus in Truth or Consequences, NM with clinical agency experiences throughout the region.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Rural Health Family Nurse Practitioner Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 610</td>
<td>Rural Health Family Nurse Practitioner Theory II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Rural Health Family Nurse Practitioner Theory III</td>
<td>3</td>
</tr>
<tr>
<td>NUR 694</td>
<td>Rural Health Family Nurse Practitioner Practicum I</td>
<td>3 Clinical Hours 300</td>
</tr>
<tr>
<td>NUR 695</td>
<td>Rural Health Family Nurse Practitioner Practicum II</td>
<td>3 Clinical Hours 300</td>
</tr>
<tr>
<td>NUR 696</td>
<td>Rural Health Family Nurse Practitioner Practicum III</td>
<td>3  Clinical Hours 150</td>
</tr>
<tr>
<td></td>
<td>Total Clinical Hours</td>
<td>750+</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Behavioral Sciences, School of

Criminal Justice

Border Security Graduate Certificate

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 516</td>
<td>Border Issues in US/Mexico Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 546</td>
<td>Transnational Criminal Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 547</td>
<td>Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 551</td>
<td>Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 553</td>
<td>Introduction to Border Security</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 567</td>
<td>Drug Wars</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credit hours</td>
<td>18</td>
</tr>
</tbody>
</table>
Digital Forensics Graduate Certificate

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 500</td>
<td>Information System for Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 501</td>
<td>Introduction to Information Security</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 525</td>
<td>Digital Forensics I</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 526</td>
<td>Digital Forensics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credit hours of Digital Forensics Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 545</td>
<td>White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 557</td>
<td>Forensics Law</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 545</td>
<td>Cryptography: Algorithms &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>MIS 540</td>
<td>Information Warfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours 18

Social Work, School of

MASTER OF SOCIAL WORK

The program leading to a Master's Degree in Social Work (M.S.W.) builds on a liberal arts foundation and is designed to prepare social workers for leadership roles in developing and providing services to individuals, families, groups, communities, and organizations.

The M.S.W. Program is accredited by the Council on Social Work Education (CSWE). Classes are online and in videoconferencing format for distance students. M.S.W. graduates from CSWE accredited programs are eligible for advanced practice state licensure; consult your M.S.W. advisor about your state.

Information about the M.S.W. application process can be found under the Graduate Division Admissions section of this catalog. The School can be contacted at msw@wnmu.edu.

Social Work does not give credit for life experience. Additionally, a comprehensive exam is not required for students enrolled in the Master of Social Work program.

M.S.W. Programs

The M.S.W. is offered through the following options:

Advanced Standing M.S.W. Program

This program is designed for some exceptional B.S.W. students who have graduated from a CSWE accredited B.S.W. Program. Students in Advanced Standing can complete the program in one calendar year if they so choose.

Applicants for admission to the Advanced Standing program must have:

1. A B.S.W. or B.S.S.W. from a CSWE accredited social work program; completed within the previous 8 years;
2. Full application to WNMU M.S.W. program, including contact (e-mail) information for five references.

**Two-Year M.S.W. Program**

The two-year M.S.W. Program is designed for students who have chosen to pursue a graduate social work degree and are prepared to matriculate on a full-time basis. Participants in the Two-Year Program are enrolled in four classes per semester and in field placement three days a week. This track will allow the student to complete the program in two calendar years.

Applicants for admission to the Two Year M.S.W. Program must have:

1. A bachelor's degree from an accredited college or university plus paid or voluntary experience in the field; and
2. An undergraduate record demonstrating academic achievement.

**Three-year M.S.W. Program**

The three-year M.S.W. Program is designed for students who have chosen the profession but are not prepared to matriculate on a two-year basis. Participants in the three-year program must meet the same admission requirements as those for full-time students. Students admitted to this program are assisted by educational advisors who help them develop individualized plans of study.

The standard three-year M.S.W. Program includes six semesters and two summers for courses. Social Work does not guarantee that current employment can be used as a field placement, but it may be available on a case by case basis.

Those already employed full time in a social work agency may be able to work toward an M.S.W. without leaving their jobs, providing that:

1. They have been employed by the agency for at least six months prior to beginning field placement and have passed the probationary period to be considered a permanent employee;
2. The agency will provide opportunities for learning that meet the requirements of a field practicum in professional education; and
3. The agency will provide a staff person with an M.S.W. and at least two years of post-masters experience to serve as a field instructor. If an M.S.W. is not available at the agency, it is possible that other arrangements may be made.

Students in the three-year M.S.W. Program should meet with the Director of Field Placement early in their first year of study to discuss field placement arrangements. Students should not make their own placement arrangements.

**Application Dates**

Applications to the M.S.W. Programs at Western New Mexico University are accepted on a rolling basis.

Graduate Social Work students must earn a grade of "B" or better in any core graduate Social Work course. Graduate Social Work students receiving a grade of
"C" or below in any core graduate Social Work course will be required to repeat the course.

**M.S.W. Program Transfer Credit Policy:** A total of 1/3 of the hours needed to complete an M.S.W. degree may be transfer credits from another CSWE accredited M.S.W. program. For the 39 credit hour advanced standing M.S.W. that would mean a possible total of 13 hours. For the non-advanced standing M.S.W. program of 60 credit hours that would mean 20 could be transfer credits. All transferred courses must reflect a grade of "B" (3.0) or higher from the granting institution.

The following courses must be taken at WNMU: SWK 681 and 682.

All transfer hours must be approved by program faculty and the department chair with regard to content and requested hours. In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field internships.

### MASTER OF SOCIAL WORK

#### Advanced Standing

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Cultural Competency in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 527</td>
<td>Theories and Techniques of Clinical SWK Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 610</td>
<td>Social Work Administration &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td>SWK 615</td>
<td>Social Work Clinical Intervention &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SWK 620</td>
<td>Adv. Psycho-Social Approaches for Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 621</td>
<td>Community Organization &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>SWK 630</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 640</td>
<td>Applied Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWK 681</td>
<td>Advanced Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 682</td>
<td>Advanced Field Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Approved Guided Electives** 9

**Total credit hours** 39

### MASTER OF SOCIAL WORK

#### Non-Advanced Standing

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Cultural Competency in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 502</td>
<td>Intro. to Advanced General SWK Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior in the Social Environment</td>
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</tr>
<tr>
<td>SWK 511</td>
<td>Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 522</td>
<td>Group Dynamics in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 527</td>
<td>Theories &amp; Techniques of Clinical SWK Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 540</td>
<td>Foundation of Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 581</td>
<td>Foundation Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 582</td>
<td>Foundation Field Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 610</td>
<td>Social Work Administration &amp; Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>
SWK 615  Social Work Clinical Intervention & Assessment  3
SWK 620  Advanced Psycho-Social Approaches for SWK Pract.  3
SWK 621  Community Organization & Development  3
SWK 630  Social Welfare Policy  3
SWK 640  Applied Social Work Research  3
SWK 681  Advanced Field Practicum I  3
SWK 682  Advanced Field Practicum II  3
Approved Guided Electives  9
Total credit hours  60

CERTIFICATE
RURAL COMMUNITY SOCIAL WORK SERVICES

Core Requirements
SWK 520  Understanding Rural Community  3
SWK 620  Adv. Psy-Soc Approaches to Practice  3
SWK 621  Community Organization and Development  3
SWK 630  Social Welfare Policy  3
Total credit hours  12

CERTIFICATE
SCHOOL SOCIAL WORK

Core Requirements
SWK  506  Social Work in the School Setting  3
SWK  507  Advanced School Social Work Practice  3
SPED 508  Intro. to Exceptional Children  3
SWK  570  Child Welfare  3
Total credit hours  12

CERTIFICATE
SOCIAL WORK SERVICES TO MILITARY FAMILIES

Core Requirements
SWK  504  Introduction of Social Work Practice w/ the Military  3
SWK  505  Advanced Social Work Practice with the Military  3
SWK  509  Integrative Social Work Practice with the Military  3
SWK  515  Psychopharmacology for Social Work  3
Total credit hours  12
**Interdisciplinary Studies, Department of**

**MASTER OF ARTS IN INTERDISCIPLINARY STUDIES**

This unique degree allows students advanced study in multiple disciplines and the chance to see the interconnectedness of those disciplines. In addition to the Graduate Division Admission requirements, students are asked to complete program specific admission requirements. A minimum of 36 hours is required for the Master of Arts in Interdisciplinary Studies program. Students are required to select two or three fields of study. It is recommended that at least 18 hours are completed in one of the fields of study. For a field of study to be listed on a student's transcript as a concentration, at least nine credit hours must be completed in that field.

At this time, the credit-hour distributions that students tend to select are:

- **Two fields**: 18 hrs Field 1, 18 hrs Field 2
  - 27 hrs Field 1, 9 hrs Field 2
- **Three fields**: 18 hrs Field 1, 9 hrs Field 2, 9 hrs Field 3

Students obtaining a second master’s degree may complete the degree with just 30 credit hours. At this time, the credit-hour distributions that students tend to select are:

- **Two fields**: 18 hrs Field 1, 12 hrs Field 2
  - 15 hrs Field 1, 15 hrs Field 2

A maximum of 12 hours of transfer credits may be applied toward an MA in Interdisciplinary Studies when completed as a 36 hour degree, with transfer hours not exceeding the 1/3 limit for each concentration. For example, with an 18-hour concentration, 6 hours could be accepted, and with a 9-hour concentration, just 3 hours would be permitted. When completed as a 30-hour degree, transfer credits would be limited to 6 hours, with the 1/3 cap applied to each discipline as mentioned above. All transfer hours must be approved by program faculty and the Chair of Interdisciplinary Studies with regard to content and requested hours.

**Cap on M.A. Interdisciplinary Degrees**

It is recommended that students who want to receive several M.A. degrees in Interdisciplinary Studies limit this to just two. A student wishing to exceed this cap would be required to 1) complete the standard Letter of Intent and 2) write a letter of petition requesting to exceed this cap to the Chair of interdisciplinary@wnmu.edu.

Further, only one graduate certificate is permitted beyond the two M.A. degrees within the department, unless petitioned. This degree can be completed through face-to-face courses, online courses, or a combination of both formats. Participating departments, offering fields of study within the M.A. in Interdisciplinary Studies
program, are listed below. Please note that the availability of a given field of study varies across campus locations, including for students studying at a distance. If you are a fully online student, consult our website and the WNMU Online Programs web resources for available concentrations (not all programs are available online, but the list continues to grow).

It is important that students communicate with the appropriate advisor in each field of study prior to taking courses in order to plan their course of study and satisfy program specific admission requirements. Any specified course prerequisites should be discussed with the field advisor and/or course instructor. The M.A. in Interdisciplinary Studies program may or may not prepare the student for licensure or certification in the chosen fields.

As part of admission into the M.A. in Interdisciplinary Studies Program, students are required to complete the following:

**Letter of Intent**

A Letter of Intent is required of all students seeking admission into the Master of Arts in Interdisciplinary Studies program. This Letter of Intent should be submitted at the time of application (and no later than the end of the student’s "conditional admit" term) and should be sent electronically to interdisciplinary@wnmu.edu. This letter of intent should address the following issues in a 4-page (minimum), typed essay (Microsoft Word or pdf format preferred) using the following clear sections:

1. Student Contact Information
2. Previous educational and professional experiences. Please note, the Department of Interdisciplinary Studies can provide the student with information and assistance if they are intending to transfer graduate credits to the M.A. in Interdisciplinary Studies program;
3. Description of how the degree suits the student’s educational goals;
4. Learning objectives for the degree and fields of study;
5. Other relevant personal information.

Once received, this Letter of Intent will be shared with faculty in the student’s identified areas of study. The Letter of Intent will be reviewed and assessed for completeness, graduate-level writing and sophistication of ideas and expression by both representatives of Interdisciplinary Studies and those program areas. The student will receive feedback and his or her admission status will be updated accordingly.

**Mid-Point Self-Reflection Essay**

This essay should address the following issues in a 5-page (minimum), typed document. Before starting your essay, it is essential to contact interdisciplinary@wnmu.edu for the current, detailed guidelines for this requirement. In summary, the essay requires the following sections:
1. Student Contact Information;
2. Thorough summary of courses taken to date with highlights of learning;
3. Personal interdisciplinary connections being made;
4. Plan for future courses;
5. Continued interest in program and alignment of degree with goals.

This mid-point, self-reflection essay will be assessed on a "completed, meets request as outlined" or "completed" basis by the Chair of Interdisciplinary Studies, in consultation with programmatic faculty when appropriate.

Exit Requirement:

As part of the M.A. in Interdisciplinary Studies program, the student is required to complete a comprehensive exit. The student may consider an interdisciplinary thesis or our interdisciplinary self-reflective essay. Students who complete the thesis across all fields are encouraged to enroll in 6 hours of thesis credits (3 hrs for each 2 fields). Those who elect to complete a thesis focused in just one discipline are advised to complete 3 hours of thesis credits and are still required to complete the comprehensive self-reflective essay. Thesis guidelines must be followed for successful completion.

The Interdisciplinary Self-Reflection Exit Essay addresses the connection between the 2 or 3 fields of study. This Interdisciplinary Exit Essay will require a 10 page (minimum) typed paper including a summary and reflection on the items listed below. The exit must be completed in the semester in which the student intends to graduate, or within one year of completing all of the requirements of the degree, and should be e-mailed to interdisciplinary@wnmu.edu. This project will be assessed on a "completed, meets request as outlined" or "not completed" basis by the Chair of Interdisciplinary Studies, in consultation with programmatic faculty. Students are permitted just one re-write of this comprehensive exit essay. The essay must meet expectation of graduate-level writing and sophistication of thought. The essay should be submitted for review no later than three weeks prior to the graduation date (commencement) on which the student wishes to have the degree conferred. Any late essays may cause a one-semester delay in graduation.

Each of the following must be addressed:

1. Contact Information;
2. Course highlights, including review of substantial learning, organized by concentration area;
3. Interdisciplinary reflection connecting all fields of study;
4. Reflection on how the degree met educational, professional, and personal goals.
5. Description of short and long term goals for the future, as they relate to the completion of this M.A. degree.
Before starting your essay, it is essential to contact interdisciplinary@wnmu.edu for the current, detailed guidelines for this requirement.

More information can be obtained about the Master of Arts in Interdisciplinary Studies on our webpage, interdisciplinary@wnmu.edu.

All general inquiries should be addressed to our M.A. in Interdisciplinary Studies student support personnel at interdisciplinary@wnmu.edu or by phone at 575-538-6650.

**Colleges Offering Graduate Level Coursework for the Master of Arts in Interdisciplinary Studies**

**Arts & Sciences, College of**

- **Expressive Arts, Department of**
  - Art (ART)
- **Humanities, Department of**
  - English (ENGL)
  - Philosophy (PHIL)
  - Writing (WRTG)
- **Mathematics & Computer Science, Department of**
  - Mathematics (MATH)
- **Natural Sciences, Department of**
  - Biology (BIOL)
- **Social Sciences, Department of**
  - History (HIST)
  - Political Science (POLIS)
  - Social Science
  - Sociology (SOC)

**Professional Studies, College of**

- **Business, School of**
  - Business Administration (BSAD)
  - Business Management (BSAD)
  - Economics (ECON)
  - Management Information Systems (MIS)
- **Education, School of**
  - Bilingual Education (BLED)
  - Counseling (COUN)
  - Educational Leadership
  - Elementary Education (EDUC)
  - Instructional Technology & Design (ITD)
  - Reading Education (RDG)
  - Secondary Education (EDUC)
  - Special Education (SPED)
Program Specific Admission and Graduation Requirements

Arts & Sciences, College of

Note: Additional details about exits may be requested from interdisciplinary@wnmu.edu.

Expressive Arts, Department of

The Expressive Arts Department offers curriculum support for the M.A. in Interdisciplinary Studies program in the field of Art. The visual arts graduate program requires a BA/BS or BFA degree in Art or any other field with an art minor equivalent to WNMU's 23 credit art minor or prospective students may petition for an exception to this requirement. Each graduate Art student, once admitted, must select an advisor in his or her area of studio concentration. Students admitted into the M.A. in Interdisciplinary Studies program may be eligible to apply for a Graduate Assistantship in the McCray Gallery.

Humanities, Department of

This department has no additional admission requirements beyond those of the WNMU Graduate Division.

Mathematics & Computer Science, Department of

Applicants should have a grade of at least a B in MATH 312 (Computational Linear Algebra), and MATH 323 Differential Equations, or equivalent courses from an accredited college or university. There is a current need and desire for k-12 and community college teachers to become “highly qualified” by taking 18 hours in a discipline at the graduate level.

Natural Sciences, Department of

The Natural Sciences Department offers curriculum support to students who are interested in focusing on Biology or other areas in the Natural Sciences Department. For graduate admission in Biology, students must have a B.A./B.S. in Biology or a closely related field, or a B.A./B.S. degree in another field and sufficient preparatory coursework in biological sciences as determined by the program advisor. Students will select a member of the full-time Natural Science faculty who will agree to serve as their advisor. Prior to enrolling in graduate coursework, graduate students must secure a degree
plan signed by their advisor. A minimum of 18 credit hours in Biology and/or Natural Science courses is recommended.

Social Sciences, Department of

This department has no additional admission requirements beyond those of the WNMU Graduate Division.

Professional Studies, College of Business

The School of Business offers curriculum support for the M.A. in Interdisciplinary Studies program in the fields of Business Administration and Management Information Systems. This school has no additional admission requirements beyond those of the WNMU Graduate Division.

Professional Studies, College of Education

The School of Education requires a specific program application process for admission into any School of Education field of study. All application materials (specified below) must be submitted as one complete packet to the School of Education advisor(s). This application packet is reviewed by the Advanced Programs Committee of the School of Education. After the committee reviews the application, the student is notified of acceptance or denial into the desired field(s) of study within the School of Education. Upon acceptance, the student works with her or his advisor in the designated field(s) of study to create a degree plan. It is recommended that the application process be completed and the student obtain acceptance before beginning graduate courses within the School of Education. Both the application process and the degree plan must be completed by the end of the first semester of graduate work.

The Master of Arts in Interdisciplinary Studies Program Application for the School of Education includes the following:

- Data and Tracking Form, completed, form provided
- Criminal Record Disclosure Form, completed and signed, form provided
- Three letters of recommendation, using forms provided
- Writing sample of 2-3 pages, Topic: "Why I want a Master of Arts in _____?
- Current Résumé
- Teacher Licensure Number Form (if applicable), completed and signed, form provided
- Additional program specific admissions forms, as required
- (Note: Any field experience course will have additional requirements)

Application packets (including appropriate forms) are available from the School of Education.

Behavioral Sciences, Department of

This department has no additional admission requirements beyond those of the WNMU Graduate Division.
Criminal Justice and Chemical Dependency Counseling Concentrations: A two hour written comprehensive exam is required for a student who is completing nine hours of Criminal Justice or Chemical Dependency Counseling coursework; a four hour exam is required for a student who is completing 18 hours of Criminal Justice or Chemical Dependency Counseling coursework. The exam question(s) will integrate concepts from across the spectrum of courses taken by the student.

The comprehensive exam must be completed no later than one semester following the completion of coursework. The student must notify his/her academic advisor by the end of the eighth week in the semester that he/she intends to complete the comprehensive exam. If the student doesn't reside in the Silver City area, the student is responsible for identifying a proctor and obtaining approval of the proctor from the student's academic advisor. This must be completed by the end of the eighth week in the semester. If the student takes the comprehensive exam in the summer, notification to the advisor, and selection and approval of a proctor (if applicable) must be completed by the beginning of the summer session. The exam should be administered no later than four weeks prior to the end of the semester.

Comprehensive exams are graded on a pass/fail basis. The grader will provide written feedback if the student fails the exam. A student is allowed to re-take the exam once. New examination question(s) will be written and the test will be re-administered within four weeks of notification to the student that he/she failed the first attempt.

A student taking an 18 hour emphasis in Criminal Justice or Chemical Dependency Counseling may choose a thesis option. Three credit hours of thesis may be counted towards the 18 hours of Criminal Justice or Chemical Dependency Counseling coursework. Procedures for selecting a thesis topic and a thesis committee are contained in the "Thesis Option" section of the catalog.

Graduate Certificates

This unique program allows students to earn a Graduate Certificate in a specific content area. In addition to the Graduate Division Admission requirements, students are asked to complete program specific admission requirements including a brief Letter of Intent. A Graduate Certificate in a specific content area is available when a student has earned 18 hours. In most states, it appears that 18 hours at the graduate level qualifies people as "content area experts" and are considered "qualified" to teach at the lower-division college level. These certificates allow students to document completion of 18 hours within a field when done outside of or in addition to a separate master's degree.

The following Concentration Areas are available for a Graduate Certificate: through the Department of Interdisciplinary Studies:

Art
Biology
Border Security
Chemical Dependency Counseling
Criminal Justice
English
History
Kinesiology
Management Information System
Mathematics
Political Science
Psychology
Writing

While these graduate certificates are not interdisciplinary programs, all students pursuing these will be supported through the Interdisciplinary Studies Program Office. Students entering these certificate programs will be asked to briefly articulate their goals and purpose for this work for program evaluation purposes in a required Letter of Intent.
Graduate Course Descriptions

Western New Mexico University does not offer all the classes listed in this catalog every semester or every year.
The following pages provide brief descriptions of course offerings. Course listings are subject to change. Each semester the university publishes a schedule of classes which provides a detailed listing of courses offered and the times and places of instruction. Courses listed in the schedule of classes are subject to change.

EXPLANATORY NOTES

Numbering of Courses: Course numbering is based on the content level of material presented in courses. Courses numbered:
- 100-299 primarily for Applied Technology
- 1000-2999 primarily for freshmen and sophomore
- 300-499 primarily for juniors and seniors
- 500-699 primarily for students enrolled in master’s degree programs or the equivalent. Undergraduate students may enroll if they have submitted and received approval on a Petition for Undergraduate Student to Register for Graduate Course form.

444/544,545 Courses are for professional development only, not degree credit

Variable credit courses: (1-3) indicates variable credit, the minimum and maximum credit limitations per semester are shown. An example:

Cross-listed courses: Courses in which students may earn credit under either of two disciplines (e.g., SOC or HIST) for the same offering. Credit is only given once for each cross-listed course.

Co-requisite: A requirement which must be taken concurrently with another course.

Prerequisite: A requirement which must be fulfilled before a student can enroll in a particular course. Instructor permission for a student to attend a class is implied when the student has met the prerequisites specified by the department. A student who has not fulfilled any prerequisites for a course may be dropped by the instructor of the course.

Cancellation of courses: The university reserves the right to cancel courses that do not meet enrollment minimums or are not suitably staffed by qualified faculty.

KEYS TO SYMBOLS

Course descriptions include a variety of (symbols conveying essential information. The following standard course description with explanation of symbols serves as a model:

ACCT 333. Cost Accounting. The costs of production processing and construction of manufactured goods; designed to show how accounting can serve as a means of control. Prerequisites: ACCT 2110 and 2120. Fall only. (3)

ACCT department name
333 course number
Cost Accounting course title
"The costs of..." explanation of course content
Prerequisite: ACCT 2110 required to be taken before a student can enroll in a particular course
Fall only taught Fall semester
(3) number of credits

Note: not all of the above information may be noted in each course.
Art

ART 500. Special Project. Students who have earned an Undergraduate Degree may take this graduate independent study course in conjunction with an offered undergraduate art course provided the instructor is willing to work with the student to ensure additional content is provided. Course may be repeated 3 times in each area of art. Note: These courses will not count towards your graduate interdisciplinary degree requirements. (1-3)

ART 525. Elementary Art Methods. Explores the importance of art in the classroom and in society. It promotes understanding of the art needs and abilities of children, grades K-6. This course provides future teachers with professional skills, methods, and experiences in teaching toward those needs and abilities. (3)

ART 550. Secondary Art Methods. Explores the importance of art in the secondary curriculum, and in society. It promotes understanding of the art needs and abilities of adolescents, grades 7-12. This course provides future teachers with professional skills, methods, and experiences to teach art at the secondary level. (3)

ART 560. Art History Travel Tour. Takes students to a major metropolitan center to study art history by experience original works of art at many different museums and galleries. Generally a week long course that provides a general overview of art history while requiring student to focus on various genres and artist disciplines. (3)

ART 573. Creating Public Art. Exploring and participating in the public art process. Prerequisites: Two ART Studio courses or Instructor permission. (2)

ART 574. Studio Work: New Media. Is an advanced class wherein students will create content such as documentary films, web pages, interactive, animations, and experimental forms. Students will design their own course of study in their chosen area, and write multiple essays elucidating the history/ethics/criticism of their focus. (3)

ART 575. Graduate Portfolio and Business. Graduate students learn to present and market their work creating a portfolio while also learning about the business and legal issues related to the Arts. Prerequisites: Two graduate ART Studio Courses of Instructor Permission. Spring Only. (3)

ART 577. Graduate Seminar. Lecture/discussion course which unites students from different areas of art specialization into a forum. Students focus on pertinent issues in art through discussion, research and presentations. This course may be repeated 3 times. Prerequisites: two graduate studio Art courses. Spring only. (1)

ART 579. Studio Work: Clay. A semester plan will be developed by the student focusing on specific interests, needs, and goals. Professional requirements provide students with the skills necessary for successful studio practices and careers. Students will have the skills required to mix their own materials and process their own work creating independent makers. Each course may be repeated for a maximum of 12 credit hours. (3)
ART 580. Art Workshop. Intensive workshops of varying lengths with visiting professors or of a specialized nature, including national or international travel study tours, to supplement the regular curriculum. (1-6)

*ART 578, 579, 583, 584, 586, 587, 588, 589. Studio Work. ART 578 Graphic Design (3); ART 579 Clay (3); ART 583 Painting (3); ART 584 Printmaking (4); ART 586 Drawing (3); ART 587 Sculpture (3); ART 588 Photography (3); ART 589 Papermaking (3). Students may register only by permission of the professor under whom they will study. Each course may be repeated for a maximum of 12 credit hours. (3-4)

ART 593. Graduate Exhibit and Final Portfolio Review. The Graduate Exhibition is the final assessment of the student's level of personal development, aesthetic growth and professional talent. The student will take on all the responsibility of the exhibit. (1)

*NOTE. Studio work courses are concurrent offerings with 400 level studio work courses.

Bilingual Education

BLED 501. Current Issues in Language Minority Education. This meets the requirements for a foundation course for the bilingual and TESOL endorsements. Recommended for all teachers, counselors, and educational administrators who work with language minority students, families, and communities. (3)

BLED 514. Multicultural Education. This is an education foundations course for Teacher Education, Bilingual Education and English as a Second Language education students. Students will participate in multicultural classroom practices that are grounded in the lives of students, critical, anti-racist, pro-justice, participatory, experiential, visionary, academically rigorous, and culturally sensitive. (3)

BLED 516. Indo-Chicano Cultures and Pedagogy. Contrasting culture patterns including an introduction to historical and sociological aspects of Indigenous and Chicano cultures: prepares the teacher trainee to present units on history, culture, folklore, fine arts and native traditions to students in the Southwest. (3)

BLED 517. Mexican Culture and Pedagogy. The major aspects of historical Mexican values, contributions, current social studies, history, art, and literature. (Taught in Spanish). Required for the bilingual endorsement. (3)

BLED 519. Navajo Culture and Pedagogy. The major aspects of historical Navajo values, contributions, current social studies, history, art, and literature. (Taught in Navajo). Required for the bilingual endorsement. (3)

BLED 521. Zuni Culture and Pedagogy. The major aspects of historical Zuni values, contributions, current social studies, history, art, and literature. (Taught in Zuni). Required for the bilingual endorsement. (3)

BLED 524. Teaching Methods in Foreign Language. Specialized techniques of teaching foreign language skills in the elementary and secondary schools. (3)
BLED 527. Linguistics 1 for L2 Teachers. Linguistics 1 for Second Language teachers is a review of the components of the science of language and how these relate to teaching the second language learner. Required for bilingual and TESOL teachers to work in ESL instruction with children, youth and adults. Recommended for all teachers. (3)

BLED 528. Linguistics 2 for L2 Teachers. Linguistics 2 for Second Language teachers covers sociolinguistics and/or phonetics, phonemics, articulatory phonetics, points and manner of articulation and how these relate to the second language learner, and the bilingual or bicultural child, or the elementary, secondary or adult student. This second level linguistics course prepares teachers to work in ESL instruction. (3)

BLED 531. Language Arts in Spanish. Survey of the needs, orientation, and approaches teachers should consider in class instruction for appropriate teaching of Spanish speaking students. Emphasis on Language Arts Instruction and Literacy Development. Prerequisite: Fluency in Spanish. (3)

BLED 532. Language Arts in Zuni. Survey of the needs, orientations and approaches teachers should consider in class instruction for appropriate teaching of Zuni students. Emphasis on Language Arts Instruction and Literacy Development. (3)

BLED 533. Language Arts in Navajo. Survey of the needs, orientations and approaches teachers should consider in class instruction for appropriate teaching of Navajo students. Emphasis on Language Arts Instruction and Literacy Development. (3)

BLED 534. Content Literacy in Spanish. Specialized techniques used for teaching the Spanish speaking bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. Prerequisite: Fluency in Spanish. (3)

BLED 535. Content Literacy in Zuni. Specialized techniques used for teaching the Zuni bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. (3)

BLED 536. Content Literacy in Navajo. Specialized techniques used for teaching the Navajo bilingual and bicultural child: emphasizes instruction in the content areas; required for the bilingual-bicultural programs. (3)

BLED 537. Teaching Reading in Spanish. Advanced course in teaching reading and writing in Spanish as a first or second language to children, youth or adults. Survey of the needs, orientations and approaches teachers should consider in class instructions for appropriate teaching of Hispanic students. Prerequisite: Fluency in Spanish. (3)

BLED 538. Teaching Reading in Zuni. Advanced course in teaching reading and writing in Zuni as a first or second language to children, youth or adults. Survey of the needs, orientations and approaches teachers should consider in class instructions for appropriate teaching of Zuni students. (3)
BLED 539. Teaching Reading in Navajo. Advanced course in teaching reading and writing in Navajo as a first or second language to children, youth or adults. Survey of the needs, orientations and approaches teachers should consider in class instructions for appropriate teaching of Navajo students. (3)

BLED 541. English Language Acquisition & Development. The use of ESL techniques and strategies for the English language acquisition of English Language Learners; Required for TESOL endorsement. Recommended for Language Arts Endorsement and as an elective for all educators. (3)

BLED 545. ESL Methods for Content Literacy. Current trends, assessment, and sheltered instruction for literacy development of English Language Learners. Emphasis will be on meeting the standards and outcomes of the New Mexico TESOL endorsement for teaching content using ESL methods. Co-requisite: EDUC 547. Prerequisite: Admission to Teacher Education Program. (3)

Biology

BIOL 522. Evolution. The study of changes in natural populations of organisms and the dynamics underlying those changes. Evolutionary processes including mutation, genetic recombination, natural selection, migration, and genetic drift are reviewed, as well as their micro evolutionary and macro evolutionary consequences; three lectures or discussion periods per week. (3)

BIOL 525/527. Range Vegetation & lab. Focuses on rangeland plants of the southwest, with emphasis on identification, biology, ecology, and cultural value of rangeland species. Moderate attention is placed on the history of rangelands in the United States, federal rangeland legislation, and other topics involving rangeland management as it applies to vegetation. (4)

BIOL 532. Biogeography. An overview of the planet Earth. Studies of plant and animal distribution are based upon ecological, evolutionary, and physical factors. Offered alternate years. (3)

BIOL 542/543. Ornithology & lab. Introductory scientific study of birds, with emphasis on North American species. Three lectures and one laboratory period per week; two Saturday field trips required. Offered alternative years. (4)

BIOL 548/549. Herpetology & lab. The study of amphibians and reptiles will review the evolutionary history, phylogenetic relationships, global diversity, life history, and general biology of these important groups. Laboratory will focus on the identification of the regional herpetofauna; three lectures and one laboratory per week with at least one required weekend field trip. Offered alternate years. (4)

BIOL 551/553. Mammalogy & lab. The study of fur-bearing animals, including their structure, behavior, life histories, and taxonomic relationship; three lectures and one laboratory period per week; one weekend field trip required. Offered alternate years. (4)
BIOL 557/559. Entomology & lab. An introduction to the biology, classification, ecology, and evolution of insects, with emphasis on the roles insects play in global ecosystems and human affairs. Entomology has applications in fields of ecology, medicine, agriculture, forestry, and conservation, and is a suitable course for students pursuing careers in those areas. Offered in the fall of odd numbered years. (4)

BIOL 560. Cell Physiology. Focus primarily on cell metabolism, with emphasis on applications of thermodynamics in cell metabolism; enzyme structure, mechanism and regulations; oxygen-independent respiration (glycolysis, fermentation); aerobic respiration (Kreb cycle, electron transport system, chemiosmosis); and photosynthesis. (3)

BIOL 565/567. Molecular Genetics & lab. Focus on the molecular basis of inheritance, including nucleic acid chemistry, protein synthesis, DNA mutation and repair, control of gene expression, genetics of cancer, transposable elements, extra nuclear inheritance and DNA technology. Offered alternate years. (4)

BIOL 571/573. Microbiology & lab. The study of microbial biology with a focus on structure, metabolism, taxonomy and pathogenesis. This course is intended to give students a broad understanding of microbiology including the historical context of many advances in the field. Students will also become familiar with many commonly used laboratory techniques. Offered alternative years. Prerequisite: Instructor approval. (4)

BIOL 574. Virology. A broad view into the field of viral biology including animal and plant viruses as well as bacteriophages. The course will describe viral morphology, taxonomy, reproduction and viral-host interactions. Offered alternate years. (3)

BIOL 576/578. Immunology & lab. Focus on the fundamentals of the mammalian immune system including innate, acquired, cellular and humoral immunity. Vaccines, autoimmunity and hematopoiesis will also be discussed. Offered alternate years. (4)

Business

BSAD 505. Health Care Systems and Organizations. An introductory course covering topics in organizational theory (includes the microsystem), marketing and economics as they relate to the health care industry. (3)

BSAD 506. Survey of Finance Topics in Healthcare. A survey course in the basic concepts of accounting, finance and management information systems. Topics include budgeting, break-even, financial reporting, ratio, variance and investment analysis and technology as they apply to the health care industry. (3)

BSAD 510. Social Responsibility and Business Ethics. A study of selected contemporary issues facing American and international business and society via readings, discussions, research, and writing. A required course for the M.B.A. (3)
BSAD/ECON/HIST 523. Railroad History: Case Study in America’s First Big Business. Case study of an American industry, from conception to present, to develop historically based critical thinking skills to identify and anticipate trends in technology, financing, supply, labor-relations, society, human geography, government relations, and economic development with particular attention to the legal and regulatory environment. An elective course. (3)

BSAD 530. Managerial Accounting for Managers. An in-depth study of the information and reporting needs of contemporary management and the uses of accounting information in facilitating the planning, control and special decision-making functions of management. Prerequisites: ACCT 2110 and ACCT 2120 or equivalent. A required course. (3)

BSAD 535. Fraud Prevention and Detection. Explores various forms of employee and financial statement fraud. Identifies symptoms of fraud and measures management can use to prevent fraud. An elective course. (3)

BSAD 540. Marketing. Marketing behavior of the firm, with emphasis on models of pricing, product development, and promotional decisions based on consumer demand analysis. Prerequisite: MKTG 340 or equivalent. A required course. (3)

BSAD 545. International Marketing. Explores marketing across national boundaries. Issues include: environmental concerns; organizational concerns (exporting, licensing/franchising, joint ventures, subsidiaries, etc.); international marketing as a component of international business; and global marketing practice and techniques (strategies, tactics, technology.) An elective course required for a concentration in international business. Prerequisite: BSAD 540. (3)

BSAD 550. Management and Organizational Theory. Situational analysis of organizational variables such as goals, tasks, structure, technology/culture conflict communication, and power. Prerequisite: MGMT 350 or equivalent. A required course. (3)

BSAD 552. Human Resource Management. A study of current theoretical and practical issues in human resource management to include areas of study such as equal employment opportunity, staffing the organization, training and developing employees, compensation and rewards program and unionization. A required course. (3)

BSAD 556. Production and Operations Analysis. The production function of business is defined. Production management models such as linear programming and TQM are applied to real situations through case analysis. Prerequisites: MATH 1150, 221 and 321 or equivalent. A required course. (3)

BSAD 560. Business Statistics. Applications of statistical techniques to business practices, including use of statistical packages with computers. Prerequisites: MATH 1150, 221, and 321, or equivalent. A required course. (3)

BSAD 565. International Human Resource Management. Introduces students to the many topic areas in Resource Management for multinational business enter-
prises in the expanding global society. Students will study such topics as expatriate assignments, repatriation, and strategic uses of global careers, off-shoring. Human Resource activities across cultural, institutional, and functional divides; nongovernmental organizations, as well as safety and security issues and responsibilities in an age of global risk and uncertainty. An elective course required for international business concentration. (3)

**BSAD 570. Managerial Finance.** Concepts and techniques employed in determination of optimal capital structures, procurement of resources, financial markets, and allocation of resources to productive investments. **Prerequisite: FINC 370 or equivalent.** A required M.B.A. course. (3)

**BSAD 575. International Investment.** Analysis of investments and the risks and rewards associated with various types of investments; includes portfolio analysis, selection and management of portfolios, valuation and analysis of equities and fixed interest securities, asset pricing, characteristics and the liquidity of securities, regulatory climate and legal issues, and alternative investments (stock options, warrants, commodities, convertible securities, and foreign investments and securities). **Prerequisites: FINC 370 or equivalent.** An elective course required for concentration in international business. (3)

**BSAD 578. Special Graduate Topics in Business.** A seminar course on a specialized topic in business; offered when mutual interest exists for a member of the business faculty or an adjunct faculty member and sufficient number of graduate students; will not duplicate existing course offerings. An elective course. (3)

**BSAD 586. International Business for Managers.** A study of the international business environments within which business firms operate and the public policies and cultures which influence their activities; includes international finance, legal issues, management, and marketing considerations of the international, transnational, multinational, and global firms. **A required course.** (3)

**BSAD 589. Economic Development.** An intensive one-week course designed to provide training in the basics of economic development in accordance with curriculum requirements prepared by the American Economic Development Council. Subject material is both theoretical and practical with an emphasis on economic development and its place in New Mexico. (3)

**BSAD 597. Managerial Policy and Strategy.** The study of how to align the firm in a changing business environment; study of topics designed to coordinate all functions of business enterprise from the view of chief operating executive; emphasizes appropriate tools to analysis and simplicity. This is a capstone course for the M.B.A. program and is to be taken in the last 12 credit hours of the program or with the instructor permission. (3)
Chemical Dependency Counseling

Unless otherwise noted, students may not take a graduate course if they have taken the equivalent undergraduate course at WNMU.

CHDP 503. Advanced Helping Skills in Chemical Dependency. Examines the helping relationship, including skills relevant to working with persons affected by chemical dependency. The course will examine qualities of a functional helping relationship and social-psychological issues involved in working with the chemically dependent person. **Prerequisites: CHDP 304 or Instructor permission. (3)**

CHDP 504. Professional Principles in Chemical Dependency. Provides an understanding of the professional principles of chemical dependency counseling; examines the 12 core functions, ethical and legal issues, and special issues essential for chemical dependency counseling. **Prerequisites: CHDP 304 or Instructor permission. (3)**

CHDP 508. Annual Alcohol & Drug Abuse Counselors Institute. Provides state-of-the-art information, training and techniques in the field of substance abuse counseling. Multiculturalism, gender, age and other elements of diversity are stressed as is ethics, supervision issues, current research and clinical methods. This program is sponsored by both the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the New Mexico Addiction Education Network (NMAEN). **Participation in the 30 hours "Annual WNMU Alcohol & Drug Institute" is required. Course may be repeated for credit. Prerequisite: Instructor permission. (3)**

CHDP/COUN 521. Dual Diagnosis. Will examine the DSM-V as a tool for the initial assessment process, psychiatric disorders, substance abuse disorders, and show how to diagnose co-occurring disorders. Treatment planning for dually diagnosed individuals. (3)

CHDP 523. Trauma and Addiction. Will provide the basic knowledge and understanding of the interconnection of trauma and addictive behavior. It will provide the basic counseling techniques to help break the endless cycle of trauma and addiction. (3)

CHDP 565 Pharmacology. Will examine the ways drugs affect the brain and behavior. The content will range from general principles of neurobiology and pharmacology to the actions of specific classes of drugs. The primary focus of the course will be neurobiological and behavioral effects of drugs. (3)

CHDP 576. Counseling the Military. Provides the basic knowledge and understanding of the military culture, service member, and the military family. It will provide the basic counseling techniques for the service member and the family. **Prerequisite: Instructor permission. (3)**

CHDP 577. Topics in Chemical Dependency Counseling. This course is designed to introduce key components and practical strategies pertinent to addiction counseling by closely examining selected topics that include, but not limited to: women, trauma, and addiction; drugs and drug policy; theory, research, and practice of addiction counseling. **Repeatable for up to 6 credits. (3)**
CHDP 581. Internship in Chemical Dependency. A supervised field experience utilizing a variety of psychological counseling skills and applications in an appropriate counseling setting under the direction of a professional provider. **Prerequisites: Instructor permission.** (3-9, 12 hours maximum)

CHDP 587. Group Dynamics. Provides the basic knowledge of group process, practice, and techniques used in chemical dependency counseling; examines the stages of development of group process and the techniques used in each stage. **Prerequisites: CHDP 403 or instructor permission.**  (3)

### Chemistry


### Computer Science

CMPS 545. Cryptography: Algorithms & Applications. Introduction to the terms and concepts of Cryptography and the use of algorithms and applications in securing digital information. **Prerequisite: MIS 505.** (3)

### Counseling

COUN/EDUC 500. Methods of Research. Acquaints the beginning graduate student with the nature and significance of research in the field. Students will read, evaluate, and analyze research designs and implementation techniques, and make determinations for their application to various situations in the field. (3)

COUN 501. The Counseling Profession: Legal, Ethical, and Professional Issues. An introduction to the profession of counseling focusing on legal, ethical, and professional issues that will confront the beginning practitioner. An emphasis will also be placed upon introducing the student to effective counselor characteristics and basic counseling skills. Application for admission to the Counseling Program submitted in TK-20 during this course. (3)

COUN 502. Theories and Techniques of Counseling. An intensive course in counseling theories, techniques, and methods, stressing the procedures appropriate to different stages of the counseling process, the use of assessments, evaluation, and other materials in counseling, and counseling with a variety of individuals and problems. (3)
COUN 505. Multicultural Counseling. Assists students in understanding, valuing, and becoming effective in counseling diverse populations. It is based upon the promotion of cultural awareness and will assist students to identify their cultural assumptions in relation to people different from themselves. It will also enable students to identify and practice cross cultural counseling techniques. (3)

COUN/CHDP 521. Dual Diagnosis. Will examine the DSM-V as a tool for the initial assessment process, psychiatric disorders, substances abuse disorders, and show how to diagnose co-occurring disorders. Treatment planning for dually diagnosed individuals. Prerequisite: CHDP 585 and Instructor permission. (3)

COUN 522. Substance Abuse Counseling. Examines the issues surrounding substance abuse disorders; making initial assessment of substance abuse disorders with the DSM V; and formulating interventions and treatment plans for substance abuse disorders. It will also provide experience with various counseling techniques used for substance abuse disorders. (3)

COUN 523. Psychopathology & Psychodiagnosics. Designed to prepare counselors to become competent at recognizing and diagnosing mental health disorders as defined by the current version of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM-V). Students also investigate the concept of "mental health" within an historical, ethical, and cultural context. Prerequisite: COUN 501 and 531. (3)

COUN 525. Child and Adolescent Development and Counseling. Introduces the student to the developmental stages of children and adolescents, to the challenges faced by children and adolescents as well as specific counseling intervention strategies for working with children and adolescents. It also focuses on the importance of the family and how the family must be included in the work of the mental health professional when addressing children and adolescent issues. (3)

COUN 527. Assessment of the Individual. Assists the counseling student to understand test construction, testing theory, and approaches to assessment in a multicultural society. The class focuses on the development of assessment skills that will lead to making responsible and scientific diagnoses. It also focuses on supervised administration of basic assessment instruments within the school and mental health settings and testing ethics will be part of this course. (3)

COUN 529. Grief, Loss, and Trauma. Focus on Grief, Loss, and Trauma; students will discover how this topic applies to clients in schools and agency counseling settings and will discover that counseling cannot happen without dealing with grief, loss, and trauma issues. This is also a self-reflective seminar in which students understand their own grief and trauma history and how these experiences have impacted their lives. (3)

COUN 532. Program Development and Management. The course is devoted to the planning, development, organization and administration of counseling and other human service programs. It will include information and exercises in
developing needs assessments, grant writing, fund raising, community organization, and other aspects of program development, as well as covering a broad range of program management responsibilities and techniques. The course will require participation and the development of related proposals and/or materials. It will provide for as much experiential-based learning as possible. (3)

COUN 534. Life Themes and Stages. The student will be introduced to the developmental approach to counseling in both the school and community setting. Community resources will be explored in the context of a developmental counseling program. Developmental theory will be related to preventive strategies assigned to keep the child mentally healthy. It will also present appropriate interventions for those individuals whose normal developmental processes have been affected by adverse internal or external forces. (3)

COUN 536. Working with Drug Abusers. This course is concerned with the special knowledge and techniques for successfully working with drug abusers. (1)

COUN 546. Working with the Elderly. The course is concerned with the special knowledge and techniques for successfully working with elderly persons. (1)

COUN 548. Working with Abused Persons. The course is concerned with the special knowledge and techniques for successfully working with abused persons. (1)

COUN 555. School Counseling. Introduces the student to the roles and responsibilities of a school counselor. The course provides an overview of the functions and skills critical to delivering a Comprehensive Competency Based Guidance program to all students in grades pre-K-12, based on American School Counseling Association national standards. (3)

COUN 578. Topics in Counseling. A seminar type class in which a variety of currently relevant issues and topics will be explored. Research into areas of concern and interest will be shared and discussed. In addition to certain competency areas, other current topics may be examined. Course may be repeated for credit when topic is different. (1-3)

COUN 579. Counseling Pre-Practicum. Designed to develop competencies in basic counseling skills and processes. Skills are introduced and practiced in class. Ethical concerns in the client/counselor relationship are discussed. Self-critique, peer critique, and supervisor critique of in-class demonstrations and videotaped interviews with peer clients provide further development of counseling skills. (3)

COUN 581. Counseling Practicum. Incorporates current counseling theory, techniques, research, and ethical content that apply to the beginning practice of counseling. Intermediate counseling skills will be introduced and practiced by students. Students will be placed in community agencies or schools to continue their development as counselors. Journaling, self-critique, peer critique, and supervisor critique of taped sessions will be an integral part of this class. Prerequisites: COUN 501, 523, 531, 579, completion of a minimum of 24 credit hours of COUN courses, or
A systematic study of career development theories and practices, as well as occupational information. The course focuses on counseling methods and strategies that are appropriate for working with clients in many settings. (3)

**Prerequisites:** COUN 587, **Seminar in Group Processes.** This course will focus on current thought in group counseling theory and practice. Group techniques for use with clients in a broad spectrum of settings will be reviewed and demonstrated; students will have the opportunity to develop group leader skills by participating in a counseling group as both a leader and a group member. **Prerequisites:** COUN 501 or advisor approval. (3)

**Prerequisites:** COUN 588, **Psychopharmacology for Counselors and Therapists.** Tools for understanding psychotropic medications in the mental health continuum. Topics covered will be brain anatomy, neurotransmission, pharmacokinetics and pharmacodynamics. In addition, students will be provided information on clinical syndromes and medications for depressive disorders, anxiety disorders, obsessive-compulsive disorders and psychotic disorders. Special consideration will be given to diagnosis and treatment implications for special populations such as children and adolescents, and geriatric clients. **Prerequisites:** COUN 500 and 501. (3)

**Prerequisites:** COUN 596, **Marriage and Family Counseling.** This course is designed to introduce students to a knowledge base which will include current theories, assessments, research, and ethical considerations relating to a systems approach of marriage and family counseling. Demonstrations and role playing of various techniques and strategies will be used for clarification and practice. **Prerequisites:** COUN 501 or advisor approval. (3)
Criminal Justice

Unless otherwise noted, students may not take Criminal Justice graduate course if they have taken the equivalent undergraduate course at WNMU.

CJUS 500. Information Systems for Law Enforcement. Concepts of Information Systems from a Law Enforcement perspective. Introduces students to principles of information systems by presenting a comprehensive survey of the field. Review the kinds of information available for law enforcement to identify and retrieve in criminal investigations. The course assumes students have no prior knowledge of information systems. (3)

CJUS/MIS 501. Introduction to Information Security. Concepts and principles of system and data security. Risks and vulnerabilities, policy formation, controls and protection methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Discussions include firewall design and implementation, secure internet and intranet protocols, and techniques for responding to security breaches. Prerequisite: MIS 505. (3)

CJUS/POLS 507. Administrative Law. Provides an introduction to administrative law. It is a fundamental examination of what comprises administrative law, how it is created, its role in social change, and some landmark cases that have helped to shape administrative law and its role in American government and administration. (3)

CJUS 511. Graduate Reading Seminar in Criminal Justice. Establishes a common foundation for the Criminal Justice emphasis of the Master of Interdisciplinary Studies degree by introducing students to the fundamentals of criminal justice, the scope and level of graduate work in criminal justice and develops reading, writing, and analytical ability in the field. This course is strongly recommended for students without a baccalaureate degree (major or minor) in criminal justice. Work experience in the field does not adequately prepare students for graduate coursework in criminal justice. (3)

CJUS/HIST/POLS 516. Border Issues in U.S. Mexico Relations. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. (3)

CJUS/HIST 517. Frontier Law Enforcement. An examination of the law enforcement officer on the Western Frontier. The responsibilities, experiences, tactics, political environment, challenges and day-to-day life of the frontier sheriff with particular emphasis given to Arizona and New Mexico Territories. (3)

CJUS 519. Corrections Law. An analysis of the legal principles related to the rights and status of persons convicted of crimes in the United States. Constitutional principles related to sentencing probation, incarceration, and parole; legal obligations and liabilities of corrections agencies and their employees. (3)

CJUS/CMPS 525. Digital Forensics I. Addresses the way organizations respond to computer crime incidents and discusses how to forensically examine and recover
data from various operating systems and application system environments. Core forensic procedures for any operating or file system, and how to conduct forensically sound examinations to preserve evidence from admission and use in legal proceedings is addressed. **Prerequisite: CJUS/MIS 501 or Instructor permission** *(3)*

**CJUS/MIS 526. Digital Forensics II.** A continuation of CJUS/MIS 525. The course will further delve into the forensic procedures and tools used to recover and examine data from any operating or file system in a manner consistent with legal evidentiary requirements. The course will also examine professional certification in the field. **Prerequisites: CJUS/MIS 525 or permission of the instructor.** *(3)*

**CJUS 527. Criminal Justice in Indian Country.** An introduction into the criminal justice environment on Indian reservations. Examines historical, cultural, legal, judicial, and ethical considerations affecting criminal justice on reservations. *(3)*

**CJUS 532. American Crime Policy.** A critical review of crime policy in the United States that analyzes both conservative and liberal prescriptions for crime control and the administration of justice. Through the encouragement of thinking and debate on issues, and with general guidance offered, the process of policy development and implementation is realized. **Prerequisite: Instructor permission.** *(3)*

**CJUS/HIST 537. Crime & Punishment in American History.** Examines the relationship between U.S. history, social trends, political developments and the policy and philosophy of crime and punishment. *(3)*

**CJUS 541. Organized Crime.** Will examine organized crime from historical, sociological, political, economic, and law enforcement perspectives. The histories and present structure of various criminal organizations will be examined as well as enforcement strategies and public policy with respect to this form of criminal behavior. *(3)*

**CJUS 545. White Collar Crime.** Explores the various types of white collar crime such as securities fraud, internet scams, money laundering, and business racketeering. Criminological theories regarding white collar crime are examined. *(3)*

**CJUS 546. Transnational Criminal Organization.** Provides an understanding of who is involved in transnational crime; why it proliferates; what crimes are being perpetrated; what international law enforcement agencies are doing to mitigate the extent and spread of international crime; and how it impacts individuals, businesses and the world economy. *(3)*

**CJUS 547. Homeland Security.** The goal of this course is to understand how terrorism on American soil has changed policing, especially at the state and local levels. The course also examines the current state of terrorism to gain an understanding of what drives these groups and individuals, and how best to combat them. *(3)*

**CJUS 552. Immigration Law.** An overview of immigration law with an emphasis on the distinct and different roles of state/local agencies and Federal agencies. The course will include a historical review of U.S. immigration law and policy. Federal immigration law concerning citizenship, categories of immigrants, temporary
workers, immigrants, students, and visitors will be covered in detail as well as judicial and administrative enforcement procedures. (3)

**CJUS 553. Introduction to Border Security.** Border security has been the focal point of political discourse for nearly 40 years as lawmakers attempt to stem the flow of drugs, illegal immigrants and terrorists into the United States. Strategies have evolved with varying degrees of success and continue to do so. This course discusses perceptions of border security, which is tasked with border security, a generation of strategies, and the geopolitical, social and economic impact of these strategies. (3)

**CJUS 555. Comparative Criminal Justice Systems.** A comprehensive comparison of families of law, law enforcement, criminal procedure, courts, and corrections in six model nations as well as an in-depth overview of overcoming problems with constructing policing systems in modern post-conflict nations. (3)

**CJUS 557. Forensic Law.** Examines expert forensic witness testimony, forensic evidence-gathering and analysis. Expert witnesses, using forensic science, provide the link between physical evidence and proof at trial. Scientific evidence and the role of expert witnesses are studied in detail. The most common "real world" applications of forensic science are also explored. (3)

**CJUS 562. Corrections Methods and Procedures.** Indoctrination in corrections procedures and techniques useful in providing treatment and programming for offenders. Investigative approaches, interviewing strategies, offender assessment and treatment plans, classification models, counseling models, case management issues, and prediction tools are introduced and utilized. (3)

**CJUS/POLS 566. Civil Rights and Liberties.** This course will analyze civil and liberties such as freedom of speech, press and religion; the right to keep and bear arms; search and seizure; the right to counsel; due process; equal protection; and voting. The relationship between the Federal and state constitutions will be covered. (3)

**CJUS/HIST/LALS/POLS 567. The Drug Wars.** Explores the evolution of American policy relating to drugs from the colonial era to the present. (3)

**CJUS 598. Criminal Justice Thesis.** A student taking eighteen or more hours of Criminal Justice coursework may, in the discretion of the student's advisor, repeat this course once. Procedures for selecting a thesis topic and a thesis committee are contained in the "Thesis Information" section of the catalog. (3)

**Economics**

**ECON 512. Managerial Economics.** Application of microeconomic theory to problems confronting managers and the business firm. Topics include estimation and forecasting for demand, cost, production; output and price determination and capital budgeting. **Prerequisite:** ECON 2110 and 2120 or equivalent and MATH 1150 or MATH 1220 or equivalent. A required M.B.A. course. (3)
ECON/BSAD/HIST 523. Railroad History: Case Study in America’s First Big Business. Case study of an American industry, from conception to present, to develop historically based critical thinking skills to identify and anticipate trends in technology, financing, supply, labor-relations, society, human geography, government relations, and economic development with particular attention to the legal and regulatory environment. An elective course. (3)

ECON 580. Economics Workshop. Theory and practical application of a relevant economics topic. (1-3)

Early Childhood Education

ECED 505. Advanced Caregiving for Infants and Toddlers. This advanced field-based course is intended to focus students in defining and implementing developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments. The experiences in the approved setting will emphasize strong nurturing relationships, cultural competence, recognition of diverse learning needs and styles of every child, appropriate guidance techniques, and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in the home, small-group, or whole-group care situations. Prerequisite: Admission into the Teacher Education Program. (3)

ECED 515. Emergent Literacy: Birth through Pre-K. This course serves as a foundation for graduate students that have an educational background that are wanting to pursue a deeper understanding of Early Childhood Education. This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through Pre-K, including children with diverse abilities. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials, and preparation of literacy rich environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically, and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability, and 5) literacy leadership. (3)

ECED 523. Integrated Curriculum: Birth through Age 4. This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth-Age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children. Prerequisite: Admission into the Teach Education Program. (4)
ECED 531. Research in Child Growth, Development and Learning. This advanced course builds upon the foundational material covered in the basic course. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood professionals to use empirically-based research to inform their teaching of young children. **Prerequisites: Admission to the Teacher Education Program.** (3)

ECED 541. Family Language and Culture. Analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue promoting positive relationships between home, school, and community. **Prerequisites: Admission to the Teacher Education Program.** (3)

ECED 551. Young Children with Diverse Abilities. Provides a specific focus on education policies, programs, practices, and services appropriate for young children who exhibit delays and disabilities. It will facilitate deeper understanding and sensitivity to the needs of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally appropriate practices, cultural sensitivity and competence, and activity-based interventions. Legal requirements will be identified. **Prerequisite: Admission to the Teacher Education Program.** (3)

ECED 570. Teaching and Learning Math and Science. The focus of this advanced curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children’s development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of construction basic concepts. **Prerequisites: Admission into the Teacher Education Program.** (4)

ECED 571. Teaching and Learning Reading and Writing. The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, language/literacy immersion, and multicultural children's literature. **Prerequisite: Admission into the Teacher Education Program.** (3)
ECED 573. Teaching and Learning Social Studies, Fine Arts, and Movement. This course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the "what and the why" of social studies; assessing student learning planning units, lessons, and activities; developing effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama. Prerequisite: Admission into the Teacher Education Program. (3)

ECED 579. Teaching and Learning Practicum. The field based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children Pre-K-Grade 3 in developmentally and culturally sensitive ways. Prerequisite: Admission into the Teacher Education Program. (2)

ECED 581. Integrated Curriculum-Birth through Pre-K Practicum. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences in natural environments and center-based programs. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Pre-requisite: Admission into the Teacher Education Program. (2)

Education

EDUC/COUN 500. Methods of Research. Acquaints the beginning graduate student with the nature and significance of research in the field. Students will read, evaluate, and analyze research designs and implementation techniques, and make determinations for their application to various situations in the field. (3)

EDUC 503. Action Research. This course is designed to assist graduate students in education programs to develop the knowledge and skills necessary for beginning action researchers to engage in small-scale school based projects. The course includes theoretical and practical skills in developing proposals for action research projects. (1-3)

EDUC 506. Education: Current Issues and Perspectives. A survey of the rise of educational practice as it has been interrelated with changes in social and educational philosophy, research, and cultural conditions in the United States. (3)

EDUC 511. Foundations of Education. Multi-level, multi-discipline foundational seminar concerning the Teacher Education Program in which students must obtain a background clearance and conduct a 24 hour field experience in local school districts. (3)
EDUC 528. **Student Growth and Development.** With a focus on K-12 learners, the course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences for students studying to be teachers and educational leaders. This course also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments that will prepare teachers and educational leaders for the classroom and schools. (3)

EDUC 529. **TK20 Orientation.** This course provides an orientation to TK20, the database that is used by the School of Education to track student performance. Students will also complete their application to the School of Education. (0)

EDUC 531. **Multicultural/Social Justice Praxis in the Classroom.** Examines conceptual meanings of critical pedagogy in the context of multicultural education practices and provides hands-on application in the design and implementation of multicultural curriculum operationalizing axioms and social justice education to facilitate inclusionary teaching and learning environments. Examines reflexive techniques for examining here-and-now practices and provides hands-on application in order to achieve full inclusion in the classroom. **Prerequisites:** EDUC/COUN 500 or EDUC 503 or equivalent. (3)

EDUC 534. **Integration of Technology into Curriculum.** Focus on technology as a vehicle for creating culturally responsive student-centered learning environments. Areas of discussion will be content, skills and ways to use a variety of technology to supplement and enhance school curriculum. **Prerequisite:** EDUC 2375 or other computer class as approved. (3)

EDUC 536. **Classroom Management.** This course focuses on preparing prospective teachers to manage their classroom. Through instructor facilitation and group discussion, preventative and curative methods in classroom management will be taught, and utilized in the practice teaching experience (EDUC 592 or 594) **Instructor permission required.** (3)

EDUC 539. **Instructional Design & Adult Learning.** Students will focus on key concepts of the instructional design process. This course is a mix of theory and practice/development. Participants will critically examine components of predominant instructional design models and implement various models in the development of instruction. (3)

EDUC 545. **Professional Development - Intensive Writing.** Designed to assist entering graduate students improve their analytical writing skills. The course helps under-prepared students master the skills necessary for writing intensive courses. (3)

EDUC 547. **Field Experience Lab.** It is the first of two required practicum experiences and is designed to provide field hours and mentoring for students seeking initial teacher licensure. Students will conduct 60 hours of field experience in an appropriate placement in a public school classroom. Will complete a teaching event, which is a required milestone on the student’s path toward teacher licensure. May
take up to three times. **Co-requisite:** BLED 545, EDUC 571, 572, 573 or SPED 528. **Prerequisite:** Admission to Teacher Education Program. (1)

**EDUC 559. Grant Writing.** An introductory course to grant writing preparing students to identify potential grant sources, develop ideas for grant applications, identify grant requirements, create project budgets, administer grants, and evaluate grant effectiveness. **Prerequisites:** EDUC/COUN 500 OR EDUC 503. (3)

**EDUC 570. Elementary Curriculum and Instruction.** Examination and exploration of elementary curriculum to influence understanding and behavior. Provides practical experience in designing curricula to meet state mandates as well as community needs. Includes field experience and supervision. **Prerequisite:** Admission to Teacher Education Program. (6-8)

**EDUC 571. Secondary Curriculum and Instruction.** Using an interdisciplinary approach for curriculum development, this course focuses on integration of the Common Core State Standards, constructivist learning theory, instructional planning and assessment, differentiated instruction, and the knowledge, skills and dispositions required in a student centered classroom. Experience in developing thematic/integrated units of instruction and lessons using diverse instructional strategies is provided. Co-requisite: EDUC 547. **Prerequisites:** EDUC 511 or Admission to Teacher Education Program. (3)

**EDUC 572. Elementary Methods and Curriculum I.** Focuses on examination of elementary school curriculum and methods for Social Studies, Language Arts, Fine Arts, and Career Readiness. Provides experience in designing curricula to meet the Common Core State Standards and community needs. **Co-requisite:** EDUC 547. **Prerequisites:** EDUC 511 or Admission to Teacher Education Program. (3)

**EDUC 573. Elementary Methods and Curriculum II.** Focus on examination of elementary school curriculum and methods for Mathematics, Science, Health, and PE. Provides experience in designing curricula to meet Common Core State Standards and community needs. Co-requisite: EDUC 547. **Prerequisites:** EDUC 511 or Admission to Teacher Education Program. (3)

**EDUC 574. Classroom Assessment.** Focuses on preparing teachers to assess student classroom performance from a curriculum/instruction perspective, including informal evaluations, teacher-made tests, authentic and portfolio assessments, and nationally normed and standardized tests. (3)

**EDUC 592. Practice Teaching - Elementary.** A one semester course of supervised classroom experience as a practice teacher in a public elementary school and involves a full time assignment with licensed educational personnel. Attendance of a seminar is also a course requirement. Seminars will emphasize teaching methods, ethics, multiculturalism, and tutoring/coaching. **Permission** required. **All Core Professional courses must be completed prior to registering for Practice Teaching.** (1-5)
EDUC 594. Practice Teaching - Secondary. A one semester course of supervised classroom experience as a practice teacher in a public secondary school and involves a full time assignment with licensed educational personnel. Attendance in a seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring. Permission required. All Core/Professional courses must be completed prior to registering for Practice Teaching. (1-5)

EDUC 596. Practice Teaching Seminar. A weekly seminar will feature a collaborative environment to discuss and assess situations that are happening in the practice teacher’s assigned classroom. Exit requirements for the practice teaching experience will be emphasized. (1)

EDUC 598. Education Thesis. (3-6)

Educational Leadership

EDL 520. Curriculum, Instruction, and Program Leadership. Fundamentals of curriculum and program development for national/state accreditation, including criteria to guide decision making, using specific models and processes emphasizing action research in curriculum pedagogy, assessment, and technology. (3)

EDL 523. Supervision and Evaluation of Instruction. An intensive process that focuses on the educational leader's role in faculty professional development, collaboration, performance assessment, and coaching for improved student achievement. (3)

EDL 524. Characteristics of Effective Leadership. Emphasis is placed upon leadership across and among cultures. A thorough review of leadership styles, habits, personal attributes, and potential for professional leadership will be experienced. (3)

EDL 525. Education in a Pluralistic Society. A review of the educational perspectives, intent, practices, and issues in a multicultural society will be examined, including but not limited to, race, language, culture, ethnicity, gender, and special needs. (3)

EDL 526. Educational Leadership in the Public Domain. The evolution of education practices, organizations, governance, politics, and technology is examined. Emphasis is placed upon the inter-relationship of culture, governance, and community relations. Problems and issues in developing an effective educational environment, including conflict resolution and communication skills are addressed. (3)

EDL 530. Resource Management. Identifies the responsibilities of educational leaders in the management of financial, physical, and human resources that support educational objectives, including grant writing and funding proposals. (3)

EDL 545. Current Educational Trends and Issues. Designed for Educational Leadership candidates to pursue selected trends and issues in education via a seminar arrangement. Leadership candidates will have the opportunity to apply
prior educational knowledge of content with "think tank" seminar experiences to reach solutions/alternatives to current and future issues in education. (3)

**EDL 560. Legal Aspects of Education.** Focus will be on the legal principles and practices relevant to education at the national, state, and district level. (3)

**EDL 561. School Finance and Budgeting.** Designed to engage administrator candidates in an intensive process that focuses on school financing in New Mexico as mandated by the Public Education Department. The content will include school based budgeting, budget planning and development, budget management, financial adequacy and equity, sources of revenue, operation management, facility planning, food services and auxiliary services. (3)

**EDL 581. Beginning Internship in Educational Leadership.** An initial field experience of at least 90 hours in an approved educational setting facilitating the synthesis of educational theory and practice, including, seminars, pre-assessment of leadership performance, goal statements, action plan, and development of the Master of Arts Comprehensive-Assessment Portfolio. (3)

**EDL 582. Advanced Internship in Educational Leadership.** A culminating field experience of at least 90 hours in an approved educational setting facilitating the synthesis of educational theory and practice, including biweekly seminars. A collaborative, summative assessment by the EDL candidate, clinical faculty (on-site mentor), and the WNMU professor will be conducted, including successful completion of the Master of Arts Comprehensive-Assessment Portfolio. (3)

**Educational Teacher Leadership**

**ETL 500. Peer Mentorship and Coaching.** Center coaching strategies to mentor other teachers. TLs will practice developing the structure of learning communities with a focus on developing a culture of change and improvement for student learning. TLs will practice how to facilitate team building to implement coaching and mentoring skills. Emphasis will be placed on different theories of motivation and how classroom, school, work, and social environments shape and influence student engagement. TLs will model how to use assessment data to differentiate the instruction while implementing instructional strategies for 21st century classrooms. (3)

**ETL 505. Family and Community.** In this Online and Distance Education course Teacher Leaders (TLs) will analyze policies, including how they are created and the impact that they have in the school environment and the community. TLs will develop relationships with stakeholders within the school community: students, faculty, families and the community at large with the goal of supporting student engagement and achievement. TLs will actively engage diverse stakeholders in producing solutions and desired outcomes. TLs will practice creating partnerships and outside support for fellow teacher including advocating for professional Development Opportunities. Candidates will analyze their community resources
to bring together diverse perspectives and contexts, to enrich the lives of students and their families. Teacher Leaders will make concerned community and develop engaging opportunities that will facilitate their spirit of community and increase their sense of belonging in various educational context. TLs will practice organizing learning events of their school, districts and community at large. (3)

ETL 510. Scientifically Based Research and Assessment to Guide Instructional Decisions. In this Online and Distance Education course, Teacher Leaders (TLs) integrate "research/evidence-based" practices to design instruction. TLs will model how to use assessment data to implement Response to Intervention with a focus on differentiating the instruction implementing instructional strategies for 21st century classrooms. They will use assessment data to make informed decisions to differentiate the instruction and support all students including English language learners. TLs will create a common vision based on these practices and will model effective culturally responsive strategies to communicate the common vision to support students by engaging the educational community.

English

ENGL 500. Studies in Poetry. This reading and writing-intensive course involves in-depth study of selected poets, poetic genres (i.e. epic, lyric, narrative), or periods in the history of English and/or American poetry (i.e. Romantic, Victorian, Modern American, Modern British). (3)

ENGL 501. Great Works of Ancient Literature. “Readings in the greatest and most influential writers of the ancient Greek and Roman world (such as Homer, Solon, Sappho, Plato and Aristotle; Virgil, Cicero, Horace, Petronius and Apuleius). Greek Tragedy is not covered in this course; it is covered in English 524.” (3)

ENGL 514. Great Works of Modern Literature. Study of most influential or innovative writers in the epoch of Modernism (1870-1940), covering works in a variety of genres (novel, short story, drama, essay, and poetry) and from authors both canonical and lesser known. (3)

ENGL 515. Life and Literature of New Mexico. Study of the fiction, travels, memoirs, and folklore of New Mexico with emphasis on those writings which reflect the cultural heritage and the literary accomplishments of the area. (3)

ENGL 518. Studies in English Literature. Advanced study in a particular period, author, theme, or genre in English literature; serves as an in-depth follow-up to the most recently offered English literature survey course. (3)

ENGL/WRTG 519. Advanced Composition. Intensive work in expository writing. (3)

ENGL 520. Studies in American Literature. Selected studies in periods, genres, and figures in American literature; appropriate areas of study selected by teachers and students. (3)
ENGL 521. **British and American Fiction.** Studies in the history and development of the British novel; an analysis and interpretation of the socioeconomic conditions which it reflects. (3)

ENGL 522. **Shakespeare and his Contemporaries.** Studies in Shakespeare and his contemporaries (including but not limited to Jonson, Marlowe, Sydney, Drayton, Donne), focusing on the distinctive stylistic and thematic characteristics of Elizabeth and Jacobean drama and poetry. This course does not and cannot substitute for English 540 (Shakespeare), whose scope and purpose are different. (3)

ENGL 528. **Greek Tragedy.** Offers a concentrated study of the tragedies of Aeschylus, Sophocles, and Euripides, focusing on the nature of the tragic hero, recurrent themes and problems of plays, and differences between the playwrights' techniques. (3)

ENGL 530. **Contemporary British Literature.** Readings in British literature from 1945 to the present. (3)

ENGL 538. **Women as Writers.** Examination of selected writings by English and American women from the sixteenth to twentieth centuries, with special consideration given to the ways in which women portray women's experience, image, self-concepts and role in society. (3)

ENGL 540. **Shakespeare.** Study of the major plays, including representative tragedies, comedies, and histories, with emphasis on language and theme. (3)

ENGL/HIST 547. **The Enlightenment.** Acquaints the student with the significant changes in ideas and values which swept Europe and the Americas in the seventeenth and eighteenth centuries. (3)

ENGL 550. **Secondary English Methods.** Techniques and texts appropriate to the high school classroom. Offered every third semester. (3)

ENGL 551. **Literature of the American West.** Survey of the literature of the west with emphasis upon historical narratives, folk literature, nature writing, and fiction. (3)

ENGL 555. **Psychological Perspectives on Literature.** Will investigate the many ways in which psychological experience becomes the thematic material of literature. Even though the specialized discipline of psychology did not emerge until the later nineteenth century, literary artists have explored human mental experience for many centuries and continue to do so today. This course uses literary texts (drama, personal memoir, fiction, poetry) to study the literary representation of primary mental disorders such as paranoia, delusional psychosis, schizophrenia and suicidal depression. (3)

ENGL 565. **Critical Approaches to Literature.** Intensive study of literatures through the application of various insights and knowledge from other fields that can reveal more about the literatures as well as more about the students exploring the literature. (3)
ENGL 570. **Feminist Theories of Literature.** Highlights women's issues and women's literature, and investigates theoretical approaches to all literature, building on students' understanding of the literary canon, women's social and historical issues, and literary theory, with emphasis on extensive research and writing. (3)

ENGL 598. **English Thesis.** May only be taken for 3 hours. Instructor permission is required. (3)

**Geology**

GEOL 501/503. **Hydrogeology & lab.** Principles of surface and ground water flow. Water quality and resource management. Three lectures and one laboratory per week. **Prerequisite: Instructor permission.** (4)

GEOL 550. **Methods of Teaching Science.** Presentation of a spectrum of instructional strategies with an emphasis on inquiry methods for elementary and secondary students. Theories of learning science and their practical application in science classrooms. Design and implementation of activities and lesson planning. Formative and summative assessment. Safety in the classroom. **Prerequisite: Must have completed 20 credit hours in the Department of Natural Science.** (3)

GEOL 580. **Geology Workshop for Teachers.** A workshop designed to increase understanding of and familiarity with geological materials, phenomena, theories, and techniques of interpretation through a combination of lectures, slides, hands-on exercises, and field trips.

**History**

HIST 500. **Colonial American History.** History of Colonial North America. (3)

HIST 501. **American Environmental History.** Covers the period from the Colonial Era through World War II. The class will look at American History through an ecological perspective and examine the impact that humans have had on the natural world. Government legislation and major figures in the conservation and environmental movements will also be discussed. (3)

HIST/LALS/POLS 503. **Modern Revolutions.** Explores the major revolutions of the twentieth century. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. Fall only. (3)

HIST/POLS 504. **North American Relations in Perspective.** Examines the relationships among the North American Free Trade Agreement partners beyond trade and investment. It seeks to understand social and political variables affecting cooperation among the region’s three nations. To accomplish this objective special attention is given to analyses of the history, politics, and economy of Canada, the United States, and Mexico. (3)
HIST 505. *Seminar in European History.* History of a recognized period of European history falling following regular seminar techniques. May be repeated up to no more than 9 credit hours. (3)

HIST 507. *History and Historians.* Study of historical writing from ancient times to the present with reading in depth in the works of specific historians. (3)

HIST/POLS 508. *World Politics: "The Good, the Bad, and the Ugly."* A world politics survey course focusing on contemporary challenges facing the current international order. Actors, institutions, and processes are analyzed from classical world politics theories as well as from alternative views to deal with crucial issues in global environmental politics, international political economy, global governance, peace, and security. (3)

HIST/POLS 511. *Graduate Reading Seminar.* Establishes a common foundation for the Master of Interdisciplinary Studies degree by introducing students to the scope and level of graduate work and develops graduate level reading, writing, and analytical ability. (3)

HIST/POLS 512. *Inter-American Relations.* Explores American foreign policy towards the nations of Latin American nations from the late colonial era through the present. (3)

HIST/LALS/POLS 513. *Central America.* Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through to the present. (3)

HIST 514. *History of the Southwest.* Westward expansion and frontier movements in the Southwest under Spain, Mexico, and the United States. (3)

HIST/POLS/CJUS 516. *Border Issues in U.S.-Mexico Relations.* Understanding the United State-Mexico border including issues of immigration, drug trafficking, and national security. (3)

HIST/CJUS 517. *Frontier Law Enforcement.* An examination of the law enforcement officer on the Western Frontier. The responsibilities, experiences, tactics, political environment, challenges and day-to-day life of the frontier sheriff with particular emphasis given to Arizona and New Mexico Territories. (3)

HIST/LALS/POLS 518. *Colonialism.* Explores the historical, political, economic, and intellectual underpinnings of colonialism and neo-colonialism. (3)

HIST 519. *Europe in the Twentieth Century.* A study of Europe since World War I, including the major developments within the leading states, their relations with one another and the world in general. (3)

HIST/POLS 520. *Economic Development of Latin America.* Explores the history of the economic development of Latin American nations from the colonial era through to the present. (3)

HIST 521. *The Contemporary North American Indian.* Some of the major problems confronting the American Indian today, including significant historical,
anthropological, and sociological issues leading up to them; exploration and discussion of possible solutions to these problems; includes a study of acculturation and the present status of North American Indian society. (3)

**HIST 522. Indians of the Southwest.** An analysis and comparison of aboriginal cultures of the southwest region of North America, including coastal tribes; emphasis on New Mexico. (3)

**HIST/BSAD/ECON 523. Railroad History: Case Study in America’s First Big Business.** Case study of an American industry, from conception to present, to develop historically based critical thinking skills to identify and anticipate trends in technology, financing, supply, labor-relations, society, human geography, government relations, and economic development with particular attention to the legal and regulatory environment. (3)

**HIST 524. Seminar in War and Society.** The history of war and society in a recognized period of world history taught as a seminar. May be repeated for credit when topics change for a maximum of 9 hours. (3)

**HIST/POLS 525. Latin America and the Cold War.** Explores the transnationalization of the Cold War across the nations of Latin America. (3)

**HIST 526. Institution of Slavery.** Students enrolled in this course will explore the variations of the institution of slavery from ancient times through the present. (3)

**HIST 535. The Civil War and Reconstruction.** The Civil War and Reconstruction era are analyzed in depth, considering the political, military, economic, and social currents. (3)

**HIST/CJUS 537. Crime & Punishment in American History.** Examines the relationship between U.S. history, social trends, political developments and the policy and philosophy of crime and punishment. (3)

**HIST 538. American Business History.** Covers the period from the Colonial Era through World War II. The class will look at large, medium, and small businesses, starting with the founding of Jamestown in 1607 and continuing into the 20th Century. Emphasis will be placed on the manufacturing, agricultural, transportation, mining, and commercial sectors. (3)

**HIST 541. Ancient Civilizations.** A study of the civilizations of the ancient Near East and Mediterranean area from the earliest beginnings in Mesopotamia, Egypt, Anatolia, and Crete through Greece and the Roman Empire. (3)

**HIST 542. Medieval Civilizations.** A study of the civilization of the Mediterranean and Western Europe from the decline of Rome to A.D. 1500. (3)

**HIST 543. Early Modern Europe 1350-1750.** An examination of the history of Europe from the Renaissance to the Enlightenment, concentrating on the political, social, religious, and intellectual developments of the period. (3)

**HIST 546. Europe in the Long Nineteenth Century, 1789-1914.** A study of Europe from the French Revolution to the outbreak of World War I. (3)
HIST/ENGL 547. The Enlightenment. Acquaints the student with the significant changes in ideas and values which swept Europe and the Americas in the seventeenth and eighteenth centuries. (3)

HIST 551. The West in American History. A study of the westward movement and its influence upon national development from colonial times to 1900. (3)

HIST 556. Social/Intellectual History to 1865. The history and influence of such institutions and issues as religion, slavery, immigration, and war and peace with reference to appropriate literature. (3)

HIST 557. Social/Intellectual History since 1865. The history and influence of such institutions and issues as "Reconstruction," Industrialism, and the "New Immigration"; the impact of World War I and World War II on current thought; the impact of labor and the military industrial complex; references to appropriate literature. Prerequisite: HIST 1110, HIST 1120, or Instructor permission. (3)

HIST 558. Nazi Germany and the Holocaust. Study of the origins and history of National Socialism and the Holocaust. (3)

HIST 566. History of the Mexican Revolution. Explores the historical causes, events, and long-term outcomes of the Mexican revolution. (3)

HIST/LALS/CJUS/POLS 567. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. (3)

HIST 575. World War I. A study of the causes, course, and outcome of the First World War, concentrating on the social, political, economic, and technological aspects of the war as well as the military. (3)

HIST 576. World War II. Study of the origins, course, and consequences of the Second World War, both in European and Pacific theaters of operations. The course will examine the social, political, economic, and technological aspects of the war as well as the military. (3)

HIST 577. History and Politics of the Vietnam War. A historical review and analysis of the emergence of a Vietnamese Nation and its eventual colonization by the French. Members will address the "First" Vietnam War (against the French), followed by the achievement of independence and unification after the eventual withdrawal of the American military (the "Second" Vietnam War). (3)

HIST/POLS 578. Topics: The U.S. Constitution and History. Examines the circular relationship between historical events and trends in U.S. History and constitutional interpretations, amendments, and Supreme Court personalities and politics. Frequent references and comparisons to current events. Maybe repeated for a maximum of 12 credits. (3)

HIST 598. History Thesis. (3-6)
Interdisciplinary Expressive Arts

**IDEA 571. History of Media.** This is a conspectus course related to the history and origins of new media, and how it relates to shaping culture, society, and the arts. The course will focus on the areas of visual art, performance art, and sound art and will also analyze current trends in each related area. (3)

Interdisciplinary/Professional Studies

**IPS 580. Workshop.** Developmental Opportunities to assist faculty in the design of online courses and programs. (1-6)

Instructional Technologies and Design

**ITD 540. Media Literacy.** Research current issues and topics related to media literacy and its effect on society. This research and collaboration with colleagues will serve as a foundation that informs them in the creation of curriculum and the designing of a mini-service learning/community project. (3)

**ITD 546. Learning Theories and Instructional Technology.** Students will examine theoretical foundations of learning theory and instructional methods. As well, students will explore the importance of incorporating technology into instructional strategies to support and facilitate learning. Students will also consider effective and appropriate ways of transforming instruction based on learner styles and strategies. (3)

**ITD 552. Change and Organizational Development.** Will provide students with instruction in change theory and organizational change, providing them with the skills to support the diffusion of innovation, and manage organizational change. (3)

**ITD 555. Instructional Design.** Students will learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students will explore commonly used instructional design models, such as ADDIE, and learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students will also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings. (3)

**ITD 565. Educational Technology Support and Management.** Will provides students with instruction and practice in the evaluation, implementation, maintenance, management, and evaluation of the performance of educational technologies. (3)

**ITD 570. Distance Learning.** Online education could be the disruptive force that transforms education and training practices in the 21st century. Through this lens,
students explore the current trends impacting the field of distance education, and their implications of the design and development of distance learning programs. (3)

**ITD 577. Project Management.** Students will learn to use various project management tools, procedures, and methodologies, and apply them to projects in a real-world education or training environment. Students analyze the interrelated nature of the triple constraints of time, cost, and scope, and their impact on the overall quality of the project. (3)

**ITD 582. Program Assessment, Evaluation and Funding.** Will provide students with skill in the areas of program assessment, evaluation of program activities, and the development of funding sources to support individual programs. The emphasis is on school technology programs, but will allow for individuals to expand the focus and address their needs in these areas. (3)

**ITD 587. Multimedia Resources, Research, and Development.** Will provide students with instruction and practice in the design, development, and implementation of ADA compliant instructional multimedia and adaptive technologies for standalone and online delivery of instruction. **Prerequisite:** EDUC 534. (3)

**ITD 596. Capstone: Service Learning Experience.** Will create and participate in a community/service learning project grounded in the theories and strategies learned as they progressed through the program of study. (3)

**Kinesiology**

**KINS 500. Research Methods in Kinesiology.** Presents concepts and procedures necessary for designing, conducting, and analyzing research in kinesiology. Emphasis is placed on the steps involved in the administration of a research project, including literature review, design, data collection and analysis. Students will select a research topic and develop a research proposal. (3)

**KINS 502. Current Issues in Kinesiology.** Will review concepts and theories that explain current practices, problems, and issues in health, physical activity, exercise or sport. Topics may include disciplines such as biomechanics, exercise physiology, exercise psychology, motor learning, motor development, and/or sociology of sports. **It may also include topics related to other health care issues.** (3)

**KINS 504. Psychology of Injury.** This course will explore theory and practical applications regarding psychological aspects of injury and rehabilitation. Topics include psychological antecedents to injury, psychological responses to injury, and the application of psychological skills such as goal setting, imagery, and self-talk to recovery and rehabilitation. (3)

**KINS 506. Advanced Biomechanical Analysis.** Will involve an in-depth study of the mechanical and anatomical characteristics of the musculoskeletal system and performance of physical skills through the utilization of research tools. These
research tools include anthropometry, accelerometry, electromyography, videography, dynamometers, free body diagrams and inverse dynamics. (3)

KINS 512. Skill Acquisition Across the Lifespan. Will review various theories that explain how movement is organized at the central nervous system level; how the neuromuscular system produces the movement and how various developmental stages effect movement production. This course focuses on skills classifications, psychomotor and developmental theories associated with movement and their application to physical activity, exercise and clinical settings. It will allow students to analyze movement from a neuromuscular perspective and to use effective teaching techniques that are age/function appropriate to develop new skills, improve performance and facilitate rehabilitation. (3)

KINS 560. Exercise and Aging. Will introduce students to concepts associated with aging as a biological process, and its social and psychological aspects. It will emphasize the benefits of physical activity in aging populations and its positive effects on health. It will provide students with an understanding of the importance of screening, and fitness and functional assessments to prescribe exercise to this population. Finally, students will have an understanding on the effect of chronic conditions on functional and fitness levels of this population. (3)

Latino and Latin American Studies

LALS/HIST/POLS 503. Modern Revolutions. Explores the major revolutions of the twentieth century. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. Fall only. (3)

LALS 506. Chicano Literature and Critical Theory. An introduction to critical theory as prescribed by Karl Marx, Mikhail Bahktin, Elaine Showalter and others, and its relationship to the understanding and analysis of Chicano Literature. (3)

LALS/HIST/POLS 513. Central America. Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through to the present. (3)

LALS/HIST/POLS 518. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neo-colonialism. (3)

LALS 560. Language Issues of the Chicano. Examination of the various language issues in both English and Spanish which the Chicano has faced in the past and will continue to face into the 21st century. An introduction to qualitative and quantitative research methods to be used in the field for language study. Offered in the Spring as needed. (3)

LALS/CJUS/HIST/POLS 567. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. (3)
Management Information Systems

MIS/CJUS 501. Introduction to Information Security. Concepts and principles of system and data security. Risks and vulnerabilities, policy formation, controls and protection methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Discussions include firewall design and implementation, secure internet and intranet protocols, and techniques for responding to security breaches. Prerequisites: MIS 505 or equivalent. (3)

MIS 505. MIS for Managers. Concepts of MIS from a user's perspective; explores the questions of: What is MIS? How do I use information as a manager? How do I use the MIS department to get the information I need in a form I can understand and use? This is a non-programming computer course. Prerequisite: Instructor permission. (3)

MIS 515. Advanced Concepts of Database. Databases are used by millions of users each day. However, competency in designing and creating databases has not increased with popularity. As databases provide core functionality for client-server applications for both business-to-business and business-to-consumer e-commerce applications, database design, development and administration are critical to information systems graduates, as well as, managerial personnel in today's world of business technology. Prerequisite: Instructor permission. (3)

MIS/CJUS 525. Digital Forensics I. Addresses the way organizations respond to computer crime incidents and discusses how to forensically examine and recover data from various operating systems and application system environments. Core forensic procedures for any operating or file system, and how to conduct forensically sound examinations to preserve evidence for admission and use in legal proceedings is addressed. Prerequisite: CJUS/MIS 501 or Instructor permission. (3)

MIS/CJUS 526. Digital Forensics II. A continuation of CJUS/MIS 525. The course will further delve into the forensic procedures and tools used to recover and examine data from any operating or file system in a manner consistent with legal evidentiary requirements. The course will also examine professional certification in the field. Prerequisites: CJUS/MIS 525 or permission of the instructor. (3)

MIS 535. e-Commerce. A ground up development of a web-based business will be undertaken. Tools and skills required for e-commerce will be developed and utilized. Online testing and practical experience are given essentials. Prerequisite: Instructor permission (3)

MIS 540. Information Warfare. Overview of the working of Information Warfare in various settings, including, but not limited to, code (cipher) making and breaking, social engineering, hacking, denial of service, software nicking, nasty dealing, problem solving, web research and paper writing. This course is intended for upper-class Management Information Systems and Business majors and some other by instructor consent. No programming skills are required, although those
who have certain skills may be given assignments to prepare and present to the class. **Prerequisites:** MIS 505. (3)

**MIS 546. Transnational Criminal Organizations.** Provides an understanding of who is involved in transnational crime; why it proliferates; what crimes are being perpetrated; what international law enforcement agencies are doing to mitigate the extend and spread of international crime; and how it impacts individuals, businesses and the world economy. (3)

**MIS 567. Information Systems Networking.** Essentials of networking will be covered from a management perspective. Practical examples and experience will be provided as course elements. Topologies and operations, monitoring and security issues will be studied in depth. **Prerequisites:** MIS 505. (3)

**Mathematics**

**MATH 502, 503, 504 Computer Literacy for in-service Teachers.** Introduction to the use of computer hardware and software for computer use in the classroom, computer assisted instruction, and computer maintained instruction. (1 each)

**MATH 505. Desktop Publishing.** An introduction to desktop publishing using a hands-on approach. Topics of interest include integration of text, graphics, and page layouts using PageMaker software. Course assignments will include projects such as posters, curriculum vitae, and newsletters. (3)

**MATH 507. Pedagogical Practices for Mathematics Teachers.** An exploration into many aspects of teaching mathematics that impact student success. Topics include classroom practices, assessment practices and design practices along with principles to guide students towards proficiency, ownership, engagement and success in learning mathematics. (3)

**MATH 508. Mathematics and Computers for Teachers.** A course to update in-service teachers in modern algorithms with the computer; also, the mathematics and use of the computer on various statistical problems encountered by teachers. (3)

**MATH 510, 511, 512. Mathematics for the Elementary Teacher I, II, III.** These courses serve to update the elementary teacher in mathematics. Such topics as logic, sets, number systems and their properties, and geometry are considered as they pertain to elementary school mathematics. (3 each)

**MATH 515, 516, 517. Mathematics for the Secondary or Two-Year College Teacher I, II, III.** These courses serve to update and broaden the math backgrounds of secondary or two-year college teachers of mathematics. Topics considered are modern algebra, number theory, set theory, geometry, and a study of functions. (3 each)

**MATH 531. Linear Algebra for Teachers.** An exploration of topics that connect the algebraic and geometric properties of matrices with high school and introduc-
tory college mathematics in the context of understanding and solving the two basic linear algebra, $Ax = b$ and $Ax = rx$. (3)

**MATH 551. History of Mathematics.** The historical development of algebra, trigonometry, calculus, number theory, and probability theory.

**Music**

**MUSC 500. Applied Music.** One credit hour is given for one twenty-five minute private lesson per week and two credit hours are given for fifty minute lessons. Two credit hours requires concurrent registration and participation in the Applied Music Laboratory and in a major ensemble. **Prerequisite: Instructor permission.** (1-2)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 500A</td>
<td>Applied Music - Piano</td>
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<tr>
<td>MUSC 500B</td>
<td>Applied Music - Piano</td>
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<td>MUSC 500C</td>
<td>Applied Music - Organ</td>
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<td>MUSC 500D</td>
<td>Applied Music - Flute</td>
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<td>MUSC 500E</td>
<td>Applied Music - Woodwinds</td>
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<tr>
<td>MUSC 500F</td>
<td>Applied Music - High Brass</td>
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<td>MUSC 500G</td>
<td>Applied Music - Low Brass</td>
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<td>MUSC 500H</td>
<td>Applied Music - High Strings</td>
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<td>MUSC 500J</td>
<td>Applied Music - Low Strings</td>
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<td>MUSC 500K</td>
<td>Applied Music - Guitar</td>
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<td>MUSC 500L</td>
<td>Applied Music - Voice</td>
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<td>MUSC 500M</td>
<td>Applied Music - Voice</td>
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<td>MUSC 500N</td>
<td>Applied Music - Voice</td>
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<td>MUSC 500O</td>
<td>Applied Music - Composition</td>
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<tr>
<td>MUSC 500P</td>
<td>Applied Music - Percussion</td>
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**MUSC 502. Applied Music Laboratory.** Performance in a workshop format providing guidance and support as the students gain valuable experience. (0)

**MUSC 521. Counterpoint I.** (3)

**MUSC 522. Counterpoint II.** (3)

**MUSC 591. Advanced Harmony I.** (3)

**MUSC 592. Advanced Harmony II.** (3)

**Nursing**

**NUR 501. Theory and Science of Nursing.** This graduate-level course will provide the foundation necessary to understand the development, analysis, and evaluation of nursing theory including the major streams of nursing scientific development. The focus of the course is on the application of theory for evidence-based practice in rural/frontier settings. Integration of leadership theory will also be emphasized using collective theories from other disciplines, such as the educational, sociological, behavioral, and biomedical sciences, educational, and sociological. (3)
NUR 502. Research Utilization for Evidence-Based Practice. Will analyze research principles to address clinically derived questions in nursing practice. Emphasis is on problem identification, design principles, sources and levels of evidence, and utilization of research. (3)

NUR 503. Innovation in Informatics, Healthcare Technology. This graduate-level course focuses on the use and evaluation of health information technology as it relates to patient care and the health of target populations. (3)

NUR 505. Advanced Pathophysiology Across the Lifespan. Focus on the pathophysiological processes across the lifespan that alter health status. Emphasis on the development of clinical reasoning skills that will distinguish the relationships between normal physiology and specific system alterations produced by injury, disease and related to etiology, pathogenesis, developmental and environmental influences and clinical manifestations of major health problems (Service-learning component). **Prerequisite: B.S.N. Completion.** (3)

NUR 506. Curriculum, Assessment and Evaluation in Nursing Education/Leadership. Will provide students with foundational skills necessary for the Educator/Leader Role. Emphasis is on concepts basic to curriculum development, assessment and evaluation strategies within the academic and healthcare settings. This course serves as a core component of the 36 credit Masters of Nursing (M.S.N.) in Education and Leadership. A service learning component includes completing a needs assessment in the student’s educational/leadership area of choice. Evidence-based strategies for the evaluation of student/patient learning, practice change, and system change projects will be addressed. (3)

NUR 507. Issues in Contemporary Healthcare Environments. This course examines healthcare policy in terms of contemporary issues related to the delivery of health care, health care access, ethics, quality and costs. The course is presented from a public health perspective and incorporates the critical analysis of health policy and legal issues with special emphasis on health and healthcare disparities of a target population. (3)

NUR 510. Advanced Health Assessment. Principles and techniques of advanced health assessment across the lifespan are examined and practiced developing the clinical basis for advanced nursing practice. Faculty and preceptors facilitate the didactic and clinical hours respectively (Service-learning component). Two credit didactic and one credit clinical practicum (45 clinical hours with preceptor supervision). **Prerequisites: NUR 505 and 515.** (3)

NUR 515. Advanced Pharmacology. Focuses on the nursing management of pharmacologic therapies associated with common healthcare problems across the lifespan. This course expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamic principles, and pharmacotherapeutic nursing interventions (Service-Learning component). **Prerequisite: NUR 505.** (3)
NUR 520. Epidemiology and Population Health. An introductory course to epidemiology and its approach to problems of health and disease in target populations. Basic concepts and the application of epidemiology and biostatistical principles for clinical practice will be presented. The evaluation of epidemiological and biostatistical principles is required for the assessment and management of risk factors and disease surveillance in rural/frontier populations. **Prerequisite:** NUR 502. (3)

NUR 595. Professional Development for Advanced Practice Nursing I. This course examines the history and role of the community and rural/frontier health nurse. The course includes an introduction to the elements of portfolio requirements related to ANCC certification as an Advanced Public Health Nurse (APHN) and presents step-wise approach to gaining certification. Students will identify an area of interest related to community/rural/frontier health nursing for further development of a scholarly project. **Co-requisite:** NUR 515. **Prerequisite:** BSAD 506, NUR 501, 502, 503, 505, 507, and 520. (3)

NUR 596. Professional Development for Advanced Nursing Practice II. Provides transition from theory to practice through synthesis of theory, public health concepts/principles and skills gained throughout the program through development of a scholarly project related to community/rural/frontier health nursing. This course is Part II of a two-part consecutive course offering. Dissemination scholarly project presented as a poster or podium presentation at WNMU Research Symposium or faculty approved nursing conference. **Prerequisite:** NUR 515 and 595. (3)

NUR 600. Rural Health Family Nurse Practitioner Theory I. This Post-M.S.N. FNP. Certificate Program course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront problems relevant to the healthcare of individuals and families and to promote health/wellness across the lifespan. Emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes for clients with simple to complex health problems. This course requires physical presence in class and is not designed for distance and/or online learning. **Co-requisite:** NUR 694. **Prerequisite:** Admission to the WNMU Post-Masters FNP Program and one year full-time equivalent RN practice; Master of Science in Nursing (to include graduate-level coursework: NUR 505 and 510 within five years of admission in the program. (3)

NUR 610. Rural Health Family Nurse Practitioner Theory II. This Post-M.S.N. FNP Certificate Program Course course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront problems relevant to the healthcare of individuals and families and to promote health/wellness across the lifespan. This course is Part II of a three-part consecutive course offering. Ongoing emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment
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plans, and evaluate effectiveness of plans in achieving optimal health outcomes in clients with simple to complex problems. The course builds on NUR 600: Rural Family Nurse Practitioner Theory I, and requires physical presence in class. The course is not designed for distance and/or online learning. Co-requisite: NUR 695. **Prerequisites:** NUR 600 and 694. (3)

**NUR 620. Rural Health Family Nurse Practitioner Theory III.** Post-M.S.N. FNP Certificate Program course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront simple to complex problems relevant to the healthcare of individuals and families and to promote health/wellness across the lifespan. This course is Part III of the three-part consecutive course offerings and emphasizes healthcare during pregnancy, prevention of illness and injury, and the necessary preparation for Family Nurse Practitioner certification and future practice in rural/frontier communities. **Prerequisites:** NUR 610 and 695. (3)

**NUR 694. Rural Health Family Nurse Practitioner Practicum I.** This Post-M.S.N. FNP Certificate Program Course provides transition from theory to practice, incorporating the synthesis of knowledge, skills, and abilities through supervised clinical experiences in community/rural/frontier settings. Emphasis is on critical thinking and evidence-based practices guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes. The course requires physical presence in class, and is not designed for distance and/or online learning. Also included is completion of a minimum of 300 clinical agency contact hours undertaken with the region. Co-requisite: NUR 600. **Prerequisites:** Admission to Post-M.S.N. FNP Certificate Program; Master of Science in Nursing (to include graduate-level coursework: NUR 505 and 510) within five years of admission into the program. (3)

**NUR 695. Rural Health Nurse Practitioner Practicum II.** This Post-M.S.N. FNP Certificate Program course provides transition from theory to practice, incorporating the synthesis of knowledge, skills, and abilities through supervised clinical experiences in community/rural/frontier settings. This course is Part II of a three-part consecutive course offering. Emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes. The course requires physical presence in class and is not designed for distance and/or online learning. Also included is completion of a minimum of 300 clinical agency contact hours undertaken with the region. Co-requisite: NUR 610. **Prerequisite:** NUR 600 and 694. (3)

**NUR 696. Rural Health Family Nurse Practitioner Practicum III.** This Post-M.S.N. FNP Certificate Program course provides students with foundational and supervised clinical experiences to manage individual and family health needs, including wellness promotion, illness/injury prevention, healthcare during preg-
nancy, and simple to complex health problems. This course is the final practicum of three consecutive semester courses which emphasize application of evidence-based practice, critical thinking skills, effective verbal and written communication, utilization of multi-disciplinary resources in providing client and family-based healthcare in rural settings, and the necessary preparation for Family Nurse Practitioner certification and future practice in rural/frontier communities. The course requires physical presence in class and is not designed for distance and/or online learning. Also included is completion of a minimum of 150 clinical agency contact hours undertaken within the region. Co-requisite: NUR 620. Prerequisites: NUR 610 and 695. (3)

Philosophy

PHIL 501. Major Topics or Problems in Philosophy. This course covers topics in the history of philosophy, and/or contemporary problems in the discipline of philosophy. The course may cover the historical development of a specific problem, or the contemporary debate. This course is intended to deepen the student’s understanding of a specific topic or problem, and to familiarize the student with significant contemporary secondary literature. A major object for the course is to support the development of content expertise in philosophy in preparation for community college teaching. Prerequisite: Admission into the MAIS program. (3)

PHIL 510. History of Philosophy I: Thales to Plotinus. This course covers major figures and problems in ancient Greek and Roman philosophy. Focus will be on original texts from representative thinkers in historical context and will include contemporary scholarly literature on selected philosophical problems or figures from the era. This course is intended to prepare students to teach philosophy at the community college level. Prerequisite: Admission into the MAIS program. (3)

PHIL 507. Environmental Ethics. This course offers an in-depth study of questions and problems in environmental philosophy from the standpoint of philosophical ethics. The course will cover modern and classical ethical theories, and major contemporary writers in the field. Prerequisite: Admission into the MAIS program. (3)

PHIL 520. History of Philosophy III: Descartes to Kant. This course covers major figures and problems in modern philosophy from Descartes to Kant. Focus will be on original texts from representative thinkers in historical context, and will include some contemporary scholarly literature on selected philosophical problems or figures from the era. This course is intended to prepare students to teach philosophy at the community college level. Prerequisite: Admission into the MAIS program. (3)
Physical Education

PE 506. Advanced Psychology of Movement Sciences. Information on the brain and central nervous system to provide a background for better understanding and application of psychological principles as they relate to physical education and sport; includes personality, arousal, attribution, motivation, stress, cognitive styles, and aggression. (3)

PE 515. Legal Aspects of Movement Sciences and Athletics. A study of the role of the teacher and the school in responsibility for accidents and injuries; emphasis upon student and teacher rights and responsibilities, and the administrative and organization principles which contribute to the reduction of teacher liability. (3)

PE 520. Selected Topics in Exercise Science. Designed to explore current developments in exercise science as applied to the performance and training of athletes and the general population. Includes topics primarily in biomechanics, anatomical kinesiology and exercise physiology. (3)

PE 522. Mechanical Aspects of Motor Skills. Muscular and biomechanical analysis of motor activities to determine their relationship to the laws of physics concerning motion, force, levers, and stability. (3)

PE 532. The Movement Sciences Curriculum. A study of the relationship of curriculum and American culture, with special emphasis placed on the role of movement sciences; principles, problems, and procedures in the development of a movement sciences curriculum. (3)

PE 533. Philosophy of Movement Sciences. A study of four philosophic disciplines and their influence on contemporary physical education; includes differences between and among Pragmatism, Idealism, Realism, and Existentialism to be interpreted as they help form objectives, the program, evaluation, values and concepts of the learner. (3)

PE 538. Supervision in Movement Sciences. Principles and practices for the supervision of activities and programs in elementary and secondary schools. (3)

PE 540. Problems in Movement Sciences. A study of current problems in physical education as reflected from critical study and analysis of contemporary professional literature. (3)

PE 545. Advanced Sport Sociology. An in-depth study of the topic of sport and its cultural context. Emphasis is on application of theory to situations encountered during field study. (3)

PE 550. Laboratory Assessment of Human Work Capacity. Instruction and practice in the use of modern laboratory equipment, techniques, and tests for the evaluation of human work capacity. (3)
Political Science

POLS/LALS/HIST 503. Modern Revolutions. This course explores the major revolutions of the twentieth century. Course material will focus particularly on events in Mexico, Russia, China, Iran, Nicaragua, and the Arab Spring. Fall only. (3)

POLS/HIST 504. North American Relations in Perspective. Examines the relationships among the North American Free Trade Agreement partners beyond trade and investment. It seeks to understand social and political variables affecting cooperation among the region’s three nations. To accomplish this objective special attention is given to analyses of the history, politics, and economy of Canada, the United States, and Mexico. (3)

POLS 505. American Constitutional Development. Designed to study leading constitutional principles of the American system of government as shaped by judicial interpretation and sociopolitical forces. It emphasizes the nature of judicial power, federalism, separation of powers, protection of individual rights, due process, police power, and the amendment process. (3)

POLS 506. American Political Thought. The origin and evolution of American political ideas from the early colonies to the present. (3)

POLS/CJUS 507. Administrative Law. Provides an introduction to administrative law. It is a fundamental examination of what comprises administrative law, how it is created, its role in social change, and some landmark cases that have helped to shape administrative law and its role in American government and administration. (3)

POLS/HIST 508. World Politics: "The Good, the Bad, and the Ugly." A world politics survey course focusing on contemporary challenges facing the current international order. Actors, institutions, and processes are analyzed from classical world politics theories as well as from alternative views to deal with crucial issues in global environmental politics, international political economy, global governance, peace, and security. (3)

POLS 510. Water Rights. Explores the evolution of water rights in New Mexico with a focus on the history of water rights in southwest New Mexico including the court decisions and federal interactions that have shaped current administration of water in this area. (3)

POLS/HIST 511. Graduate Reading Seminar. This course establishes a common foundation for the Master of Interdisciplinary Studies degree by introducing students to the scope and level of graduate work and develops graduate level reading, writing, and analytical ability. (3)

POLS/HIST 512. Inter-American Relations. This course explores American foreign policy toward the nations of Latin America the late colonial era through the present. (3)
POLS/LALS/HIST 513. Central America. Explores the economic, political, and cultural development of Central American nations from the pre-colonial era through to the present. (3)

POLS 514. Politics of Post-Communism. The distinctive legacies left behind by decades of communism have made simultaneous political and economic transformations in post-communist settings more challenging than elsewhere in the world. This course will examine and compare the various pathways traveled by former communist countries stretching from Poland and Hungary to the Former Soviet Union and China. The comparisons of past-communist regimes will focus on political institutions, economic reforms, civil society, and political attitudes. (3)

POLS/HIST/CJUS 516. Border Issues in U.S. Mexico Relations. Understanding the United State-Mexico border including issues of immigration, drug trafficking, and national security. (3)

POLS 517. Comparative Political Analysis. This course provides a survey of the field of comparative politics. Comparative politics is the application of comparative methods to the study of politics, wherever politics occurs. Thinking comparatively within political science means asking two main questions: 1) How can we use a comparison of cases - countries, regions, time periods, polices, people, etc. - to derive big ideas about how politics works? and 2) How can we apply big ideas to explain particular cases or set of cases? (3)

POLS/LALS/HIST 518. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neo-colonialism. (3)

POLS/HIST 520. Economic Development of Latin America. Explores the history of the economic development of Latin American nations from the colonial era through to the present. (3)

POLS 521. Social Movements. Social movements are often the most dynamic and transforming of all political phenomena. Why do social and political movements form? What ideologies and social situations have motivated movements? How do political scientists study social movements? Do social movements vary in democracies and non-democracies? This course seeks to answer these and other questions through an examination of social movements from around the world and theories that have used to explain their formation, successes, and failures. (3)

POLS/HIST 525. Latin America and the Cold War. Explores the transnationalization of the Cold War across the nations of Latin America. (3)

POLS/CJUS 566. Civil Rights and Liberties. This course will analyze civil and liberties such as freedom of speech, press and religion; the right to keep and bare arms; search and seizure; the right to counsel; due process; equal protection; and voting. The relationship between the Federal and state constitutions will be covered. (3)
POLS/LALS/CJUS/HIST 567. The Drug Wars. Explores the evolution of American policy relating to drugs from the colonial era to the present. (3)

POLS/HIST 578. Topics: The U.S. Constitution and History. Examines the circular relationship between historical events and trends in U.S. History and constitutional interpretations, amendments, and Supreme Court personalities and politics. Frequent references and comparisons to current events. Maybe repeated for a maximum of 12 credits. (3)

POLS 598. Thesis. Will offer advanced graduate students the opportunity to explore an extensive research project that they have conceptualized and designed in collaboration with mentoring faculty. (3-6)

Psychology

PSY 501. Comparative Multicultural Social Studies. Hands-on experience with Mexican, Mexican-American, American Indian and rural Anglo cultures. Particular focus is placed on human and social services, education, and agency approaches toward mental and physical health as well as legal issues. The academic perspective involves social psychology, clinical, counseling, and educational frameworks. Individual, group, and inter-group interactions are explored. An intense week-long exploration of selected cultures is offered. Interaction with college students from other areas in the U.S. is part of the experience. Instructor permission. (3)

PSY 505. Psychology of Learning. Principles of learning theory directly applicable to effective teaching and counseling; considers the worth of learning theories of the recent past and relates them to good teaching and counseling methods; provides a framework in which the student may apply theories of learning. (3)

PSY/SOC 506. Social Psychology. Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. (3)

PSY 511. Health Psychology. Examines the causes and findings related to health, stress, illness, and chronic conditions across persons and populations. This course will study the interplay of cognitive, emotional and behavioral/physical factors that are linked to the onset, recovery and prevention of illness and chronic disease. (3)

PSY 512. Psychopathology. A course based upon a focus on the major categories of psychological pathology. Assessments, evaluations, diagnoses, and treatment strategies will be discussed in detail. (3)

PSY 516. Topics in Developmental Psychology. Offers a focused examination on selected topics in developmental psychology. Individual semesters may focus on, among other areas: family relationships and communication, human sexuality, and
controversial issues in developmental psychology. The course may be repeated for credit as topics varies. (3)

PSY 518. The Family: A Psychological Perspective. Examines psychological and social factors that form and shape family structures, processes, and relationships through exploring major issues surrounding families, such as poverty and social classes, same sex relationships, mental illness, finances, stress, violence and abuse, and divorce. (3)

PSY 520. Diagnostics and Evaluation. Focus is primarily on assessment and diagnosis using the Diagnostic and Statistical Manual (DSM). Reliability, validity, issues of test construction, and administration will be addressed. Attention will also be given to treatment plans and ethics. (3)

PSY 521. Advanced Clinical Seminar. An advanced level graduate or post-graduate course addressing the following clinical issues: comprehensive childhood and youth assessments; psychopharmacology; clinical neuropsychology; forensic psychology; and significant CLINICAL syndromes including multiple diagnosis. Student will also be exposed to relevant test procedures, assessments, evaluations, diagnosis, and report writing. Supervised field experiences in the schools is required. Prerequisite: Instructor permission. (3)

PSY 523. Child Clinical Psychology. Acquaints the graduate student with the neurophysiology and behavioral components of development from conception up until late adolescence and the completion of neurodevelopment. The mix of genetics and socialization relevant to normal and abnormal behaviors is explored, as well as a host of assessments and treatment modalities, including behavioral interventions, significant other training, and psychopharmacology. Critical contemporary school/family/community youth issues will be addressed --- including: child abuse and neglect, delinquent and gang behaviors, substance use/abuse, youth pregnancies, youth violence (suicide and homicide) --- and how these factors relate to the child’s and adolescent’s social and neurophysiological development. Prerequisite: Instructor permission. (3)

PSY 525. Theories of Personality. Presents the major theories of personality from Freud to more contemporary figures. Personality assessment is stressed as well as the relationship of these measures to other areas of psychology. (3)

PSY 526. Introduction to School Psychology. A survey course on the role of the school psychologist including a discussion of the licensure and certification process and exposure to the diversity of social, clinical, legal and ethnic issues facing the school psychologist. The course will also cover: (a) history and foundations of current issues in school psychology, (b) APA and NASP ethics, (c) the consultant role, and (d) parent/community/school interaction. Prerequisite: Instructor permission. (3)

PSY 527. Lifespan Personality Development. Theories and research in the development of personality from infancy through old age, including origins of person-
ality in heredity and early experience, socialization practices, life crises and choices at various stages throughout life, and problems of aging will be discussed. (3)

**PSY 530. Psychology of Gender.** Review of research findings on sex differences between males and females. These findings will be used in discussions and student activities. (3)

**PSY 535. Human Motivation.** Examination of different biological, social, learning, and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied. Contemporary issues will be analyzed from a motivational perspective. (3)

**PSY 540. Interpersonal Psychology.** Offers a survey of the literature on interpersonal relationships, including family, friends, and romantic partnerships. (3)

**PSY 541. Cultural Psychology.** Examines cultural influences on psychological processes and behaviors and explores how cultures shape developmental experience, cognition, health, emotion, social interaction, communication, and the self. (3)

**PSY 542. Positive Psychology.** Focuses on "optimal human functioning." Factors contributing to human strength, thriving, happiness, and well-being will be reviewed, including values, love, leisure, friendship, creativity and peak performance. Course will be taught through important readings in the field and activities that promote positive experiences. (3)

**PSY 545. Psychology of Sports & Exercise.** Topics include psychological experiences associated with sports and exercise participation; techniques to enhance performance, and psychological problems associated with performance and competition. (3)

**PSY 547. Psychology of Prejudice.** Examine the theories and research related to stereotypes, prejudice, and discrimination from the perspectives of holders as well as the stigmatized members. Also investigate the potential causes and consequences of bias, intergroup relationships/interactions, and research evidence regarding different methods of reducing prejudice. (3)

**PSY 550. Teaching of Psychology.** Will help prepare graduate students in the psychology concentration to teach. Focus will be teaching Introductory Psychology as a general education course and gateway course to the psychology major. Students should have a minimum of 12 credits of graduate PSY before enrolling. (3)

**PSY 570. Human Sexuality.** Covers anatomical, physiological, psychological, and ethical components related to human sexuality. (3)

**PSY 581. School Psychology Internship I.** Two semesters of 1200 contract hours of (600 each semester) full time experience with a school psychologist in an approved elementary, middle or high school setting. Students will be provided the opportunity to test, assess, evaluate, diagnose and treat children and youth with supervision. Parent/school inter-action and communication is also stressed. Weekly seminars will address critical school psychology topics throughout the internship. The
desired result is a suitable and capable science practitioner. Prerequisites: completion of all course work and passage of the NASP (NCSP) exam at the required state cutting score. Offered only under special circumstances. (1 to 12 hours per semester)

**PSY 582. Advanced Internship in Psychology.** A supervised field experience utilizing a variety of psychological counseling skills and applications in an appropriate counseling setting under the direction of a professional psychologist. Prerequisite: Instructor permission. (3-12, 12 hours maximum)

**PSY 598. Psychology Thesis.** Prerequisite: Instructor permission. (3-6)

### Reading Education

**RDG 505. Vocabulary Development.** Exploration of specialized techniques and materials for the teaching of vocabulary to language delayed student and to English Language Learners. This course reviews Common Core Standards and response to intervention (RtI) as it pertains to Vocabulary Development. (3)

**RDG 507. Phonics Instruction.** An emphasis on teaching phonics and structured language with diagnostic and instructional techniques for teaching children with reading problems in the regular classroom. Permission required. (3)

**RDG 510. Teaching of Reading.** This course provides an exploration of specialized techniques and materials for the teaching of reading in the elementary school and provides an overview of the nature of the developmental reading process. Prerequisites: EDUC 506 and Admission to Teacher Education Program. (3)

**RDG 511. Corrective Reading Instruction.** This course will provide diagnostic and instructional techniques for teaching children with reading problems in the regular classroom; course requires the development of a case study. Prerequisite: RDG 510 with a grade of "C" or higher. (3)

**RDG/SPED 512. Diagnosis and Prescription of Reading for Diverse Learners.** The course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques. (3)

**RDG 514. Theoretical Models of Reading.** Theories of language acquisition, reading models, research, and current instructional issues related to theoretical models of reading will be examined. (3)

**RDG 515. Remedial Reading.** This course is for advanced students in reading and investigates diagnosis of reading problems and their causes and remediation. The course includes actual work in diagnosis, prescription, and instruction of public school students experiencing reading problems and includes field experience. Summer. (3)

**RDG 516. Reading: The Five Pillars.** Will investigate the five pillars of reading established by the National Reading Panel: phonemic awareness, phonics, vocabu-
lary, fluency and comprehension. Evidence based teaching practices which include these components will be addressed. The preferred ways of teaching each of the essential reading skills, concepts, and strategies necessary for success in literacy will be offered. Summer (3)

**RDG 517. Early Childhood Reading.** Course will focus on reading readiness, emergent literacy and early reading development research and instructional practices relating to pre-school, kindergarten, and the primary school; course includes field experience. (3)

**RDG 520. Dyslexia.** Is designed to help learners acquire competence in the identification of dyslexia. Early identification and teaching strategies to overcome and compensate for the difficulties has proven successful with many students experiencing dyslexia. Both theoretical and practical applications will be emphasized. Current information on brain research and its implications will be investigated. Guidelines for parents of children with dyslexia will be addressed. Summer (3)

**RDG 537. Literacy: Teaching Applications.** The course will utilize a multi-disciplinary approach of theoretical nature and will explore the economical, the political, the sociological, and the moral issues facing society. (3)

**RDG 553. Children's Literature.** Exploration of the methods and materials/trade books for elementary and middle school teaching; includes a survey of different types of literature for children. Special attention is given to the establishment of desirable reading habits and life-long learning. (3)

**RDG 560. Reading Skills in Secondary Education.** The course is designed to help secondary pre-teachers gain insight into the reading process in various content areas generally offered in the public secondary school; course includes investigation of methods and procedures for assisting students in the improvement of reading and study skills in the content areas. **Prerequisites: EDUC 506 or 511, and Admission to Teacher Education Program.** (3)

**RDG 579. Reading Seminar.** This changing topical seminar will address current research and movements in reading education and includes discussion of issues determined by topics reflected in recent field related publications. (3)

**RDG 581. Practicum in Reading.** This capstone course is a supervised field experience that provides practice, demonstration, self-evaluation, and validation of competencies gained in the reading program. (3)

**Rehabilitation**

**RHAB 500. Foundations and Ethics in Rehabilitation Counseling.** This online course provides a comprehensive introduction to rehabilitation and clinical mental health counseling as a human service system in public and private structures; rehabilitation and related clinical mental health counseling programs; referral and service delivery systems; the rehabilitation counseling process; administra-
tion of rehabilitation clinical mental health counseling programs; and professional and ethical issues. This is a required course for the Mental Health/Rehabilitation Counseling concentration. This course has been designed to prepare students to be eligible for rehabilitation counseling certification (CRC). (3)

**RHAB 501. Medical & Psychosocial Aspects of Disability, Chronic Illness, and Mental Health.** This online course is designed to prepare rehabilitation and mental health counselors with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, neurological conditions, substance abuse, cognitive disability sensory disability, developmental disability, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. This is a required course for the Mental Health/Rehabilitation Counseling concentration. This course has been designed to prepare students to be eligible for rehabilitation counseling certification (CRC). (3)

**RHAB 502. Case Management & Community Partnership in Rehabilitation & Mental Health Services.** This online course provides essential information about the structure, professional practice, and case management of rehabilitation counseling as a specialty practice of the profession of counseling. Students will become informed about its relationship to the profession of counseling and relationship to other areas of counseling such as mental health counseling. Additional competencies will be developed in the professional practice of rehabilitation counseling to include ethics and ethical decision-making; cultural competency; evidence-based practices; use of current technology in the rehabilitation process; and clinical supervision. This is a required course for the Mental Health/Rehabilitation Counseling concentration. This course has been designed to prepare students to be eligible for rehabilitation counseling certification (CRC). (3)

**RHAB 503. Job Development/Placement and Transition in Rehabilitation Counseling.** This online course is designed to prepare rehabilitation and clinical mental health counselors in the development of skills for placement of persons with disabilities into a variety of settings including competitive employment, supported employment, and independent living. The course covers placement and career theory, transition, pre-placement analysis, job readiness assessment, job development, job analysis, job engineering (work accommodations and modifications), employer attitudes, business rehabilitation, and social security disability. Occupational information and its use in the placement process including labor market analysis and procedures for analyzing client residual and transferable work skills will be addressed. This is a required course for the Mental Health/Rehabilitation Counseling concentration. This course has been designed to prepare students to be eligible for rehabilitation counseling certification (CRC). (3)
Social Work

SWK 500. Sustainable Development. Issues will be covered including service delivery, food distribution, energy efficiency, and environmental and cultural impact. (3)

SWK 501. Cultural Competency in Social Work Practice. Provides students with conceptual basis for cross-cultural social work interventions. Explores dynamics of and provides historical context for understanding oppression/discrimination. Focuses on multicultural environments as they affect human development, communication, assessment, problem solving processes, and interventions appropriate for effective service delivery. Prerequisites: Admission to the M.S.W. Program. (3)

SWK 502. Introduction to Advanced Generalist. SWK Practice. Course provides students with an overview of the concept of advanced generalist social work, including the various roles that can be performed by social workers with this degree path. It also provides an overview of professionalism and social work ethics, including the core values of Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships. Prerequisites: Admission to the M.S.W. Program. (3)

SWK 503. Social Work Practice with the Aged. Explores the social, psychological, biological and spiritual changes that occur from middle age to elderly to death. Issues that need to be addressed with this population and ways to be supportive of caregivers will be explored. Students will also be encouraged to view this population from the strengths perspective and share their current knowledge of elders. Diversity will be addressed as we explore how different cultures and ethnic groups care for the oldest family members. Types of social work intervention will be studied. (3)

SWK 504. Introduction to Social Work Practice with the Military. Explores roles, settings, and issues social worker’s encounter when working with military members, their families, and veterans. Students awareness of the exceptional and ever increasing challenges social workers face in working with military members or in a military setting and the unique mental health issues military members face will be increased. (3)

SWK 505. Advanced Social Work Practice with the Military. A follow-on course to Introduction to Social Work Practice with the Military. The course provides students an opportunity to conduct detailed research into military social work topics of interest to them. (3)

SWK 506. Social Work in the School Setting. Covers knowledge and skills essential to effective social work practices in schools. Topics include evolution of social work in schools, theory, assessment, and intervention for use in schools and education law related to special education. Content on multiculturalism, social justice and change are integrated into the course. (3)
SWK 507. Advanced School Social Work Practice. Presents advanced knowledge and skills for school social work. Topics include evolution of school social work, school social work theoretical approaches, advanced assessment, and interventions in school settings. Teaches advanced social assessment for educational planning, formulation of goals and objectives, record keeping, accessing school resources, and external referrals. **Prerequisite:** SWK 506. (3)

SWK 508. Interventions in School Social Work Practice. This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning, mediation, conflict resolution, and collaborative problem-solving methods. (3)

SWK 509. Integrative Social Work Therapies with Veterans and Families. To introduce and familiarize students with our military population, increase awareness of Veterans’ needs, and focus on current advocacy efforts. Students will be exposed to multiple therapy options including Integrative Therapeutic Techniques that are currently being studied and utilized to enhance PTSD treatment outcomes and success for our returning service members. (3)

SWK 510. Human Behavior in the Social Environment. Examines behavior within the context of families, groups, organizations, communities, and cultures. Includes developmental stages of the individual with particular focus on diversity. Human behavior is examined within the context of multiple social systems. Paradigms of human behavior are explored. Provides students with an exposure to environmental assessment tools. **Prerequisites:** Admission to the M.S.W. Program. (3)

SWK 511. Generalist Social Work Practice. Designed to provide students with an introduction to knowledge, values, and skills necessary for effective social work interventions from an ecological social systems perspective. Emphasizes empowerment and cultural competency. Develops skills in engagement, communication, decision-making, interviewing, case planning, documentation, recording, assessment, and problem solving for generalist social work practice. **Prerequisites:** Admission to the M.S.W. Program. (3)

SWK 512. Professional Writing in Social Work. Focuses on improving the professional writing skills of students, with particular emphasis on the student’s area of professional interest. Because of the diverse range of opportunities for specific practice areas in social work, this course provides an opportunity for students to become more proficient in practice-area specific writing methods and documentation to help them prepare for professional social work practice in their chosen area. Through this course, students will also build a strong foundation for academic
writing and writing for publication, including developing an understanding of the correct use of APA format. (3)

**SWK/CJUS 513. Human Trafficking.** Is an introduction to human trafficking from a human rights perspective which examines the scope (global, national, state and local) and types (labor and sex) and explores laws, protocols and conventions against human trafficking. Students will learn ways they can help in the effort to combat human trafficking. (3)

**SWK 514. Disabilities & Empowerment.** Focuses on the empowerment of people with disabilities. Provides students with information on the history of disability perspectives and policy and builds understanding of the practice of social work with people with disabilities. (3)

**SWK 515. Psychopharmacology for Social Workers.** Psychotherapeutic drugs and the pharmacologic basis of medicines for psychiatric disorders will be discussed from the perspective of Social Work practice. (3)

**SWK 516. Medical Social Work Practice.** This course provides a comprehensive understanding of social work practice within a variety of health care settings. The aim of this course is to integrate previously learned human behavior and practice knowledge with advanced analysis of theory and research for social work practice in health care settings that serve diverse populations. The content of this course will include current and emerging health and behavior theory, research, and practice using specific case studies related to a variety of health settings and populations. (3)

**SWK 517. Clinical Application of Infant Mental Health in Social Work Practice.** This course will provide an introduction to Infant Mental Health in Social Work practice. Students will explore developmental perspectives, impacts of trauma and mental health diagnoses of parents and infants on Infant Mental health, assessment and intervention within the parent-child relationship, and how Infant Mental Health paradigms are applicable to various populations and fields of practice including infants, children, youth, students, adults, family systems, and more. (1)

**SWK 518. Social Work Practice & Client Sexuality.** This course presents an integrated approach to understanding issues in sexuality and the range of human sexual expression within an interactional framework in social work practice. The course provides an overview of the social worker’s role in counseling individuals, couples, families, agencies and organizations with sexuality-related concerns. Students will examine human sexuality issues from a bio-psycho-social-spiritual perspective and explore sexual issues presented to social workers within a variety of social work practice settings and various models of practice. Social work theoretical bases for study in the field of sexuality are explored. A professional approach to using appropriate modalities and practices in social work is explored. (1)

**SWK 519. Social Work Practice with Intimate Partner Violence.** This course is focused on both micro and macro perspectives of spousal/intimate partner violence and is grounded in race, class and gender theory. This course provides the opportunity for students to apply and share their skills related to cultural competence, knowledge, experiences and self-awareness. Readings, videos, assignments and
discussions support cultural competent practice by exposing students to effective interventions with multicultural groups and individuals. The course supports students in their work with victims and perpetrators of family violence who have diverse identities related to ethnicity, culture, language, socioeconomic class, gender, gender identity, sexual preference, age, physical characteristics, learning challenges, physical challenges, health and mental functioning. Students will also have the opportunity to explore and analyze at risk populations and look at how the criminal justice systems (state and federal) address issues of family violence in terms of social justice. (1)

SWK 520. Understanding the Rural Community. Introduces students to the relationship between social work macro theories and rural communities, the meaning of macro social work, “rurality,” and how theories undergird this practice. Emphasizes Native American and Hispanic cultural applications management theories to rural community development. (3)

SWK 522. Group Dynamics in Social Work Practice. Provides an introduction to social work group work practice, including dynamics of group interaction, stages of group development, and group types. Different types of clinical groups, working with marginalized groups, committees, task groups, and self-help groups are explored, as are group processes. Prerequisites: Admission to the M.S.W. Program, SWK 501, 510, 520, 530, 581 or Advanced Standing. (3)

SWK 525. Mental Health for Social Work. This course will provide an introduction into Social Work practice with individuals who have received a DSM diagnosis and live with mental illness. Students will have a primary focus on special populations, including children, women, the elderly, minorities, individuals with disabilities, LGBTQ individuals, and those from low socio-economic strata. Students will learn how to begin identifying individual and environmental impacts that may co-occur with a mental health diagnosis and ways to assist the client in identifying strengths, resources, and services that will assist them in living with their disorder. (3)

SWK 527. Theories and Techniques of Clinical SWK Practice. Introduces theories and models of intervention that underlie the practice of clinical social work. Students learn a variety of theories and intervention methods central to clinical social work practice. This course emphasizes application of theory and techniques to clinical social work practice, in culturally diverse environments. Prerequisites: Admission to the M.S.W. Program. (3)

SWK 529. TK20 Assessment. This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning, mediation, conflict resolution, and collaborative problem-solving methods. (0)
SWK 540. Foundation of Social Work Research Methods. Provides students with an overview of social work research methods. Explores qualitative and quantitative methods. Students identify problem, review literature, relate the research problem to existing theory, construct hypotheses, operationalize variables, identify appropriate research designs for different studies, and identify and/or construct appropriate measuring instruments for the study. Prerequisites: Admission to the M.S.W. Program. (3)

SWK 545 Program Evaluation. Explores the research area of program evaluation. Building upon quantitative and qualitative research methods, program evaluation is the systematic analysis of current or proposed social programs aimed atremedying a specific issue. Students will apply program evaluation concepts to a project that builds throughout the course; the final product will be a complete program evaluation report. (3)

SWK 570. Child Welfare. Familiarizes the student with issues, policies, procedures, basic competencies, and proficiencies pertaining to child welfare and permanency planning. It provides an overview of child abuse and neglect, family preservation and reunification, out-of-home placements, and the consequences of long-term maltreatment. (3)

SWK 581. Foundation Field Practicum I. Focuses on applied skills, knowledge, and values for generalist level social work practice. Students complete 225 hours of the required 900 hours of practicum experience. Prerequisite: Admission to the M.S.W. Program and SWK 501, 502, 510, and 511. (3)

SWK 582. Foundation Field Practicum II. Continues to focus on applied skills, knowledge, and values. Students complete a total of 225 hours of practicum. The emphasis is on continuing application of human behavior and social theories, and social work values and ethics along with the development of practice skills and an integrated professional self. Prerequisite: Admission to the M.S.W. Program and SWK 581. (3)

SWK 583. Field Practicum Supervision. This course facilitates students' understanding of the learning experience through critical reflection on field practicum experiences. It is designed to offer a structured environment in which to integrate theoretical material learned in the classroom with field experiences. The structure facilitate the synthesis of theory, research, policy, and practice plus encourage exploration of the profession’s ethics as they relate to beginning generalist practice. The completion of class discussion the student develops a basic understanding of the social work profession, including values, ethics, social work roles, key theoretical and practice concepts, the use of self, the integration of personal and professional values, and advocacy. Repeatable up to a maximum of 4 credits. (1)

SWK 605. Dialectical Behavioral Therapy for Social Work. The course provides students' opportunities to explore, conceptualize and practice some of the skills necessary to understanding Dialectical Behavioral Therapy, an evidenced based treatment that has been heavily researched and found to be effective for a number
of serious mental health problems. However, DBT is a highly complex treatment modality, this course is designed to familiarize students with the basic concepts and techniques, so that they are able to follow a discussion of the modality in a work setting or to assist a student in deciding if they are interested enough in DBT to pursue the lengthy and arduous task of undertaking a formal training program. (3)

**SWK 610. Social Work Administration and Supervision.** Applies theories and methods of social work management, leadership, and supervision. Dynamics of public organizations, human resource management, management of funds, organizational structure, and change are discussed. Covers cultural diversity issues and concerns for the role of dynamic administration and supervision. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 615. Social Work Clinical Assessment and Intervention.** Focuses on the clinical process of assessment and diagnosis from a social work practice perspective. Includes examination of theories within the bio-psycho-social paradigm and explores micro and macro issues related to the delivery of mental health services. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 620. Advanced Psycho-Social Approaches for SWK Practice.** Focuses on knowledge, values, and skills for advanced integrated micro/mezzo level social work practice. An empowerment perspective is reinforced. Content includes theories of practice within the Bio-Psycho-Social paradigm in varied settings with diverse populations. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 621. Community Organization and Development.** Focuses on knowledge, skills and values of advanced macro level social work practice with a focus on complex skills in community development, economic development, and organizational change. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 630. Social Welfare Policy.** Focuses on policy analysis and evaluation with emphasis on skills in policy practice. Develops skills and knowledge for the policy practitioner as a change agent in legislative, community, and organizational arenas. Students will link practice skills to policy, advocacy, and barriers to social change. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 640. Applied Social Work Research.** Teaches skills for evaluation of social work practice across client system levels within the practice context; provides historical and value context for practice evaluations. Focuses on evaluation of social programs and one’s own professional social work practice. **Prerequisites:** Admission to the M.S.W. Program. (3)

**SWK 681. Advanced Field Practicum I.** Focuses on advanced applied social work skills, knowledge, and values for direct practice; provides students with experiential learning experiences. Emphasis in the 225 hours of practicum is on the application of practice milieu skills. Students delve deeper into issues pertinent to the geographical area in which they complete their practicum. **Prerequisite:** Admission to the M.S.W. Program. (3)
SWK 682. Advanced Field Practicum II. This course of 225 field practicum hours focuses on integration of social work skills, knowledge, and values for advanced generalist practice. Emphasis is on application of skills at micro, mezzo, and macro levels of practice. This course is the capstone course required by the Graduate School. **Prerequisites:** Admission to the M.S.W. Program and SWK 681. (3)

**Sociology**

SOC/PSY 506. Social Psychology. Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. **Prerequisite:** Instructor permission. (3)

SOC 508. Feminist Theory. Introduces students to the theorists and the theoretical schools that undergird feminist practice. The course is designed to not only give students an understanding of these thinkers and their ideas, but also to engage them in a creative and critical way. (3)

SOC 509. Masculinities. Uses a sociological lens to examine the meaning of masculinity, how it is formed and functions in society, and its relation to maleness. (3)

SOC 510. Sociology of the Media. Introduces students to the questions, ideas, and perspectives of sociologists and cultural theories as applied to the ever changing mediums of media. The course focuses on the central question: to what extent do we influence media and to what extent does media influence us? We explore the cultural, social, political, and economic contexts that surround production, content, and audiences; and ask questions of representations in the media and effects of those representations both nationally and globally. (3)

SOC 511. Sexualities and Society. Uses the sociological perspective to explore sexuality: how shared beliefs shape desires, define taboos and how they change over time. This course explores a range of sexual diversity and how diversity is represented and controlled by various societal institutions. (3)

SOC 515. Sociology of Food. Investigates food using the sociological perspective. Examines the place that food has in our modern society and the role that industrialization and globalization has played in removing food from local production. Through examining the consequences of this process, students will explore solutions and look at food ethics and food justice. (3)

SOC 520. Sociology of Aging. Focuses on the sociological aspects of aging. Topics include: aging as socialization process, the demography of aging, and the status of elders in the social institutions of family, economy, healthcare, and polity. How the growing number of elderly in the United States impacts social institutions will be explored. (3)
**SOC 540. Sociology of Education.** This course sociologically examines the field of education. Topics explored are the purpose of schooling, philosophy of education and related practices, and the disparities in students' school experiences, achievement, and attainment by social class, gender, and race and ethnicity. (3)

**SOC 545. Sociology of Sports.** Examines the relationship of sports to United States culture. Topics include children, schools deviance, violence, gender, group relations, economy and media as they relate to sports. (3)

**SOC 550. Environmental Sociology.** This course investigates the societal causes and cures of environmental deterioration. We will examine population, water, pollution, toxic racism, global climate change, energy, politics, globalization, environmental movements, and sustainable development. Students in this course are asked to think critically about societal impact on the environment and social inequality and the environment. **Prerequisite: Instructor permission.** (3)

**SOC 560. Social Movements/Social Change.** This course examines social movements and social change form a theoretical perspective. The goal is to understand the process of social movement emergence, development and outcomes. We will ask such questions as why movements emerge, who joins or supports movements, how are movements organized, what tactics do movements use, and what do movements accomplish. **Prerequisite: Instructor permission.** (3)

**SOC 570. Sociology of Religion.** This course is designed as an introduction to the sociological study of religion. We will ask questions such as: How has religion influenced society? Politics? Economics? Gender inequality? How has society influenced religion? Why do people participate in religion? The course includes both classic readings in the sociology of religion and contemporary work done in the field. **Prerequisite: Instructor permission.** (3)

**SOC 577. Sociology of Health.** This course sociologically examines the field of health and medicine. Topics include the relationship between sociology and well-being and health care, traditional healing, the rise of scientific medicine, social and physical environmental impacts on health, healthcare providers and their relationship with patients, health care policy, and issues in bioethics. (3)

### Special Education

**SPED 508. Introduction to Exceptional Children.** An introduction to the various exceptionalities, procedures and processes of identifying and placing children with special needs into special remedial or accelerated programs, and of staffing those programs; emphasizes New Mexico programs, standards and guidelines, as well as issues presented in IDEA and other state and federal mandates. (3)

**SPED/RDG 512. Diagnosis and Prescription of Reading for Diverse Learners.** The course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques based upon individual diagnosis will be emphasized. **Prerequisite: Permission Required.** (3)
SPED 528. Curriculum and Methods in Special Education. Provides teachers of students with disabilities with basic background in methods, materials, IEP and curriculum development; emphasizes the analysis and selection of curricula, instructional methods, and the use of materials in the educational process for children with disabilities. **Co-requisite: EDUC 547. Prerequisite: admission to the Teacher Education Program.** (3)

SPED 540. Introduction to Gifted Education. This course provides an introduction to gifted learners and gifted education, including an overview of various exceptionalities that often accompany giftedness, procedures and processes for identifying students with gifts and talents, partnerships that are required to develop appropriate educational plans that highlight the student's strengths and set goals to address the students challenges, placement in the least restrictive environment, and implementing evidence based practices for gifted students. Teacher candidates also learn the guiding philosophies of the field, historical and current local, state, and federal policies as they relate to gifted education, and gain a strong understanding of the national standards that guide teachers of gifted and talented students. (3)

SPED 541. Practice Teaching - Special Education. One semester of supervised classroom experience as a practice teacher in a public school; involves a full-time assignment of one academic semester with licensed educational personnel supervision. Attendance of a weekly method seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. **Permission Required.** (1-5)

SPED 543. Twice Exceptional and Special Populations of Gifted Students. This course provides gifted teachers with information to guide and inform greater understanding of the nature of gifted learners with co-morbidity that can result in diagnoses of Twice Exceptional. The focus is on the identification, characteristics, and education of gifted children with dual diagnosis of gifted and other disabilities such as specific learning disabilities, autism, and emotional and behavior disorders. Students will learn techniques to identify these students and learn evidence based strategies and classroom applications that enhance and enrich their learning experiences. (3)

SPED 546. Curriculum and Methods for Gifted Students. This course provides an introduction to Curriculum and Methods for Gifted Students and provides teachers of gifted and talented students theoretical knowledge and practical application skills to implement evidence based instructional strategies, methods, materials, and curriculum development for gifted students. (3)

SPED 547. Practice Teaching-Gifted Education. One semester of supervised classroom experience as a practice teacher in a gifted classroom within a public school; involves a full-time assignment of one academic semester with licensed educational personnel supervision. Attendance of a weekly method seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. Permission Required. (1-5)
SPED 551. Behavioral Management Approaches with Exceptional Children. Emphasizes the use of behavior management strategies for children with special needs. **Prerequisites:** SPED 528, can be taken concurrently with SPED 508. (3)

SPED 554. Evaluation and Assessment of Exceptional Children. Familiarize special education teachers with the field of assessment, including methods, diagnostic instruments, and techniques for evaluating exceptional children. (3)

SPED 555. Family, School, Community and Culture and the Exceptional Child. Prepares special education teachers to work effectively with parents of children with special needs by providing information on a variety of issues dealing with parent-teacher relationships. Concepts include understanding families as systems, examining family access to community resources, analyzing models of partnerships that include respect, trust, open communication, value clarification, conferencing skills, working with community agencies, discipline and legality. Understanding families includes the awareness of diverse perspectives of disability, understanding the tenets of multicultural and bilingual special education with an emphasis on the multiple descriptions of cultural diversity (race, ethnicity, socio-economic status, gender, religion, language, etc.) (3)

SPED 569. Nature and Needs of Persons with Intellectual Disabilities. Course is designed to assist teachers in understanding the nature of mental retardation from an interdisciplinary perspective. Emphasis will be placed on the educational significance of different theoretical perspectives as they relate to the needs of the intellectually disabled. (3)

SPED 570. Nature and Needs of Persons with Learning Disabilities. This course provides teachers with information which will assist them to understand the nature of learning disabilities from an interdisciplinary perspective. The focus will be on the identification, characteristics, and education of children with learning disabilities. (3)

SPED 576. Nature and Needs of Persons with Emotional & Behavioral Disorders. This course provides teachers with information which will assist them to understand the nature of behavior disorders from an interdisciplinary perspective. The focus will be on the identification, characteristics, education and needs of children identified as emotionally disturbed. (3)

SPED 581. Practicum in Special Education. This field experience consists of 180 clock-hours of supervised work with handicapped populations in public schools, residential facilities or clinical settings. Research activities may also be allowed as part of the course requirements. Students must meet all prerequisites before applying for this field work. This course is designed primarily for graduate students or students who have completed student-teaching field experience and are seeking advanced skill in working with handicapped persons. **Prerequisites:** SPED 508, 551, 528 and 554. **Permission Required.** (3)
SPED 596. **Practice Teaching Seminar.** A weekly seminar will feature a collaborative environment to discuss and assess situations that are happening in the practice teacher's assigned classroom. Exit requirements for the practice teaching experience will also be emphasized. Instructor permission is required. Co-requisite: SPED 541. (1)

**Writing**

**WRTG 502. Writing Poetry.** Students will study poetic forms, write in established forms, research contemporary published poetry, write in free form, research submission processes, and submit poetry to respected literary journals. Course maybe repeated for a max of six credits. (3)

**WRTG 503. Writing the Screenplay.** Advanced practice in writing the screenplay, including critical attention to formatting, dialogue and description. Marketing the finished product will also be emphasized. Students prepare a synopsis, write a screenplay using the proper format, post acts of the play online and review and critique each other's work. Course maybe repeated for a max of six credits. (3)

**WRTG 505. Writing the Philosophical Reflection.** Advance practice in writing from a philosophical perspective which incorporates the application of valid logical and rhetorical strategies. Students choose from a broad range of subjects, reflect upon them by applying philosophical techniques, post writing assignments online and review each other's work. Philosophical literature will also be reviewed. (3)

**WRTG 508. Creative Non-Fiction Writing.** Advanced practice in writing creative non-fiction, including the understanding of fiction techniques as applied to non-fiction writing. Students choose non-fiction subjects, articulate criteria for these assignments, apply dramatic techniques, post their writing assignments online, and review each other's work. Course maybe repeated for a max of six credits. (3)

**WRTG 509. Memoir Writing.** Students will use in-depth writing exercises to "mine for memories" which they will use as material for a possible book-length manuscript of non-fiction prose. This is not an autobiography; it is a focused study of one theme in the writer's life. Students will have the opportunity to leave this class with experience and practice of gathering, focusing, composing, editing - and perhaps even submitting for publication - experiences from their own lives in a creative, non-fiction manuscript. (3)

**WRTG 510. Advanced Creative Writing.** Advanced practice in original composition with a focus on research and publication within a chosen genre; demands a sophisticated understanding of the English language, an application of critical thought, and a commitment to creativity. (3)

**WRTG 512. Literary Journal.** Publication of the OMAIS literary arts journal. All aspects of publishing a literary journal will be employed, including editing, design, and marketing. Students will post calls for submissions, participate in online layout
and design, promotion and marketing, selection, critique and editing of submissions. Survey and analysis of competing journals. Course maybe repeated for a max of six credits. (3)

**WRTG 515. Publishing in the 21st Century.** Exploration of current issues and trends in the field of publishing, including self-publishing. Students will get hands-on experience in publishing a print-on-demand book either in a collaborative group or as an individual project. (3)

**WRTG/ENGL 519. Advanced Composition.** Intensive work in expository writing. (3)

**WRTG 526. Writing Children's Literature.** Practice in the writing of children's literature - including picture books, middle-grade books, and young adult. Genres of writing can be poetry, fiction, and nonfiction. Analysis of the conventions of children's literature and its role as a literary form in the twenty-first century. (3)

**WRTG 527. Environmental Writing.** Practice in the genre called nature writing, including but not limited to writing about the natural world, environmental issues, living in place, and the biological sciences. Analysis of the history of nature writing and the new role of nature writing in the twenty-first century. (3)

**WRTG 545. Writing Fiction.** Practice in the writing of adult literary fiction, both short story and novel form. Some genre fiction is allowed with permission from the instructor. Students will look at key elements of writing fiction, including plot, development of characters, and point of view. Students who have taken Writing Children's Literature can continue in this form with permission from the instructor. Course maybe repeated for a max of six credits. (3)

**WRTG 566. Writing for Magazines.** Practice in writing for magazines, feature articles as well as shorter how-to pieces, columns, and news reports. Some discussion of how and where to publish. (3)

**WRTG 567. Writing for Social Change.** Exploration of how writing can be used to generate and encourage social change, from opinion pieces in local newspapers to best-selling books on global issues. Students will discuss how such writing has affected their lives, what issues they wish to write about as advocates of social change, what writing forms best fit those issues, and what writing strategies best fit those forms. (3)

**WRTG 569. Writing for Professionals.** Advanced practice in the kind of writing required in professional employment, including but not limited to nursing, teaching, law enforcement, and business. Students choose writing activities related to their chosen profession, articulate criteria for these assignments, post their writing assignments online, and review each other's work. (3)

**WRTG 570. Editing.** Study and practice in selection, placement, and analysis of texts, copyediting texts, and the ethical and legal considerations of editing. (3)

**WRTG 571. Proposal and Grant Writing.** Program prioritization in writing proposals and grant applications. Students will submit proposals to a granting or producing organization. (3)
Board of Regents, Administration, & Faculty

BOARD OF REGENTS
Appointments to the board are for a term of six years. Student Regent Appointments to the board are for a term of two years.

Officers
Ms. Janice Baca Argabright, President
Dr. Carl Foster, Vice President
Mr. Tim Stillman, Student Regent

Members by Appointment
Ms. Janice Baca Argabright, San Antonio, NM
Dr. Carl Foster, Albuquerque, NM
Mr. Tim Stillman, Palm Springs, CA
Dr. Mary Hotvedt, Pinos Altos, NM
Mr. Jerry Walz, Cedar Crest, NM

ADMINISTRATION
NOTE: Dates given for the first year of employment at Western New Mexico University.

ISAAC BRUNDAGE, Vice President for Student Affairs & Enrollment Management (2011)
B.S. Florida A&M University, M.Ed. Florida Gulf Coast University, Ed.D. Florida Gulf Coast University

JACK CROCKER, Provost/Vice President for Academic Affairs (2013)
B.A. Delta State University, M.A. Florida State University, Ph.D., Texas Tech University

MAGDALENO MANZANÁREZ, Vice President for External Affairs (1997)
B.A., Universidad de las Americas; M.A., Sonoma State University; Ph.D., Northern Arizona University

KELLEY RIDDLE, Vice President of Business and Finance (2002)
B.A., Western New Mexico University

JOSEPH SHEPARD, President of the University (2011)
B.S., Northern Arizona University; M.B.A. University of North Texas; Ph.D. Florida International University
ADMINISTRATIVE STAFF

AMY BACA, Director of Purchasing (2000)
   Chief Procurement Officer Certification, State of New Mexico

GILDA BAEZA-ORTEGO, University Librarian (2007)
   B.A. Texas Woman's University; M.L.S. University of Texas; Ph.D. Texas Woman's University

CYNTHIA ANN BETTISON, Museum Director/Archeologist (1991)
   B.A., Pitzer College; M.A., Eastern New Mexico University; Ph.D., University of California, Santa Barbara, RPA, Registered Professional Archeologist

STEVEN CHAVEZ, Associate Vice President for Academic Affairs /Dean of the College of Professional Studies (2001)
   B.S., M.A.T., Western New Mexico University; M.S., Troy State University; M.A., DED, New Mexico State University

JASON COLLET, Chief Information Officer (1997)
   B.S., M.A, Western New Mexico University

JODI EDENS-CROCKER, Director WNMU Foundation (2015)
   B.S. Communications/Marketing, Appalachian State University

DEBRA DIRKSEN, Associate Dean, School of Education (2012)
   B.S., Brigham Young University; M.Ed., Utah State University, Ph.D., Educational Technology; Instructional Design, University of Northern Colorado

KRISTI DUNN, Director of Grounds and Custodial (2015)
   B.A., Eastern Washington University

EDWARD M. FLORES, Director of Campus Police (2009)
   B.A.S., Western New Mexico University

DEAN FOSTER, Chief of Online & Distance Learning
   B.O.E, Eastern New Mexico University, M.A, Western New Mexico University

ELAINE HOWARD, Laboratory Site Program Administrator (2002)
   B.S. Western New Mexico University

JANE JANSON, Director of the Small Business Development Center (2015)
   B.A. New Mexico Highlands University, CPA

JOY LEMME, Director Special Events (1993)
   B.S., M.A., Western New Mexico University

KENNETH LEUPOLD, Director Mimbres Valley Learning Center (2012)
   B.S., New Mexico State University; M.A., Middlebury College

ANDREW LUNT, Director of Admissions and Recruitment (2018)
   B.S., University of Phoenix; M.B.A., University of Phoenix; M.S., Argosy University

FAYE McCALMONT, Special Assistant to the President/Cultural Affairs (2015)
CYNTHIA MARTINEZ, Assistant Vice President of Business Affairs (1995)
B.S., Western New Mexico University

BETSY MILLER, Registrar (1986)
A.S., B.T., M.A., Western New Mexico University

JULIE MORALES, Chief of Staff (1993)
B.A., New Mexico State University; M.B.A., Western New Mexico University

JESSICA MORALES-GONZALES, Assistant Dean of Student Life (2005)
B.S., M.A., Western New Mexico University

JAMES ORTIZ, Director of Applied Technology (2009)
B.S., M.A., Western New Mexico University

KIMBERLY PETROVIC, Assistant Professor (2018)
B.S., Wheaton College; M.S.N. Vanderbilt University; M.A. New Mexico State University; Ph.D. University of Connecticut

RONALD REED, Director of Facilities and Maintenance (2012)

DEBRA REYES, Interim Director of Financial Aid (1992)
B.A. Western New Mexico University

CAMILLA RICE, Director of Capital Projects (2015)
B.A., University of Oregon, MLAII, Harvard University

MANUEL RODRIGUEZ, Director Language Institute (2007)
B.A., University of Texas at El Paso; M.A., Western New Mexico University

AMANDA STERN, Director Fiscal Affairs (2014)

PAULO VELTRI, Director of WNMU Cultural Center (2013)
B.A., Western New Mexico University

MIGUEL VICENS, Associate Dean of the School of Business (2013)
B.B.A., M.B.A., University of Puerto Rico; DED., New Mexico State University

ABRAHAM VILLARREAL, Assistant Dean of Student Support and Civic Engagement (2011)
B.B.A., Western New Mexico University
ATHLETIC STAFF

ALMA ARELLANO, Athletic Assistant (2002)
   A.A., Western New Mexico University

KENT BEATTY, Director of Golf Operations/Head Coach (1997)
   B.S., M.A., Western New Mexico University

MACARIO CAMPOS, Head Men's & Women's Cross Country Coach (2005)
   B.S., Western New Mexico University

ELSA COCKER, Head Softball Coach (2017)
   B.A. Angelo State University, M.B.A., Western New Mexico University

MATT CROSS, Head Men's Basketball Coach (2019)
   B.S., University of Arkansas – Monticello

TERRA DUNLAP, Assistant Athletic Director/Head Athletic Trainer (2007)
   B.S., Western New Mexico University, M.S., Montana State University-Billings

MATTHEW ENRIQUEZ, Assistant Athletic Director for Internal Affairs/
   Operations (2019)
   B.S., M.A., Western New Mexico University

SCOTT NOBLE, Director of Athletics (2018)
   B.S., Western Illinois University, M.S., Eastern Illinois University

ERIN PEREZ, Assistant Athletic Director for Media Relations (2018)
   B.S., Colorado Mesa University

TANYA RIVERS, Faculty Athletic Representative
   B.S., Rensselaer Polytechnic Institute; M.S., Western Washington University

CHELSEA SMITH, Compliance Coordinator (2017)
   B.B.A., Western New Mexico University

FRANK TRISTAN, Head Football Coach (2018)
   B.B.A., Evangeline University, M.A.Ed., William Woods University

LAUREN UNGER, Head Women's Basketball Coach (2016)
   B.S., University of Texas - Permian Basin

HOLLY WATTS, Head Women's Volleyball Coach (2019)
   B.S., University of Texas - Austin
FACULTY

NOTE: Dates given are for the first year on the faculty of Western New Mexico

TIMOTHY ALDRICH, Assistant Professor (2018)
B.A., Bemidji State University; Hamline University School of Law, Saint Paul, Minnesota. Juris Doctorate

ALIREZA ARASTEH, Professor of Mathematics (1989)
B.S., Institute of Statistics and Informatics, Tehran, Iran; M.S., Brunel University, London, England; M.S., Ph.D., New Mexico State University

LAURIE BARFITT, Professor of Accounting (2007)
B.B.A., Texas Tech University; M.P.A. Delta State University; Ph.D., University of Mississippi

NORMA BENDER (2013)
Southwest Beauty College Degree in Cosmetology; A.A., B.A., M.A., Western New Mexico University

JOEL BLAXLAND, Assistant Professor (2018)
B.A., Moravian College; M.A., Lehigh University; M.A., Ph.D, Temple University, B.A., Moravian College, Bethlehem, Pennsylvania; M.A., Temple University, Philadelphia, Pennsylvania. M.A., Lehigh University, Bethlehem, Pennsylvania; Ph.D. (ABD, Degree expected) Temple University, Philadelphia, Pennsylvania

BECKY BRANDSBERG-HERRERA, Assistant Professor Social Work (2013)
B.A. Kansas State University, M.S.W. Washington University

ROBERTA BROWN, Assistant Professor (2017)
B.A., Hillsdale College; M.A., West Lafayette, IN

DAMMON BULLOCK, Assistant Professor of Criminal Justice (2013)
A.A., B.A., M.A., University of Arkansas; Ph.D. Texas Woman’s University

GERALD BURGESS, Professor of Computer Science (2005)
A.A.S., Pima College; B.S., West Coast University; M.S., West Coast University

MANUEL BUSTAMANTE, Associate Professor of Educational Technology (2002)
B.B.A., M.A., Ph.D., New Mexico State University

ZENAIDO TRES CAMACHO, Professor of Biology (2005)
B.S., University of Texas, Austin; Ph.D., Texas A & M University

ERIC CASLER, Instructor/Natural Sciences Lab Director (2013)
B.S., University of California, Santa Cruz, M.S. University of Minnesota, Twin Cities

WEN-CHI CHEN, Associate Professor of Psychology (2011)
B.A., Brigham Young University; M.S., Pittsburgh State University; Ph.D., Kansas State University
PO CHU, Associate Professor of Psychology (2011)
B.A., Brigham Young University-Hawaii; M.S., Ph.D., Kansas State University

BENJAMIN CLINE, Associate Professor of Communication Speech (2011)
B.A., University of Nebraska; M.A., Ph.D., Bowling Green State University

JENNIFER COLEMAN, Professor (2005)
B.A. State University of New York; M.A., M.B.A., Western New Mexico University; M.A., M.S., Ph.D., University of New Hampshire

TRACY CUDJOE, Assistant Professor (2019)
B.P., University of the West Indies; Ph.D., Morgan State University; M.D. Indiana University

VERONICA DAVIS, Assistant professor (2018)
B.S.W., Temple University; M.Ed., Strayer University; Ph.D., Candidate Professional Studies in Education Capella University,

DEBRA DIRKSEN, Professor of Education, SOE (2012)
B.S., Brigham Young University; M.Ed., Utah State University, Ph.D., University of Northern Colorado

JENNIFER DOUGLASS, Assistant Professor (2019)
M.S.A. University of Arizona, B.F.A. Louisiana Stated University

STEPHANIE FANSELOW, Assistant Professor (2019)
A.A., Waldorf College; B.A., Concordia College; M.S.,Western Reserve University; Ed.D.,University of Northern Colorado; Comprehensive Science Baldwin-Wallace College

GORDON FLANDERS, Assistant Professor (2018)
B.A., Augsburg College; M.B.A., University of Minnesota; D.B.A., A.B.D., University of Phoenix

HEATHER FRANKLAND, Assistant Professor (2019)
B.A., Knox College, M.F.A., New Mexico State University; M.P.H., New Mexico State University

JENNIFER FRANZ, Assistant Professor (2018)
B.S.N., Regis University; M.S., Regis University; ANCC Certification Family Practice, Prescriptive Authority-State of Colorado

SCOTT FRITZ, Associate Professor of History (2009)
B.A., University of California; M.A., New Mexico State University; Ph.D., Northern Arizona University

RAYMOND GARCIA, Welding Instructor (2015)
A.A.S., Western New Mexico University; Vocational Training Albuquerque Technical-Vocational Institute

PAULA GENTRY, Limited Term Assistant Professor of Biology (2015)
B.S., M.S. New Mexico State University., Ph.D. University of Missouri-Columbia
JOHN M. GIST, Professor of English (2007)
B.A., University of Wyoming, Earl College; M.F.A., University of Alaska Fairbanks

SACHIKO GOMI, Assistant Professor Social Work (2016)
Ph.D., M.S.W., University of Kansas, M.A., Ritsumeikan University, B.A., Kwansei Gakuin University

JAMES GRAHAM, Instructor (2015)
B.A., M.A. New Mexico State University

SARAH GUCK, Assistant Professor (2012)

THOMAS GRUSZKA, Professor of Mathematics (1992)
B.S., Rochester Institute of Technology; M.S., Ph.D., University of Arizona

JEFFREY HANNA, Assistant Professor (2019)
Doctorate of Social Work, Rutgers University, M.S.W. Rutgers University

ALEXIS HARSH, Associate Professor of Nursing (2011)
A.S. New Mexico State University, B.S., M.S. University of New Mexico

LYNN HAUGEN, Professor of Biology (2012)
B.A., M.S., California State University; Ph.D., University of Oklahoma

RICHARD HELBOCK, Instructor (2004)
A.A., Western New Mexico University

JAMES HELGERT, Assistant Professor, Chemical Dependency (2013)
B.S., M.A., Western New Mexico University

DEBORAH HELLER, Professor of English (1992)
B.A., California State University; M.A., Ph.D., University of Washington

ANDREW HERNANDEZ, Professor of History (2010)
B.A., Texas Christian University; M.A., New Mexico State University; Ph.D., University of New Mexico

JEFFREY HILL, Professor of Biology, Natural Sciences (2007)
A.S., Santa Rosa Junior College; B.S., M.S., Humboldt State University; Ph.D., University of Arizona

AMALIA HUMADA-LUDEKE, Assistant Professor of Mental Health Counseling (2017)
B.S., California State University, M.S.E., Southeastern University, L.M.F.T., New Mexico State University. Ed.D., Arizona State University

CANDDELARIO JAUREGUI, Associate Professor of Educational Leadership (2007)
B.A., M.A., Western New Mexico University; E.D., University of New Mexico
BENJAMIN JENKINS, Assistant Professor of Rehabilitation Services (2015)
B.S., M.R.C., Utah State University, Ph.D., University of Texas-Pan American

JENNIFER JOHNSTON, Assistant Professor of Psychology (2015)
B.S. Santa Clara University, M.A. Webster University, Ph.D. Fielding Graduate University

MANDA JOST, Professor Biology (2008)
B.A., B.S., University of Massachusetts; M.A. Ph.D., Harvard University

GOYCE KOEPPPL, Instructor (2008)
B.S., University of Arizona 2006; M.A., University of Arizona

SHIVA KUMAR-KYASA, Assistant Professor of Chemistry (2016)
B.S, M.Sc., Osmania University, Ph.D., University of Nebraska Lincoln

JOHN LAVALLE, Professor of History (2001)
B.A., M.A., University of Houston; Ph.D., University of Georgia

LOIS LEE, RN, Associate Professor of Nursing (1998)
B.S.N., University of New Mexico

NANCY LIVINGSTON, Professor Mathematics (2013)
B.A., Washington University; M.S., University of Oregon; Ph.D., University of Oregon

SUSAN McFEATERS, Associate Professor of Social Work (2015)
B.A., Thiel College, M.S.W., University of Pittsburg, Ph.D., University of Maryland

ROBERTA MARQUEZ, Assistant Professor of Special Education (2014)
JD, University of New Mexico, School of Law

CYNTHIA S. MARTINEZ, Limited Term, Instructor of Early Childhood Education (2014)
B.A.S., M.A.T., Western NM University

ILLYA MEDINA VELO, Assistant Professor (2018)
Ph.D., University of Texas at El Paso; M Ed. Instituto Tecnológico y de Estudios Superiores de Monterrey; B.S., Universidad Autónoma de Chihuahua

DOUG MEDIN, Professor of Computer Science (2001)
B.S., Miami University; M.S., University of Illinois; M.S., Colorado State University

MICHAEL METCALF, Professor of Art (1995)
B.S., Skidmore College; M.F.A., University of Pennsylvania

COURTNEY MICHAUD, Assistant Professor of Ceramics (2017)

ERIC MOORE, Assistant Professor of Social Work (2014)
M.A., M.S.W., Western New Mexico University
GILBERT NAJAR, Assistant Professor/Director Police Academy (2012)
B.S., University of Albuquerque; M.B.A., New Mexico Highlands University

CORRIE NEIGHBORS, Assistant Professor of Geology (2016)
B.S., University of South Carolina, M.S., Florida State University, Ph.D.,
University of California Riverside

DARA NAPHAN-KINGERY, Assistant Professor (2019)

ALEXANDRA NEVES, Associate Professor of Bilingual Education (2008)
B.A., M.A., UNISUL; M.A., Ph.D., New Mexico State University

SCOTT NGUYEN, Assistant Professor (2019)
B.S.N., California State University; M.S.N., University of South Alabama; Master
of Science in Nursing Family Nurse Practitioner University of South Alabama;
Doctor of Nursing Practice University of South Alabama expected 2021

ANDREEA NICA, Assistant Professor (2019)
B.A., Northern Arizona University; B.A., University of Wolver Hampton;
M.S., London School of Economics and Political Science; Ph.D. Portland State
University

WILLIAM NORRIS, Professor of Biology (2001)
B.S., Lake Superior State University; M.S., Ph.D. Iowa State University

TAMARA OGILVIE, Limited Term Assistant Professor of Reading and Literacy
(2017)
B.S., University of Arizona, M.A., Western New Mexico University

KATHERINE OUBRE, Associate Professor English Composition (2013)
B.A., Louisiana State University; M.A., Ph.D. University of Arizona

RACHEL OWEN, Associate Professor of Nursing (2012)
B.S.N., University of Wyoming; M.N., Saint Joseph’s College of Maine

GARRETT PELTONEN, Assistant Professor (2018)
B.A. University of Colorado-Boulder; M.S. Colorado State University; Ph.D.
University of Wisconsin-Madison,

JAMES PENDERGAST, Assistant Professor - Photography Arts (2013)
B.S., Humboldt State University; M.F.A., San Jose State University

KIMBERLY PETROVIC, Assistant Professor (2018)
B.S., Wheaton College; M.S.N. Vanderbilt University; M.A. New Mexico State
University; Ph.D. University of Connecticut

RACHAEL RICHTER, Associate Professor Social Work (2013)
B.A. Miami University; M.S.W., Washington University

TANYA RIVERS, Associate Professor Mathematics (2013)
B.S., Rensselaer Polytechnic Institute; M.S., Western Washington University
ERIK ROLSTAD, Assistant Professor of Social Work (2016)
B.A., Concordia College; M.S.W., New Mexico State University; Ph.D., University of Utah

ERNESTINE ROYBAL, Assistant Professor (2014)
B.A. Business Administration New Mexico Highlands University; Masters Nursing Education University of New Mexico

TAKAHIRO SATO, Associate Professor of Wellness & Movement Science (2012)
B.A., Keio University, Tokyo, Japan; M.S., Western Illinois University; Ph.D., University of Tennessee

DAVID SCARBOROUGH, Associate Professor of Management (2016)
B.A., Texas Christian University, M.B.A., North Texas State University, Ph.D., University of North Texas

PHILIP SCHOENBERG, Assistant Professor of English Composition (2016)
B.A., M.A., San Jose State University, Ph.D., University of New Mexico

ERIC SENTER, Assistant Professor of Social Work (2014)
B.S.W., M.S.W., Western New Mexico University

SCOTT SMITH, Assistant Professor of Mathematics Education (2015)
B.S., Weber State University, M.S., University of Utah, M.S., Ph.D., Utah State University

HEATHER STEINMANN, Assistant Professor of English – Professional Writing (2015)
B.A., M.F.A., Minnesota State University, Ph.D., North Dakota University

MARY TRINIDAD TOLAR, Assistant Professor / Director of Field Experience (2014)
M.A. New Mexico Highlands University, Ph.D. University of New Mexico

JAMIE TOLLEY, Assistant Professor (2018)
A.D.N. North Georgia College; B.S.N. SONAT North Georgia College; M.S.N. University of Texas Health Science Center

MIGUEL VICENS, Associate Professor of Finance (2013)
B.B.A., M.B.A., University of Puerto Rico; DED., New Mexico State University

JAMES VIGIL, RN, Associate Professor of Nursing (2008)
A.D.N., B.S.N., New Mexico State University; M.S.N., University of New Mexico

PATRICIA WEST, Assistant Professor of Social Work (2012)
B.S.W., M.S.W., Western New Mexico University

KATHLEEN WHITEMAN, Associate Professor of Biology (2012)
B.F.A., University of Pennsylvania; B.S., Western New Mexico University; M.S., Ph.D., New Mexico State University

ERIN WOOD, Assistant Professor (2014)
B.S.N. Bachelor of Science in Nursing New Mexico State University
KRISTA WOOD, Associate Professor of Nursing (2012)  
B.S., University of New Mexico  

MARGARITA WULFTANGE, Associate Professor of Elementary Ed. (2008)  
B.A., University of California, San Diego; M.A., Ph.D. University of California  

EMERITUS  

LINDA BALDWIN, Professor in Business Administration, School of Business  

MARY BAUMHOVER, Professor of English, Department of Humanities  

LINDA BEATTIE, Professor of Developmental Mathematics, Department of Math & Computer Science  

BERTHA BENAVIDEZ, Associate Professor of Office Administration, Department of Applied Technology  

T.J. BETENBOUGH, Professor of Reading, College of Education  

CATHIE G. BOWER, Professor of English, Department of Humanities  

PATRICIA CANO, Professor of Chicano Studies, Department of Humanities  

JIM CALLENDER, Head Volleyball Coach  

CHRISTINE CASEY, Vice President for Business Affairs  

GWEN CASSEL, Professor of Occupational Therapy  

BILL CHARLAND, Director of Honors Program  

JAMES CALLENDAR, Head Volleyball Coach  

JAMES COLSON, Professor of Psychology, Department of Social Sciences  

ELMER COON, Director of String Studies, Department of Expressive Arts  

JOHN COUNTS, President  

MARY COWAN, Professor of Wellness & Movement Sciences, Department of Wellness & Movement Sciences  

LLOYD COWLING, Professor of Mathematics & Computer Science, Department of Math & Computer Science  

JOLANE CULHANE, Professor of History, Department of Social Science  

JOHN E. CUNNINGHAM, Professor of Geology, Department of Natural Sciences  

ADRIENNE DARE, Associate Professor of Mathematics & Computer Science, Department of Math & Computer Science
JUNE DECKER, Professor of Wellness & Movement Sciences, Department of Math & Computer Science

MARY DOWSE, Professor of Geology, Department of Natural Sciences

JACK ELLIS, Associate Professor of Drama, Department of Expressive Arts

PHILLIP J. FARREN, Vice President for Student Affairs

JIM FISCHER, Associate Professor of Chemistry, Department of Natural Sciences

LAURENCE FRENCH, Professor of Psychology, Department of Social Sciences

DALE GIESE, Professor of History, Department of Social Sciences

KATHIE S. GILBERT, Vice President for Academic Affairs

LARRY GREGORY, Professor of Wellness and Movement Sciences, Department of Wellness and Movement Sciences

SANDRA GRIFFIN, Professor of Developmental Studies, Department of Humanities

EDWARD PAYSON HALL, Professor of Communications, Department of Humanities

ROBERT G. HANSEN, Professor of Geography, Department of Social Sciences

CINDY HOLLIDAY, Accounts Payable Manager

ARLEY HOWARD, Professor of Business Administration, Department of Business

CECIL HOWARD, Professor of Art, Department of Expressive Arts

RANDY JENNINGS, Professor of Biology, Department of Natural Science

RICHARD JOHNSON, Professor of Mathematics/Computer Science, Department of Mathematics/Computer Science

ELAINE JORDAN, Professor of School Psychology, Department of Education

FRANK S. JUSZCZYK, Professor of English, Department of Humanities

CYNTHIA JONES, Facilities and Operations Department

JERRY D. JOY, Vice President for Student/Community Affairs

CHARLES KELLY, Director of Student Office of Financial Aid

PAMELA KUTHE, Professor of Nursing, Nursing Department
KENNETH H. LADNER, Professor of Chemistry, Department of Natural Sciences
JOHN LITTLE, Professor of Management, Department of Business and Economics
MARY LEEN, Professor of English, Department of Humanities
THOMAS C. LLOYD, Professor of Education, College of Education
LINDA LOPEZ, Professor of Psychology, Department of Social Science
CRAIG R. LUNDAHL, Professor of Sociology & Business Administration, Department of Social Sciences
DOROTHY McCRAY, Associate Professor of Art, Department of Expressive Arts
LINDA McGEE, Professor of Business Administration, School of Business Administration and Economics
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