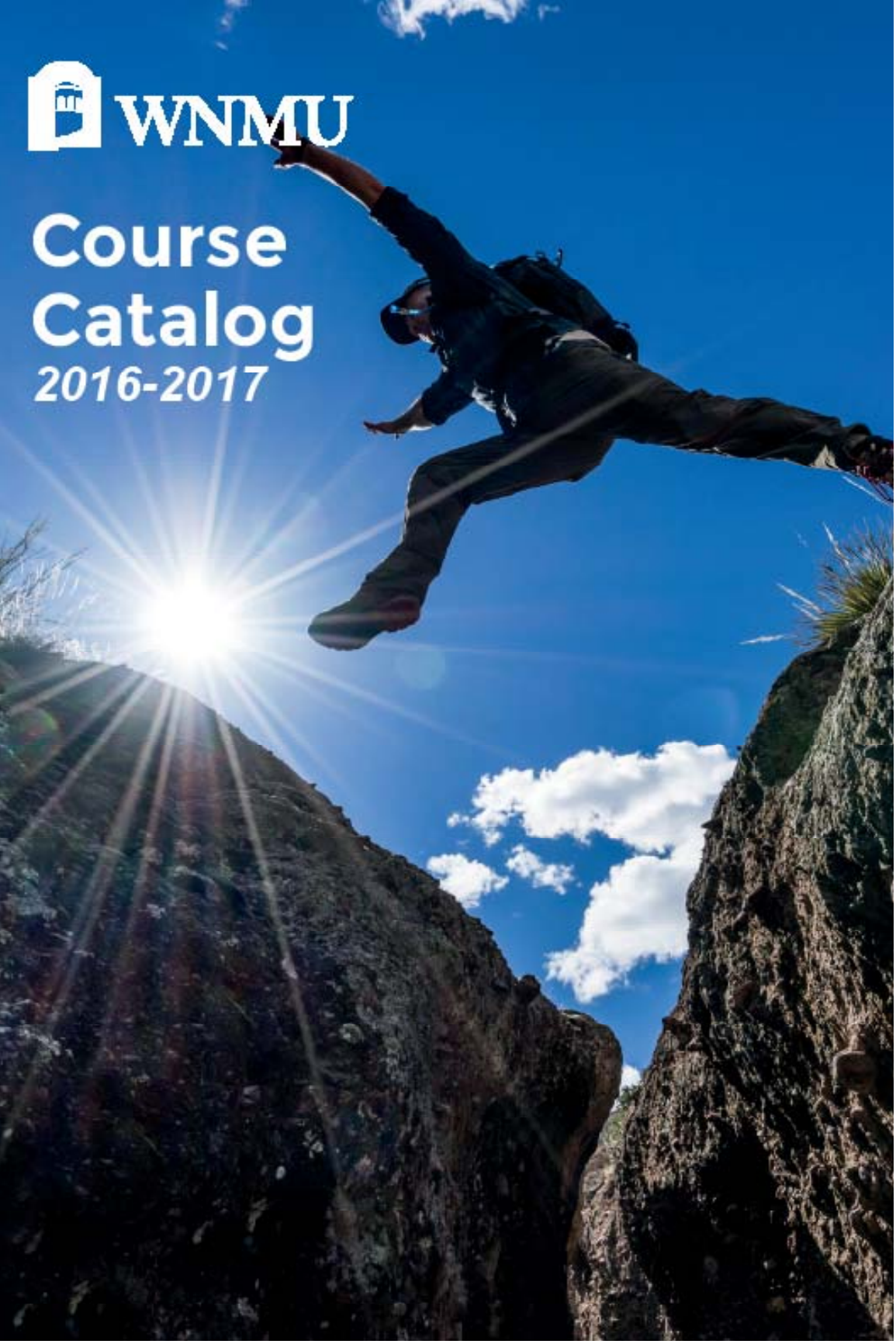

WNMU

Course Catalog

2016-2017

WESTERN NEW MEXICO UNIVERSITY CATALOG 2016-2017

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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, color, disability, gender identity, genetic information, national origin, race, 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, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, protected veteran status, sexual orientation, or spousal affiliation. 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 Charlene Ashburn, Director of Diversity and Compliance/Title IX Administrator, PO Box 680 Silver City, NM 88062, 575-538-6025.

Questions and comments concerning WNMU's disability services may be addressed to: Jo Beth Erling, Disability Services Coordinator, PO Box 680 Silver City, NM 88062, 575-538-6498.

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.

Table of Contents

General Information
- Sources of Assistance 4
- University Calendar 7
- Western New Mexico University. 9
- Academic Regulations 12
- Admissions, Undergraduate 32
- Campus Police Department. 42
- Center for Student Success. 46
- Community Relations. 50
- Early Childhood Education 51
- Extended University 54
- Financial Aid 55
- Information Technology. 71
- Library. 72
- Museum 73
- Records & Registration. 74
- Residence Life 82
- Student Affairs & Enrollment Management 86
- Student Expenses. 95
- Community Workforce, Department of 105

Undergraduate Programs
- Academic Programs 107
- General Education Requirements. 114
- Undergraduate Degree Requirements 126

Applied Technology, Department of 131

Arts & Sciences, College of
- Expressive Arts, Department of. 145
- Humanities, Department of 151
- Mathematics & Computer Science, Department of 157
- Natural Science, Department of. 161
- Social Science & Cultural Studies, Department of 180

Professional Studies, College of
- Business, School of 192
- Education, School of. 203
- Health Services, School of
  - Allied Health, School of 233
  - Behavioral Science, Department of 241
  - Nursing, School of 252
  - Social Work, School of 259
- **Interdisciplinary Studies, Department of**. 262
- New Mexico Transfer Ready Certificate 267
- **Undergraduate Course Descriptions 268**

Graduate Studies. 405
- **Graduate Course Descriptions 472**

Board of Regents, Administration, and Faculty 523

Index 539

General Information

Sources of Assistance

Name	Phone	Location
Academic Computer Lab	(575) 538-6334	Global Resource Center
Accounts Payable	(575) 538-6168	Castorena Hall
Adult Education Services	(575) 574-5101	Watts Hall
Affirmative Action	(575) 538-6025	Brancheau PE Complex
AQIP	(575) 538-6348	
Campus Police	(575) 538-6231	Campus Police Office
Campus Recreation	(575) 538-6139	Brancheau PE Complex
Center for Student Success	(575) 538-6400	Juan Chacon Bldg
Ceramics Studio	(575) 538-6618	Chino Bldg 118
Circulation Desk	(575) 538-6176	Miller Library
College of Arts & Sciences	(575) 538-6207	Global Resource Center Rm D
College of Community & Workforce Development	(575) 538-6440	Juan Chacon Bldg
Department of Athletics	(575) 538-6218	Brancheau PE Complex
Department of Behavioral Sciences	(575) 538-6442	Phelps Dodge 131
Department of Business Affairs	(575) 538-6150	Castorena Hall
Department of Expressive Arts	(575) 538-6618	Chino Bldg
Department of Humanities	(575) 538-6525	Bowden Hall
Department of Information Technology	(575) 538-6436	Castorena Hall
Department of Interdisciplinary Studies	(575) 538-6650	Brancheau PE Complex 140
Department of Natural Sciences	(575) 538-6227	Harlan Hall
Department of Social Sciences & Cultural Studies	(575) 538-6634	Global Resource Center Suite 200
Department of Social Work	(575) 538-6421	Phelps Dodge Bldg
Division of External Affairs	(575) 538-6440	Juan Chacon Bldg
Early Childhood Programs	(575) 538-6344	Sechler-Rhoades Hall

Honors Program	(575) 538-6640	
Human Resources	(575) 538-6328	Castorena Hall 111
Inter/Library Loan	(575) 538-6409	Miller Library
La Familia Resource Center	(575) 538-6841	Sechler-Rhoades Hall
Language Institute	(575) 538-6850	Bowden Hall
Light Hall Theater	(575) 538-6300	Light Hall
Mail Room	(575) 538-6477	Brancheau PE Complex
Maintenance	(575) 538-6470	Physical Plant
Master of Business Admin.	(575) 538-6321	Light Hall 104
Materials & Resource Man.	(575) 538-6553	Castorena Hall
Math & Computer Science	(575) 538-6788	Global Resource Center
Media Technologies Services	(575) 538-6360	Miller Library
Miller Library	(575) 538-6350	J. Cloyd Miller Library
Native American Center	(575) 538-6871	Native American Center
Office of Academic Affairs	(575) 538-6317	Castorena Hall
Office of Admissions & Recruitment	(575) 538-6000	Juan Chacon Bldg
Office of Alumni Affairs	(575) 538-6675	Hunter Hall 2nd floor
Office of Career Services & Leadership Development	(575) 538-6277	Juan Chacon Bldg
Office of Communications	(575) 538-6336	Student Memorial Center 183
Office of Cultural Affairs	(575) 538-6179	Watts Hall
Office of Disability Services	(575) 538-6014	Juan Chacon Bldg
Office of Financial Aid	(575) 538-6173	Juan Chacon Bldg
Office of Graduate Studies	(575) 538-6650	Brancheau PE Complex 140
Office of Housing & Residence Life	(575) 538-6629	Juan Chacon Rm 204
Office of International Studies	(575) 538-6332	Martinez Fall 208
Office of IT Video Communications	(575) 538-6061	Miller Library
Office of Online Learning	(575) 538-6046	CETAL Miller Library
Office of Outreach Programs	(575) 538-6185	Juan Chacon Bldg 139
Office of Special Events	(575) 538-6161	110 Rhoda Road
Office of Student Affairs	(575) 538-6339	Juan Chacon Bldg 264
Office of the President	(575) 538-6238	Castorena Hall 125
Office of the Registrar	(575) 538-6118	Juan Chacon Bldg 244
Ombudsperson	(575) 538-6348	
Outdoor Programs & Gear Rentals	(575) 538-6253	Basement of Graham Gym
Payroll Office	(575) 538-6362	Castorena Hall
Physical Plant	(575) 538-6470	Physical Plant
Police Academy	(575) 538-6288	Phelps Dodge Bldg
Public Services Library Manager	(575) 538-6006	Miller Library
Reference Desk	(575) 538-6359	Miller Library
School of Allied Health	(575) 538-6442	Phelps Dodge 131

School of Applied Technology	(575) 538-6286	Juan Chacon Bldg 112
School of Business	(575) 538-6321	Light Hall
School of Education	(575) 538-6416	Martinez-Fall Bldg
School of Human Services	(575) 538-6442	Phelps Dodge Bldg
School of Nursing	(575) 538-6960	School of Nursing Bldg
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 Bldg
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 Bldg 244
Western Institute for Lifelong Learning	(575) 538-6835	Juan Chacon Bldg 108
WNMU - Gallup	(505) 722-3389	WNMU - Gallup
WNMU Museum	(575) 538-6386	Fleming Hall
WNMU Switchboard	(575) 538-6011	
WNMU-Deming	(575) 546-6556	WNMU-Deming
WNMU-Gallup	(505) 722-3389	WNMU-Gallup
WNMU-Lordsburg	(575) 542-3315	WNMU-Lordsburg
WNMU-Truth or Consequences	(575) 894-9050	WNMU-Truth or Consequences
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/sched.jsp?utm_source=course-schedule&utm_medium=wnmu-supermenu-current-students&utm_campaign=dropdown-menus.

Fall 2016

Official term begins . . . . . Mon., Aug. 15
Last day to add/drop/change classes . . . . . Fri., Aug. 19
Disenrollment for Non-Payment . . . . . .Fri. Aug. 19
Late Registration Fee of **$50.00** begins . . . . . Mon., Aug. 22
Deadline to apply for Spring 2017 graduation . . . . . Thurs., Sept. 1
Census Date . . . . . Fri., Sept. 2
Labor Day (University Closed) . . . . . .Mon. Sept. 5
Last day to change grade option from Audit/Grade or Grade/Audit . . . . . Fri., Oct. 7
Mid Semester grades due . . . . Mon., Oct. 10
Spring 2017 class registration begins . . . . . Sat., Oct. 15
Last day to withdraw from class(es) with a grade of "W" . . . . . Fri., Oct. 28
(grades earned and assigned will not convert to a grade of "W")
Thanksgiving Recess (University closed) . . . . . Mon.-Fri., Nov., 21-25
Final exam week . . . . . Mon.-Th., Dec. 5-8
Last day of class meeting . . . . . Thurs., Dec. 8
Commencement . . . . . Fri., Dec. 9
Fall grades due in the Registrar's Office NO LATER THAN noon. . . . . Mon., Dec. 12
Winter Break (University closed) . . . . . .To be Determined

Spring 2017

University Reopens . . . . . Mon., Jan. 2
Martin Luther King Day (University closed) . . . . . Mon., Jan. 16
Official term begins . . . . . Tues., Jan. 17
Last day to add/drop classes . . . . . Mon., Jan. 23
Disenrollment for Non-Payment . . . . . Mon., Jan. 23
Late Registration Fee of $50.00 begins . . . . . Tues., Jan. 24
Deadline to apply for Summer 2016 graduation . . . . . Wed., Feb. 1
Census Date . . . . . .Fri., Feb. 3
Last day to change grade option from Audit/Grade or Grade/Audit . . . . . .Wed., Mar. 8
Mid Semester grades due . . . . . Thurs., Mar. 9
Spring Recess (all campuses) (University Closed) . . . . . .Mon.-Fri. Mar., 13-17
Summer and Fall 2017 class registration begins. . . . . Mon., Mar. 20
Last day to withdraw from class(es) with a grade of "W" . . . . . .Fri., April 7
(grades earned and assigned will not convert to a grade of "W")
Mustang Show Case . . . . . Sat., March 25

Spring Holiday (University closed) . . . . . .Fri., April 14
Final Exam Week . . . . . .Mon.-Th., May 8-11
Last day of class meetings . . . . . .Thurs., May 11
Nursing Pinning Ceremony . . . . . .Thurs., May 11
Commencement . . . . . Fri., May 12
Occupational Therapy Assistant Pinning Ceremony . . . . . Sat., May 13
Grades due in the Registrar's Office NO LATER THAN noon . . . . . .Mon., May 15
Memorial Day (University closed) . . . . . .Mon., May 29

Summer 2017

Deadline to apply for Fall 2017 graduation . . . . . .Thurs., June 1
Classes begin - Summer Session A . . . . . Wed., May 31
Classes end - Summer Session A . . . . . Thurs., Aug. 3
Classes begin - Summer Session B . . . . . Wed., May 31
Classes end - Summer Session B. . . . . Thurs., June 29
Independence Day holiday (University closed) . . . . . Mon., July 4
Classes begin - Summer Session C. . . . . .Wed., July 5
Classes end - Summer Session C . . . . . Thurs., Aug. 3

Fall 2017

SUBJECT TO CHANGE

Official term begins . . . . . Mon., Aug. 14
Last day to add/drop/change classes . . . . . Fri., Aug. 18
Disenrollment for Non-Payment. . . . . .Fri. Aug. 18
Late Registration Fee of **$50.00** begins . . . . . Mon., Aug. 21
Deadline to apply for Spring 2017 graduation . . . . . Fri.., Sept. 1
Census Date . . . . . .Fri., Sept. 1
Labor Day (University Closed) . . . . . .Mon. Sept. 4
Last day to change grade option from Audit/Grade or Grade/Audit . . . . . Fri., Oct. 6
Mid Semester grades due. . . . . Mon., Oct. 9
Spring 2018 class registration begins . . . . . .Sun., Oct. 15
Last day to withdraw from class(es) with a grade of "W" . . . . . Fri., Oct. 27
(grades earned and assigned will not convert to a grade of "W")
Thanksgiving Recess (University closed). . . . . .Mon.-Fri., Nov. 20-24
Final exam week . . . . . Mon.-Th., Dec. 4-7
Last day of class meetings . . . . . Fri., Dec. 7
Commencement . . . . . Fri., Dec. 8
Fall grades due in the Registrar's Office NO LATER THAN noon. . . . . Mon., Dec. 11
Holiday season (University closed) . . . . . .To be Determined

Western New Mexico University

University History

The community of Silver City realized a long-time dream on February 11, 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. On June 2, 1893, the Board accepted Regent John W. Fleming's offer of 20 acres 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 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, 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 WNMU Museum which was established in 1974. In the early 1920's the New Mexico Normal School became New Mexico State Teachers' College. Following World War I, Dotson Field was constructed and named after an alumnus who died in the war.

Near the end of the 1920's, Light Hall was completed to serve as an auditorium, library and classroom facility. Although Graham Gymnasium was started years earlier, it was not completed until 1936. During the Depression of the 1930's numerous W.P.A. projects brought improvements to the campus. At the end of the 1930's, a secondary school associated with the college began operation in a new building on the east side of the campus. Western High School was turned over to the Silver Consolidated School District on July 1, 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. In 1979 the wish for an enclosed pool was fulfilled. In 1954 the President's home was completed. Miller Library was built in 1957 following the razing of "Old Main". 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. Western New Mexico University received its current name in 1963. Since then, building additions include 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) reflect the fulfillment of more recent needs of the University.

WNMU celebrated its 100th Anniversary in 1993. Exemplary teaching, quality programs, and enhanced regional service characterize the University mission, as WNMU moved into its second hundred years. Today, WNMU has campuses in Silver City, Deming, Lordsburg, Truth or Consequences, Gallup.

Mission Statement

WNMU engages and empowers learners in a multicultural, inclusive, creative, and caring community of teaching, scholarship/research, and service.

Vision Statement

WNMU aspires to be the premier teaching university excelling in student-centeredness, the liberal arts and sciences, professional programs, and career and technical preparation. We educate with rigor and compassion diverse learners who achieve career goals, gain civic literacy, practice social responsibility, and engage in lifelong pursuit of learning. Valuing the traditional academy and taking pride in our history and regional cultural heritages, we embrace innovation and transformation for a sustainable future in an ever-changing world of local and global connections.

Accreditation and Standing

WNMU is accredited by the North Central Association of Colleges and Schools, (30 N. La Salle, Suite 2400, Chicago, IL 60602 312-263-0456) and by the New Mexico State Board of Education for offering undergraduate and graduate work. Western New Mexico University, through its College of Business is nationally accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees:

- Bachelor of Business Administration degree with emphasis in Accounting and Business Management.
- Master of Business Administration degree.

WNMU is accredited by the National Council for Accreditation of Teacher Education (NCATE). The university has received national accreditation for its nursing, social work, and occupational therapy assistant programs, and the economic development course/institute. The Child Development Center is also nationally accredited.

WNMU is a member of the American Association of Colleges for Teacher Education, the American Association of University Women, the Renaissance Group, the American Association of State Colleges and Universities, the Hispanic Association of Colleges and Universities, the Association of Collegiate Business Schools and Programs, 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

A 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 WNMU;
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 WNMU. 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 Registrar's Office;
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 Center for Student Success

Refer to the Center for Student Success chapter within the Undergraduate Studies section of this catalog for more information on: NES, GED, HiSet, NBCC, 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 quality 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 Registrar's Office.

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 My 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 Registrar's Office.

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.
0-32	1.65
33-48	1.75
49-63	1.90
64 + 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 exists 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 Financial Aid Office 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 Registrar's Office 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 100 to 199 are intended for freshmen, from 200 to 299 for sophomores, 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, 294, 394, and 494. These courses are arranged through the Co-op Work Experience 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, 285, 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, 290, 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, 281, 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 Registrar's Office.
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 and 296. 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, 280, 380, 480, and 580. A workshop course can be offered up to two times before the department decides to make it a permanent course.

Service Learning

There will be an "SL" designation after the course description in the course schedule for any service learning course offered in that semester. 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. The "SL" designation will also appear on students' transcripts. 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, 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, and F 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

P Indicates a passing grade in a course. P is not computed in the GPA

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 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 for credit. Changes in audit status may be made through the eighth week of classes.

Final Course Grades

Students can access their final grades via Mustang Express at www.mywnmu.edu approximately seven days after the official close of the semester. Lists of students' academic progress are also provided to the Center for Student Success.

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 Registrar's Office according to the WNMU Catalog schedule. These grades are made available to the student via their Mustang Express account, Center for Student Success, Athletics/ Coaches, and the Financial Aid Office.

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

Commencement exercises are held at the end of the spring and fall semesters.

Students whose requirements were completed and degrees conferred in preceding semesters, as well as those who have completed requirements in the fall and spring semesters, are invited to attend and have their names printed in the commencement program.

Students who fail to graduate on the selected date and wish to graduate at a later date must update their files. Please see the Registrar's Office for details.

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.)

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.

Faculty Handbook, pp. 602-1 through 602-2.

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 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; **or**
2. Achievement of an ACT sub-score of 21 or better (or SAT equivalent of 500) in math, English and social science. 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/SAT sub-score was less than 21/500.

Applicants must submit an official high school transcript showing graduation completion or an official GED 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 (or SAT equivalent of 500) in math, English and social science. The ACT/SAT must have been taken in the past five years; **or**
4. 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 **fina**l 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. 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 four parts: math, reading, and writing, 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 schedule in advance a test session to complete ACCUPLACER. All students identified above must complete the test prior to registration for classes. More infor-

mation concerning ACCUPLACER testing is available at the Center for Student Success.

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 ACT/SAT test cores, 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 500. The ACT/SAT must have been taken within the past five years.

Students who have a 31 ACT sub-score 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/SAT subscore of at least 21/500 in a relevant area 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 English, 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 equivalent of 500) in math, English/writing, and reading. The ACT/SAT must have been taken within the past five years;
3. 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;
4. 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.

5. 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 three means:

1. A Test of English as a Foreign Language (TOEFL) score of 550 or higher on the written version of the test or 79 or higher on the Internet version of the test; **or**
2. An ACT English subscore of 21 or higher or an SAT Verbal score of 500 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**
3. 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. The certified evaluation must be a detailed report with semester units, individual grade equivalents and an overall grade point average, identification of the level of the class (e.g., lower versus upper division, professional, vocational) along with course descriptions. See NACES for information http://www.naces.org.

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 (GED):** WNMU follows the guidelines established by the New Mexico State Department of Education concerning the Tests of General Education Development (GED). Students who have not graduated from high school may be admitted on the basis of satisfactory scores on the GED, administered by the State Department of Education. Information on the test may be obtained from the Department or from a local high school. The GED is also administered on the WNMU campus. Arrangements to take the test on campus may be made through the Center for Student Success. Classes in GED 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 the GED;
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:

All first semester freshmen and undeclared students	Student Service Specialists or Learning Centers
NM Transfer-Ready Certificate	Student Services Specialist or Learning Centers
Students in two year or certificate programs	Faculty in Major Departments
Students who have a declared a major or a two year or certificate program	Faculty in Major Departments
Graduate students	Faculty in Major Departments
Associate of Arts in Liberal Studies (A.A.) degree	Interdisciplinary Studies Department
Bachelor of Interdisciplinary Studies (B.I.S.) degree	Interdisciplinary Studies Department

Other

High School Students	High School Counselors in coordination with the Department of Outreach Programs

Undergraduate Special/ Non Degree Students	Undergraduate - Admissions Office - Student Service Specialist
Graduate Special/ Non Degree Students	Department of Graduate Studies

Students may declare a major at any time after registering for the 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 and second years of college. Students must contact the Admissions Office and are guided through the process of filling out the "Declaration of Major" form online.

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 hours, 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 an 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 firearms(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, testing services, career services, supplemental instruction, tutoring, and new student orientation.

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.

Testing

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 Center for Student Success 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.

Exam Title	Credit-Granting Score (C-Level)	Hours	B-Level
Business			
Financial Accounting	50	3	65
Information Systems	50	3	66
Introductory Business Law	50	3	60
Principles of Management	50	3	63
Principles of Marketing	50	3	65
Composition & Literature			
American Literature	50	3	53
Analyzing and Interpreting Literature	50	3	59
College Composition	50	6	59
College Composition Modular	50	3	60
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 (01/16)

Mathematics Placement Test

Arithmetic Test Score

SCORE	PLACEMENT	CODE
0-55	DVSM 101	AMAA
56 and over	DVSM 102	AMAB

Elementary Algebra Test

46-60	DVSM 102	AMEA
61-80	MATH 105/106 or 111	AMEB
81-115	MATH 105/106, 121/131, 321	AMEC
116 and over	MATH 105/106, 121/132, 221, 321	AMED

Reading Placement Test

00-60	ENGL 097	ARD2
61-99	ENGL 099 with ENGL 101	ARE1

Writing Sentence Sills Placement Test

00-70	ENGL 097	AWS1
71-90	ENGL 099	AWD2
91-999	ENGL 101	ASE1

WritePlace Placement Test

0-3	ENGL 079	AWW1
4-5	ENGL 099	AWW2
6-99	ENGL 101	AWE1

*Reading and Writing Placement Test must be within the cut score range in order to be placed into ENGL 101.

*Achievement of an ACT score of 21 or better in each Math, Reading, and English or SAT equivalent of 500 or better in each Math, Writing, and Reading - 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.

Standardized Testing

The Center for Student Success 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); and the National Board for Certified Counselors (NBCC). Other test may be administered/proctored by special arrangement.

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:

Test	Std. Score	Percentile	Courses
English	27-30		ENGL 101
English	31	98%	ENGL 102
Mathematics	31	97%	MATH 131 (MATH 132 upon consultation with the Chair of Mathematics and Computer Science)

*Students taking the ACT 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.

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 complete withdrawal according to the standard withdrawal procedures, they become liable for grades of W or F. 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 Complete Withdrawal link is under the Student Services tab.

The Office of Financial Aid is required by the Department of Education to recalculate federal 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 completely withdraw for a 16 week course.

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.

Office of Communications

The Office of Communications researches, writes, and distributes a variety of news and feature articles and stories designed to promote the image and awareness of Western New Mexico University. Its programs, students, faculty, and staff, designs, develops, reviews and approves a variety of university collateral materials to ensure presentation of material complies with established purpose, mission, and quality of University; participates in community programs and groups in an effort to improve the relationship with the community. The director serves as primary spokesperson for the University to outside audiences. The Office of Communications is located in the Student Memorial Center Rm 183, Phone: 1-800-872-9668, (575) 538-6336, e-mail news@wnmu.edu. The mailing address is Director of Communications, Abe Villarreal, P.O. Box 680, Silver City, NM 88062.

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 programs seek to support the highest quality of early care and education through community outreach, teacher education, training, and advocacy. They promote the primacy of play in child development in a child-and family-centered context, respecting each family's uniqueness and diversity.

Purpose

The Early Childhood Programs at Western New Mexico University complement and support Early Childhood Education at WNMU in many ways. The Early Childhood Programs offer a comprehensive array of child- and family-centered services that foster and maintain collaboration and flexibility to meet the increased need for quality care and education throughout the campus and Southwest New Mexico. These early care and education programs include three training sites with service components: Early Childhood Laboratory Site, a Family Counseling Center, and a Training and Technical Assistance Program. All programs follow the seven New Mexico Early Childhood competencies: child growth, development and learning; health, safety and nutrition; family and community collaboration; developmentally appropriate content; learning environment and curriculum implementation, assessment of children and evaluation of programs; and professionalism.

The Early Childhood Laboratory Sites

ECP cooperates with many other University Departments, including Occupational Therapy, Social Work, Nursing, and Education, to provide a rich learning experience for their students. The early care and education programs offer WNMU students the opportunity to enhance their course work by observing young children interacting and learning in developmentally age-appropriate environments. In these model early care and education settings, education practicum students and counseling interns can be trained. ECP also offers on-the-job training to graduate and work study students. Service providers from the community utilize the lab site to bring 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 Academy of Early Childhood Programs 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 in the Silver Schools and WNMU students. Growing Tree operates on the Silver School 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.

La Familia Resource Center Training and Technical Assistance Program (TTAP)

La Familia Resource Center is one of New Mexico's four training and technical assistance programs working under contract for the New Mexico Department of Children, Youth and Families to offer services to parents, caregivers, teachers, students, and early care and education professionals in Catron, Dona Ana, Grant, Hidalgo, Lincoln, Luna, Otero, and Sierra Counties. The mission of La Familia is to increase the quality, availability, affordability, and accessibility of early care and education, school-age care, and family support. La Familia program service components include:

- Train early care and education educators (center-based, family child care, and school-age care);
- Provide information to link early childhood educators with necessary resources to perform their work;
- Support CYFD's Look for the STARS Quality Rating System;
- Complete the verification process for programs who are operating at a 3-STAR and 4-STAR license level;

- Support CYFD with the transition of programs in the AIM HIGH Program into FOCUS-the revised tiered quality rating and improvement system;
- Support programs to provide inclusive services to each and every child;
- Support the development and infrastructure of quality early care and education and family support services at the local, regional, and state-wide level;
- Support families in accessing early care and education program services, school-age care, and other support services; and
- Collect data, acquire and disseminate information regarding all aspects of early care and education and family support.

Extended University and Online Learning

Extended University and Online Learning oversee WNMU's distance education programs. Regional learning centers and high speed technology make the University accessible to communities throughout southwestern New Mexico and beyond. 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. Distance education technologies and flexible programming are used to enable students anywhere to earn university credits in a format that fits their busy schedules. Facilities under the auspices of the Extended University include Mimbres Valley Learning Center in Deming, the Nadyne Gardner Learning Center in Truth or Consequences, the Hidalgo Learning Center in Lordsburg and WNMU-Gallup. Online courses are delivered via the Instructor Canvas course management system.

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. For more information about online programs visit the WNMU home page or email 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

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 Financial Aid Office (F.A.O.) 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 Financial Aid Office 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 @ www.fafsa.ed.gov;
2. Indicate on FAFSA the WNMU ID# 002664. The Financial Aid Office 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: Financial Aid Office
Step 5: Residence Life
Step 6: Registrar's Office
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:

   25 days completed/101 day of instruction in the fall semester = 24.8 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% or (101 days) - 24.8% earned or (25 days completed) = 75.2% unearned

   Student charges = $1,769.28 * 75.2 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:

August 17		**September 10**
Tuition & Fees	$1,769.28	$1,769.28
Financial Aid	$2,675.00	$0.00 0% Refund of Tuition & Fees
Refund Check	$905.72	$1,330.48 unearned aid returned and balance due to the Business Office.

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.

Undergraduate Students 67% Completion Rate Requirement (Attempted Semester Hours X 67%)		
Attempted Semester Credit Hours	**67% Completion Rate Requirement**	**Earned Semester Credit Hours must be more than or equal to:** (amended 10/25/12)
18 Credit Hours	67%	12 Credit Hours
17 Credit Hours	67%	11 Credit Hours
16 Credit Hours	67%	11 Credit Hours
15 Credit Hours	67%	10 Credit Hours
14 Credit Hours	67%	9 Credit Hours
13 Credit Hours	67%	9 Credit Hours
12 Credit Hours	67%	8 Credit Hours
11 Credit Hours	67%	7 Credit Hours
10 Credit Hours	67%	7 Credit Hours
9 Credit Hours	67%	6 Credit Hours
8 Credit Hours	67%	5 Credit Hours
7 Credit Hours	67%	5 Credit Hours
6 Credit Hours	67%	4 Credit Hours
5 Credit Hours	67%	3 Credit Hours
4 Credit Hours	67%	3 Credit Hours
3 Credit Hours	67%	2 Credit Hours
2 Credit Hours	67%	1 Credit Hour
1 Credit Hour	67%	1 Credit Hour

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.

Maximum Time Frame Rule (Required Graduation Hours x Maximum Time Frame %)		
Graduation Requirement Hours	**Maximum Time Frame Percentage**	**Attempted Hours Permitted**
120 Credit Hours	150%	180

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 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 email 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 email 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 Financial Aid Office.

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 Financial Aid Office, 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 a under served New Mexico area, complete a need analysis and contact the Financial Aid Office.

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 Financial Aid Office. 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 MBA program and two (2) in the Education program. Application is made through the Financial Aid Office 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 coursed 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 Financial Aid Office**.**

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 Financial Aid Office.

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 must be 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 Registrar's Office 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 Registrar's Office. 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.

Library

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 sue 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 Registrar's Office 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 Registrar's Office. These folders are maintained for a minimum of five years after a student last attends and then are destroyed.

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 Registrar's Office. 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 Registrar's Office 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.

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 or Center for Student Success" sections 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 Registrar's Office if making course changes which affect benefits.

Grading Option Changes

Changes in grading options (audit to grade or grade to audit) must be made during the first eight weeks. Grading option is indicated at the time of registration. The change is processed at the Registrar's Office. 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 prior to registration.

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 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 Registrar's Office 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 complete 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 and local address. Any change of address should be reported immediately to the Registrar's Office. 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 Registrar's Office, along with a photo ID.

Use of Social Security Numbers as Student ID

At the time of Admissions and Financial Aid application, WNMU will capture the student's 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://secure.studentclearinghouse.org/sssportalui/authenticate. 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 preferred methods of payment include money orders, cashier's check, if request is mailed in or credit/debit card for on-line request. Fees are as listed below:

Fax Transcript (unofficial). $5.00

Official Transcript $5.00

Transcripts ordered on-line have an additional processing fee. $2.25

***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 Registrar's Office 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 101 or 102, 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. The certified evaluation must be a detailed report with semester units, individual grade equivalents and an overall grade point average, identification of the level of the class (e.g., lower versus upper division, professional, vocational) along with course descriptions. See NACES for information http://www.naces.org.

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 oral communication and computer literacy.

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-five (35) hours of general education coursework. This thirty-five hour module is printed in the WNMU catalog. This thirty-five hour module is incorporated into sixty-four (64) 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 found on from the WNMU Housing Web site. 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 nonrefunable 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 with the Office of Outreach Programs by admitting 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 General Education Development 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 waiver 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 contact the office of Admissions at 575-538-6000 or call us at our toll free number at 1-800-USA-WNMU.

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 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.

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 Financial Aid section of the catalog.

New Student Orientation

The New Student Orientation program is administered by the Division of Student Affairs and Enrollment Management. 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 includes one night in the residence halls, an introduction to the WNMU Outdoor Experience Program, and several other activities to foster a positive experience. For spring registrants the orientation is one day 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 Assistant to the Vice President for Special Projects at (575) 538-6250, or the Center for Student Success at fye@wnmu.edu, or at (575)538-6400.

Testing

The Center for Student Success 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.

Outreach Programs

WNMU's Outreach Programs 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.

Registrar Office

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; 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, 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 Registrar's Office 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 (CH30)
- Dependents (CH35)
- Montgomery GI Bill-Selected Reserve (CH1606)
- Reserve Educational Assistance Program (REAP)Tuition and fees of students enrolled under the Vocational Rehabilitation Program (CH31) will be paid by the U.S. Department of Veterans Affairs under contract with the university.

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 Registrar's Office 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 were students live where they learn and lean where they live. 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: Student Health Services are now open year round to provide continuous medical and counseling services. During summer sessions hours have been decreased due to budget constraints. A student should call ahead for appointments. The availability of Student Health Services does not preclude students from making appointments at any time with other health-care providers of their choice. Such appointments are not covered by Student Health Services or by student fees. Any financial liabilities resulting from such appointments are the sole responsibility of the individual student. Contact 575-538-6014 for further information.

Counseling Services Counseling: Services are provided through Student Health Services in the Juan Chacon Building, lower level Suite 147. 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. Up to fifteen visits per semester for current students are covered by student fees. After the initial fifteen visits, $15.00 per visit is due at the time of the appointment. A current Student ID must be presented at the time of each visit. Hours are 9 a.m. to 5 p.m. Monday thru Friday for fall and spring semesters..

Disability Services: Services for students with disabilities are provided through Student Health Services in the Juan Chacon Building, lower level Suite 147. Services include, but are not limited to: 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/, 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, audio recorders, 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. There is no fee for services. Hours are 9 a.m. - 5 p.m. Monday thru Friday. Appointments are recommended. Walk-ins are welcome but appointments are recommended.

Health Care Services: Health care is offered to current WNMU Students at the Student Health Services, in the lower level of the Juan Chacon Building Suite 147. Services include family planning, urine pregnancy testing, STD testing, birth control choices, Pap smears, physical exams for athletics and employment. Student Health Services have available TDAP and Hepatitis B immunizations, and Tb testing (please call 575-538-6014 for more information and cost). Up to five medical visits per semester are covered by student fees. After the maximum visits have been used, there is a fee for service of $15.00, which is due at the time of the appointment. All medications, lab work, x-rays, referrals, etc., that are not covered by Title X are the responsibility of the student. A current Student ID must be presented at the time of each visit. Hours are tentatively set for 9 a.m. to 5 p.m., summer hours are limited to twenty hours a week, please call for appointment before you come to the clinic.

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 Activities and Multicultural Affairs Coordinator works as a liaison between the students, university and local community. The office promotes diversity and works to celebrate the array of cultures that makes 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 ameni-

ties 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 avail-able 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.

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 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 Financial Aid Office 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 financial aid payments to the student account. The release of funds is a function of the Financial Aid Office.

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:

Summer Session 2016:

Hours	Undergraduate	Graduate
1	$188.92	$201.18
2	$377.84	$402.36
3	$566.76	$603.54
4	$755.68	$804.72
5	$944.60	$1,005.90
6	$1,133.52	$1,207.08
7	$1,322.44	$1,408.26
8	$1,511.36	$1,609.44
9	$1,700.28	$1,810.62
10	$1,889.20	$2,011.80

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 2016 - Spring 2017:*

	New Mexico Residents		Non-Residents	
Hours	Undergraduate	Graduate	Undergraduate	Graduate
1	$246.08	$258.31	$285.04	$300.37
2	$492.16	$516.68	$570.08	$600.74
3	$738.24	$775.02	$855.12	$901.11
4	$984.32	$1,033.36	$1,140.16	$1,201.48
5	$1,230.40	$1,291.70	$1,425.20	$1,501.85
6	$1,476.48	$1,550.04	$1,710.24	$1,802.22
7	$1,722.56	$1,808.38	$3,956.68	$4,026.68
8	$1,968.64	$2,066.72	$4,521.92	$4,601.92
9	$2,214.72	$2,325.72	$5,087.16	$5,177.16
10	$2,460.80	$2,583.40	$5,652.40	$5,752.40
11	$2,706.88	$2,841.74	$6,217.64	$6,327.64
12	$2,952.96	$3,100.08	$6,782.88	$6,902.88
13	$3,199.04	$3,358.42	$7,348.12	$7,478.12
14	$3,445.12	$3,616.76	$7,913.36	$8,053.36
15	$3,322.08	$3,875.10	$7,630.74	$8,628.60
16	$3,322.08	$4,133.44	$7,630.74	$9,203.84
17	$3,322.08	$4,391.78	$7,630.74	$9,779.08
18	$3,322.08	$4,650.12	$7,630.74	$10,354.32
19	$3,568.16	$4,908.46	$8,195.98	$10,929.56
20	$3,814.24	$5,166.80	$8,761.22	$11,504.80

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) $22.13
4. Student fees fall (per credit hour) $83.36
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 $190.00
    - Psychological testing fee $350.00
    - Medical testing fee. $515.00
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. Transcripts (each) $5.00

The preferred methods of payment for transcripts include money orders, credit cards (Visa/Mastercard/Discover Card), cashier's check or cash. 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

1. COMPASS (Individuals not admitted to WNMU) $5.00 per portion$15.00
2. GED (High School Equivalency)first time administrative fee $10.00
3. CLEP (College Level Examination Program) first time admin. fee$25.00
4. Proctor Administrative Fee $25.00
   The ACT, SAT, NBCC, CLEP, HiSet, NES, and GED are administered by WNMU. Check the appropriate web site for cost and information.

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

- $1700/semester: 10 meals per week with $200 in flex dollars
- $1850/semester:15meals per week with $200 in flex dollars
- $2050/semester: 19 meals per week with $150 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 19th, 2016 and by January 20th, 2017 (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 26th for the fall and January 27th 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 a 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 19th, 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:

August 15th September 15th October 15th November 15th

Spring Semester Schedule

Beginning with pre-registration through January 20th, 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:

January 15th February 15th March 15th April 15th

Summer Semester Schedule

Beginning with pre-registration through June 1st, 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	Potential Refund Status
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 Complete 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 first day of classes. 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 first day of classes or the date the funds were applied to a student's account whichever comes last (34CFR668.164 (e)). Regulations stipulate that a student's unpaid charges on their bill must be satisfied before a refund can be processed (34 CFR668.164(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 CFR690.80 (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 Registrar's Office.

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 disenrollment date for the Fall and Spring semesters, will be disenrolled 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.

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.

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 Degree in Nursing (A.D.N.) is a terminal degree in nursing. The program requires 72 credit hours that include the following: (a) nursing courses, and (b) general education support courses. Students who complete the program are eligible to take the licensure examination for Registered Nurses.

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
Computer Technology
Construction Technology
Criminal Justice
Detention Officer Training
e-Commerce and System Administration
Early Childhood Education and Family Support
Electrical Technology
Environmental Electrician
Financial Services
Graphic Design
Human Services
Industrial Maintenance
Law Enforcement Training (Police Academy)
Liberal Studies
NM Transfer Ready Cert.
Nursing
Occupational Therapy Assistant
Private Security Guard
Welding Technology

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.

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 or management information systems. 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 48 upper-division credit hours. English 101 and ENGL 102 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

Accounting
Biology
Botany
Business Management
Cell & Molecular Biology
Chemical Dependency
Chemistry
Chicano & Hemispheric Stud.
Criminal Justice
Early Child Care/Educ.
Early Childhood Educ.
Elementary Education
English
Environmental Sustainability
Fine Arts
Forest Wildlife
Forest Wildlife/Law Enfor.
General Business
General Science
History
Interdisciplinary Studies
Kinesiology
Management Info System.
Marketing
Mathematics
Medical Technology (Laboratory Science)
Nursing
Physical Education
Psychology
Rehabilitation Services
Science Education
Secondary Educ.
Social Science
Social Work
Sociology
Special Education
Zoology

Undergraduate Minors

Accounting
American Indian Studies
Art
Biology
Botany
Business Administration
Biology
Chemical Dependency
Chemistry
Coaching
Computer Science
Communication
Criminal Justice
Digital Forensics
Early Child Ed/Family Suppt.
Economics
English
Entrepreneurship
Environmental Sustainability
Geography
Geology
Gerontology
Health Science Education
Hemispheric Studies
History
Kinesiology
Latin American Studies
Latino & Chicano Studies
Marketing
Mathematics
Music
Outdoor Leadership
Philosophy
Political Science
Pre-Law
Psychology
Public Administration
Public Service & Ldrshp
Rehabilitation
Sociology
Sports Management
Sports Medicine
Woman & Gender
Cell & Molecular .....Studies
Zoology

Educational Teaching Endorsement Fields

Art Education	Language Arts	Science (Earth & Space, General. Life, or Physical)
Bilingual Education	Mathematics	
Business Marketing	Psychology	
Classical Language - Spanish	Reading	Social Studies
Health Science Education	Spanish	Technical Studies
		TESOL

* (This program is not admitting students at the present time)

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 deficiencies, 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 Registrar's Office 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. .

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

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 stimulating, 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 1650 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:

CMPS 111H	Computer Literacy-PC	3
COMM 110H	Public Speaking	3
ENGL 101H	Composition & Rhetoric I	3
ENGL 102H	Composition & Rhetoric II	3

CMPS 111H and ENGL 101H are offered every Fall; COMM 110H and ENGL 102H 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, fine arts, music, philosophy), the social sciences (sociology, economics, history, politics, psychology), 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.

Area I: Communication (9 hours)

Outcomes

a. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view;

b. Express a primary purpose in a compelling statement and order supporting points logically and convincingly;

c. Use effective rhetorical strategies to persuade, inform, and engage;

d. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics;

e. Integrate research correctly and ethically from credible sources to support the primary purpose of communication;

f. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

1) Oral Communication (3 hours)

Courses:
COMM 110, THR 250 or Transfer (COMM 175)

2) Written Communication (6 hours)

Courses:
ENGL 101, 102 or Transfer (ENGL 175) for ENGL 102 only

Area II: Mathematics (3 hours)

Outcomes

a. Construct and analyze graphs and/or data sets;

b. Use and solve various kinds of equations;

c. Understand and write mathematical explanations using appropriate definitions and symbols.

d. Demonstrate problem solving skills within the context of mathematical applications

Courses:

MATH 105, 106, 121, 131, 132, 171, or Transfer (MATH 175)

Area III: Laboratory Science (8 hours)

Outcomes

a. Describe the process of scientific inquiry;

b. Solve problems scientifically;

c. Communicate scientific information;

d. Apply quantitative analysis to scientific problems;

e. Apply scientific thinking to real world problems.

Courses:

Two courses (including their associated laboratories) are required:

BIOL 101/103, 102/104 primarily for non-science majors,
BIOL 202/203, 204/205, 206/207 primarily for science majors
BIOL 212/214, 254/256, 255/257
CHEM 121/123, 151/153, 152/154
GEOL 101/103, 102/104, 201/203
PHSC 101/103, 115/116, 171/173
PHYS 151/153, 152/154, 171/173, 172/174
Transfer BIOL 175, CHEM 175, GEOL 175, PHSC 175, or PHYS 175

Area IV: Social and Behavioral Sciences (6-9 hours**)

Outcomes

a. Identify, describe, and explain how human behaviors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities;

b. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions;

c. Describe ongoing reciprocal interactions among self, society, and the environment;

d. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Courses

Two or three courses from separate categories from the following are required:
1) ANTH 201, 202, 212/214, GEOG 201, 202, 205, or Transfer (ANTH 715)
2) ECON 200, 201, 202, or Transfer (ECON 175)
3) POLS 201, 202, or Transfer (POLS 175)
4) PSY 102 or Transfer (PSY 175)
5) BSAD 100, CJUS 111, SOC 101, 102, SWK 101, or Transfer (SOC 175)

Area V: Humanities and Fine Arts (9-12 hours**)

Outcomes

a. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film);

b. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political geographic, social, cultural, religious, intellectual);

c. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives;

d. Draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.

Three or four courses from at least three separate categories are required:

Courses:

1) History
HIST 111, 112, 201, 202, or Transfer (HIST 175)

2) Literature
ENGL 150, 200, 205, 225, 265, 293, 294, 296, 297, LALS 243, or Transfer (ENGL 275)

3) Aesthetics (Art, Music, Theater)
ART 211, 241, 261, or Transfer (ART (175)
MUSC 111, 119, or Transfer (MUSC 175)
THR 110, 136, 211, or Transfer (THR 175 or HUM 175)

4) Philosophy
PHIL 100, 101, 200, or Transfer (PHIL 175)

**The total credits from Area IV and Area V must be 18 hours

Technology Literacy (3 hours)

The goal of computer literacy is to develop in all students the capacity to use, understand and evaluate computing technology and thus empower the student to problem solve and achieve personal, academic, professional, and societal goals. Any use of technology should incorporate personal security, ethical behavior, and social responsibility. By requiring a course in computer literacy the university recognizes that virtually every profession in a modern society requires one to develop solutions

and achieve goals, communicate and collaborate, and understand technological principles to accomplish the preceding.

Outcomes

a. Identify or provide examples of data security, data transfer and data importing practices.

b. Identify or provide examples and demonstrate navigation of operating system and application software.

c. Identify or provide examples of the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describe the consequences of a poor decision.

d. Identify or provide examples of societal change, good and bad, that resulted from the use of new technologies of the day.

e. Analyze a system malfunction using logical reasoning and appropriate diagnostic tools and instruments.

f. Demonstrate the capacity to understand and analyze technological claims.

g. Identify the need to utilize multiple technologies to achieve a goal and explain and demonstrate how the tools are used collaboratively to achieve the desired goal.

h. Identify or provide examples of responsible and ethical behavior that follow the letter and spirit of current laws, regulations and societal norms.

i. Search information resources on a community or world issue and evaluate the timeliness, accuracy (fact vs. opinion), and credibility of the information and its source.

j. Explain a problem solving or goal achieving process using technology in nontechnological terms.

k. Identify or provide examples of personal actions taken that promote and hinder personal security and social responsibility.

l. Explain and demonstrate the importance of metadata and information architecture/hierarchy play in the role of information searching and knowledge generation.

m. Explain the computational operations performed by hardware in use today and compare that to the computational machines of the past.

n. Explain the significance of differing software platforms from an operational, reliability, security and privacy point of view. (e.g. running remote code—software as a service).

o. Compare and contrast the financial, reliability and validity trade offs of two different forms of software (e.g. locally installed, mashups, widget, Software as a Service, cloud) and what precautions can be taken to minimize damages.

p. Demonstrate the capability to use word processor software to write a report or research paper.

q. Demonstrate the capability to use spreadsheet software to perform analysis.

r. Demonstrate the capability to use presentation software to present declarative and procedural

Courses:

One course from the following is required: CMPS 110, 111, ART 104, Transfer (CMPS 175) or passing a challenge examination administered by the department over the material.

Communication in Written English

Prior to enrollment in any upper division course, students must have passed Composition & Rhetoric I and II (ENGL 101 and ENGL 102) or their equivalent with a grade of C or better. Academic departments may designate specific courses that are exempt from this requirement. Nursing & Occupational Therapy students are allowed to take upper division classes as required and/or approved by the program without the requisite ENGL 102.

Twelve credits of writing-intensive courses are required for graduation. These courses are designated as WI in the semester class schedules. ENGL 101 and ENGL 102 do not count as writing-intensive.

Writing-intensive courses require a minimum of twelve pages of typed text or their equivalency (roughly 3,000 words). These writing assignments are part of the student's final grade and can be a combination of papers and essay exams. Individual departments further determine their policy concerning writing-intensive courses and can set higher standards.

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 301 and MATH 302 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 202 or Spanish 252, or Spanish 214 (for native speakers only), or any upper-level Spanish course.

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/PSY/SOC 323, Social Statistics, and/or EDUC 402, 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 301 and MATH 302 for the B.S. requirement.

Transferred in General Education Courses

Course numbers 175 and 275 are a unique identifier for courses transferred in as General Education that do not have equivalencies with WNMU courses.

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 Registrar's Office 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.

Transferring Courses to Fulfill the New Mexico General Education Common Core

During the 2005 New Mexico Legislative session, Senate Bill 161, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995 as amended) was signed into law to further enhance and facilitate the articulation of general education courses among New Mexico's colleges and universities. In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution and apply toward certificate and/or degree program requirements. Students who have decided on a major and/or an institution at which to complete their studies should consult with an academic advisor at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore year of study.

The core matrix of approved courses guaranteed to transfer and meet general education requirements at any New Mexico college or university can be found on the New Mexico Higher Education Department website at http://hed.state.nm.us . Follow the "New Mexico Colleges and Universities" link to the drop down menu and select "Transferring Credits", then select "Core Matrix". Courses are listed by institution, whether university or community college, under each of the five general education areas.

The course prefix and number listed is the New Mexico Common Course Number. This is a four alpha/four numeric set of uniform course designations that serve as a single reference point for courses taught throughout the state that share substantially equivalent content. Courses bearing this designation are part of a statewide equivalency table that cross-references the institutional course and number with the universal "common course number" creating an easy one-to-one match.

Students may find the New Mexico Common Course Number listed in crosswalks, degree outlines, transfer guides and in course descriptions in college catalogs and websites. Simply put, the common course number "matches up" equivalent courses at multiple institutions ensuring students that the course will transfer to the receiving institution and meet degree requirements as if it were taken on that campus.

These NM Common Course numbers can be found at the end of each course description, if applicable, in the undergraduate course description section of this catalog.

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 64-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 64-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

Lower-Division General Education Common Core with New Mexico Common Course Number

Area I: Communications	9 semester hours
(a) College-Level English Composition (ENGL 101 Composition & Rhetoric I, NMCCN ENGL 1113)	3-4 hrs
(b) College-Level Writing (a second course building on the above) (ENGL 102 Composition & Rhetoric II, NMCCN ENGL 1123)	3 hrs
(c) Public Speaking (oral communication) (COMM 110 Public Speaking, NMCCN COMM 1113)	3 hrs
Area II: Mathematics	3 semester hours
(a) College Algebra (or higher level) (MATH 131 College Algebra, NMCCN MATH 1113)	3 hrs
(b) Liberal Arts Math	3 hrs
(c) Statistics	3 hrs

Area III: Laboratory Science 8 semester hours

(a) Astronomy, with laboratory 4-8 hrs
(PHSC 115/116 Descriptive Astronomy/lab,
NMCCN ASTR 1113/1111)

(b) General Biology, with laboratory 4-8 hrs
(BIOL 101/103 Biology for General Ed. I/lab, NMCCN BIOL 1113/1111)
(BIOL 102/104 Biology for General Ed. II/lab, NMCCN BIOL 1123/1121)
(BIOL 202/203 Majors I: Plant Form, Function & Diversity/lab,
NMCCN BIOL 1213/1211)
(BIOL 204/205 Majors II: Animal Form, Function & Diversity/lab, NMCCN
BIOL 1223/1221)
(BIOL 254/256 Anatomy & Physiology I/lab, NMCCN BIOL 2413/2411)
(BIOL 255/257 Anatomy & Physiology II/lab, NMCCN BIOL 2423/2421)

(c) General Chemistry, with laboratory 4-8 hrs
(CHEM 121/123 Chemistry for Life/lab, NMCCN CHEM 1113/1111)
(CHEM 151/153 General Chemistry I/lab, NMCCN CHEM 1213/1211)
(CHEM 152/154 General Chemistry II/lab, NMCCN CHEM 1223/1221)

(d) Geology/Earth Science, with laboratory 4-8 hrs
(GEOL 101/103 Physical Geology/lab, NMCCN GEOL 1113/1111)
(GEOL 102/104 Historical Geology/lab, NMCCN GEOL 1213/1211)
(GEOL 201/203 Environmental Science/lab, NMCCN ENVS 1113/1111)

(e) General Physics, with laboratory 4-8 hrs
(PHYS 151/153 General Physics I (non-calculus)/lab, NMCCN PHYS 1113/1111)
(PHYS 152/154 General Physics II (non-calculus)/lab, NMCCN PHYS 1123/1121)
(PHYS 171/173 Principles of Physics I (calculus-based)/lab, NMCCN PHYS
1213/1211)
(PHYS 172/174 Principles of Physics II (calculus-based)/lab, NMCCN PHYS
1223/1221)

Area IV: Social/Behavioral Sciences 6 - 9 semester hours

(a) Economics (Macro or Microeconomics) 3 hrs
(ECON 201 Principles of Macroeconomics, NMCCN ECON 2113)
(ECON 202 Principles of Microeconomics, NMCCN ECON 2123)

(b) Introductory Political Science 3 hrs
(POLS 201 American National Government, NMCCN POLS 1123)
(POLS 202 American State Government, NMCCN POLS 1213)

(c) Introductory Psychology 3 hrs
(PSY 102 General Psychology, NMCCN PSYC 1113)

(d) Introductory Sociology 3 hrs
(CJUS 111 Introduction to Criminal Justice, NMCCN CRJI 1113)
(SOC 101 Introduction to Sociology, NMCCN SOCI 1113)
(SOC 102 Social Problems, NMCCN SOCI 2113)

(e) Introductory Anthropology/Geography 3 hrs
(ANTH 201 Cultural Anthropology, NMCCN ANTH 2113)
(ANTH 202 Physical Anthropology & Archaeology, NMCCN 2213)
(GEOG 201/211 Physical Geography, NMCCN GEOG 1113/1111)
(GEOG 202 Human Geography, NMCCN GEOG 1213)

Area V: Humanities and Fine Arts 6 - 9 semester hours

(a) Introductory History Survey 3 hrs
(HIST 111 World Civilization I, NMCCN HIST 1053)
(HIST 112 World Civilization II, NMCCN HIST 1063)
(HIST 201 American History, NMCCN HIST 1113)
(HIST 202 American History II, NMCCN HIST 1213)

(b) Introductory Philosophy 3 hrs
(PHIL 100, Introduction to Philosophy, NMCCN PHIL 1113)

(c) Introductory Course in History, Theory or Aesthetics of the Arts, or Literature 3 hrs
(ART 211 Art Appreciation; NMCCN ARTS 1113)
(MUSC 111 Music Appreciation, NMCCN MUSI 1113)
(MUSC 119 Fundamentals of Music, NMCCN MUSI 1213)
(THR 110 Theater/Drama Appreciation, NMCCN THTR 1113)

(d) Language, Literature or Humanities
(ENGL 150 Introduction to Literature, NMCCN ENGL 2213)
(ENGL 200 Poetry, NMCCN ENGL 2313)
(ENGL 205 Latino Literature of the US, NMCCN ENGL 2723)
(ENGL 225 The Short Story, NMCCN ENGL 2343)
(ENGL 265 World Literature, NMCCN ENGL 2613)
(ENGL 293 English Literature I, NMCCN ENGL 2413)
(ENGL 294 English Literature II, NMCCN ENGL 2423)
(ENGL 296 American Literature I, NMCCN ENGL 2513)
(ENGL 297 American Literature II, NMCCN ENGL 2523)

Common Module Total 35 semester hours

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 101 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 Registrar's Office. The student will be advised by email 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.

   Twelve 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 41 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 course work 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 202, SPAN 214, SPAN 252 or any upper division Spanish course. 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/PSY/SOC 323 Social Statistics or EDUC 402, 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/PSY/SOC 323 for B.S. requirement;

5. Demonstrate a minimum competence (grade of C) by satisfactorily completing English 101 and 102 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 Registrar's Office. The student will be advised in writing of the results by the Registrar's Office;
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 Social Work Department. A student must have a 2.5 cumulative grade point average and pass SWK 101 with a C or better to be eligible to apply to the program;
2. Students must be admitted to the program prior to enrolling in SWK 386, Social Work Practice I. Academic credit for life or previous work experience will not be awarded. Demonstrate minimum competency (grade of C) in the following courses: ENGL 101 and 102, COMM 110, MATH 111, MATH 321 and all Social Work professional foundation courses;
3. Students who have completed a degree, must complete 46 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

Certificate and Associate Programs: Majors: Computer Technology, Construction Technology, Electrical Technology, Environmental Electrician, Financial Services, Industrial Maintenance, and Welding Technology.

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

(18 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3

Computer Technology Core Requirements

CTP 100	Intro. to Operating Systems/Application	3
CTP 105	Linux+ Certification Preparation	3
CTP 115	Operating System Security	3
CTP 150	PC Hardware & Software	3
FNSV ___	Select one Financial Services course	3
	Total credit hours	15

CERTIFICATE - COMPUTER TECHNOLOGY

(33 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3

Computer Technology Core Requirements

BSAD 100	Introduction to Business	3
CTP 100	Intro. to Operating Systems/Application	3
CTP 105	Linux+ Certification Preparation	3
CTP 110	CCNA Certification Preparation I	3
CTP 115	Operating System Security	3
CTP 150	PC Hardware & Software	3
CTP 155	CCNA Certification Preparation II	3
CTP 200	CCNA Certification Preparation III	3
CTP 235	CCNA Certification Preparation IV	3
FNSV ___	Select one Financial Services course	3
	Total core credit hours	30

ASSOCIATE OF APPLIED SCIENCE
COMPUTER TECHNOLOGY

Networking Option (65 credit hours)
Cyber Security Option (71 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
MATH 111	Intermediate Algebra	3
MATH 131	College Algebra	4
Physical Science disciplines & labs for General Ed Lab Science (e.g. Chemistry, Geology, Physics, Physical Science)		4
	Total credit hours	20

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
	Total core credit hours	33

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
	Option credit hours	12

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
	Option credit hours	18

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

(31 credit hours)

Supporting Course Work

ENGL 101	Composition & Rhetoric I	3
	Total credit hours	9

Construction Technology Core Requirements

CNST 101	Introduction to Building Trades	3
CNST 104	General Construction Application	3
CNST 106	Construction Safety and Tools	2
CNST 112	Framing of Floors and Walls	4
CNST 114	Print Reading and Site Layout	3
CNST 120	Site Built and Manufactured Concrete Forms	4
CNST 124	Exterior Finishing and Roofing Applications	5
CNST 126	Principal Layouts of Roofs, Windows and Doors	4
	Total core credit hours	28

ASSOCIATE OF APPLIED SCIENCE IN CONSTRUCTION TECHNOLOGY

(67 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
ENGL 101	Composition & Rhetoric I	3
	Total credit hours	9

Construction Technology Core Requirements

CNST 101	Introduction to Building Trades	3
CNST 104	General Construction Application	3
CNST 106	Construction Safety and Tools	2
CNST 112	Framing of Floors and Walls	4
CNST 114	Print Reading and Site Layout	3
CNST 120	Site Built and Manufactured Concrete Forms	4
CNST 124	Exterior Finishing and Roofing Applications	5
CNST 126	Principal Layouts of Roofs, Windows and Doors	4
CNST 128	Fund. of Concrete Reinforcing/Foundations/Flatwork	2
CNST 230	Handling and Placing Concrete	4
CNST 232	Techniques in Installing Drywall and Insulation	4
CNST 234	Building Commercial & Residential Stairs	3
CNST 236	Framing with Metal	3
CNST 238	Interior Finishes	4
CNST 240	Advanced. Roof, Floor & Wall Systems	4
CNST 246	Preparation of Job Site Equipment Management	3
CNST 262	Construction Supervision	3
WLDT 155	Shielded metal Arc Welding I	3
	Total core credit hours	61

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

(16 credit hours)

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
	Total core credit hours	16

CERTIFICATE - ELECTRICAL TECHNOLOGY

(39 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
	Total 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
	Total core credit hours	30

ASSOCIATE OF APPLIED SCIENCE IN
ELECTRICAL TECHNOLOGY

(65 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
	Total 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
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
	Total core credit hours	56

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

(31 credit hours)

Supporting Course Work

ART 140	Digital Literacy	
or CMPS 111	Computer Literacy - PC	3

Environmental Electrician 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 129	Basic Conductor Termination & Grounding	3
ENVE 205	Solar Site Analysis	3
ENVE 250	Wind Power	3
	Total core credit hours	28

ASSOCIATE OF APPLIED SCIENCE
ENVIRONMENTAL ELECTRICIAN

(72 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
ENGL 101	Composition & Rhetoric I	3
GEOL 201/203	Environmental Science & lab	4
	Total credit hours	10

Environmental Electrician 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 Applications & Wiring Methods	4
ELT 127	Intro. to A/C Current, Motor Theory, NEC App.	3
ELT 129	Basic Conductor Termination & Grounding	3
ELT 130	Electrical Service Installation	4
ELT 235	Conductor Load Calculations & Overcurrent Protec.	3
ELT 237	Motor Operation & Controls	4
ENVE 200	Photovoltaic Design Principles	3
ENVE 205	Solar Site Analysis	3
ENVE 250	Wind Power	3
ENVE 255	Design & Assessment of Wind Turbines	3
IMP 120	Introduction to Valves, Pumps, & Drivers	2
IMP 200	Introduction to Bearings	3
IMP 210	Pipe Compositions	2
IMP 250	Hydraulic Systems/Flow/Level Repair	2
IMP 265	Electronic Theory	2
WLDT 155	Shielded Metal Arc Welding	3
WLDT 166	Tig Welding	3
	Total core credit hours	62

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

(15 credit hours)

Financial Services Core

BOFT 123	Business Communications I	3
FNSV 101	Business Ethics I	3
FNSV 103	Personal Finance	3
FNSV 107	Service Industry Accounting & Bookkeeping	3
FNSV 110	Basic Office Suite	3
	Total credit hours	15

CERTIFICATE - FINANCIAL SERVICES

(32 credit hours)

Supporting Course Work

ECON 200	Basic Economics: Private Enterprise	3
ENGL 101	Composition & Rhetoric I	3
	Total credit hours	6

Financial Services Core Requirements

BOFT 123	Business Communications I	3
ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
FNSV 101	Business Ethics I	3
FNSV 102	Business Ethics II	2
FNSV 103	Personal Finance	3
FNSV 105	Services Marketing	3
FNSV 107	Service Industry Accounting & Bookkeeping	3
FNSV 110	Basic Office Suite	3
	Total credit hours	26

ASSOCIATE OF SCIENCE IN FINANCIAL SERVICES

(64 credit hours)

Supporting Course Work

COMM 110	Public Speaking	3
ECON 200	Basic Economics: Private Enterprise	3
ECON 201	Principals of Macroeconomics	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
PSY 102	General Psychology	3
	Total credit hours	18

Financial Services Core Requirements

BOFT 123	Business Communications I	3
ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
BSAD 303	Risk and Insurance	3
BSAD 306	Principles of Real Estate	3
ACCT 331	Financial Accounting	3
FNSV 101	Business Ethics I	3
FNSV 102	Business Ethics II	2
FNSV 103	Personal Finance	3
FNSV 105	Services Marketing	3
FNSV 107	Service Industry Accounting & Bookkeeping	3
FNSV 110	Basic Office Suite	3
FNSV 201	Business Ethics III	2
FNSV 203	Money Value	3
FNSV 205	Sales	3
FNSV 209	Principles of Investments	3
	Total credit hours	46

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

(16 credit hours)

Industrial Maintenance Core Requirements

IMP 100	Orientation to Industrial Maintenance	2
IMP 105	Gaskets & Packing	2
IMP 110	Craft Related Mathematics	2
IMP 115	Construction Drawings	2
IMP 120	Intro. to Valve/Pumps/Drivers	2
IMP 150	Materials Handling/Support Equip/Lubrication	3
WLDT 155	Shielded Metal Arc Welding I	3
	Total credit hours	16

CERTIFICATE - INDUSTRIAL MAINTENANCE

(31 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy	3

Industrial Maintenance Core Requirements

ELT 127	Intro. to A/C Current, Motor Theory, NEC App.	3
ELT 128	Basic Bending/Cable Tray/Constr. Installation & lab	4
IMP 100	Orientation to Industrial Maintenance	2
IMP 105	Gaskets & Packing	2
IMP 110	Craft Related Mathematics	2
IMP 115	Construction Drawings	2
IMP 120	Intro. to Valve/Pumps/Drivers	2
IMP 150	Materials Handling/Support Equip/Lubrication	3
IMP 160	Quality Control & Compliance	3

IMP 175	Distribution Equipment	2
WLDT 155	Shielded Metal Arc Welding I	3
	Total credit hours	28

ASSOCIATE OF APPLIED SCIENCE
INDUSTRIAL MAINTENANCE

(67 credit hours)

Supporting Course Work

COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
Select one General Education Lab Science including lab		4
	Total credit hours	10

Industrial Maintenance Core Requirements

IMP 100	Orientation to Industrial Maintenance	2
IMP 105	Gaskets & Packing	2
IMP 110	Craft Related Mathematics	2
IMP 115	Construction Drawings	2
IMP 120	Intro. to Valve/Pumps/Drivers	2
IMP 150	Materials Handling/Support Equip/Lubrication	3
IMP 160	Quality Control & Compliance	3
IMP 175	Distribution Equipment	2
IMP 200	Introduction to Bearings	3
IMP 210	Pipe Compositions	2
IMP 225	Installing Coupling & Mechanical Seals	2
IMP 230	Pump Operations	2
IMP 235	Belts & Chain Drive Operation	2
IMP 250	Hydraulic Systems/Flow/Level Repair	2
IMP 255	Pneumatic Systems & Equipment	2
IMP 260	Vibration Analysis	2
IMP 265	Electronic Theory	2
IMP 281	Internship	3
WLDT 155	Shielded Metal Arc Welding I	3
ELT 127	Intro. to A/C Current, Motor Theory, NEC App.	3
ELT 128	Basic Bending, Cable Tray/Constr. Installation & lab	4
ELT 235	Conductor Load Calculations & Overcurrent Protect.	3
ELT 237	Motor Operation & Controls (with lab)	4
	Total credit hours	57

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

(16 credit hours)

Welding Technology Core Requirements

WLDT 105	Oxyacetylene Welding	2
WLDT 120	General Welding Applications	3
WLDT 122	Basic Safety, Hand & Power Tools	2
WLDT 131	Metal Cutting Process	2
WLDT 155	Shielded Metal Arc Welding I	3
WLDT 158	SMAW I Groove & Open V Butt Welds	4
	Total credit hours	16

CERTIFICATE - WELDING TECHNOLOGY

(34 credit hours)

Supporting Course Work

CMPS 111	Computer Lit - PC	3

Welding Technology Core Requirements

WLDT 105	Oxyacetylene Welding	2
WLDT 120	General Welding Applications	3
WLDT 122	Basic Safety, Hand & Power Tools	2
WLDT 131	Metal Cutting Process	2
WLDT 155	Shielded Metal Arc Welding I	3
WLDT 157	Shielded Metal Arc Welding II	3
WLDT 158	SMAW I Groove & Open V Butt Welds	4
WLDT 162	SMAW I Open Root Pipe & Stainless Steel	4
WLDT 166	Tig Welding	3
WLDT 202	SMAW II Groove & Open V Butt Welds	3
WLDT 204	SMAW II Open Root Pipe & Stainless Steel	2
	Total core credit hours	31

ASSOCIATE OF APPLIED SCIENCE IN WELDING TECHNOLOGY

(68 credit hours)

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
ENGL 101	Composition & Rhetoric I	3
	Total credit hours	6

Welding Technology Core Requirements

WLDT 105	Oxyacetylene Welding	2
WLDT 120	General Welding Application	3
WLDT 122	Basic Safety Hand & Power Tools	2
WLDT 131	Metal Cutting Process	2
WLDT 140	Rigging & Metal Properties	3
WLDT 155	Shielded Metal Arc Welding I	3
WLDT 157	Shielded Metal Arc Welding II	3
WLDT 158	SMAW I Groove & Open V Weld	4
WLDT 162	SMAW I Open Root Pipe & Stainless Steel	4
WLDT 166	Tig Welding	3
WLDT 202	SMAW II Groove & Open V Welding	3
WLDT 204	SMAW II Root Pipe Open & Stainless Steel	2
WLDT 206	Mechanical Properties of Low Alloy Steel I	3
WLDT 208	GTAW Aluminum Plate & Pipe I	3
WLDT 210	GMAW Aluminum Plate & Pipe I	3
WLDT 212	GMAW Plate & Pipe	4
WLDT 255	Carbon & Stainless Steel Pipe Welding	5
WLDT 257	Mechanical Properties of Low Alloy Steel II	2
WLDT 260	FCAW Plate & Pipe	4
WLDT 265	GTAW Plate Aluminum Plate & Pipe II	2
WLDT 267	GMAW Aluminum Plate & Pipe II	2
	Total credit hours	62

Arts & Sciences, College of

Expressive Arts, Department of

Dean: Herrera
Department Chair: Metcalf (Art)
Professor: Metcalf (Art)
Associate Professor: Elder (Theater)
Assistant Professors: Abbott (Art), Pendergast (Art), Reyes (Music), Wilson (Art),
Visiting Assistant Professor:

Degrees: Bachelor of Fine Art, Associate of Applied Science, Associate of Arts
Majors: Fine Art, Graphic Design
Minors: Art, Music

THE EXPRESSIVE ARTS DEPARTMENT Includes the Arts, Music, and Theater. The Expressive Arts Department has established its specific mission of embracing and encouraging creative thought, self-discovery, acquiring skills, and knowledge of the creative arts.

FINE ART DISCIPLINE

Fine Art students enrolled at WNMU have options towards professional careers in the visual arts, media, film, 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: Bachelors of Fine Arts (B.F.A.), 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 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, 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 26-hour Art Teaching Endorsement in conjunction with the Elementary Education Program.

FOUR YEAR DEGREE

BACHELOR OF FINE ARTS IN FINE ART (B.F.A.)
(no minor 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

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Fine Arts Core Requirements (28 credit hours)

Art & Design Core Requirements (28 credit hours)

ART 101	2-D Design	4
ART 103	3-D Design	4
ART 104	Digital Tools for Artists	4
ART 107	Drawing I	4
ART 116	Digital Image Editing I	4
ART 204	4D-Animation	4
ART 301	Life Drawing	4
	Total Art & Design Core Requirements credits	28

ART Studio Courses (36 credit hours)

Lower Division Art Studio Elective Courses (select 12 credit hours minimum from the following courses:)

ART 210	Digital Photography	4
ART 241	Appreciation of Clay	4

ART 251	Painting I	4
ART 254	Documentary Film Techniques	4
ART 261	Appreciation of Sculpture	4
ART 271	Web Design II	4
	Total Lower Division Art Studio Elect. Courses credit	12

Upper Division Art Studio Elective Courses (24 credit hours minimum)

ART ___	Upper division art studio elect. courses (300's-400's)	24
	Total Upper Division Art Studio Elect. Courses crd	24
	Total Art Studio Elective Courses	36

Art History (select 12 credit hours minimum from the following courses:)

ART 201	Survey of Art History I	3
ART 202	Survey of Art History II	3
ART 376	Critical Film Concepts	3
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
	Total Art History credits	12

B.F.A. Specific Requirements (select 7 credit hours minimum from the following courses:)

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
	Total B.F.A. Specific Requirements credits	7
	Total B.F.A. Core Requirements	83

TWO YEAR DEGREE

ASSOCIATE OF ARTS IN GRAPHIC DESIGN

(62 credit hours)

General Education Requirements (9 credit hours)

ART 140	Digital Literacy	3
ART 211	Art Appreciation	3
ENGL 101	Composition & Rhetoric I	3
	Total credit hours	9

Graphic Design Core Requirements (49 credit hours)

ART 101	2-D Design	4
ART 103	3-D Design	
or ART 204	4-D-Animation	4

ART 107	Drawing I	4
ART 116	Digital Image Editing I	4
ART 118	Web Design I	4
ART 125	Digital Image Editing II	4
ART 171	Visual Communication Design	4
ART 210	Digital Photography	4
ART 215	Portfolio & Business	3
ART 271	Web Design II	4
ART 272	Graphic Design Studio	4
ART 281	Internship in Art	2
	Total core credit hours	49

Guided Electives (four hours minimum)

AEP 105	Audio Production I	4
ART 122	Motion Graphics & Visual Effects I	4
ART 241	Appreciation of Clay	4
ART 251	Painting I	4
ART 261	Appreciation of Sculpture	4
	Minimum elective credit hours	4
	Total credit hours	62

Minors

Art Minor

(23 credit hours minimum)

Art Foundation Courses (12 credits - select three of the following:)

ART 101	2-D Design	4
ART 103	3-D Design	4
ART 107	Drawing I	4
ART 116	Digital Image Editing I	4
ART 204	4D-Animation	4
	Total minimum Foundation credits	12

Art Studio Courses (eight credits - select two of the following:)

ART 118	Web Design I	4
ART 210	Digital Photography	4
ART 221	Beginning Fibers I	4
ART 241	Appreciation of Clay	4
ART 251	Painting I	4
ART 261	Appreciation of Sculpture	4
ART 271	Web Design II	4
ART 301	Life Drawing	4
	Total minimum Art Studio credits	8

Art History Courses (three credits -select one of the following:)

ART 376	Critical Film Concepts	3
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 472	History of Media	3
	Total minimum Art History credits	3
	Total minimum credit hours	23

Music Minor

(19 credit hours minimum)

Applied Music Courses (six credits of Applied Lessons 1-2 credits each)

MUSC 100/300	Applied Lessons	1-2
	Total minimum hours	6

Ensemble Music Core Requirements plus three credits of Pep Band (four credits of Ensembles)

MUSC 170/370	Pep Band (required based on instrumentation)	3
MUSC 171/371	Jazz Ensemble	
MUSC 174/374	Jazz Orchestra	
or MUSC 177/377	Mariachi Ensemble	4
	Total minimum Music Core credits	10

Other Required Music Courses

MUSC 121	Musicianship I	3
MUSC 150	Musicianship II	3
MUSC 252	Music Style Seminar	3
Minor Recital	_____	_
	Total minimum Music Courses	9
	Total minimum credit hours	19

Humanities, Department of

Dean: Herrera
Department Chair: Gist
Professors: Heller, Leen, Vowell
Associate Professors: Cline, Gist
Assistant Professor: Huerta, Nelson, Oubre, Steinmann, Tremblay

Degrees: Bachelor of Arts, Bachelor of Science
Majors: English
Minors: Communication Studies, English, Philosophy, Pre-Law,

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 pursing 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, Spanish, 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

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, **or** one of the following: SPAN 202, SPAN 214, or SPAN 252	3

B.S. Requirements

Complete an additional six credit hours in Math, and/or Computer Science, and/or GEOG/PSY/SOC 323, Social Statistics, beyond the General Education requirements.	6

English Core Requirements (36 credit hours)

ENGL 150	Introduction to Literature	3
ENGL 293	English Literature I	3
ENGL 294	English Literature II	3
ENGL 296	American Literature I	3
ENGL 297	American Literature II	3
ENGL 440	Shakespeare	3
ENGL ___	Guided Electives (15 credits must be upper division)	18
	Total credit hours	36

Minor must be outside the English discipline.

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

English Minor

(24 credit hours)

ENGL 293	English Literature I	3
ENGL 294	English Literature II	3
ENGL 296	American Literature I	3
ENGL 297	American Literature II	3
ENGL 440	Shakespeare	3
ENGL ___	Upper division English electives	9
	Total credit hours	24

Hemispheric Studies Minor

(18 credit hours)

ANTH 201	Cultural Anthropology	3
BSAD 486	International Business	3
ECON 420	International Economics	3
GEOG 340	Geography of Latin America	3
HIST 347	Latin American History & Politics - Colonial	3
HIST 348	Latin American History & Politics: Modern Period	3
	Total credit hours	18

Pre-Law Minor

(21 credit hours)

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)

CJUS 205	Substantive Criminal Law	3
BSAD 300	Legal Environment for Managers	3
ENGL 419	Advanced Composition	3
POLS 405	American Constitutional Development	3
	Total core credits	12

Guided Elective Courses (9 credit hours)

Students choose three of the following. The three courses must be selected from at least two different disciplines.

BSAD 355	Communications in Business and Industry	3
CJUS 222	Constitutional Criminal Procedure	3
CJUS 250	Courts & the Criminal Justice System	3

CJUS 377	New Mexico Law	3
CJUS/POLS 407	Administrative Law	3
CJUS 419	Corrections Law	3
CJUS 431	Ethics & Liability	3
CJUS 457	Forensic Law	3
ENGL 316	Traditional Grammar & Usage	3
ENGL 465	Critical Approaches to Literature	3
ENGL 469	Writing for Professionals	3
HIST/POLS 406	American Political Thought	3
HIST 456	Social/Intellectual History to 1865	3
HIST 457	Social/Intellectual History Since 1865	3
HIST/POLS 497	History & Politics of the U.S. Civil Rights Movement	3
PHIL 100	Introduction to Philosophy	3
PHIL 101	Thinking & Problem Solving	3
PHIL 201	Logical Methods	3
PHIL 300	Recent Philosophy	3
POLS 353	International Law & Organization	3
POLS 401	Public Administration	3
POLS 410	Water Rights	3
	Total Guided Elective credit hours	9
	Total minimum credit hours	21

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, Curtis Hayes.

Communication Studies Minor

(21 credit hours)

Note: Total credit hours from COMM classes must equal 12 hours.

ANTH 201	Cultural Anthropology	
or COMM 221	Group Communication	3
ART 354	Documentary Film Techniques	
or COMM 211	Mediated Communication	3
ART 471	History of Media	
or COMM 310	Communication and Thought	3
COMM 110	Pubic Speaking	3
BSAD 355	Communication in Business & Industry	
or COMM 320	Persuasion	
or COMM 370	Interpersonal Communication	6
COMM 400	Cross Cultural Communication	3
	Total credit hours	21

Philosophy

(18 credit hours)

PHIL 100	Introduction to Philosophy	3
PHIL 201	Logical Methods	3
PHIL 205	Applied and Professional Ethics	3
PHIL ____	Upper Division Electives	9
	Total credit hours	18

Mathematics & Computer Science, Department of

Dean: Herrera
Department Chair: Gruszka
Professors: Arasteh, Gruszka, Medin
Associate Professor: Burgess
Assistant Professor: Livingston Potter, Muehlhausen, Rivers, Smith

Degrees: Bachelor of Arts or Bachelor of Science in either Mathematics, Associate of Science in eCommerce and System Administration
Majors: Mathematics, e-Commerce and Systems Administration
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 301 Understanding Elementary Mathematics I and MATH 302 Understanding Elementary Mathematics II do not count toward the major or minor in mathematics.**

FOUR YEAR DEGREE

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN MATHEMATICS

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive Credits	12

Supporting Course Work (*may count as General Education)

CMPS 170	Computer Programming I	3
CHEM 151/153* and 152/154* General Chemistry I & II or PHYS 151/153* and 152/154* General Physics l & ll or PHYS 171/173* and 172/174* Principles of Physics I & II		8

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
SPAN 202, SPAN 214, or SPAN 252 3

B.S. Requirements

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. 6

Mathematics Core Requirements * may be waived for students with the proper background

MATH 131*	College Algebra	4
MATH 132*	Trigonometry	3
MATH 171	Calculus I	5
MATH 172	Calculus II	4
MATH 210	Foundations of Mathematical Thinking	3
MATH 271	Calculus III	4
MATH 321	Statistics	3
MATH 496	Senior Project and Seminar	3
	Total credit hours	23-29

Concentrations - Students select one of the following three concentration areas:

Statistics/Actuarial Science Concentration

MATH 312	Computational Linear Algebra	3
MATH 323	Differential Equations	3
MATH 421	Advanced Applied Statistics	3
MATH 471	Probability & Statistics I	3
MATH 472	Probability & Statistics II	3
	Concentration credit hours	15

Applied Mathematics Concentration

MATH 312	Computational Linear Algebra	3
MATH 323	Differential Equations	3
MATH 421	Advanced Applied Statistics	3
MATH 410	Abstract Mathematics	
or MATH 417	Introduction Numerical Analysis	3
MATH 431	Mathematical Modeling	3
	Concentration credit hours	15

Mathematics Education (Secondary) Concentration

MATH 304	Mathematics for the Secondary Teacher	3
MATH 327	Survey of Geometry	3
MATH 312	Computational Linear Algebra	
or MATH 410	Abstract Mathematics	3
	6 credit hours of upper division mathematics courses except Math 301 and 302	6
	Concentration credit hours	15

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 e-COMMERCE AND SYSTEM ADMINISTRATION

(65 credit hours)

Supporting Course Work

COMM 110 or THR 250		3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
MATH ___	College Algebra (MATH 131) or higher	4
Lab Science - General Education choice & associated lab		4
Social Sciences - Pick two courses from different General Education groups		
1) ANTH 201, 202, 212/214; GEOG 201, 202, 205;		
2) ECON 200, 201, 202;		
3) POLS 201, 202;		
4) PSY 102		
5) BSAD 100, CJUS 111, SOC 101, 102, SWK 101		6
Literature - Pick one of the following:		
ENGL 200, 201, 205, 225, 240, 293, 294, 296, 297, or LALS 243		3
Aesthetics - Pick one of the following:		
ART 211, 241, 261, MUSC 111, or THR 110		3
History - Pick one of the following:		
HIST 111, 112, 201, or 202		3
Technology Literacy		
CMPS 111	Computer Literacy	3
	Total credit hours	35

e-Commerce & System Administration Core Requirements

CMPS 140	Introduction to Computer Science	3
CMPS 170	Computer Programming I	3
CMPS 240	Computer Programming II	3
CMPS 260	Computer Applications	3
CMPS 263	Database Design & Implementation I	3
CMPS 265	e-Commerce Application Development	3
CMPS 270	System Admin., Software Integration & Planning	3
CMPS 296	Associate Degree Project	3
	Total core credit hours	24

Guided Electives

Any CMPS class not listed in the required core with advisor approval	3
Any 3 credit hour general education with advisor approval	3
Total guided electives	6
Total credit hours	65

Minors

Computer Science Minor

(18 credit hours minimum)

Required Computer Science Courses

CMPS 117	Java for Android Apps I	3
CMPS 217	Java for Android Apps II	3
CMPS 317	Android Apps Using Databases	3
CMPS 327	Android Apps for the World	3
CMPS 337	Android Apps on the Internet	3
CMPS 347	Android Apps for Profit & Fun	3
	Total minimum credit hours	18

Mathematics Minor

(18-24 credit hours)

MATH 131*	College Algebra	4
MATH 132*	Trigonometry	3
MATH 171	Calculus I	5
MATH 172	Calculus II	4
	upper-division guided electives except MATH 301 and 302	9
	Total minimum credit hours	19-25

* 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: Herrera
Department Chair: Hill
Professors: Camacho, Hill, Jennings, Jost, Norris White
Associate Professor: Haugen
Assistant Professors: Kyasa, Neighbors, Whiteman
Lab Directors:
Majors: Biology, Botany, Cell and Molecular Biology, Chemistry, Environmental Sustainability, Forest/Wildlife, Forest Wildlife Law Enforcement, General Science, Medical Technology Laboratory Science, Science Education, Zoology
Minors: Biology, Botany, Cell and Molecular Biology, Chemistry, Environmental Sustainability, Geology, Outdoor Leadership Studies, 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 101/103, 102/104, 212/214 primarily for non-science majors

BIOL 202/203, 204/205, 206/207 primarily for science majors

BIOL 254/256, 255/257

CHEM 121/123, 151/153, 152/154

GEOL 101/103, 102/104, 201/203

PHSC 101/103, 115/116, 171/173

PHYS 151/153, 152/154, 171/173, 172/174

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

Advisors: Jost, Norris

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CHEM 151/153* and 152/154* 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: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 202/203*	Majors I: Plant Form, Function & Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology	4
BIOL 301/303	Ecology & lab	4
BIOL 366/368	Genetics & lab	4
BIOL 422	Evolution	3
	Total core credit hours	23

Biology Major Requirements

BIOL 310/312	Invertebrate Zoology & lab	4
BIOL 311/313	Vertebrate Zoology & lab	4
BIOL 322/324	Dendrology & lab	
or BIOL 351/353	Plant Taxonomy & lab	4
BIOL 331/333	Biology of Algae & Fungi & lab	
or BIOL 332/334	Evolution & Diversity of Plants & lab	4
BIOL 360/362	Cell Biology & lab	4
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	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

Advisor: Norris

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CHEM 151/153* and 152/154* 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: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321 Statistics 3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 202/203*	Majors I: Plant Form, Function & Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology	4
BIOL 301/303	Ecology & lab	4
BIOL 366/368	Genetics & lab	4
BIOL 422	Evolution	3
	Total core credit hours	23

Botany Major Requirements

BIOL 322/324	Dendrology & lab	
or BIOL 425/427	Range Vegetation & lab	4
BIOL 331/333	Biology of Algae, Fungi & lab	4
BIOL 332/334	Evolution and Diversity of Plants & lab	4
BIOL 351/353	Plant Taxonomy & lab	4

BIOL 410/412	Plant Physiology & lab	4
BIOL 471/473	Majors Microbiology & lab	4
BIOL 486	Senior Project	2
BIOL ___	*Upper-Division guided electives	4
	Total major hours	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.

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN CELL AND MOLECULAR BIOLOGY

Advisor: Camacho

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CHEM 151/153* and 152/154* 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: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 202/203*	Majors I: Plant Form, Function & Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology & 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

BIOL 360/362	Cell Biology & lab	4

BIOL 460	Cell Physiology	3
BIOL 465/467	Molecular Genetics & lab	4
BIOL 471/473	Majors Microbiology & lab	4
BIOL 474	Virology	3
BIOL 476/478	Immunology & lab	4
BIOL 486	Senior Project	2
BIOL ___	*Upper-Division guided electives	6
	Total core credit hours	30
	Total credit hours	53

*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

Advisor: Kyasa, White

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive Credits	12

Supporting Course Work (*may count as General Education)

Students must choose a minor or second major outside of the Chemistry discipline.

MATH 131*	College Algebra	3
MATH 132	Trigonometry	3
MATH 171	Calculus I	5
MATH 172	Calculus II	4
PHYS 151/153* and 152/154* General Physics l & ll **or** PHYS 171/173* and 172/174* Principles of Physics I & II		8

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
SPAN 202, SPAN 214, or SPAN 252. 3
Students planning to enter graduate school should take additional Math.

B.S. Requirements

CMPS 260	Computer Applications	3
MATH 321	Statistics	3

Chemistry Core Requirements (*may count as General Ed. Lab Science)

CHEM 151/153*	General Chemistry I & lab	4
CHEM 152/154*	General Chemistry II & lab	4
CHEM 201/202	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 ENVIRONMENTAL SUSTAINABILITY

(no minor 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

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course or one of the following:
SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Core Requirements (*may count as General Ed. Lab Science) (25 credit hours)

Select two of the three BIOL major courses

BIOL 202/203*	Majors I: Plant Form, Function & Diversity & lab	
or BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	
or BIOL 206/207*	Majors III: Intro to Cell Biology & lab	8
BIOL 301/303	Ecology & lab	4
ENGL 419	Advanced Composition	3
GEOL 201/203*	Environmental Science & lab	4
SOC 450	Environmental Sociology	3
SWK 400	Sustainable Development	3
	Total core credit hours	25

Concentration (select one) **and Guided Electives** (24 credit hours)

Students may choose one or both concentrations plus electives - minimum of 24 credits required.

Science Concentration (select 8-11 credit hours from the following)

BIOL 375/377	Principles of Wildlife Biology & lab	4
BIOL 481	Practicum	3
CHEM 151/153	General Chemistry & lab	4
GEOL 305/307	Intro to Weather & lab	4
GEOL 401/403	Hydrogeology & lab	4
	Concentration credit hours	8-11

Social Justice Concentration (Select 9-12 credit hours from the following)

GEOG 302	Sustainable Design	3
PHIL 407	Environmental Ethics	3
SOC 305	Rural Sociology	3
SOC 415	Sociology of Food	3
SOC 481	Internship	3-6
	Concentration credit hours	9-12

Guided Electives (Select 12-15 credit hours from the following)

Students pursuing the Science Concentration may use courses listed above for the Social Justice Concentration as guided upper Division Electives. Similarly, students pursing the Social Justice Concentration may use courses listed above for the Science Concentration as Guided Upper Division Electives.

BIOL 428/430	Marine Biology	4
BIOL 432	Biogeography	3
BIOL 472	Readings in Science	3
ECON 403	Public Finance	3
HIST 350	History of American National Parks	3
HLTH 460	Wellness Program Planning & Evaluation	3
POLS 320	Intro to Non-Profits	3
POLS 321	Nonprofit Resource Development & Grant Writing	3
POLS 401	Public Administration	3
POLS 410	Water Rights	3
SOC 323	Social Statistics	3
SOC 400	Population Analysis	3
	Elective credit hours	12-15
	Total credit hours	49

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN FOREST WILDLIFE

Advisor: Hill, Jennings

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CHEM 151/153* and 152/154* 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: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.
or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 202/203*	Majors I: Plant Form, Function and Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology & 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)

Advisor: Hill, Jennings

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	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CHEM 151/153* is required (and must be passed with a grade of C or higher)

PHSC 172/174	Forensic Science II: SCI	4

B.A.S. Requirements (6 credit hours)

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Life Science Core Requirements (*may count as General Ed. Lab Science)

BIOL 202/203*	Majors I: Plant Form, Function and Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology & 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 Academy Requirements (should be taken during the Spring and Summer of students' senior year)

CJUS 101	Law Enforcement Training Academy I	14
CJUS 102	Law Enforcement Training Academy II	10
	Total Law Enforcement	24

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN GENERAL SCIENCE

Advisor: Neighbors

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

General Science Core Requirements (8 credits will count for Gen'l Ed Lab Science)

Select two of the following Biology courses:

BIOL 202/203	Majors I: Plant Form, Function & Diversity & lab	
BIOL 204/205	Majors II: Animal Form, Function & Diversity & lab	
BIOL 206/207	Majors III: Introduction to Cell Biology	8

Select two of the following Geology courses:

GEOL 101/103	Physical Geology & lab	8
GEOL 102/104	Historical Geology & lab	

Select two of the following Physical Science courses:

CHEM 151/153	General Chemistry I & lab	
CHEM 152/154	General Chemistry II & lab	
PHYS 151/153	General Physics I & lab	
or PHYS 171/173	Principles of Physics I & lab	
PHYS 152/154	General Physics II & lab	
or PHYS 172/174	Principles of 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)

Advisor: Camacho, Hill

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.S. Requirements

MATH 321	Statistics	3
CMPS 260	Computer Applications	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 110*	Public Speaking	3
KINS/PE 213	First Aid	2
MATH 131*	College Algebra	4

Medical Technology Core Requirements (*8 credits will count for Gen'l. Ed Lab Science)

Biology courses:

BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology & lab	4
BIOL 254/256	Anatomy & Physiology I & lab	4
BIOL 255/257	Anatomy & 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 151/153*	General Chemistry I & lab	4
CHEM 152/154*	General Chemistry II & 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

Advisor: Jost, **Neighbors,** White

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

Students must choose a minor from a separate discipline.

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	3
Complete an additional three credit hours in Computer Science, beyond the General Education requirements.		
or BIOL/GEOG 361/363	Introduction to Geographic Information Systems	3

Science Education Core Requirements (8 credits may count as Gen'l Ed Lab Science)

BIOL 202/203	Majors I: Plant, Form & Function	4
BIOL 204/205	Majors II: Animals, Form & Function	4
CHEM 151/153	General Chemistry I & lab	4
PHYS 151/153	General Physics I & lab	
or PHYS 171/173	Principles of Physics I & lab	4
GEOL 101/103	Physical Geology & lab	4
GEOL 102/104	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

GEOL 301/303	Rocks & Minerals & lab	4
GEOL 305/307	Weather & Climate & lab	4
GEOL 315	Geology of New Mexico	3
GEOL ___	Upper Division Elective	4
PHSC 115/116	Descriptive Astronomy & lab	4
	Concentration credit hours	19

General Science Concentration

BIOL 206/207	Majors III: Intro to Cell Biology & lab	4
BIOL ___	Upper Division Elective	3-4
CHEM 152/154	General Chemistry II & lab	4
GEOL 301/303	Rocks & Minerals & lab	4
CHEM/GEOL/PHSC/PHYS ___	Upper Division Elective	3-4
	Concentration credit hours	18-20

Life Science Concentration

BIOL 206/207	Majors III: Intro to Cell Biology & lab	4
BIOL 301/303	Ecology & lab	4
BIOL 366/368	Genetics & lab	4
BIOL 422	Evolution	3
BIOL ___	Upper Division Elective	4
	Concentration credit hours	19

Physical Science Concentration

CHEM 152/154	General Chemistry II & lab	4
PHYS 152/154	General Physics II & lab	
or PHYS 172/174	Principles of Physics II & lab	4

CHEM 351/353	Organic Chemistry I & lab	5
CHEM 352/354	Organic Chemistry II & lab	5
CHEM ___	Upper Division Elective	3-4
	Concentration credit hours	21-22

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN ZOOLOGY

Advisors: Haugen, Jennings, Jost

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321 Statistics 3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Supporting Course Work (*may count as General Education)

CHEM 151/153* and 152/154* 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 202/203*	Majors I: Plant Form, Function & Diversity & lab	4
BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	4
BIOL 206/207*	Majors III: Intro to Cell Biology & 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
BIOL 320	Animal Behavioral Ecology	
or BIOL 342	Comparative Physiology	
or BIOL 432	Biogeography 3	
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	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.

BIOL 202/203	Majors I: Plant Form, Function & Diversity & lab	
BIOL 204/205	Majors II: Animal Form, Function & Diversity & lab	
BIOL 206/207	Majors III: Intro to Cell Biology & lab	8
BIOL 310/312	Invertebrate Zoology & lab	
or BIOL 311/313	Vertebrate Zoology & lab	4
BIOL 331/333	Biology of Algae and Fungi & lab	
or BIOL 332/334	Evolution & Diversity of Plants & lab	4
	Total core credit hours	16

Guided electives: (select 4 credit hours minimum)

BIOL 301/303	Ecology & lab	4
BIOL 342	Comparative Physiology	3
BIOL 351/353	Plant Taxonomy & lab	4
BIOL 360/362	Cell Biology & lab	4
BIOL 366/368	Genetics & lab	4
BIOL 422	Evolution	3
BIOL 432	Biogeography	3
BIOL 462/464	Comparative Chordate Anatomy & lab	5
	Total guided electives	4
	Total credit hours	20

Botany Minor

*BIOL 202/203	Majors I: Plant Form, Function & Diversity & lab	4
*BIOL 204/205	Majors II: Animals Form, Function & Diversity & lab	4
or *BIOL 206/207	Majors III: Intro to Cell Biology & lab	4
BIOL 331/333	Biology of Algae, Fungi & lab	
or BIOL 332/334	Evolution & Diversity of Plants & lab	4
BIOL 322/324	Dendrology & lab	4
or BIOL 425/427	Range Vegetation & lab	
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 202/203, BIOL 204/205, and BIOL 206/207:

BIOL 322/324	Dendrology & lab	4
BIOL 331/333	Biology, Algae & Fungi & lab	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 202/203	Majors I: Plant Form, Function, & Diversity & lab	4
or *BIOL 204/205	Majors II: Animal Form, Function, & Diversity & lab	4
*BIOL 206/207	Majors III: Introduction to Cell Biology & 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 202/203, BIOL 204/205, and BIOL 206/207:

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 151/153	General Chemistry I & lab	4
CHEM 152/154	General Chemistry II & lab	4
	Total core credit hours	8

Guided electives - (select 10-12 credit hours minimum):

CHEM 201/202	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

Environmental Sustainability Minor

Environmental Sustainability Core Requirements

Science Core (2 courses minimum)

BIOL 202/203	Majors I: Plant Form, Function, & Diversity & lab	4
BIOL 204/205	Majors II: Animal Form, Function, & Diversity & lab	4
BIOL 206/207	Majors III: Introduction to Cell Biology & lab	4
BIOL 301/303	Ecology & lab	4
GEOL 201/203	Environmental Science & lab	4
Course:	Advisor Approved Elective	4
	Minimum Total credit hours	8

Social Justice (2 courses minimum)

GEOG 302	Sustainable Design	3
SOC 450	Environmental Sociology	3
SWK 400	Sustainable Development	3
	Minimum Total credit hours	6

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.

Guided electives - (select 8 credit hours minimum)

Choose additional courses from the Core lists above or courses from the following:

BIOL 375/377	Principles of Wildlife Biology & lab	4
GEOL 305/307	Intro to Weather & lab	4
GEOL 401/403	Hydrogeology & lab	4
ECON 403	Public Finance	3
HLTH 460	Wellness Program Planning & Evaluation	3
HIST 350	History of American National Parks	3
PHIL 407	Environmental Ethics	3
POLS 320	Intro to Non-Profits	3
POLS 401	Public Administration	3
POLS 410	Water Rights	3
SOC 305	Rural Sociology	3
SOC 415	Sociology of Food	3
	Total guided electives	8
	Total credit hours	22

Geology Minor

GEOL 101/103	Physical Geology & lab	4
GEOL 102/104	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 102/104*	Diversity of Life & lab	
or GEOL 101/103*	Physical Geology	4

Outdoor Leadership Core Requirements

BSAD 152	Entrepreneurship	
or MKTG 340	Principles of Marketing	3
OLST 300*	Intro. to Outdoor Leadership	3
OLST 420	Foundations in Experiential/Adventure Education	3
OLST 486	Current Topics in Outdoor Leadership	
or OLST 496	Outdoor Leadership Seminar	3
	Minimum Total credit hours	12

Skills Courses

Choose at least 3 credits from the following electives

OLST 110	Mountain Biking	1
OLST 122	Intro. to Backpacking	1
OLST 125	Scuba Diving I	2
OLST 225	Scuba Diving II	2
OLST 265	Scuba Diving III	2
PE 117	Rock Climbing	1
PE 213	First Aid	2
	Total skills courses	3

Guided Electives

Choose at least 3 credits from the following:

BIOL/GEOG 361/363	Intro to Geographic Information Systems (GIS)	
or GEOL 201/203	Environmental Science	4
GEOL 315	Geology of New Mexico	
or HIST 350	History of America's Nat'l Parks	3
OLST 250	Fundamentals of Search and Rescue	3
OLST 322	Understanding Place	
or PHIL 407	Environmental Ethics	3
	Total guided electives	3
	Total credit hours	18

Zoology Minor

*BIOL 202/203	Majors I: Plant Form, Function & Diversity & lab	
or *BIOL 206/207	Majors III: Intro to Cell Biology	4
*BIOL 204/205	Majors II: Animal Form, Function & 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 202/203, 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: Herrera
Department Chair: Lavalle
Professors: Bailey, Kuecker, Lavalle, Manzanárez; CCHS -Faculty across all departments at WNMU serve this department
Associate Professors: Fritz, Hernandez
Assistant Professor: Evans, Huerta

Majors: Chicano/Chincana & Hemispheric Studies, Environmental Sustainability, History, Social Science, Sociology
Minors: American Indian Studies, Environmental Sustainability, Geography, History, Latin American Studies, Latin@ and Chican@ Studies, Political Science, Sociology, Women and Gender 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.

General Education and other Requirements

All students are required to take at least two three hour courses selected from different categories from the following courses.

1) ANTH 201, ANTH 202, ANTH 212/214, GEOG 201, GEOG 202, GEOG 205;
2) ECON 200, ECON 201, ECON 202;
3) POLS 201, POLS 202;
4) PSY 102;
5) CJUS 111, SOC 101, SOC 102, SWK 101.

In addition, three hours of history are also required. These are to be chosen from lower division courses in these two areas: World Civilization or American History.

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 Environmental Sustainability and Social Science major.

Any student with a major in Sociology may not count GEOG/PSY/SOC 323 towards the additional math/computer science requirements for the B.S. degree.

The purpose of the Bachelor of Arts in Chicano and Hemispheric Studies is to offer a rigorous concentration of inquiry into the origins, history, and socio-

political development of Mexican Americans, whose presence in the United States dates from February 2, 1848. This program includes a multidisciplinary approach offering and sponsoring courses in the following areas: Chicana/Chicano and Hemispheric Studies, Political Science, Art, Bilingual Education, History, Criminal Justice, English, Sociology, Spanish, Communication, Anthropology, Economics, Leadership, and Psychology. With this multidisciplinary approach, students will be able to foster their cultural, emotional, intellectual, physical, and social growth, nurturing a lasting appreciation of learning and encouraging increased relationships with people of diverse backgrounds.

The purpose of this degree fulfills WNMU's mission of strengthening the appreciation for the multilingual, multicultural population of the region and state and accepting the responsibility to be mindful and supportive of the unique opportunities afforded by this diversity. Students graduating from this program will better understand and appreciate diversity, tolerance, and cooperation. This program aims to preserve and enhance the rich cultural heritage of the region it serves and to broaden its student diversity by reaching out to students from other states and nations.

FOUR YEAR DEGREES

BACHELOR OF ARTS IN CHICANO/CHICANA AND HEMISPHERIC STUDIES

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course work (*may count as General Education)

ENGL 205*	Latino Literature of the United States (recommended)	
or ENGL 340	Native American Literature (recommended)	3

Select a minor outside of the Chicano & Hemispheric Studies discipline

B.A. Requirements

Complete any upper division Spanish course, **or** one of the following: SPAN 202, SPAN 214, or SPAN 252

Chicano and Hemispheric Studies Core Requirements

LALS/POLS 210	The Chicano Experience in the US	3
CCHS 300	Trends in Chicana/Chicano Studies	3
LALS 243	Introduction to Latin@/Chican@ Studies	
or CCHS 353	Literature of the Chicana	3
LALS 417	History of the Chicano	3

LALS 496	Senior Seminar in Latin American/Chicano Studies	3
	Total credit hours	15

Guided Electives (select at least five courses from the following list:)

ANTH 201	Cultural Anthropology	3
ART 389	Mexican Art History	3
BLED 401	Current Issues in Language Minority Education	3
BLED 414	Multicultural Education	3
BLED 416	Indo-Chicano Culture & Pedagogy	3
BLED 417	Mexican Culture & Pedagogy	3
CCHS 370	Chicanos & the Media	3
CJUS 321	Criminal Justice & Minorities	3
ENGL 205	Latino Lit. of the United States	3
ENGL 340	Native American Literature	3
HIST/POLS 406	American Political Thought	3
HIST/POLS 497	History & Politics of the U.S. Civil Rights Movement	3
LALS 400	History of Chicano Music	3
LALS 401	Spain & Mexico in New Mexico/New Mexico	3
LALS 460	Language Issues of the Chicano	3
	Minimum elective credit hours	15
	Total credit hour	30

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN ENVIRONMENTAL SUSTAINABILITY

(no minor required)

Advisor: Bailey, Kuecker

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	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

Minor requirement - duplicate courses from the major are not allowed

B.A. Requirements

Complete any upper division Spanish course or one of the following:
SPAN 202, SPAN 214, or SPAN 252

B.S. Requirements

MATH 321	Statistics	3

Complete an additional three credit hours in Computer Science, beyond the General Education requirements.

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Core Requirements (*may count as General Ed. Lab Science)

Select two of the three BIOL major courses

BIOL 202/203*	Majors I: Plant Form, Function & Diversity & lab	
or BIOL 204/205*	Majors II: Animal Form, Function & Diversity & lab	
or BIOL 206/207*	Majors III: Intro to Cell Biology & lab	8
BIOL 301/303	Ecology & lab	4
ENGL 419	Advanced Composition	3
GEOL 201/203*	Environmental Science & lab	4
SOC 450	Environmental Sociology	3
SWK 400	Sustainable Development	3
	Total core credit hours	25

Concentration (select one) and Guided Electives (24 credit hours)

Students may choose one or both concentrations plus electives - minimum of 24 credits required.

Science Concentration (select 8-11 credit hours from the following)

BIOL 375/377	Principles of Wildlife Biology & lab	4
BIOL 481	Practicum	3
CHEM 151/153	General Chemistry & lab	4
GEOL 305/307	Intro to Weather & lab	4
GEOL 401/403	Hydrogeology & lab	4
	Concentration credit hours	8-11

Social Justice Concentration (Select 9-12 credit hours from the following)

GEOG 302	Sustainable Design	3
PHIL 407	Environmental Ethics	3
SOC 305	Rural Sociology	3
SOC 415	Sociology of Food	3
SOC 481	Internship	3-6
	Concentration credit hours	9-12

Guided Electives (Select 12-15 credit hours from the following)

Students pursuing the Science Concentration may use courses listed above for the Social Justice Concentration as guided upper Division Electives. Similarly, students pursing the Social Justice Concentration may use courses listed above for the Science Concentration as Guided Upper Division Electives.

BIOL 428/430	Marine Biology	4
BIOL 432	Biogeography	3
BIOL 472	Readings in Science	3
ECON 403	Public Finance	3
HIST 350	History of American National Parks	3
POLS 320	Intro to Non-Profits	3
POLS 321	Nonprofit Resource Development & Grant Writing	3

POLS 401	Public Administration	3
POLS 410	Water Rights	3
SOC 323	Social Statistics	3
SOC 400	Population Analysis	3
HLTH 460	Wellness Program Planning & Evaluation	3
	Elective credit hours	12-15
	Total credit hours	49

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN HISTORY

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 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 BIOL/GEOG 361/363 beyond the General Education requirements. 6

History Core Requirements (*may count as General Education)

HIST 111*	World Civilization I	3
HIST 112*	World Civilization II	3
HIST 201*	American History I	3
HIST 202*	American History II	3
HIST 407	History & Historians	3
HIST 496	Senior Seminar in the Social Sciences	3
HIST ___	Guided Electives (15 credits must be upper-division)	18
	Total credit hours	36

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SOCIAL SCIENCE

(no minor required)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 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 BIOL/GEOG 361/363 beyond the General Education requirements. 6

Social Science Core Requirements (*may count as General Education)

ECON 201*	Principles of Macroeconomics	3
GEOG 202*	Human Geography	3
HIST 111*	World Civilization I	3
HIST 112*	World Civilization II	3
HIST 201*	American History I	3
HIST 202*	American History II	3
POLS 201*	American National Government	3
SOC 101*	Introduction to Sociology	3
SOC 102*	Social Problems	3
SOC 496	Senior Seminar (also GEOG/ HIST/, POLS/or PSY)	3
	Total core credit hours	30

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 major credit hours 57

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SOCIOLOGY

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

Complete an additional three credit hours in Computer Science, beyond the General Education requirements. 3

or BIOL/GEOG 361/363 Introduction to Geographic Information Systems 3

Sociology Core Requirements (*may count as General Education)

SOC 101*	Introduction to Sociology	
or SOC 102*	Social Problems	3
SOC 302	Research Methods	3

SOC 313	Social Inequality	3
SOC 323	Social Statistics (also listed as GEOG/PSY)	3
SOC 391	Sociological Theory	3
SOC 406	Social Psychology	3
SOC 496	Senior Seminar in the Social Sciences	3
	Total credit hours	21

Guided Electives (select 15 credit hours from the following):

SOC 240	Sociology of Education	3
SOC 259	Sociology of Race & Ethnicity	3
SOC 260	Sociology of Marriage & the Family	3
SOC 300	Older Women's Issues	3
SOC 331	Introduction to Criminology	3
SOC 333	Sociology of Youth	3
SOC 342	Social Geography	3
SOC 352	Sociology of Gender	3
SOC 400	Population Analysis	3
SOC 401	Comparative Multicultural Social Studies	3
SOC 410	Sociology of the Movies	3
SOC 415	Sociology of Food	3
SOC 420	Sociology of Aging	3
SOC 445	Sociology of Sports	3
SOC 450	Environmental Sociology	3
SOC 470	Sociology of Religion	3
SOC 477	Sociology of Health, Healing, and Illness	3
SOC 481	Internship in Sociology	1-6
	Total Guided Electives (nine must be upper division)	15
	Total credit hours	37

Minors

For New Mexico teacher licensure, all the minors listed below must include 24 credit hours.

American Indian Studies Minor

(21 credit hours)

American Indian Core Requirements (12 credit hours)

AIS 212	Introduction to American Studies	3
HIST 421	Contemporary North American Indian	3
HIST 422	Indians of the Southwest	3
At least three credits from the following:		
AIS 380/480	Seminar/Workshop	
or AIS 481	Internship	3

Advisor Approved Guided electives - (9 credit hours minimum):

ANTH 201	Cultural Anthropology	3

BLED 414	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 221	History of the American Indian	3
POLS 314	Minorities and Politics	3
SOC 259	Sociology of Race & Ethnicity	3
SOC 313	Social Inequality	3
SOC 460	Social Movements & Social Change	3
THR 250	Storytelling	3
	Total guided electives	9
	Total credit hours	21

Environmental Sustainability Minor

(22 credit hours)

Environmental Sustainability Core Requirements

Science Core (2 courses minimum)

BIOL 202/203	Majors I: Plant Form, Function, & Diversity & lab	4
BIOL 204/205	Majors II: Animal Form, Function, & Diversity & lab	4
BIOL 206/207	Majors III: Introduction to Cell Biology & lab	4
BIOL 301/303	Ecology & lab	4
GEOL 201/203	Environmental Science & lab	4
Course:	Advisor Approved Elective	4
	Minimum Total credit hours	8

Social Justice (2 courses minimum)

GEOG 302	Sustainable Design	3
SOC 450	Environmental Sociology	3
SWK 400	Sustainable Development	3
	Minimum Total credit hours	6

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.

Guided electives - (select 8 credit hours minimum):

Select additional courses from the Core lists above or courses from the following:

BIOL 375/377	Principles of Wildlife Biology & lab	4
GEOL 305/307	Intro to Weather & lab	4
GEOL 401/403	Hydrogeology & lab	4
ECON 403	Public Finance	3
HLTH 460	Wellness Program Planning & Evaluation	3
HIST 350	History of American National Parks	3
PHIL 407	Environmental Ethics	3
POLS 320	Intro to Non-Profits	3
POLS 401	Public Administration	3

POLS 410	Water Rights	3
SOC 305	Rural Sociology	3
SOC 415	Sociology of Food	3
	Total guided electives	8
	Total credit hours	22

Geography Minor

(18 credit hours)

GEOG 202	Human Geography	3
GEOG 205	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

(24 credit hours)

HIST 111	World Civilization I	3
HIST 112	World Civilization II	3
HIST 201	American History I	3
HIST 202	American 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

(18 credit hours)

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 201	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 205	Latino Literature of the United States	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
PSY/SOC 401	Comparative Multicultural Social Studies	3
SPAN 303	Hispanic Culture	3
	Total credit hours	12

Upper division Spanish (select one course from the following list)

SPAN 380	Spanish Workshop (Offered in Mexico)	3
SPAN 410	Survey of Spanish American Literature I	3
SPAN 411	Survey of Spanish American Literature II	3
SPAN 450	Chicano Literature	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

Latin@ and Chican@ Studies Minor

(18 credit hours)

The objectives of the Latin@ and Chican@ 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 knowledgably 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

ANTH 201	Cultural Anthropology	
or POLS 211	Minorities and Politics	
or SOC 323	Social Inequality	3
HIST 347	Lat-Am Hist & Pol:Colonial Period	
or HIST 348	Lat-Am Hist & Pol: Modern Period	3
ENGL 205	Latino Literature of the US	
or LALS 243	Intro Latin@/Chican@ Studies	3
LALS 496	Senior Seminar Latin American/Chicano Studies	3
	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/POLS 210	The Chicano Exper in the US	
LALS 400	History of Chicano Music	
LALS 401	Spain & Mexico in NM/NM in the World	
LALS 417	History of the Chicano	
SOC 259	Sociology of Race & Ethnicity	
SOC 460	Social Movements/Social Change	

School of Education

BLED 401	Curr Issues-Lang Minority Ed	
BLED 414	Multicultural Education	
BLED 416	Indo-Chicano Cultures & Pedago	
BLED 417	Mexican Culture & Pedagogy	
BLED 431	Language Arts in Spanish	
LALS 431	Curanderismo	
LALS 460	Language Issues of the Chicano	

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	
	Total guided elective credit hours	6
	Total credit hours	18

Political Science Minor

(18 credit hours)

POLS 101	Introduction to Pollical Science	3
POLS 201	American National Government	3
POLS 496	Senior Seminar in Social Sciences	3
POLS ____	Guided upper division electives	9
	Total credit hours	18

Public Service and Leadership Minor

(18 credit hours)

SOC 259	Sociology of Race & Ethnicity	3
SOC 313	Social Inequality	3
SOC 460	Social Movements/Social Change	3
Upper Division	Advisor Approved Electives	9
	Total credit hours	18

Sociology Minor

(21 credit hours)

SOC 101	Introduction to Sociology	
or SOC 102	Social Problems	3
SOC 313	Social Inequality	3
SOC 391	Sociological Theory	3
SOC 496	Senior Seminar in the Social Sciences	
or SOC 4__	Sociology 400 level elective	3
SOC ____	Guided electives (six must be upper division)	9
	Total credit hours	21

Women and Gender Studies Minor

(21 credit hours)

Women & Gender Studies Core Requirement

SOC 352	Sociology of Gender	3
SOC 408	Feminist Theory	3
WGS 201	Intro to Women & Gender Studies	3
WGS 496	Women & Gender Studies Capstone	3
	Minimum Total credit hour	12

Women & Gender Studies Guided Electives (nine credit hours)

ART 378	Women in Art	3
CCHS 353	Literature of the Chicana	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 260	Sociology of Marriage & the Family	3
SOC 300	Older Women's Issues	3
SOC 313	Social Inequality	3
WGS 301	Gender, Race & Media	3
WGS 401	Contemporary Women & Gender Struggles	3
WGS 481	Internship	3
	Total guided electives	9
	Total credit hours	21

Business, School of

Associate Dean: Vicens
Professors: Baldwin, Barfitt
Associate Professor: Chavez
Assistant Professor: Combs, Reyes, Vicens, Walker

Degrees: Bachelor of Business Administration with majors in Accounting, Business Management, Management Information Systems, or Marketing, Bachelor of Applied Science in General Business; Associate of Science in Business Administration.

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 Association of Collegiate Business Schools and Programs to offer the following business degrees:

- Bachelor of Business Administration degree with majors in Accounting, Business Management, Management Information System, and Marketing;
- Master of Business Administration degree.

Transferring the Business Discipline Module

To facilitate the transfer of courses within certain degree programs, New Mexico colleges and universities have collaborated to develop transferable discipline modules. These modules are made up of an agreed upon number of hours and courses. When discipline modules are taken in addition to the 35-hour general education core, (see the General Education section of the catalog) the total number of hours in a transfer module is approximately 64. Equivalent courses within these modules are identified with common course numbers as an easy reference point to guarantee transfer. Below is a list of courses taught at Western New Mexico University that make up the business discipline module and their respective New Mexico Common Course Number. Students wishing to transfer to WNMU should consult a similar list at their home institution for the common course equivalent offered at that institution.

WNMU#	NMCC#	Title
ACCT 230	ACCT 2113	Principles of Accounting I (Financial)
ACCT 231	ACCT 2123	Principles of Accounting II (Managerial)
ACCT 331	ACCT 2133	Intermediate Accounting
CMPS 111	BCIS 1113	Intro. to Computer & Business Apps.
BSAD 100	BUSA 1113	Intro. to Business
BSAD 300	BLAW 2113	Business Law I
	BLAW 2123	Business Law II
ECON 201	ECON 2113	Macroeconomics Principles
ECON 202	ECON 2123	Microeconomics Principles
FINC 370	BFIN 2113	Principles of Finance
MKTG 340	MKTG 2113	Principles of Marketing
MGMT 350	MGMT 2113	Principles of Management
MATH 321	MATH 2113	Statistics

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 credit hours)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

ECON 201*	Principles of Macroeconomics	3
ECON 202*	Principles of Microeconomics	3
MATH 121*	Mathematics for Business Applications I	
or MATH 131*	College Algebra	3-4
MATH 221	Mathematics for Business Applications II	3
	Total credit hours	12-13

Extra Math/Computer Science Courses Required for B.B.A. degree

MATH 321	Statistics	3
MIS 405	MIS for Managers	3
	Total credit hours	6

Business Administration Core Courses (24)

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
BSAD 300	Legal Environment for Managers	3
MKTG 340	Principles of Marketing	3
MGMT 350	Principles of Management	3
MGMT 451	Human Resources Management	3
BSAD 497	Business Policies & Management	3
FINC 370	Principles of Finance	3
	Total credit hours	24

Accounting Concentration (30)

ACCT 331	Financial Accounting I	3
ACCT 332	Financial Accounting II	3
ACCT 333	Cost Accounting	3
ACCT 334	Accounting Systems	3
ACCT 336	Fraud Examination	3
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
	Total 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 MBA.

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 credit hours)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

ECON 201*	Principles of Macroeconomics	3
ECON 202*	Principles of Microeconomics	3
MATH 121*	Mathematics for Business Applications I	
or MATH 131*	College Algebra	3-4
MATH 221	Mathematics for Business Applications II	3
	Total credit hours	12-13

Extra Math/Computer Science Courses Required for B.B.A. degree

MATH 321	Statistics	3
MIS 405	MIS for Managers	3
	Total credit hours	6

Business Administration Core Courses (24)

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	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
	Total credit hours	24

Business Management Concentration (24)

BSAD 355	Communication in Business and Industry	3
BSAD 441	Business Research	3

BSAD 486	International Business	3
ECON 350	Labor Economics	3
FINC 471	Intermediate Financial Management	3
MGMT 452	Organizational Behavior	3
MGMT 461	Operations Management	3
MGMT 454	Decision Making in Management	3
3 Two (2)	Upper Division Guided Electives in ACCT, BSAD, ECON, FINC, MGMT, MKTG, or MIS	6
	Total credit hours	30
	Total hours	120

BACHELOR OF BUSINESS ADMINISTRATION
MANAGEMENT INFORMATION SYSTEMS

(no minor required)
(120 credit hours)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

ECON 201*	Principles of Macroeconomics	3
ECON 202*	Principles of Microeconomics	3
MATH 121*	Mathematics for Business Applications I	
or MATH 131*	College Algebra	3-4
MATH 221	Mathematics for Business Applications II	3
	Total credit hours	12-13

Extra Math/Computer Science Courses Required for B.B.A. degree

MATH 321	Statistics	3
MIS 405	MIS for Managers	3
	Total credit hours	6

Business Administration Core Courses (required for all concentrations)

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	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
	Total credit hours	24

Management Information Systems Concentration (27)

CMPS 260	Computer Applications	3
CMPS 263	Database Design & Implementation I	3
CMPS 362	Systems Analysis & Design	3
CMPS 415	Database Design & Implementation II	3
CMPS 470	Topics in Computer Science	3
MIS 333	Data Analysis	3
MIS 365	Programming for MIS	3
MIS 435	e-Commerce	3
MIS 467	Information Systems Networking	3
	Credit hours	27

Other required upper division courses

ACCT 334	Accounting Systems	3
BSAD 355	Communication in Business & Industry	3
ECON 425	Money & Banking	3
MGMT 461	Operations Management	3
	Credit hours	12
	Total Credit hours	39
	Total hours	120

BACHELOR OF BUSINESS ADMINISTRATION
MARKETING

(no minor required)
(120 credit hours)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

ECON 201*	Principles of Macroeconomics	3
ECON 202*	Principles of Microeconomics	3
MATH 121*	Mathematics for Business Applications I	
or MATH 131*	College Algebra	3-4
MATH 221	Mathematics for Business Applications II	3
	Total credit hours	12-13

Extra Math/Computer Science Courses Required for B.B.A. degree

MATH 321	Statistics	3
MIS 405	MIS for Managers	3
	Total credit hours	6

Business Administration Core Courses (required for all concentrations)

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	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
	Total credit hours	24

Marketing Core Requirements (21)

BSAD 441	Business Research	3
BSAD 486	International Business	3
MKTG 341	Consumer Behavior	3
MKTG 445	Marketing Strategy	3
Select three Marketing Electives from the following:		
MKTG 343	Product Promotion	
MKTG 346	Sports Marketing	
MKTG 347	Social Media Marketing	
MKTG 348	Services Marketing	
MKTG 349	Multicultural Marketing	9
	Credit hours	21

Guided Electives:

Select at least 3 upper division advisor approved electives or choose an optional area of concentration in (ACCT, BSAD, ECON, FINC, MGMT, MIS, MKTG)		9
	Credit hours	12
	Total Credit hours	54
	Total hours	120

BACHELOR OF APPLIED SCIENCE IN GENERAL BUSINESS

(no minor required)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

CMPS 111*	Computer Literacy - PC	3
ECON 201*	Principles of Macroeconomics	3
ECON 202*	Principles of Microeconomics	3
MATH 121*	Mathematics for Business Applications I	

or MATH 131*	College Algebra	3-4
MATH 221	Mathematics for Business Applications II	3
	Total credit hours	15-16

Extra Math/Computer Science Courses Required for B.A.S. degree

MATH 321	Statistics	3
or SOC/PSY 323	Social Statistics	3
MIS 405	MIS for Managers	3
	Total credit hours	6

Business Administration Core Requirements

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
BSAD 300	Legal Environment for Managers	3
MKTG 340	Principles of Marketing	3
MGMT 350	Principles of Management	3
MGMT 451	Human Resources Management	3
BSAD 497	Business Policies & Management	3
FINC 370	Principles of Finance	3
Two (2)	Upper Division Guided Electives in ACCT, BSAD, ECON, FINC, MGMT, MIS, or MKTG	6
	Total credit hours	30
	Total hours	120

TWO YEAR DEGREES

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

(61 credit hours)

The Associate of Science (A.S.) in Business Administration prepares students for entry level positions in business, government and non-profit organizations.

Supporting Course Work

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
____ ____	Humanities & Fine Arts General Education Pick 2 separate categories (History, Literature, Aesthetics, Philosophy)	6
MATH 121	Math for Business Applications I	
or MATH 131	College Algebra	3-4
____ ____	Laboratory Science General Education	4
____ ____	Social & Behavioral Science General Education	3
	Total credit hours	28-29

Business Administration Core Requirements

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
BSAD 100	Introduction to Business	3
BSAD 300	Legal Environment for Managers	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
MKTG 340	Principles of Marketing	3
MGMT 350	Principles of Management	3
	Total credit hours	24

Guided Electives

Nine hours of coursework in ACCT, BSAD, ECON, FINC, MGMT, MKTG, or MIS)	9
Total hours	61

Minors

Accounting Minor

(18 credit hours)

Core requirements

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
ACCT 331	Financial Accounting I	3
	Total credit hours	9

Guided Electives (9 credit hours)

ACCT 332	Financial Accounting II	
ACCT 333	Cost Accounting	
ACCT 334	Accounting Systems	
ACCT 336	Fraud Examination	
ACCT 433	Tax Accounting	
ACCT 435	Auditing	
ACCT 437	VITA	9
	Minimum credit hours	18

Business Administration Minor

(18 credit hours)

Core Requirements

ACCT 230	Principles of Financial Accounting	3
MGMT 350	Principles of Management	3
MKTG 340	Principles of Marketing	3
	Total credit hours	9

Guided Electives (9 credit hours)

ACCT, BSAD, FINC, MGMT, MKTG, MIS or ECON electives		3
ACCT, BSAD, FINC, MGMT, MKTG, MIS or ECON Upper Division		6
	Total Electives Minimum credit hours	9
	Total credit hours	18

Economics Minor

(18 credit hours)

ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 370	Applied Business Economics	3
ECON ___	Upper Division Economics Electives	9
	Minimum credit hours	18

Entrepreneurship Minor

(18 Credit Hours)

Core Requirements

BSAD 360	Managing Entrepreneurship	3
BSAD 361	Developing Entrepreneurship	3
	Total credit hours	6

Entrepreneurship Electives (12 credit hours)

At least 6 credit hours must be from the following:

ACCT 200	Small Business Accounting	
BSAD 100	Introduction to Business	
FINC 372	Personal Financial Management Planning	
MGMT 350	Principles of Management	
MKTG 340	Principles of Marketing	
MKTG 349	Multicultural Marketing	6
Select additional advisor approved electives		6
	Total Electives Minimum credit hours	12
	Total credit hours	18

Marketing Minor

(18 Credit Hours)

MKTG 340	Principles of Marketing	3
MKTG 341	Consumer Behavior	3
MKTG 445	Marketing Strategy	3
	Total credit hours	9

Guided Electives (12 credit hours)

At least 6 credit hours must be from the following:

MKTG 343	Product Promotion

MKTG 346	Sports Marketing	
MKTG 347	Social Media Marketing	
MKTG 348	Services Marketing	
MKTG 349	Multicultural Marketing	6
Select additional Marketing electives or other advisor approved electives:		3
	Guided Electives Minimum credit hours	9
	Total credit hours	18

Public Administration Minor

(18 credit hours)

Core requirements

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3
MGMT 350	Principles of Management	3
	Total credit hours	12

Guided Electives (6 credit hours)

ECON 403	Public Finance	
MGMT 451	Human Resources Management	
MGMT 452	Organizational Behavior	
MIS 405	MIS for Managers	6
	Minimum credit hours	18

Education, School of

Associate Dean: Taylor
Executive Director for Early Childhood Programs: Rivera
Professors: Dirksen, Harvey, Taylor
Associate Professors: Bustamante, Hoy, Jauregui, Neves, Wulftange
Assistant Professors: Blanchard, Doig, GuevaraMartinez
Visiting Professors: Marquez

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' olta' i doo olta' i jiliigo o' hoo' aah bii'iistiin jidil tli' go
naasgoo halled bee baa ʻahwijiilyaa 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, Lordsburg, and Gallup.

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 Early Childhood Education and Family Support

Bachelor of Arts in Education (Early Childhood Care & Education, Physical Education, Secondary)

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

Coaching
Early Childhood Education and Family Support
Health Science Education

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:

Early Childhood Care & Education (non-licensure)
Early Childhood Education
Elementary Education
Physical Education
Secondary Education
Special Education

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, 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 2.5;
    b. Completed ENGL 101, ENGL 102, PSY 102, COMM 110 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 Autobiography addressing, "why teach?"

Pass a FBI Fingerprint background clearance;

Take and pass NES Essential Academic Skills (Parts 1,2,3);

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, the Professional Education Committee will determine the enrollment status. Each candidate may be admitted or denied admission into the Teacher Education Program. Students must maintain a 2.5 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 for a good reason. The Associate Dean has the authority to withdraw a candidate's program status. An adhoc 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.

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.

Life Science: from two separate disciplines: BIOL 101/103, 102/104, 202/203, 204/205, 206/207, 212/214, 254/256, 255/257

Physical Science: CHEM 121/123, 151/153, 152/154

PHSC 101/103, 171/173

PHYS 151/153, 152/154, 171/173, 172/174

Earth and Space Science: GEOL 101/103, 102/104, 201/203

PHSC 115/116

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 301 and MATH 302 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 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. For further information about the National Evaluation Series Assessments consult 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.

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 Cobre, Deming, Gallup, Hatch, Lordsburg, 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. Teaching Event
2. Complete all required National Evaluation Series (NES) Assessments with passing scores.
3. Letter of Recommendation
4. Complete the Teacher Educational Exit Survey (EBI-TEES)
5. 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

Transferring the Early Childhood Education Discipline Module

To facilitate the transfer of courses within certain degree programs, New Mexico colleges and universities have collaborated to develop transferable discipline modules. These modules are made up of an agreed upon number of hours and courses. When discipline modules are taken in addition to the 35-hour general education core, (see General Education Section of the catalog) the total number of hours in a transfer module are approximately 64. Equivalent courses within these modules are identified with common course numbers as an easy reference point to guarantee transfer. Below is a list of courses taught at Western New Mexico University that make up the Early Childhood Education discipline module and their respective New Mexico Common Course Number. Students wishing to transfer to WNMU should consult a similar list at their home institution for the common course equivalent offered at that institution.

WNMU#	NMCC#	NMCC# Title
ECED 120	ECED 2152	Professionalism
ECED 125	ECED 1133	Family & Community Collaboration
ECED 208	ECED 2183	Guiding Young Children
ECED 211	ECED 1122	Health, Safety & Nutrition
ECED 225	ECED 1143	Assessment of Children & Evaluation of Programs
ECED 231	ECED 1113	Child Growth Development & Learning
ECED 232	ECED 2163	Curriculum Development & Play: Birth to Age 4
ECED 281	ECED 2162	Curriculum Development & Play: Birth to Age 4 Practicum I (Practicum for ECED 2163)
ECED 236	ECED 2173	Curriculum Development & Implement. II
ECED 282	ECED 2172	Curriculum Development & ImplementationAge 3 to Grade 3 Practicum II (Practicum for ECED 2173)
ECED 215	READ 2113	Reading, Language & Literacy

B.A. or B.S. IN EARLY CHILDHOOD CARE AND EDUCATION
(no minor required)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 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 402 Computers in the Classroom and/or BIOL/GEOG 361/363 GIS beyond the General Education requirements. 6

Supporting Course Work (*may count as General Education)

PSY 102*	General Psychology	3
SOC 101*	Intro. to Sociology	3

Early Childhood Care & Educ. Professional Core Requirements (62 credits)

Lower Division Core (29)

ECED 120	Professionalism	2
ECED 125	Family & Community Collaboration	3
ECED 208	Guiding Young Children	3
ECED 211	Health, Safety & Nutrition	2
ECED 215	Introduction to Reading, Language, & Literacy	3
ECED 225	Assessment of Children & Evaluation of Programs	3
ECED 231	Child Growth, Development & Learning	3
ECED 232	Curriculum Develop. & Play-Birth-Age Four	3
ECED 236	Curriculum Develop. & Implement. Age 3-Grade 3	3
ECED 281	Curriculum Develop. & Play-Birth-Age Four Pract.	2
ECED 282	Curriculum Develop. & Implement. Age 3 Pract.	2
	Total Lower Division Core credit hour	29

Upper Division Core - Birth through Age 4 (21)

ECED 331	Research in Child Growth, Development & Learning	3
ECED 341	Family, Language, & Culture	3
ECED 351	Young Children with Diverse Abilities	3
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
	Total Upper Division Core credit hours	21

Guided Electives: (12)

Select 12 upper division credit hours from the School of Education Courses (ECED, EDUC, BLED, RDG, SPED) 12

B.S. IN EARLY CHILDHOOD EDUCATION

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.S. Requirements

MATH 301	Understanding Elementary Math I	3
MATH 302	Understanding Elementary Math II	3

Supporting Course Work (*may count as General Education)

COMM 110*	Public Speaking	3
ENGL 316	Traditional Grammar	3
Expressive Arts Elective* _____		6
HIST 111/112*	World Civilization I **or** II	3
HIST 201/202*	American History I **or** II	3
HIST 300	History of New Mexico	3

HIST___	Upper Division History Elective	3
PSY 102*	General Psychology	3
SOC 101*	Intro. to Sociology	3
Lab Science: select a 3rd lab science course from a 3rd group of Gen. Ed.		4

Early Childhood Education Professional Core Requirements (68 credits)

Contextual Knowledge (6) Select two of the following six choices:

BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 436	Classroom Management (req.Age 3-Grde 3 concen.)	3
RDG 453	Children's Literature	3
SPED 408	Introduction to Exceptional Children	3

NES Essential Academic Skills taken and passed

Foundation (29)

ECED 120	Professionalism	2
ECED 125	Family & Community Collaboration I	3
ECED 208	Guiding Young Children	3
ECED 211	Health, Safety & Nutrition	2
ECED 215	Introduction to Reading, Language, & Literacy	3
ECED 225	Assessment of Children & Evaluation of Programs	3
ECED 231	Child Growth, Development & Learning	3
ECED 232	Curriculum Develop. & Play-Birth-Age Four	3
ECED 236	Curriculum Develop. & Implement. Age 3-Grade 3	3
ECED 281	Curriculum Develop. & Play-Birth-Age Four Pract.	2
ECED 282	Curriculum Develop. & Implement. Age 3-Grde 3 Pract.	2

Application and Reinforcement (21)

9 credits of upper division core plus 12 credits from one of the two concentrations

ECED 331	Research in Child Growth, Development & Learning	3
ECED 341	Family, Language, & Culture	3
ECED 351	Young Children with Diverse Abilities	3

Concentrations - Students 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
	Concentration credit hours	12

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
	Concentration credit hours	12

NES Competency Test Passed

Capstone		
ECED 491	Practice Teaching - Early Childhood	9-11
ECED 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

B.S. in ELEMENTARY EDUCATION

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.S. Requirements

MATH 301	Understanding Elementary Math I	3
MATH 302	Understanding Elementary Math II	3

Elementary Education Professional Core Requirements (48-50 credit hours)

Contextual Knowledge (12)		
BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3
Foundation (3)		
EDUC 311	Foundations of Education	3
NES Essential Academic Skills taken and passed		
Application & Reinforcement (23)		
BLED 445	ESL Methods for Content Literacy	3
EDUC 447	Field Experience Lab	1
EDUC 436	Classroom Management	3
EDUC 472	Elementary Methods & Curriculum I	3
EDUC 447	Field Experience Lab	1
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
	Credit Hours	10-12

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.S. in PHYSICAL EDUCATION

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.S. Requirements

EDUC 402	Computers in the Classroom	3
Complete an additional three credit hours in Math,		3

Professional Education Core Requirements (39-41 credit hours)

Contextual Knowledge (12) (*maybe taken as part of the BS requirement)

BLED 414	Multicultural Education	3
EDUC 402*	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3

Foundation (3)

EDUC 311	Foundations of Education	3

NES Essential Academic Skills taken and passed

Application & Reinforcement (13)

BLED 445	ESL Methods for Content Lit	3
EDUC 447	Field Exper. lab	1
EDUC 436	Classroom Management	3
EDUC 474	Classroom Assessment	3
RDG 410	Teaching of Reading	
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 (10-12)

EDUC 492	Practice Teaching - Elementary	9-11
EDUC 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

Physical Education/Health Core Requirements (40 credit hours)

HLTH/KINS 300	Nutrition/Diet Therapy	3
HLTH 360	Intro to Personal & Community Health Science Ed	3
HLTH 464	Substance Use/Abuse	3

HLTH 470	Human Sexuality	3
PE 213	First Aid	2
PE 240/242	Anatomical & Physiological Kinesiology & lab	4
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
	Total credit hours	39

B.A. or B.S. in SECONDARY EDUCATION

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

EDUC 402 Computers 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 BIOL/GEOG 361/363 GIS beyond the General Education requirements. 3

Secondary Education Professional Core Requirements (43 credit hours)

Contextual Knowledge (12)

BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3

Foundation (3)

EDUC 311	Foundations of Education	3

NES Essential Academic Skills taken and passed

Application & Reinforcement (17)

BLED 445	ESL Methods for Content Literacy	3
EDUC 447	Field Experience Lab	1
EDUC 436	Classroom Management	3
EDUC 471	Secondary Curriculum & Instruction	3
EDUC 447	Field Experience Lab	1
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 (10-12)

EDUC 492	Practice Teaching - Elementary	9-11
EDUC 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

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

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.S. Requirements

MATH 301	Understanding Elementary Math I	3
MATH 302	Understanding Elementary Math II	3

Special Education Professional Core Requirements (42-44 credit hours)

Contextual Knowledge (9)

EDUC 402	Computers in the Classroom	3
EDUC 428	Student Grown & Development	3
SPED 408	Introduction to Exceptional Children	3

Foundation (9)

EDUC 311	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 (14)

BLED 445	ESL Methods for Content Literacy	3
SPED 428	Curriculum and Method in Special Education	3
EDUC 447	Field Experience lab	1
SPED 454	Evaluation & Assessment of Exceptional Children	3

Select one of the following:

SPED 469	Nature & Needs of Persons with Intellectual Disabilities

or SPED 476	Nat & Needs Pers w/ Emotional & Behavioral Dis.	
or SPED 470	Nature & Needs of Persons with Learning Disabilities	3
EDUC 447	Field Experience lab	1

NES Teacher Competency and NES SPED Content tests must be taken and passed before Practice Teaching.

Capstone (10-12)

SPED 441	Practice Teaching - Special Education	9-11
SPED 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

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 (15

ENGL 316	Traditional Grammar & Usage	
or ENGL 419	Advanced Composition	3
ENGL 450	Secondary English Methods	3
RDG 410	The Teaching of Reading	3
RDG 411	Corrective Reading Instruction	3
RDG 460	Reading Skills in Secondary Education	3

General Science Concentration (14)

BIOL 202/203	Majors I: Plant Form, Function & Diversity & lab	4
BIOL 206/207	Majors III: Intro Cell Biology & lab	4
CHEM 151/153	General Chemistry & lab	4
GEOL 101/103	Physical Geology & lab	
or GEOL 102/104	Historical Geology & lab	4
PHSC 101/103	Physical Science for Gen Ed I & lab	4
___	Upper Division Science Electives	8
BIOL/PHSC/GEOL 450	Methods of Teaching Science	3
PHSC/GEOL 480	Workshop	3

Mathematics Concentration (12)

MATH 304	Mathematics for the Secondary Teacher	3
MATH ___	Two extra Math electives higher than MATH 111	6
MATH ___	Upper Division math electives	3

Social Studies Concentration (9)

ECON, GEOG, POLS and/or SOC Upper Division elective	9

DOUBLE MAJOR DEGREES

B.S. in ELEMENTARY EDUCATION AND SCIENCE EDUCATION

This degree is a double major from the School of Education and the Department of Natural Sciences.

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

COMM 110*	Public Speaking	3
ENGL 316	Traditional Grammar (as the extra English course)	
or ENGL 419	Advanced Composition	3
Expressive Arts Course*`		3
HIST 111/112*	World Civilization I or II	3
HIST 201/202*	American History I or II	3
HIST 300	History of New Mexico	3
HIST___	History Elective	3
PSY 102*	General Psychology	3
THR 250*	Storytelling	3
Lab Science: select a 3rd lab science course from a 3rd group of Gen. Ed.		4

B.S. Requirements

MATH 301	Understanding Elementary Math I	3
MATH 302	Understanding Elementary Math II	3

Elementary Education Professional Core Requirements (49 credit hours)

Contextual Knowledge (12)		
BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3
Foundation (3)		
EDUC 311	Foundations of Education	3
NES Essential Academic Skills taken and passed		
Application & Reinforcement (23)		
BLED 445	ESL Methods for Content Literacy	3
EDUC 447	Field Experience Lab	1
EDUC 436	Classroom Management	3
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
EDUC 447	Field Experience Lab	1

All other core/professional courses must be completed prior to the last block of hours, Capstone. NES tests must be taken and passed before Practice Teaching.

Capstone (10-12)

EDUC 492	Practice Teaching - Elementary	9-11
EDUC 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

Science Education Core Requirements (27 cr hrs - 8 credits may count as Gen'l Ed Lab Science)

BIOL 202/203	Majors I: Plant, Form & Function	4
BIOL 204/205	Majors II: Animals, Form & Function	4
CHEM 151/153	General Chemistry I & lab	4
PHYS 151/153	General Physics I & lab	
or PHYS 171/173	Principles of Physics I & lab	4
GEOL 101/103	Physical Geology & lab	4
GEOL 102/104	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

GEOL 301/303	Rocks & Minerals & lab	4
GEOL 305/307	Weather & Climate & lab	4
GEOL 315	Geology of New Mexico	3
GEOL ___	Upper Division Elective	4
PHSC 115/116	Descriptive Astronomy & lab	4
	Concentration credit hours	19

General Science Concentration

BIOL 206/207	Majors III: Intro to Cell Biology & lab	4
BIOL ___	Upper Division Elective	3-4
CHEM 152/154	General Chemistry II & lab	4
CHEM/GEOL/PHSC/PHYS ___	Upper Division Elective	3-4
GEOL 301/303	Rocks & Minerals & lab	4
	Concentration credit hours	18-20

Life Science Concentration

BIOL 206/207	Majors III: Intro Cell Biology & lab	4
BIOL 301/303	Ecology & lab	4
BIOL 366/368	Genetics & lab	4
BIOL 422	Evolution	3

BIOL ___	Advisor approved elective	4
	Concentration credit hours	19

Physical Science Concentration

CHEM 152/154	General Chemistry II & lab	4
PHYS 152/154	General Physics II & lab	
or PHYS 172/174	Principles of Physics II & lab	4
CHEM 351/353	Organic Chemistry I & lab	5
CHEM 352/354	Organic Chemistry II & lab	5
CHEM ___	Upper Division Elective	3-4
	Concentration credit hours	19-22

B.A. or B.S. in SECONDARY EDUCATION AND MATH

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	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

COMM 110*	Public Speaking	3
ENGL 316	Traditional Grammar and Usage	
or ENGL 419	Advanced Composition	3
Expressive Arts Course*`		6
HIST 111/112*	World Civilization I or II	3
HIST 201/202*	American History I or II	3
HIST 300	History of New Mexico	3
HIST___	History Elective	3
PSY 102*	General Psychology	3
THR 250*	Storytelling	3
Lab Science: select a 3rd lab science course from a 3rd group of Gen. Ed.		4

B.A. Requirements

Complete any upper division Spanish course, or one of the following:
SPAN 202, SPAN 214, or SPAN 252 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 402 Computers in the Classroom beyond the General Education requirements. This requirement is fulfilled by the Mathematics core requirement.

Secondary Education Professional Core Requirements (43 credit hours)

Contextual Knowledge (12)

BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3

Foundation (3)

EDUC 311	Foundations of Education	3

NES Essential Academic Skills taken and passed

Application & Reinforcement (17)

BLED 445	ESL Methods for Content Lit.	3
EDUC 447	Field Experience lab	1
EDUC 436	Classroom Management	3
EDUC 471	Secondary Curriculum & Instruction	3
EDUC 447	Field Experience lab	1
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 (10-12)

EDUC 494	Practice Teaching - Secondary	9-11
EDUC 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

Mathematics Core Requirements (25 credit hours minimum)

CMPS 170	Computer Programming I	3
MATH 131	College Algebra	*4
MATH 132	Trigonometry	*3
MATH 171	Calculus I	5
MATH 172	Calculus II	4
MATH 210	Foundations of Mathematical Thinking	3
MATH 271	Calculus III	4
MATH 321	Statistics	3
MATH 496	Senior Project and Seminar	3
	Total credit hours	26-32

* may be waived for students with the proper background

Mathematics Education (Secondary) Concentration

MATH 304	Mathematics for the Secondary Teacher	3
MATH 327	Survey of Geometry	3
MATH 312	Computational Linear Algebra	
or MATH 410	Abstract Mathematics	3
	6 credit hours of upper division mathematics courses	6
	Minimum concentration credit hours	15

B.A. or B.S. in SECONDARY EDUCATION AND SCIENCE EDUCATION

This degree is a double major from the School of Education and the Department of Natural Sciences.

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education)

COMM 110*	Public Speaking	3
ENGL 316	Traditional Grammar and Usage	
or ENGL 419	Advanced Composition	3
Expressive Arts Course*`		3
HIST 111/112*	World Civilization I or II	3
HIST 201/202*	American History I or II	3
HIST 300	History of New Mexico	3
HIST ___	History electives	3
PSY 102*	General Psychology	3
THR 250*	Storytelling	3
Lab Science: select a 3rd lab science course from a 3rd group of Gen. Ed.		4

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 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 BIOL/GEOG 361/363 GIS and EDUC 402 Computers in the Classroom beyond the General Education requirements. 6

Secondary Education Professional Core Requirements (43 credit hours)

Contextual Knowledge (12)

BLED 414	Multicultural Education	3
EDUC 402	Computers in the Classroom	3
EDUC 428	Student Growth & Development	3
SPED 408	Introduction to Exceptional Children	3

Foundation (3)

EDUC 311	Foundations of Education	3
NES Essential Academic Skills taken and passed		

Application & Reinforcement (17)

BLED 445	ESL Methods for Content Literacy	3
EDUC 447	Field Experience lab	1

EDUC 436	Classroom Management	3
EDUC 471	Secondary Curriculum & Instruction	3
EDUC 447	Field Experience lab	1
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 (10-12)

EDUC 494	Practice Teaching - Secondary	9-11
EDUC 496	Practice Teaching - Seminar	1
	Credit Hours	10-12

Science Education Core Requirements

BIOL 202/203	Majors I: Plant, Form & Function	4
BIOL 204/205	Majors II: Animals, Form & Function	4
CHEM 151/153	General Chemistry I & lab	4
PHYS 151/153	General Physics I & lab	4
or PHYS 171/173	Principles of Physics I & lab	4
GEOL 101/103	Physical Geology & lab	4
GEOL 102/104	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

GEOL 301/303	Rocks & Minerals & lab	4
GEOL 305/307	Weather & Climate & lab	4
GEOL 315	Geology of New Mexico	3
GEOL ___	upper division course	4
PHSC 115/116	Descriptive Astronomy & lab	4
	Concentration credit hours	19

General Science Concentration

BIOL 206/207	Majors III: Intro to Cell Biology & lab	4
BIOL ___	Upper Division Elective	3-4
CHEM 152/154	General Chemistry II & lab	4
GEOL 301/303	Rocks & Minerals & lab	4
CHEM/GEOL/PHSC/PHYS ___	Upper Division Elective	3-4
	Concentration credit hours	18-20

Life Science Concentration

BIOL 206/207	Majors III: Intro Cell Biology & lab	4
BIOL 301/303	Ecology & lab	4
BIOL 366/368	Genetics & lab	4

BIOL 422	Evolution	3
BIOL ___	Advisor approved elective	4
	Concentration credit hours	19

Physical Science Concentration

CHEM 152/154	General Chemistry II & lab	4
PHYS 152/154	General Physics II & lab	
or PHYS 172/174	Principles of Physics II & lab	4
CHEM 351/353	Organic Chemistry I & lab	5
CHEM 352/354	Organic Chemistry II & lab	5
CHEM ___	Upper Division Elective	3-4
	Concentration credit hours	19-22

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 (12 credit hours minimum)

ART 101	2-D Design	4
ART 103	3-D Design	4
ART 107	Drawing I	4
ART 204	4D-Animation	4

Upper Division Core Requirement (3 credit hours)

ART 485	Elementary Art Methods	3

Art History Core Requirements (6 credit hours minimum)

ART 376	Critical Film Concepts	3
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 472	History of Media	3
ART 211	Art Appreciation	3

Studio Specialization (8 hours minimum - Select one studio area to specialize in)

ART 210	Digital Photography I	
ART 310	Digital Photography II	8
ART 241	Appreciation of Sculpture	
ART 342	Clay III	8

ART 261	Appreciation of Sculpture	
ART 362	Sculpture II	8
ART 251	Painting I	
ART 352	Painting II	8
ART 254	Beginning Documentary Film Techs	
ART 354	Advanced Documentary Film Techs	8
	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 (30 credit hours)

BLED 401	Current Issues in Language Minority Education	3
BLED 414	Multicultural Education	3
BLED 416	Indo-Chicano Cultures & Pedagogy	3
BLED 419	Navajo Culture and Pedagogy	3
BLED 427	Linguistics 1 for L2 teachers	3
BLED 428	Linguistics 2 for L2 teachers	3
BLED 433	Language Arts in Navajo	3
BLED 436	Content Literacy in Navajo	3
BLED 439	Teaching Reading in Navajo	3
BLED 441	English Language Acquisition & Development	3
	Total credit hours	30

Spanish Bilingual Education (30 credit hours)

BLED 401	Current Issues in Language Minority Education	3
BLED 414	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 431	Language Arts in Spanish	3
BLED 434	Content Literacy in Spanish	3
BLED 441	English Language Acquisition & Development	3
SPAN ___	Upper division courses in Spanish	6
	Total credit hours	30

Zuni Bilingual Education (30 credit hours)

BLED 401	Current Issues in Language Minority Education	3
BLED 414	Multicultural Education	3

BLED 416	Indo-Chicano Cultures & Pedagogy	3
BLED 421	Zuni Culture & Pedagogy	3
BLED 427	Linguistics 1 for L2 teachers	3
BLED 428	Linguistics 2 for L2 teachers	3
BLED 432	Language Arts in Zuni	3
BLED 435	Content Literacy in Zuni	3
BLED 438	Teaching Reading in Zuni	3
BLED 441	English Language Acquisition and Development	3
	Total credit hours	30

Business Marketing

(Secondary only)

ACCT 230	Principles of Financial Accounting	3
ACCT 231	Principles of Managerial Accounting	3
ART 118	Web Design I	4
BSAD 100	Introduction to Business	3
BSAD 300	Legal Environment for Managers	3
BSAD 450	Methods, Materials, & Org. in Bus. Mkt Teacher Prog.	3
MATH 121	Business Math	3
MKTG 340	Principles of Marketing	3
MGMT 350	Principles of Management	3
	Total credit hours	28

Classical Language - Spanish

(Elementary & Secondary)

SPAN 201	Intermediate Spanish I	
or SPAN 213	Spanish for Heritage Speakers I	3
SPAN 202	Intermediate Spanish II	
or SPAN 214	Spanish for Heritage Speakers II	3
SPAN 301	Spanish Literature I	
or SPAN 302	Spanish Literature II	3
SPAN 303	Hispanic Culture	3
SPAN 308	Advanced Grammar & Composition	3
SPAN 410	Spanish-American Literature I	
or SPAN 411	Spanish-American Literature II	3
SPAN 423	Spanish Phonetics	3
SPAN 425	Applied Linguistics	3
SPAN 450	Chicano Literature	3
SPAN ___	Upper division Spanish elective	3
	Total credit hours	30

Health Science Education

(Elementary & Secondary)

Select a minimum of 24 credit hours from the following:

KINS/PE 213	First Aid	2
KINS/PE 240/242	Anatomical and Physiological Kinesiology & lab	4
KINS/HLTH 300	Nutrition/Diet Therapy	3

HLTH 360	Intro. to Personal & Comm. Health Science Ed.	3
HLTH 400	Curriculum & Methods in Health Science Ed.	3
HLTH 460	Wellness Program Planning & Evaluation	3
HLTH 464	Substance Use/Abuse	
or CHDP 465	Pharmacology	
or SWK 415	Psychopharmacology	3
HLTH 465	Wellness of the Senior Population	
or KINS 460	Exercise & Aging	3
HLTH 470	Human Sexuality	3
	Total minimum credit hours	27

Language Arts

Elementary Education (30 credit hours)

COMM 110	Public Speaking	
or THR 250	Storytelling	3
ENGL 296	American Literature I (outside of Gen'l Ed req.)	
or ENGL 297	American Literature II	3
ENGL 316	Traditional Grammar and Usage	3
ENGL 320	Creative Writing	
or ENGL 419	Advanced Composition	3
ENGL 415	Life & Literature of New Mexico	
or ENGL 451	Literature of the American West	3
RDG 410	Teaching of Reading	3
RDG 411	Corrective Reading	3
RDG 412	Diag. & Pres. of Reading for Diverse Learners	3
RDG 437	Literacy: Teaching Applications	3
RDG 453	Children's Literature	3
	Total credit hours	30

Secondary Education (30 credit hours)

Select three of the first four courses, outside of the Gen'l Ed requirements

ENGL 293	English Literature I	
ENGL 294	English Literature II	
ENGL 296	American Literature I	
ENGL 297	American Literature II	12
ENGL 316	Traditional Grammar and Usage	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 105	Mathematics for Liberal Arts I	
or MATH 106	Mathematics for Liberal Arts II	3
MATH 131	College Algebra	4
MATH 132	Trigonometry	3
MATH 171	Calculus I	5
MATH 301	Understanding Elementary Mathematics I	3
MATH 302	Understanding Elementary Mathematics II	3
MATH 321	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)

PSY 102	General Psychology	3
PSY 301	Developmental Psychology	3
PSY 302	Educational Psychology	3
PSY 315/316	Physiological Psychology & lab	4
PSY 333/334	Experimental Psychology & lab	4
PSY 405	Psychology of Learning	3
PSY 412	Psychopathology	3
PSY 420	Diagnostics & Evaluation	3
	Total credit hours	26

Reading

(Elementary & Secondary)

RDG 410	Teaching of Reading	3
RDG 411	Corrective Reading	3
RDG 412	Diagnosis & Prescription of Reading for Diverse Learn	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)

BIOL 202/203	Majors I: Plant Form/Function/Diversity & lab	
or BIOL 204/205	Majors II: Animals Form/Func/Divers.	4
BIOL 206/207	Majors III: Introduction to Cell Biology & lab	4
GEOL 101/103	Physical Geology & lab	
or GEOL 102/104	Historical Geology & lab	4
GEOL 301/303	Rocks & Minerals & lab	4
Select one of the following:		
PHSC 101/103	Physical Science I for Gen Ed & lab	
or CHEM 121	Chemistry for Life	
or CHEM 151/153	General Chemistry I & lab	
or PHYS 171/173	Principles of Physics I & lab	4
Select one of the Upper Division BIOL		
BIOL 301/303	Ecology & lab	
or BIOL 354/357	Advanced Anatomy & Physiology & lab	
or BIOL 366/367	Genetics & lab	
or BIOL 372/373	Microbiology & lab	4
Upper division Science elective		3-4
BIOL/PHSC/GEOL 450	Methods of Teaching Science	3
	Total credit hours	30-31

Social Studies

(Elementary & Secondary)

ECON 201	Principles of Macroeconomics	3
GEOG 202	Human Geography	3
GEOG 205	World Regional Geography	3
HIST 300	History of New Mexico	3
HIST 450	Secondary Teaching Methods	3
POLS 201	American National Government	3
POLS 405	American Constitutional Development	3
SOC 101	Introduction to Sociology	3
SOC 313	Social Inequality	3

In addition, one course from the following list will be required (3 hours each):

ANTH 201	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 409	Seminar in Local History	
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 259	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 414	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

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.
   - successfully complete the requirements of the Exit Portfolio.

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 CMPS 111 (Computer Literacy).

ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION AND FAMILY SUPPORT

(64 credit hours)

Supporting Course Work

COMM 110	Public Speaking	3
CMPS 110	Computer Literacy - MacIntosh	
or CMPS 111	Computer Literacy - PC	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
HIST 111	World Civilization I	
or HIST 112	World Civilization II	3
HIST 201	American History I	
or HIST 202	American History II	3
MATH 105	Math for the Liberal Arts I	
or MATH 106	Math for the Liberal Arts II	3
PSY 102	General Psychology	3

SOC 101	Introduction to Sociology	3
General Education Lab Science from two different disciplines (Life Science, Physical Science, or Earth and Space Science)		8
	Total credit hours	35

NES Essential Academic Skills Assessment taken and passed

Early Childhood Education and Family Support Core Requirements (16)

ECED 120	Professionalism	2
ECED 125	Family & Community Collaboration	3
ECED 208	Guiding Young Children	3
ECED 211	Health, Safety & Nutrition	2
ECED 225	Assessment of Children & Evaluation of Programs	3
ECED 231	Child Growth, Development & Learning	3
	Core credit hours	16

Concentrations - Students select one of the two concentrations:

Early Childhood Teacher - Birth Grade 3 Concentration (13)

ECED 215	Introduction to Reading, Language/Literacy	3
ECED 232	Curriculum Develop & Play-Birth through Age 4	3
ECED 236	Curriculum Develop & Implement Age 3-Grade 3	3
ECED 281	Curriculum Develop & Play-Birth-Age 4 Practicum	2
ECED 282	Curriculum Develop & Implement Age 3-Grde 3 Prac.	2
	Concentration credit hours	13

Infant Family Studies Concentration (13)

ECED 271	Infant Toddler Growth, Development Practicum	2
ECED 272	Relationships & Reflective Practices Practicum	2
ECED 276	Infant Toddler Growth & Development	3
ECED 278	Relationships & Reflective Practices	3
ECED 279	Effective Principles & Practices	3
	Concentration credit hours	13

Exit Portfolio Required

	Total credit hours	64

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 120, 181, 211, 221, and 231. 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.

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

ECED 120	Professionalism	2
ECED 125	Family & Community Collaboration	3
ECED 208	Guiding Young Children	3
ECED 211	Health, Safety & Nutrition	2
ECED 215	Introduction to Reading, Language, & Literacy	3
ECED 225	Assessment of Children & Evaluation of Programs	3
ECED 231	Child Growth, Development & Learning	3
ECED 232	Curriculum Develop & Play-Birth through Age Four	3
ECED 236	Curriculum Develop & Implement Age 3-Grade 3	3
ECED 281	Curriculum Develop & Play-Birth-Age Four Pract.	2
ECED 282	Curriculum Develop & Implement Age 3-Grde 3 Pract.	2
	Total core credit hours	29

Computer Literacy Requirement

CMPS 110 or 111	Computer Literacy	3
	Total certificate credit hours	32

Minors

Early Childhood Education and Family Support

ECED 120	Professionalism	2
ECED 125	Family & Community Collaboration I	3
ECED 208	Guiding Young Children	3
ECED 211	Health, Safety, & Nutrition	2
ECED 225	Assessment of Children & Evaluation of Programs	3
ECED 231	Child Growth, Development & Learning	3
ECED 274	Playful Relationships	1
ECED 275	Confident Parenting	1
	Total credit hours	18

Coaching

PE/KINS 215	Basic Prevention & Treatment of Athletic Injuries	3
PE 218	Introduction to Coaching	3
PE/KINS 341/342	Physiology of Exercise & lab	4
PE/KINS 343	Biomechanics	3
PE/KINS 400	Motor Behavior	3
PE 406	Sports Psychology	3
PE/KINS 441/443	Principles of Conditioning & lab	4
PE 445	Sport in American Culture	3
	Total credit hours	26

Professional Studies, College of

Allied Health, Department of

Department Chair: Narvaez
Professor:
Associate Professor: Narvaez
Assistant Professor: Finch, Jenkins, Ping, Rooks, Sato

Degrees: Associate of Science, Bachelor of Arts, Bachelor of Science
Majors: Kinesiology, Occupational Therapy Assistant, Rehabilitation Services
Minors: Kinesiology, Rehabilitation, Sports Management, Sports Medicine

Allied Health offers a variety of programs including Occupational Therapy Assistant, Bachelor of Arts in Rehabilitation Services, and 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, occupational therapy assistant, 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

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

General Education (Required BIOL 101/103, CHEM 121/123, and PSY 102)	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252.		3

B.S. Requirements (6 credit hours)

MATH 111	Intermediate Algebra	3
MATH 321	Statistics	3

Supporting Course Work (2 credit hours)

KINS 213	First Aid	2

Kinesiology Core Requirements

KINS 201	Introduction to Kinesiology	3
KINS 215	Basic Prevention & Treatment of Athletic Injuries	3
KINS 240	Kinesiology	4
KINS/HLTH 300	Nutrition/Diet Therapy	3
KINS 341	Physiology of Exercise	3
KINS 343	Biomechanics	3
KINS 350	Wellness Programming & Program Management	3
KINS 400	Motor Behavior	3
KINS 404	Psychology of Injury	3
KINS 408	Assessment in Movement Sciences	3
KINS 412	Skill Acquisition Across the Lifespan	3
KINS 440	Exercise Prescription for Special Populations	3
KINS 441	Principles of Conditioning & lab	3
KINS 460	Exercise & Aging	3
KINS 481	Internship in Kinesiology	3
	Total core credit hours	41

Additional recommended courses

KINS 406	Advanced Biomechanical Analysis	3
HLTH 460	Wellness Program Planning & Evaluation	3
HLTH 465	Wellness of the Senior Population	3
PE 218	Introduction to Coaching	3
PE 245	History & Philosophy of Physical Education	3
PE 406	Sports Psychology	3
PE 445	Sport in American Culture	3

REHABILITATION SERVICES PROGRAM

Western New Mexico University offers a multidisciplinary Bachelor of Arts 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. 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

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work (*may count as General Education) (6)

PSY 102*	General Psychology	3
SOC 101*	Introduction to Sociology	
or SWK 101	Intro to Social Welfare & Social Work	3

B.A.S. Requirements (6)

Complete an additional six credit hours in Math and/or Computer Science, and/or GEOG/PSY/SOC 323 Social Statistics beyond the General Education requirements. 6

Rehabilitation Services Core Requirements (36)

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 Course from the following:

CHDP 304	Helping Skills in Chemical Dependency
CHDP 305	Chemical Dependency & Family

CHDP/CJUS 322	Substance Abuse and Crime	3
Select One Psychology Course from the following:		
PSY 301	Developmental Psychology	
PSY/SOC 406	Social Psychology	
PSY 412	Psychopathology	
PSY 441	Cultural Psychology	9
	Total credit hours	36

Minors: One of the following minors or an Associate of Science in Occupational Therapy Assistant is required.

Business Administration
Chemical Dependency
Criminal Justice
Kinesiology
Psychology
Sociology
Spanish (This program is not admitting students at the present time)

TWO YEAR DEGREE

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The American Occupational Therapy Association (www.aota.org) defines occupational therapy as the "skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational therapy assists people in developing the 'skills for the job of living' necessary for independent and satisfying lives."

Imagine yourself: Making a difference by improving the people's lives; Working in a variety of settings; working with a variety of people, young and old, who may have difficulty doing everyday tasks or being as active and as independent as they'd like; practicing your profession as a member of a health-care team; using your talents of creativity, communications and problem solving to help people achieve their goals; and using your interest in health, science and the arts to benefit yourself, your family, and your community.

Western New Mexico University offers a two year program leading to an Associate of Science Degree, with an Occupational Therapy Assistant major. Graduates of the program can be found in many different work settings and in many different roles; school based clinicians, skilled nursing facilities, home health providers, community based practitioners, service delivery management, case management, outpatient clinics, early intervention specialists, senior center coordinator, just to mention a few. Students who complete the program are eligible to take the National Certification exam for Occupational Therapy Assistants, which is administered by The National Board for Certification in Occupational Therapy (NBCOT) www.nbcot.org. **NOTE:** Felony charges, convictions and/or settlements past or present may disqualify students from taking the NBCOT exam. The NBCOT Disciplinary Action Committee considers each case on an individual basis to determine

ability to safely, ethically, and proficiently engage in the practice of occupational therapy. Students are encouraged to contact this committee to determine eligibility. Certification is conferred upon successful completion of the NBCOT exam. Compare OTA graduates' performance for all OTA programs here: https://secure.nbcot.org/data/schoolstats.aspx. Most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT exam.

The Occupational Therapy Assistant (OTA) program at WNMU is a limited enrollment program. All students interested in applying for admission should also apply to WNMU, as specified in the University catalog. Application is due May 15th.

Program Admission Procedure

- Apply to the OTA Program. Application is available online from the Department Web page (http://alliedhealth.wnmu.edu/undergrad/ota/) or call or e-mail the OTA department at: Occupational Therapy Assistant Program, WNMU, PO Box 680, Silver City, NM 88062, phone (575) 538-6442 or connie.rooks@wnmu.edu.
- Complete a proctored HOBET V Admission Exam. Students may only take the HOBET V Admission Exam twice (2) per application cycle; the highest score will be used.
- Arrange for transcripts from high school and other colleges be sent to both the WNMU Admissions Office and the OTA Program as soon as possible.
- Once applications are received, the OTA Program reviews them for minimum requirements to be provisionally admitted to the Program. Those requirements are:
    1. Placement into or completion of English 101;
    2. High school algebra or equivalent with a grade of "C" or better;
    3. Completion of BIOL 254/256 Anatomy and Physiology I/Lab & BIOL255/257 Anatomy and Physiology II/Lab with a "C" or better.
    4. Document a minimum G.P.A. of 2.7 on high school transcript or on university transcript if the student has 15 or more college credits.
- Upon confirmation of the above stated minimum requirements, up to 25 students are Provisionally admitted for the fall semester of classes. Review of applications begins in May and continues until the 25 slots are filled. Provisional semester class requirements include: OTA 155, OTA 160, and OTA 230/232, and any other supporting coursework needed.
- Upon completion of the Provisional semester requirement with a 2.7 G.P.A. or better, the student is officially admitted to the program.
- Occupational Therapy Assistant courses may be taken by students admitted into the Program or with special permission from the Program Chair.
- Interested students may enroll in supporting coursework at any time.

- Once officially admitted to the OTA program students must maintain the following requirements. Failure to do so may result in dismissal from the program.
  1. Earn a "C" or better in all OTA coursework;
  2. Complete all OTA coursework within 5 years;
  3. Maintain a cumulative G.P.A. of 2.7 in all courses required in the OTA Program;
  4. Maintain current CPR certification;
  5. Provide immunization documentation as requested;
  6. Provide documentation of TB testing annually;
  7. Maintain professional behaviors;
  8. Honor the AOTA code of ethics;
  9. Abide by all departmental and university policies;
  10. Abide by fieldwork dress codes;
  11. Provide drug screen results if requested;
  12. Provide criminal back-ground checks if requested.

Admission With Advanced Standing

This option is available only to those students who have either previously been accepted to an OTA program at another institution, or have completed much of the coursework toward the OTA degree at another institution. Proof of admission or course completion is required, as well as a **letter of reference** from the director of that program. Students who were admitted to the WNMU program, but were unable to attend at that time, will also qualify for advanced standing. Coursework related to the OTA classes will be reviewed on an individual basis by the faculty. The faculty, the department chair, and the Admissions office must approve determination of transfer credits. The student will be required to complete the same program application process as a new student.

Transfer Students

Students wishing to transfer to the OTA program must be admitted to the University and submit official transcripts from the schools they attended to the Admissions Office. Any student wishing to transfer to WNMU should review the academic regulations regarding transfer credit in the University catalog. Proof of admission or course completion is required, as well as a **letter of reference** from the director of that program. The Transcript Evaluator and the Department chairperson will grant transfer credit after a review of transcripts. All transfer information is due by the May 15th deadline for application material.

Courses completed more than five years prior to entering the OTA program may or may not be counted towards the degree requirements, depending on individual

review. Students wishing to challenge any course decision must follow the procedures outlined in the University catalog.

Program Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) @ www.acoteonline.org of the American Occupational Therapy Association (AOTA) @ www.aota.org; located at 4720 Montgomery Lane Suite 200, Bethesda MD 20814-3449. Tel # 301.652.2682 or TDD 1.800.377.8555. *The occupational therapy assistant program at Western New Mexico University, Silver City, New Mexico, was placed on Probationary Accreditation effective April 18, 2015, for failure to document significant progress toward correction of an area of noncompliance related to 2011 OTA Standard A.5.6 (certification exam pass rates). The program has been requested to submit a Progress Report to return the program to full compliance with the Standards within the mandated time period for correction.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

(72 credit hours)

Prerequisites: High School Biology and Algebra or equivalent with grade "C" or higher, completed within the past five years. High School Chemistry is strongly recommended. Completion of BIOL 254/256 Anatomy and Physiology I/Lab & BIOL255/257 Anatomy and Physiology II/Lab with a "C" or better. Placement into or completion of English 101"

Supporting Course Work

Supporting course work requirements do NOT have to be completed prior to entering the OTA Program.)

COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
PSY 102	General Psychology	3
RHAB 340	Medical Terminology & Documentation	3
SOC 101	Introduction to Sociology	3
	Total credit hours	15

Occupational Therapy Core Requirements

OTA 155	Orientation to Occupational Therapy	3
OTA 160	OT in Growth & Development	3
OTA 161	Fieldwork Level Ib	1
OTA 162	Documentation in OT	2
OTA 165	Principles of Occupational Therapy	3
OTA 220	OT Therapeutic Media	3
OTA 223	Fieldwork Level Ic	1
OTA 230/232	Functional Kinesiology in OT & lab	4

OTA 240/243	OT in Physical Disabilities I & lab	4
OTA 241/248	OT in Physical Disabilities II & lab	4
OTA 242/246	OT in Psychosocial Dysfunction & lab	4
OTA 245/247	Occupational Therapy in Pediatrics & lab	4
OTA 250/252	OT in Geriatric Practice & lab	4
OTA 255	OT Program Development	3
OTA 256	Fieldwork Level Id	1
OTA 260	OT Assistant Capstone Seminar	1
OTA 270	Fieldwork Level IIa	6
OTA 272	Fieldwork Level IIb	6
	Total credit hours	57

Students must obtain a TB test and complete a course in CPR prior to assignment of field-work experiences. In addition, students must have basic computer skills such as word processing, spreadsheets, and simple database management.

In addition to two years of classroom training, students must complete two full time clinical experiences (Fieldwork Level II). Each clinical experience will continue for eight weeks. These clinical experiences are unpaid and will require temporary relocation. All students are required to complete these clinical experiences within 18 months following the classroom courses. All coursework must be completed within five years.

Minors

Kinesiology Minor

(18 credit hours)

Prerequisite Supporting Coursework

BIOL 101/103	Biology for Health Sciences & lab	4
KINS 240/242	Kinesiology & lab	4
	Credit Hour	8
KINS 213	First Aid	2
KINS 215	Basic Prevention & Treatment of Athletic Injuries	3
KINS 300	Nutrition/Diet Therapy	3
KINS 341/342	Physiology of Exercise & lab	4
KINS 343	Biomechanics	3
KINS 400	Motor Behavior	3
	Total credit hours	18

Additional recommended courses

KINS 441/443	Principles of Conditioning & lab	4
PE 218	Introduction to Coaching	3

Rehabilitation Minor

(18 credit hours)

RHAB 310	Intro to Rehabilitation	3
RHAB ____	Rehabilitation Electives	15
	Total credit hours	18

Sports Medicine Minor

(25 credit hours)

KINS 213	First Aid	2
KINS 215	Basic Prevention & Treatment of Athletic Injuries	3
KINS 220	Advanced Athletic Training	3
KINS 240/242	Kinesiology & lab	4
KINS 300	Nutrition/Diet Therapy	
or HLTH 464	Substance Use/Abuse	3
KINS 341/342	Physiology of Exercise & lab	4
KINS 343	Biomechanics	3
KINS 381	Internship - Sports Medicine	3
	Total credit hours	25

Behavioral Sciences, Department of

Department Chair: Warren
Professors: Hayes, Warren
Associate Professor: Najar
Assistant Professor: Bullock, Chu, Doig, Helgert, Johnston
Vising Professor: Chen, Ewing

Bachelor Degrees: Bachelor of Arts or Bachelor of Science in Chemical Dependency, Bachelor of Arts or Bachelor of Science in Psychology; Bachelor of Applied Science in Criminal Justice;

Associate of Science in Criminal Justice;

Certificated Programs: Detention Officer, Digital Forensics Law Enforcement Academy, and Private Security Officer Certification.

Chemical Dependency

The Chemical Dependency degree prepares students for careers in areas of chemical dependency, 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 control-

ling 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.A.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, Computer Science, Spanish, 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, 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

(no minor required)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

B.A. Requirements

Complete any upper division Spanish course, or one of the following: SPAN 202, SPAN 214, or SPAN 252. 3

B.S. Requirements

MATH 321	Statistics	
or PSY/SOC 323	Social Statistics (is required by this major)	3

Complete an additional three credit hours beyond General Education
or BIOL/GEOG 361/363 GIS 3

Supporting Course Work (*may count as General Education)

MATH 321	Statistics	
or PSY/SOC 323	Social Statistics	3
PSY 102*	General Psychology (prerequisite for other courses)	3
PSY 301	Developmental Psychology	3
PSY 315/316	Physiological Psychology & lab	4
PSY 405	Psychology of Learning	3
PSY 412	Psychopathology	3
PSY 425	Theories of Personality	3
SOC 101*	Intro. to Sociology (prerequisite for other courses)	3
SOC 102	Social Problems	3
SOC 391	Sociological Theory	3
SOC 406	Social Psychology	3

Chemical Dependency Core Requirements

CHDP 201	Introduction to Addiction Counseling	3
CHDP 303	The Addictive Process	3
CHDP 304	Helping Skills in Chemical Dependency	3
CHDP 305	Chemical Dependency & the Family	3
CHDP 306	Codependency	3
CHDP 307	Special Populations in Chemical Dependency	3
CHDP/CJUS 322	Substance Abuse & Crime	3
CHDP 403	Advanced Helping Skills in Chemical Dependency	3
CHDP 404	Professional Principles	3
CHDP 408	Annual Alcohol & Drug Abuse Counselors Inst.	3
CHDP 421	Dual Diagnosis	3

CHDP 423	Trauma & Addiction	3
CHDP 462	Research Methods in Chemical Dependency	3
CHDP 465	Pharmacology	3
CHDP 476	Counseling the Military	3
CHDP 481	Internship in Chemical Dependency	4
CHDP 487	Group Dynamics	3
	Total credit hours	52

Transferring the Criminal Justice Discipline Module

To facilitate the transfer of courses within certain degree programs, New Mexico colleges and universities have collaborated to develop transferable discipline modules. These modules are made up of an agreed upon number of hours and courses. When discipline modules are taken in addition to the 35-hour general education core, (see the General Education section of the catalog) the total number of hours in a transfer module are approximately 64. Equivalent courses within these modules are identified with common course numbers as an easy reference point to guarantee transfer. Below is a list of courses taught at Western New Mexico University that make up the criminal justice discipline module and their respective New Mexico Common Course Number. Students wishing to transfer to WNMU should consult a similar list at their home institution for the common course equivalent offered at that institution.

WNMU#	NMCC#	NMCC# Name
CJUS 111	CRJI 1113	Introduction to Criminal Justice
CJUS 210	CRJI 2103	Police & Society
CJUS 250	CRJI 2503	Courts & the Criminal Justice System
CJUS 230	CRJI 2303	Introduction to Corrections
CJUS 205	CRJI 2053	Substantive Criminal Law
CJUS 260	CRJI 2603	Juvenile Justice & Delinquency
CMPS 111	BCIS 1113	Intro. to Comp. & Bus. Applications
MATH 321	MATH 2113	Statistics

An additional six hours of lower division criminal justice or second language courses complete this module.

BACHELOR OF APPLIED SCIENCE IN CRIMINAL JUSTICE

(no minor required)

Successful completion of the Bachelor of Applied 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	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Extra Math/Computer Science Courses Required for B.A.S. degree

MATH 321	Statistics	
or SOC 323	Social Statistics (also listed as GEOG/PSY 323)	3
One course CMPS or MATH beyond General Education		
or BIOL/GEOG 361/363 GIS		3
	Total credit hours	6

Supporting Courses (may count as General Education)

MATH 111	Intermediate Algebra	
or MATH 131	College Algebra	3-4
PHSC 171/173*	Forensic Science I & lab	4
PHSC 172/174	Forensic Science II: Crime Scene Investigation & lab	4
POLS 201*	American National Government	3
PSY 102*	General Psychology	3
SOC 101*	Introduction to Sociology	
or SOC 102*	Social Problems	
or SWK 101	Intro to Social Welfare & Social Work	3
SOC 302	Research Methods	3
SOC 331	Criminology	3

Criminal Justice Core Courses (required by all concentrations)

CJUS 111	Introduction to Criminal Justice	3
CJUS 210	Police & Society	3
CJUS 230	Introduction to Corrections	3
CJUS 250	Courts & the Criminal Justice System	3
CJUS 260	Juvenile Justice & Delinquency	3
CJUS 321	Criminal Justice & Minorities	3
CJUS 497	Criminal Justice Professional Skills	3
	Total credit hours	21

Corrections Concentration

CJUS 251	Institutional Corrections	3
CJUS 361	Community Based Corrections	3
CJUS 419	Corrections Law	3
Students must select fifteen credit hours of upper division		
Criminal Justice or Chemical Dependency elective coursework		15
	Subtotal of Corrections Concentration	24

Policing Concentration

CJUS 205	Substantive Criminal Law	3
CJUS 222	Constitutional Criminal Procedure	3
CJUS 232	Criminal Investigation	3

Students must select fifteen credit hours of upper division Criminal Justice or Chemical Dependency 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 101 and CJUS 102 with a grade of C or higher may apply those courses to substitute for the following credits towards a B.A.S. in Criminal Justice:

CJUS 205	Substantive Criminal Law	3
CJUS 210	Police & Society	3
CJUS 222	Constitutional Criminal Procedure	3
CJUS 232	Criminal Investigation	3
CJUS 250	Courts & the Criminal Justice System	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.A.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.

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN PSYCHOLOGY

Advisors: Chen, Chue, Ewing, Johnston

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12
Select a minor outside of the Psychology discipline	

B.A. Requirements

Complete any upper division Spanish course or one of the following: SPAN 202, SPAN 214, or SPAN 252.	3

B.S. Requirements

Complete an additional six credit hours in Math and/or GEOG/PSY/SOC 323, and/or BIOL/GEOG 361/363 GIS and/or Computer Science, beyond the General Education requirements. 6

Psychology Core Requirements (*may count as General Education)

PSY 102*	General Psychology	3
PSY 323	Social Statistics (also listed as GEOG/SOC 323)	3
PSY 333/334	Experimental Psychology & lab	4
PSY 481	Internship in Psychology	
or PSY 490	Directed Research Senior Seminar in the Psychology	
or PSY 496	Senior Seminar in the Psychology	3
	Total Credit hours	13

Psychology content domains (one course must be selected from each of the four areas)

Cognition and Learning (3)		
PSY 302	Educational Psychology	
or PSY 405	Psychology of Learning	3
Developmental (6)		
PSY 301	Developmental Psychology	
or PSY 427	Lifespan Personality Development	3
Biological (3-4)		
PSY 315/316	Physiological Psychology & lab	
or PSY 412	Psychopathology	
or PSY 435	Human Motivation	3-4
Social-cultural (3)		
PSY 406	Social Psychology	
or PSY 425	Theories of Personality	
or PSY 441	Cultural Psychology	3

Student must have a minimum of 28 hours PSY upper division hours

Total credit hours 34-35

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

(64-65 credit hours)

Two options are available to students:

1. For those students who have completed the Law Enforcement Training Program (CJUS 101 and CJUS 102).
2. For those students who have not completed the Law Enforcement Training Program.

AS in Criminal Justice - Option I

(students who have completed CJUS 101 & 102 will be allowed 24 credit hours)

Supporting Courses

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
MATH ___	105, 106, or 111	3
PE	Credit for completion of Law Enforcement Academy	1
PHSC 172/174	Forensic Science II Crime Scene Investigation & lab	4
POLS 201	American National Government	3
PSY 102	General Psychology	3
SOC 101	Introduction to Sociology **or** Social Problems	
or SOC 102	Introduction to Social Problems	
or SWK 101	Intro to Social Welfare & Social Work	3
	Total credit hours	29

Additional Required Courses

CJUS 101	Law Enforcement Training Academy I	14
CJUS 102	Law Enforcement Training Academy II	10
CJUS 260	Juvenile Justice & Delinquency	3
CJUS ___	Electives	6
	Total credit hours	33
	Option I Total	62

AS in Criminal Justice - Option II

(students who have not completed CJUS 101 & 102)

Supporting Courses

CMPS 111	Computer Literacy - PC	3
COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
MATH ___	105, 106, **or** 111	3
PHSC 171/173	Forensic Science I & lab	4
PHSC 172/174	Forensic Science II: Crime Scene Investigation & lab	4
POLS 201	American National Government	3
PSY 102	General Psychology	3
SOC 101	Introduction to Sociology	
or SOC 102	Social Problems	
or SWK 101	Intro to Social Welfare & Social Work	3
	Total credit hours	32

Additional Required Courses

CJUS 111	Introduction to Criminal Justice	3

CJUS 250	Courts & the Criminal Justice System	3
CJUS 260	Juvenile Justice & Delinquency	3
CJUS ___	Criminal Justice Guided Electives	21
	Total credit hours	30
	Option II Total	65

Certificate Programs

Detention Officer Certificate (6 cr. hrs.)

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 107	Detention Officer I	2
CJUS 108	Detention Officer II	2
CJUS 109	Detention Officer III	2
	Total Credit Hours	6

Law Enforcement Training Program (28 cr. hrs.)

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. COMPASS reading and writing scores of 40 or higher in each area (or completion of appropriate remedial work with a grade of C or better) or achievement of an ACT sub-score of 21 or better (or SAT equivalent of 500) in math, English and social science. 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 completion.

Program requirements

CJUS 101	Law Enforcement Training Academy I	14
CJUS 102	Law Enforcement Training Academy II	10

PHSC 172/174	Forensic Science II CSI & lab	4
	Total credit hours	28

Private Security Officer Certificate (6 cr. hrs.)

The certificate for private security officers is designed to meet New Mexico statutory requirements for licensing as a private security officer. NMSA Section67-27B-3 requires that any person engage in private security or private investigations must have a license issued by the New Mexico Regulation and Licensing Department.

Security Officer Core Requirements

CJUS 104	Private Security Officer I	2
CJUS 105	Private Security Officer II	2
CJUS 106	Private Security Officer III	2
	Total Credit Hours	6

Minors

Chemical Dependency Minor

Core requirements

CHDP 201	Introduction to Addiction Counseling	3
CHDP 303	The Addictive Process	3
CHDP 304	Helping Skills in Chemical Dependency	3
CHDP 305	Chemical Dependency & the Family	3
CHDP 306	Codependency	3
CHDP 404	Professional Prin. in Chemical Dependency	3
	Total core credit hours	18

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 111	Introduction to Criminal Justice	3
CJUS___	Criminal Justice Electives	
	(9 credit hours must be upper division level)	18
	Minimum credit hours	21

Digital Forensics Minor

(18 credit hours)

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

(18 credit hours)

PSY 102	General 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, School of

Department Chair: Scarbrough
Professors: Shurts
Associate Professors: Denson, Lee, Vigil
Assistant Professor: Gallardo, Harsh, Hawkins, Owen, White, Wood
Visiting Assistant Professor: Poole

Degrees: Bachelor of Science in Nursing - BSN.; Associate Degree in Nursing - ADN.

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 BSN) completion program and a pre-licensure Bachelor of Science in Nursing (BSN) degree. Students who complete the nursing program are eligible to take the licensure examination for Registered Nurses.

Western New Mexico University (WNMU)
&
New Mexico Nurse Education Consortium (NMNEC)

COURSE NUMBER CROSSWALK TABLE

WNMU #	NMNEC #	Course Name
NUR 108	NEC9113	Introduction to Nursing Concepts
NUR 110	NEC9124	Principles of Nursing Practice
NUR 153	NEC9213	Health & Illness Concepts I
NUR 157	NEC9223	Health Care Participant
NUR 158	NEC9233	Nursing Pharmacology
NUR 164	NEC9244	Assessment and Health Promotion
NUR 203	NEC9313	Health & Illness Concepts II
NUR 206	NEC9323	Professional Nursing Concepts I

NUR 208	NEC9334	Care of Patients with Chronic Conditions
NUR 323	NEC9414	Health & Illness Concepts III
NUR 364	NEC9424	Clinical Intensive I
NUR 320	NEC9133	Evidence-Based Practice
NUR 400	NEC9513	Concept Synthesis
NUR 365	NEC9434	Clinical Intensive II
NUR 403	NEC9523	Professional Nursing Concepts II
NUR 465	NEC9534	Clinical Intensive III
NUR 496	NEC9544	BSN Capstone
NUR 396	NEC9436	ADN Capstone

FOUR YEAR DEGREE

R.N. TO B.S.N. COMPLETION PROGRAM

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 ADN 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 rebella
- 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)

University Requirements

General Education	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work

MATH 321	Statistics	
or MATH 175/275	Statistics - transferred	3

Lower Division Nursing Core Requirements (41 credit hours)

Lower Division Nursing Core Requirements have been met with ADN degree or diploma in nursing

Upper Division Nursing Courses (36 credit hours)

NUR 325	Health Assessment	4
NUR 332	Nursing Research	3
NUR 336	Pathophysiology for Nurses	3
NUR 401	Gerontological Nursing	4
NUR 406	Critical Thinking in Professional Nursing	3
NUR 407	Leadership Roles	3
NUR 408	Issues in Professional Nursing	3
NUR 415	Health Care Policy I	2
NUR 416	Health Care Policy II	2
NUR 429	Utilizing Resources	3

NUR 447	Community Health Theory	3
NUR 481	Community Health Practicum	3
	Total upper division core	36

Nursing Electives (2 credit hours minimum)

NUR 304	Integrating Complementary & Alternative Medicine	2
NUR 420	History of Nursing	3
NUR 432	Nursing Informatics	2
NUR 441	Perioperative Nursing	4
NUR 470	Nursing Organization & Management	3

BACHELOR OF SCIENCE IN NURSING
PRE-LICENSURE PROGRAM
(NMNEC) curriculum

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 254/256 A&P I*

BIOL 255/257 A&P II*

BIOL 327 Pathophysiology

BIOL 371/373 Microbiology*

CHEM 121/123 Chemistry for Life*

COMM 110 Public Speaking

CMPS 111 Computer Literacy

KINS 300 Nutrition/Diet

MATH 131 College Algebra

MATH 321 Statistics

PSY 102 General 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-LICENSURE (no minor required)

The Pre-Licensure Baccalaureate Degree in Nursing (BSN) 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	41
Service Learning	3
Upper Division	42
Writing Intensive	12

Supporting Course Work Required (*may count toward General Education)

BIOL 254/256*	Anatomy and Physiology I & lab	4
BIOL 255/257*	Anatomy and Physiology II& lab	4
BIOL 327	Pathophysiology	4
BIOL 371/373	Microbiology & lab	4
CHEM 121/123*	Chemistry & lab	4
COMM 110*	Public Speaking	3
CMPS 111	Computer Literacy	3
KINS 300	Nutrition & Diet Therapy	3
MATH 131*	College Algebra	4
MATH 321	Statistics	
or MATH 275	Statistics - transferred	3
PSY 102*	General Psychology	3
PSY 301	Developmental Psychology	3
	Credit hours	42

Nursing Core Requirements (59 credit hours)

NUR 108	Intro to Nursing Concepts	3
NUR 110	Principles of Nursing Practice	4
NUR 153	Health and Illness Concepts I	3
NUR 157	Health Care Participant	3
NUR 158	Nursing Pharmacology	3
NUR 164	Assessment/Health Promotion	4
NUR 203	Health and Illness Concepts II	3
NUR 206	Professional Nursing. Concepts I	3
NUR 208	Care of Patients-Chronic Conditions.	4
NUR 320	Evidence Based Practice	3
NUR 323	Health & Illness Concepts III	4
NUR 364	Clinical Intensive I	4
NUR 365	Clinical Intensive II	4
NUR 400	Concepts Synthesis	3
NUR 403	Professional Nursing Concepts II	3
NUR 465	Clinical Intensive III	4
NUR 496	BSN Capstone	4
	Total credit hours	59

Nursing Electives (6 credit hours minimum)

Total elective credit hours	6

TWO YEAR DEGREE

ASSOCIATE DEGREE IN NURSING

The Pre-Licensure Associate Degree Nursing Program at Western New Mexico University is accredited by the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, telephone, (404) 975-5000; and by the New Mexico Board of Nursing, 6301 Indian School NE, Suite 710, Albuquerque, NM 87110, telephone (505) 841-8340. ** The WNMU School of Nursing admitted its final cohort for the Associate's Degree program in the Fall of 2016. Future cohorts admitted to the nursing program at WNMU will be offered only at the baccalaureate level.

ASSOCIATE DEGREE IN NURSING - A.D.N.

(73 credit hours)

Students must complete all course work with a grade of C or better to progress through the program.

Supporting Course Work

BIOL 254/256	Anatomy & Physiology I & lab	4
BIOL 255/257	Anatomy & Physiology II & lab	4
BIOL 327	Pathophysiology	4
CHEM 121/123	Chemistry for Life & lab	4
CMPS 111	Computer Lit-PC	3
ENGL 101	Composition & Rhetoric I	3
MATH 125	Math for Health Occupations	3
PSY 102	General Psychology	3
PSY 301	Developmental Psychology	3
	Total credit hours	31

Nursing Core Requirements

NUR 108	Intro to Nursing Concepts	3
NUR 110	Principles of Nursing Practice	4
NUR 153	Health & Illness Concepts I	3
NUR 157	Health Care Participant	3
NUR 158	Nursing Pharmacology	3
NUR 164	Assessment & Health Promotion	4
NUR 203	Health & Illness Concepts II	3
NUR 206	Professional Nursing Concepts I	3
NUR 208	Care of Patients-Chronic Conditions	4
NUR 323	Health & Illness Concepts III	4
NUR 364	Clinical Intensive I	4
NUR 396	ADN Capstone	4
	Total credit hours	42

Social Work, School of

Chair: Walker
Professor: Walker, Rickle
Associate Professors:
Assistant Professors: Brandsberg-Herrera, Cook, Jones, Moore, Richter, Senter, West-Okiri,
Visiting Professors: McFeters

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, and ethnic background. The diverse multicultural and multilingual populations of this rural area 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 on behalf of the peoples of the Southwest region. The program believes in the promise of every student.

Accreditation

The B.S.W. program is accredited by the Council on Social Work Education.

Admissions Information

Students must achieve a C or better grade in SWK 101 prior to applying to the School of Social Work program. In addition, students must have a minimum 2.5 cumulative G.P.A. prior to being admitted to the program. Admission packets are available from the School of Social Work and from the WNMU School of Social Work website: www.wnmu.edu/academic/sw. Students must complete the Social Work program admission process prior to enrolling in SWK 386, Social Work Practice I. Academic credit for life or previous work experience will not be awarded.

FOUR YEAR DEGREE

BACHELOR OF SOCIAL WORK
(no minor required)

University Requirements

General Education Requirements	41
Service Learning Credits	3
Upper Division Credits	42
Writing Intensive Credits	12

Supporting Course Work (*may count as General Education)

POLS 201*	American National Government	3
PSY 102*	General Psychology	3
PSY__	Any Upper Division Psychology course	3
SOC 101*	Introduction to Sociology	3

Social Work Core Requirements

SWK 101	Intro to Social Welfare & Social Work	3
SWK 102	Ethics in SWK/HMS	3
SWK 302	Human Behavior in the Social Environment	3
SWK 320	Diversity in Social Work Practice	3
SWK 340	Writing for Social Work	3
SWK 345	Theoretical Foundations & Techniques in SWK	3
SWK 386	Social Work Practice I	3
SWK 403	Social Welfare Policy	3
SWK 460	Social Work Research Methods	3
SWK 461	Social Work Research Project	3
SWK 487	Social Work Practice II	3
SWK 488	Social Work Practice III	3
SWK 491	Social Work Field Placement Seminar I	1
SWK 492	Social Work Field Placement I (Corequisite with SWK 491)	6
SWK 498	Social Work Field Placement Seminar II	1
SWK 499	Social Work Field Placement II (Corequisite with SWK 498)	6
	Total core credit hours	50

Guided Electives

Electives must be approved by the Social Work advisor	9

ASSOCIATE OF ARTS
Human Services
(60 credit hours)

Supporting Course Work

COMM 110	Public Speaking	3
ENGL 101	Composition & Rhetoric I	3
ENGL 102	Composition & Rhetoric II	3
Lab Science - General Education		
BIOL 101, 102, 202, 204, 206, 212, 212, 254, 255		
or CHEM 121, 151, 152		
or GEOL 101, 102, 201		
or PHSC 101, 115, 171		
or PHYS 151, 152, 171, 172		4
MATH	105, 106, or 131	3
Humanities and Fine Arts (pick 2 courses from two categories		
HIST 111, 112, 201, 202		
or ENGL 150, 200, 205, 225, 240, 293, 294, 296, 297, LALS 243		
or ART 211, 241, 261, MUSC 111, 119, THR 110, 136, 211		
or PHIL 100, 101, 200		6
Social and Behavioral Sciences (pick 3 courses form different groups)		
ANTH 201, 202, 212/214		
or GEOG 201, 202, 205		
or POLS 201, 202		
or PSY 102		
or CJUS 111, SOC 101, 102, SWK 101		9
CMPS 111	Computer Literacy - PC	3
	Total credit hours	34

Human Services Core Requirements (26)

HMSV 103	Intro to Human Services	3
HMSV 201	Principles of Diversity	3
HMSV 203	Individual/Family Development	3
HMSV 205	Resource & Information Literacy	2
HMSV 211	Intro to Group Dynamics	3
HMSV 221	Interviewing Techniques HMSV	3
HMSV 223	Human Service Delivery Systems	3
HMSV 225	Case Management/Planning/Eval	3
SWK 102	Ethics in SWK/Human Services	3
	Total credit hours	26

Interdisciplinary Studies, Department of

Department Chair: Jennifer Coleman
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)

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

General Education	41
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.	
Required overall credit hours	120
Service Learning	3
Writing Intensive	12

Degree Requirements

Upper Division Courses (300-400 level). Students must pass 42 of the required 48 credit hours with a "C" or better. Six hours of upper level courses with a "D" may count toward the degree.	48

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 2-3 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 27 credits required across the two disciplines

   2) Interdisciplinary Focus – 3-4 concentrations: 6-9 credits in 3-4 academic disciplines, with 27 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, 10-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
(60 credit hours)

The course selection for the required core curriculum may be selected from the General Education Requirement section of this catalog.

Communications (9 credit hours)

(1) Oral Communication (3 credit hours)

(2) Written Communication (6 credit hours)

Mathematics (3 credit hours minimum)

Laboratory Sciences (4 or 8 credit hours)

4 credits for degree plans designed to meet students' own specific needs.

8 credits for students who plan to continue for a four-year degree.

Fine Arts (3-4 credit hours)

Humanities (3 or 6 credit hours)
3 credits for degree plans designed to meet students' own specific needs.
6 credits for students who plan to continue for a four-year degree.

History (3 credit hours)

Social and Behavioral Sciences (3 credit hours)

Technology Literacy (3 credit hours)

Required Core Curriculum—

for degree plans designed to meet students' own specific needs	31
for students who plan to continue for a four-year degree	38

Elective Credits—

for degree plans designed to meet students' own specific needs	29
for students who plan to continue for a four-year degree	21
Associate of Art in Liberal Studies 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)

Technology Literacy:	CMPS 110 or CMPS 111	3
Written Communication:	ENGL 101 Composition & Rhetoric I	3
Mathematics:	MATH 105, 106, 121, 131, or 132	3
Laboratory Sciences:	(select one course with lab)	4
Social and Behavioral Sciences:	Select two courses from separate categories	6
Humanities & Fine Arts Area:	(select one course)	3
	Total core credit hours	22

Guided Electives (Advisor approved)

Additional General Education courses are recommended for the best transfer potential.	Total guided electives	8
	Total credit hours	30

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:

100-299	primarily for freshmen and sophomores
175 & 275	transfer General Education
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
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.

Corequisite: 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 230 and 231**. Fall only. (3)

BSAD	department name
333	course number
Cost Accounting	course title
"The costs of..."	explanation of course content
Prerequisite: ACCT 230	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 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 198H. 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. (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 200. Small Business Accounting. An introduction to financial accounting concepts, with emphasis on sole proprietorships and small business start-ups. It includes inventory systems, payroll, taxes, and computerized accounting programs. Not acceptable for major credit for Business or Accounting majors. (3)

ACCT 230. Principles of Financial Accounting. An introduction to financial accounting concepts, including an emphasis on Generally Accepted Accounting Principles, the accounting cycle, and basic accounting terminology. (NMCCN ACCT 2113). (3)

ACCT 231. Principles of Managerial Accounting. An introduction to managerial accounting concepts. It includes an introduction to the management process, including the function of planning, organizing, directing, controlling, and decision making. (NMCCN ACCT 2123). (3)

ACCT 331. Financial Accounting I. 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 230, ACCT 231 and ENGL 102.** Fall only. (NMCCN ACCT 2133). (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 230, ACCT 231 and ENGL 102**. 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 230, 231 and ENGL 102. 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 230, 231, CMPS 111, and ENGL 102.** 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 230, 231, and ENGL 102.** (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 230, 231, and ENGL 102.** (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 102.** 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 102.** 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 230 and ENGL 102.** Fall only (3)

ACCT 434. Advanced Income Tax Accounting. Federal income tax laws with accounting problems in preparation of statements and reports for partnerships, corporations, estates and trusts, and gift taxes. **Prerequisite: ACCT 433 and ENGL 102.** Spring 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 102.** 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 102 and Instructor Permission.** Spring only. (3)

ACCT 487. International Accounting. Focuses on the world of international accounting and provides the student with both the background necessary to understand international accounting issues and the knowledge of how to resolve issues. Writing Intensive. **Prerequisites: ACCT 230, 231, 331, 332, FINC 370 and ENGL 102.** Fall only. (3)

American Indian Studies

AIS 212. Introduction to American Indian Studies. Explores basic issues in American Indian studies including the impact of colonialism on native peoples,

the formation of American Indian stereotypes, the resistance of native peoples to racism and oppression, tribal sovereignty and treaty status, and the continuing challenges for Indian Nations. (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 102.** (1-6)

Anthropology

ANTH 201. Cultural Anthropology. Introduction to cultural anthropology including cross-cultural study of kinship, political, and economic systems. Writing Intensive. (NMCCN ANTH 2113)(Area IV). (3)

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. (NMCCN ANTH 2213)(Area IV). (3)

ANTH/BIOL 212/214. Biological Anthropology & lab. An introduction to the anatomy, biological diversity, genetics, and evolution of human beings, their hominid ancestors and relatives, and other primate species. Emphasis will be on examining and analyzing biological data within a historical framework, and exploring hypotheses about the biology, ecology, and evolutionary history of humans and other primates. Offered alternate years. Writing Intensive. **Prerequisites: Strongly recommended ENGL 102.** (Area IV). (4)

Applied Technology

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 101. 2-D Design. The study of formal relationships focusing on two dimensional design including the theory, application of color, and an introduction to typography. Fall only. (4)

ART 103. 3-D Design. Spatial dimension via planes, simple and compound curved surfaces, structure, straight and curved lines, geometric and organic masses. Spring only. (4)

ART 104. Digital Tools for Artists. This studio course will introduce the student to the digital tools of our culture, and an introduction how to use them. This class will challenge students to understand the digital ethics surrounding blogs, social media sites, search engines, photo manipulation, browsers, @ and fair use as it teaches students facility with these digital media. Programs used will be the google suite, various browsers, wordpress and Adobe Illustrator. Mac based. (4)

ART 107. Drawing I. A full range of subject matter and media used by the student to develop basic technical skill and to increase visual awareness. (4)

ART 116. Digital Image Editing I. Students will learn image editing using Adobe Photoshop both from lecture on specific computer software operations and hands-on studio projects. Students will learn the tools for painting, retouching, and enhancing images. Students will learn to work with layers, and layer selections. **Prerequisite: ART 104.** (4)

ART 118. Web Design I. 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. (4)

ART 122. Motion Graphics & Visual Effects I. Students learn the basics of motion graphics and visual effects using Adobe After Effects**. Prerequisites: ART 104.** (4)

ART 124. Motion Graphic & Visual Effects II. Students learn to explore the advanced tools of Adobe After Effects. **Prerequisite: ART 122.** (4)

ART 125. Digital Image Editing II. Students advance their working knowledge of advanced image editing using Adobe Photoshop. Students will use Photoshop tools for more advanced digital compositions. **Prerequisite: ART 116.** (4)

ART 171. 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. Corequisite: ART 104. **Prerequisites: ART 101 and 116.** (4)

ART 201. Art History Survey I. An introductory survey course focusing on artworks from Prehistoric, Mesopatamian, Egyptian, Greek, Roman, Early Christian, Byzantine, Islamic, and Early to Late Medieval European cultures. The iconography, stylistic development, cultural and historical context of various sculptures, paintings and architecture will be studied, as well as their religious and material functions within society. Writing Intensive. (3)

ART 202. Art History Survey II. This class explores canonical works of art from the Renaissance to Modern era with a focus towards the western perspective. By studying the style, creation, purpose, and meaning of art throughout history, this course aims to provide a more cohesive understanding of how art functions in society. Through illustrated lectures, assigned readings, discussions, and in-class activities, students will learn some of the most prominent interpretations of art and history, as well as utilizing the language and methodology of Art History introduced in ART 201. Writing Intensive. **Prerequisite: ART 201.** (3)

ART 204. 4D-Animation. Introduces the student to composing visually in time. Students will be introduced to experimental animation techniques using drawing, video and still photos. The class will use a variety of programs to create and edit short films and animations with sound and upload them to the web. (4)

ART 210 Digital Photography. Solid introduction to digital photography emphasizing a strong understanding of the camera's creative controls and digital editing software. This class will challenge the student to see in depth when capturing their subject; and then, encourage the student to develop a personal and expressive image editing style. (4)

ART 211. Art Appreciation. A survey of the meaning and methods of art: films, slides, exhibits, lectures, discussion, and some studio experiences are included. Fall, Spring, Summer. (NMCCN ARTS 1113)(Area V). (3)

ART 221. Beginning Fibers I. Introduction to fiber arts techniques focusing on hand constructed forms and simple loom (inkle, frame) techniques. **Prerequisite for art majors and minors: ART 101.** (4)

ART 241. Appreciation of Clay. Introduction to clay as an art medium, focusing on hand building techniques, decorating techniques, glazing and firing processes. The course goes beyond techniques to include how clay has reflected creative ingenuity, function, history, culture, and spirituality. (Area V) (4)

ART 251. Painting I. Basic survey of contemporary and traditional painting techniques with a variety of media. **Prerequisite for art majors and minors: ART 101, 102, and 107.** (4)

ART 254. Documentary Film Techniques. Will introduce students to documentary film making techniques. The class will go over camera techniques, sound acquisition, editing, and post production on a very basic level. The class will be introduced to a history of documentary films, by watching and discussing their history. Students will be expected to spend time on weekends shooting their projects. (4)

ART 261. 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. (Area V) (4)

ART 263. New Media Studio 1. Students will learn various animation techniques, post production, and take their work and project in experimental manners using projection mapping and other techniques. Students will have the opportunity to explore 3-d animation, stop motion animation and other techniques both virtual and hands on. **Prerequisites: ART 204**.

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: ART 104 and 116.** (4)

ART 272. 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: ART 125, 171, 172, and 271.** (4)

ART 281. 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. This course may be repeated two times. **Prerequisites: ART 271 and ENGL 102.** Fall and Spring. (1-2)

ART 301. Life Drawing. Study of the human form in a variety of drawing media to develop technical, perceptual and aesthetic understandings. **Prerequisite for art majors and minors: ART 107.** Spring only. (4)

ART 310. Digital Photography II. Adobe Photoshop and Nik Software will be introduced in class to further develop, refine, and expand upon digital editing skills and knowledge. Class projects will include: compositing of images; HDR processing; and capturing and printing a large panorama image. Developing strong conceptual work is an important aspect of the class. **(**4)

ART 321. Intermediate Fibers I. Floor and table weaving using loom and weaver controlled weaves. **Prerequisites for art majors and minors: ART 101.** (4)

ART 322. Intermediate Fibers II. Double weave, tubular weaving, applied three dimensional and other off loom techniques. **Prerequisite: ART 221.** (4)

ART 342. Clay II. Introductory study of wheel throwing, making of glazes and advanced decorating techniques. A minimum of six additional hours each week

required outside of class time involving a concentrated approach to wheel throwing. **Prerequisite: ART 241.** (4)

ART 352. Painting II. Further development of contemporary and traditional painting techniques using a variety of media. **Prerequisite: ART 251.** (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: ART 254 and ENGL 102.** (4)

ART 362. Sculpture II. Development of aesthetics and skills in a selected medium of sculpture. **Prerequisite: ART 261.** (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: ART 204 and ENGL 102. (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: ART 272 and ENGL 102. (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 102.** (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 102.** (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 102 and ART 204.** (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: ART 310**. (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 ART 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 102.** (3)

ART 441. Clay III. Advanced wheel throwing techniques, students are introduced to loading of gas and electric fired kilns and glaze chemistry. 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. **Prerequisite: ART 342.** (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 102.** (3)

ART 451. Painting III. Advanced techniques. **Prerequisite: ART 352** (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 102.** (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 102.** (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 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. **Prerequisites: ENGL 102.** (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 102**. (2)

ART 474. New Media Studio IV - Studio Work. Students will continue to develop New Media skills in this advanced class. **Prerequisites: ART 204 and ENGL 102.** (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 102**. 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 102 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. Is limited to advanced students who can produce and process work on a more independent level. Students are expected to fire their own work as well as assist with firing beginning students work. Instructor permission must be given for this course. This course may be repeated for a maximum of 12 credit hours. **Prerequisite: ART 442**.

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 102.** (1)

ART 493. BFA Exhibit & Final Portfolio Review. Graduating 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 102.** (1)

Audio Engineering

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)

AEP 155. Studio and Field Recording. Will teach students the techniques used for recording in the field as well as in a studio environment. Students will learn how to interact with a camera crew, while managing the audio equipment in order to produce a clean sounding project (movie, commercial, infomercial, music video, etc.) Students will also learn how to properly record instruments - making proper use of professional studio microphones. (4)

AEP 200. Mixing and Mastering I. Designed to teach the student the key elements of sound mixing and mastering using Pro Tools. The student will gain skills that will allow future engineers and producers to understand basic use of equalization, compression, panning, automation, reverbs, delays, etc. **Prerequisite: AEP 150**. (3)

AEP 205. Audio Post Production. Designed to teach the student specific audio strategies and techniques used by professional Audio Engineers. The course will explore tips for recording location, how to use sound effects libraries, editing production dialogue, etc. Students will learn the basics of creating a surround sound mix. (5.1 and 7.1). **Prerequisite: AEP 150 (**4)

AEP 210. Audio Special Effects. An introduction to surround sound (5.1 and 7.1). Students will learn how to add custom sound effects as well as manage and apply various plug-ins to create multiple professional effects for any field recording project as well as any audio project. **Prerequisite: AEP 150.** (3)

AEP 250. Mixing and Mastering II. Designed to teach the students advanced techniques of sound mixing and mastering using Pro Tools. The student will gain skills that will allow future engineers and producers to make use of more sophisticated equalization, compression, panning, automation, reverbs, delays, etc. Using more advanced techniques to create clear and professional audio projects. **Prerequisite: AEP 200.** (3)

AEP 281. Audio Production Internship. Allows the student to work in a professional studio environment in a location approved by the University. This internship may or may not be a paid position. In addition, students meet once every two weeks in the classroom to share work experiences and exchange ideas. Communication skills with both the customer and employer is emphasized. Instructor Permission. (2)

AEP 296. Audio Capstone. Designed to help students apply the knowledge and skills acquired from the Audio Engineering Program. The Audio Capstone course is considered the senior project of the Audio Engineering Associate. **Prerequisite: AEP 281.** (4)

Automotive Technology

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 255. Current Issues in Bilingual Education. This course introduces students to the various areas, programs, terminology, and philosophies of bilingual education. (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 102.** (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 102.** (3)

BLED 414. Multicultural Education. Addresses aspects of multicultural education and social justice to engage students in understanding differences among groups of people based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical background. Students will examine and critique processes of discrimination that marginalize and silence various groups. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102.** (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 102.** (3)

BLED 424. Teaching Methods in Foreign Language. Specialized techniques of teaching foreign language skills in the elementary and secondary schools. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102 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 102.** (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 102.** (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 102.** (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 102.** (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 102.** (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 102, 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 102.** (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 102.** (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 102.** (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. **Corequisite: EDUC 447**. **Prerequisite: ENGL 102 and admission to Teacher Education Program.** (3)

*Spanish proficiency means ability to participate in oral and written forms in a University course.

Biology

BIOL 101/103. Biology for Health Sciences & lab. Lecture and laboratory covering biological principles, including ecology, cell biology, genetics, taxonomy, and anatomy. The intention of this course is to promote an understanding of human biology and an appreciation of the biological world in which we live. Three lectures and one laboratory per week. These courses do fulfill general education requirements but do not apply towards any science degree. BIOL 101 need not be taken prior to 102. **Note: this course is recommended for health science majors, and emphasizes cell and molecular biology, comparative animal physiology and anatomy**. (NMCCN BIOL 1113/1111)(Area III). (4)

BIOL 102/104. Biology for Diversity of Life & lab. Lecture and laboratory covering biological principles, including ecology, cell biology, genetics, taxonomy, and anatomy. The intention of this course is to promote an appreciation of the biological world in which we live. Three lectures and one laboratory per week. These courses do fulfill general education requirements but do not apply towards any science degree. BIOL 101 need not be taken prior to 102. **Note: this course is recommended for students not majoring in the health sciences, and emphasizes biological diversity, evolution, and ecology.** (NMCCN BIOL 1123/1121) (Area III). (4)

BIOL 120. Biology of the Southwest. A course for the study of natural areas around Silver City. It is not designed for science majors and minors. No major/minor elective credit or general education credit may be claimed for this course. (4)

BIOL 202/203. Majors I: 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: three lectures and one laboratory period per week. This course, BIOL 204, and BIOL 206 constitute the prerequisite for all biology related majors and minors. BIOL 202, 204 and 206 can be taken in any order. (NMCCN BIOL 1213/1211) (Area III). (4)

BIOL 204/205. Majors II: Animal Form, Function and Diversity & lab. Introductory biology covering biological macromolecules, ecology, evolution, systematics, phylogeny, developmental biology, and a survey of major animal groups; three lectures and one two-hour laboratory a week. This course, BIOL 202, and BIOL 206 constitute the prerequisite for all biology related majors and minors. BIOL 202, 204, and 206 can be taken in any order. (NMCCN BIOL 1223/1221)(Area III). (4)

BIOL 206/207. Majors III: Intro to Cell Biology & lab. Introductory biology for majors covering biological molecules, eukaryotic and prokaryotic cell form and function, cellular metabolism and mechanisms of heredity; three lectures and one two-hour laboratory a week. This course, BIOL 202 and 204 constitute the prerequisites for all biology related majors and minors. BIOL 202, 204, and 206 can be taken in any order. (4)

BIOL 210. Scientific Writing. Concentrates on the format and organization of scientific papers, as well as the ability to express ideas and concepts clearly and concisely. **Prerequisites: BIOL 202/203 and BIOL 204/205.** (1)

BIOL/ANTH 212/214. Biological Anthropology & lab. An introduction to the anatomy, biological diversity, genetics, and evolution of human beings, their hominid ancestors and relatives, and other primate species. Emphasis will be on examining and analyzing biological data within a historical framework, and exploring hypotheses about the biology, ecology, and evolutionary history of humans and other primates. Offered alternate years. Writing Intensive. (Area III or IV). (4)

BIOL 228. 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: ENGL 102 and 1 semester of college biology with lab BIOL 101/103, 102/104, 202/203, 204/205, or 206/207 or Instructor permission.** (6)

BIOL 254/256. Anatomy and Physiology I & lab. A course to study 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; needs to be taken in sequence. **Prerequisite: Two years of high school biology or BIOL 101/103 or BIOL 102/104 or Instructor permission.** (NMCCN BIOL 2413/2411)(Area III) (4)

BIOL 255/257. Anatomy and Physiology II & lab. A continuation of BIOL 254/256. Three lectures and one laboratory per week. **Prerequisite: BIOL 254/256 or Instructor permission.** (NMCCN BIOL 2423/2421)(Area III). (4)

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 202/203, 204/205, and ENGL 102.** 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 204/205 and ENGL 102.** 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 204/205 and ENGL 102.** 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 204/205 and ENGL 102.** 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 202/203, 204/205, 206/207, and ENGL 102.** Offered alternate years. (4)

BIOL 327. Pathophysiology. An introduction to human pathophysiology. Pathophysiology is the study of the structure and function of the human body with emphasis on disease processes, along with appropriate diagnostic assessments and care strategies. The course will focus on cases studies. **Perquisites: BIOL 255/257**. (4)

BIOL 331/333. Biology of Algae and Fungi & lab. Structure, taxonomy, evolution, and ecology of fungi and non-vascular plants; three lectures and one laboratory period per week. **Prerequisites: BIOL 202/203 and ENGL 102.** 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 202/203 and ENGL 102.** 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 202/203, and 204/205, and ENGL 102.** 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 202/203 and ENGL 102.** 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 202/203, 204/205, 206/207, and ENGL 102.** (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 102.** (4)

BIOL 360/362. Cell Biology & lab. Structure and functional dynamics of living cells; three lectures and one laboratory per week. **Prerequisites: BIOL 206/207 and either 202/203 or 204/205, CHEM 151/153, and ENGL 102.** (4)

BIOL/GEOG 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 102.** (4)

BIOL 366/368. Genetics & lab. Methods and results of the transmission of hereditary characteristics; three lectures and one laboratory per week. **Prerequisites: BIOL 202/203, 204/205, 206/207, and ENGL 102.** (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 202/203, 204/205, 254/256, or BIOL 255/257, and ENGL 102 or Instructor permission.** Spring and Summer. (NMCCN BIOL 2513/2511). (4)

BIOL 375/377. Principles of Wildlife Biology & lab. This course studies the application of wildlife principles to various animal species. Topics will include population dynamics, species introduction, predator-prey interactions, hunting and management techniques; three lectures and one laboratory per week. **Prerequisites: BIOL 202/203, 204/205, 301/303, and ENGL 102.** 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 202/203, 204/205, BIOL 206/207, and ENGL 102.** Two lectures and one lab per week. (4)

BIOL 415/417. Ichtyology & lab. The study of cartilaginous (Chondrichthyes) and bony (Osteichethyes) 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 205/207, 311/313, and ENGL 102.** (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 102 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 202/203, 204/205, and ENGL 102.** (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 204/205, 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 102 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 202, BIOL 204, BIOL 311, and ENGL 102, or Instructor permission.** Offered alternate years. (4)

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 202, BIOL 204, BIOL 311, and ENGL 102, 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 102.** 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 202/203, 204/205, 311/313, ENGL 102, or Instructor permission.** Offered alternate years. (4)

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 204/205, 206/207, and ENGL 102.** (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, chemiosmomosis); and photosynthesis. **Prerequisites: BIOL 202/203, 204/205, 206/207, and ENGL 102.** (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 204, BIOL 311 recommended, and ENGL 102.** 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 102 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 202/203, 204/205, BIOL 206/207, and ENGL 102.** 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 102.** (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 202/203, 204/205, 206/207, and ENGL 102.** (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 111, BIOL 204; BIOL 301/303 recommended, and ENGL 102.** 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 202/203, 204/205, 206/207, and ENGL 102.** (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 102.** (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 202/203, 204/205, 206/207, 366/368 and ENGL 102.** (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 102.** (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 102 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 102 and Instructor permission.** This course may be repeated up to three times for elective credit. (1)

Business and Office Technology

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 208. Human Relations in the Office. Develop effective human relations skills including teamwork, ethical behavior, critical thinking, and diversity for success in today's technological office environment. **Prerequisites: BOFT 102, 124.** Fall 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 and Public Administration

BSAD 100. Introduction to Business. Fundamental concepts and terminology in the field of business administration; covers areas such as management, marketing, accounting, personnel, and finance. Not acceptable for major credits for Business or Accounting majors. (NMCCN BUSA 1113). (3)

BSAD 152. Entrepreneurship. The process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. Not acceptable for major credit for Business or Accounting majors. (3)

BSAD 300. Legal Environment for Managers. Commercial and government law as it relates to contracts, agencies, employers, employees, negotiable instruments, insurance, and assignments. **Prerequisite: ENGL 102.** (NMCCN BLAW 2113). (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 102.** (3)

BSAD 306. Principles of Real Estate. Rights and obligations of the real estate agent, history of real estate, regulation of real estate, real estate law, real estate arithmetic, fundamentals of real estate finance, agency, contracts, and real estate applications. **Prerequisite: ENGL 102.** (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 102.** Spring only. (3)

BSAD 360. Managing Entrepreneurship. The class studies entrepreneurship from a historical perspective and analysis of current successful entrepreneurial cases. It includes analyses of the economic impact of entrepreneurship and small business in local and regional economies. Students will generate studies of the impacts of entrepreneurship on business innovation and sustainable industries. The class will include analysis of how entrepreneurship is shaping emerging industries (i.e. energy, climate, biomaterials, buildings and health). **Prerequisites: BSAD 100 and ENGL 102.** *(3)*

BSAD 361. Developing Entrepreneurship. 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: BSAD 100 and ENGL 102.** (3)

BSAD/ECON 423. 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 and 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. **Prerequisite: ENGL 102.** Summer. (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 102 and MATH 321.** Spring only. (3)

BSAD 450. Methods, Materials, and Organization in Business Marketing Teacher Programs. A methods course designed to acquaint business marketing educators with programs, methods, and materials appropriate for such subjects as computer usage, office machines, office procedures, general business, economics, consumer economics, business principles and management, business law, business

mathematics, business English, internship programs, bookkeeping, and accounting. **Prerequisites: ENGL 102 and acceptance by the School of Education into a secondary education program in Business Marketing Education.** Offered alternate years - Spring semester. (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 102.** (3)

BSAD 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 102. Non-business majors: consent of the instructor.** (3)

BSAD 481. Internship in Business. A work experience program directed by a business department faculty member and supervised by an approved cooperating business or government agency that allows the student on the job training. The course is open to students majoring in accounting, business management, and public administration. Requires 150 to 300 hours of work experience, closely supervised by the instructor. **Prerequisites: ENGL 102 and Instructor permission.** (3-6)

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 102, FINC 370, MATH 321, 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 102 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 102 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 102**. (3)

Career and Technical Education

CTE 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: EDUC 311 and ENGL 102.** (3)

CTE 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: CTE 403 and ENGL 102.** (3)

CTE 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: CTE 422 and ENGL 102.** (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 102**. (12)

CTE 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 102 and permission required.** (12)

Certified Nursing Assistant

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 CNA106.** (3)

Chemical Dependency

CHDP 201. Introduction to Addiction Counseling. This course provides the knowledge of the basic components to 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. **Prerequisites: ENGL 102.** (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 102.** (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 102.** (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 102.** (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 102.** (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 102.** (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 102**. (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 102.** (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 304, 306, 307, and ENGL 102.** (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 102 and Instructor permission.** (limit of nine hours of credit toward graduation) (3 credits per Institute)

CHDP 421. Dual Diagnosis. Will examine the DSM-IV-TR 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. **Prerequisites: CHDP 201, 303, 304, 305, and ENGL 102.** (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. **Prerequisites: CHDP 421 and ENGL 102.** (3)

CHDP 462. Research Methods in Chemical Dependency. The study of the research process and methods used in Chemical Dependency. The applica-

tion of these methods to the field of Chemical Dependency. Writing Intensive. **Prerequisites: ENGL 102 and CHDP 403.** (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. **Prerequisites: CHDP 201, 303, ENGL 102, PSY 315/316, and 412.** (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 304, 305, and ENGL 102**. (3)

CHDP 481. 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 psychologist. Service Learning. Writing Intensive. **Prerequisites: ENGL 102 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 403 and ENGL 102.** (3)

Chemistry

CHEM 121/123. Chemistry for Life & lab. Introduction to chemistry covering general, and organic; can be used for general education and nursing requirements (Requires some algebra. This course is broader in scope but less intense and/or mathematical on specific topics than General Chemistry 151, 152). This course does not constitute a prerequisite for chemistry majors. (NMCCN CHEM 1113/1111) (Area III). (4)

NOTE: CHEM 121 cannot be taken after successful completion of CHEM 151.

CHEM 151/153. General Chemistry I & lab. Introductory course in chemistry; three lectures and one lab per week. Writing Intensive. **Prerequisite: MATH 131 or equivalent (may be taken concurrently).** (NMCCN CHEM 1213/1211)(Area III). (4)

CHEM 152/154. General Chemistry II & lab. Second introductory course in chemistry; three lectures and one lab per week. Writing Intensive. **Prerequisite: CHEM 151/153.** (NMCCN CHEM 1223/1221)(Area III). (4)

CHEM 201/202. Analytical Chemistry & lab. Chemical equilibrium, volumetric and gravimetric analysis; two lectures and two labs per week. Writing Intensive. **Prerequisite: CHEM 152/154.** Offered fall of odd-numbered years. (4)

CHEM 301. Instrumental Analysis. Lectures and laboratory work on spectrophotometry (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 201/202, or 351/353, ENGL 102, and Instructor permission.** Offered spring of even-numbered years.(4)

CHEM 308. Inorganic Chemistry. The study of inorganic substances, their properties and chemical reactivites. 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 reactivates of the metal complexes will be address along with their spectroscopic properties. **Prerequisite: CHEM 151/153 and ENGL 102.** (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 152/154 and ENGL 102.** 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 102.** 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 151/153, 152/154, ENGL 102, AND MATH 171.** (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 102.** (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 151 and ENGL 102.**

CHEM 406. Environmental Chemistry. Scientific basis for all aspects of environmental issues, soil, water and atmospheric chemistry are discussed in detail. **Prerequisites: CHEM 121 or 151, ENGL 101**. (3)

CHEM 407. Atmospheric Chemistry. 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 121 or 151, ENGL 102, and MATH 111** (3)

CHEM 460. Biochemistry I. The molecules, metabolism, and molecular biology of living cells; three lectures per week. **Prerequisites: CHEM 351/353, and ENGL 102.** 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 102.** (1-3)

Chicano/Chicana and Hemispheric Studies

CCHS 300. Trends in Chicana/Chicano Studies. A course designed to give students knowledge of the "roots" of the Chicano people, by beginning with the study of the Indian cultures in the Americas before the arrival of the Spaniards and tracing the history of the "Mestizo" in the Southwestern part of the United States to the 19th century. **Prerequisite: ENGL 102**. (3)

CCHS 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 102**. (3)

CCHS 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 102.** (3)

Communication

COMM 110. Public Speaking. Study and practice of how to speak effectively, and with ease and confidence in a variety of public situations. **Prerequisite: ENGL 101 with a grade of C or better.** (NMCCN COMM 1113)(Area I). (3)

COMM 211. Mediated Communication. Explores the history and trends in mass media. The course requires students to produce media according to the theoretical models discussed in class. It will also investigate opportunities and requirements of the changing media industry. Students will become critical media consumers and producers of mediated communication. **Prerequisite: ENGL 102.** (3)

COMM 221. Group Communication. Explores the principles and practices of effective participation in small group discussions, with emphasis on improvement of critical thinking, problem solving, organization skills and group cooperation methods. **Prerequisite: ENGL 102.**

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 110 and ENGL 102.** (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 110 and ENGL 102.** (3)

COMM 370. Interpersonal Communication. Study of interpersonal communication including nonverbal behavior, content, and relational aspects of messages, relationship development, self-disclosure, and conflict management. **Prerequisite: ENGL 102.** (NMCCN COMM 1213). (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 102.** (3)

Computer and Network Technology

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: CMPS 111 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: CMPS 111 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 administering 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)

Computer Science

CMPS 110 Computer Literacy - MacIntosh. Overview of computer hardware, computer operation, use of computer software; word processors, data bases, spread sheets, etc. offered for students who are not majors or minors in computer science. Macintosh. **Credit will only be given once, for CMPS 110 or CMPS 111, but not both.** (NMCCN BCIS 1113). (3)

CMPS 111. Computer Literacy - PC. Introduces the student to the elements of the computer and management information systems in the business setting; emphasized personal computers and popular business packages. **Credit will only be given once, for CMPS 110 or CMPS 111, but not both.** (NMCCN BCIS 1113). (3)

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 118. FORTRAN Programming Language. Introduction to FORTRAN programming; develops the FORTRAN computer language in sufficient detail to permit students to write simple programs and to solve problems as applied to various subject fields. (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 161. COBOL Programming Language. A study of the Common Business Orientation Language; program formation, coding, testing, and documentation developed through computer programs, with application to business problems. (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 111 or equivalent COMPASS 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) polymorphsisms, 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 101.** (3)

CMPS 260. Computer Applications. A continuation of Computer Literacy covering advanced topics such as desktop publishing, internet usage, networking, and elementary programming. No credit for CMPS majors or minors. **Prerequisites: CMPS 110 or CMPS 111 or Instructor permission.** (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: CMPS 110 or 111 and ENGL 101** (3)

CMPS 265. e-Commerce Application Development. Application of programming skills in the eCommerce environment including networking and database processing concepts used in eCommerce and eBusiness. Course includes the analysis, design, and implementation of an eCommerce system. **Prerequisites: CMPS 111, 170, and 263.** (3)

CMPS 270. System Administration, Software Integration and Planning. Exploration and skill development of Lights-Out computing and integration of Off the Shelf software products as part of hardware and software configuration management. **Prerequisites: CMPS 170 and 263.** (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 102.** (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 102.** (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 102.** (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 102**. (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 102, or Instructor permission.** (3)

CMPS 330. Web Application Programming. Students learn to design and develop moderately sized web applications from project requirements and analysis documents. 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 102.** (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 102.** (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 martketplace. **Prerequisites: CMPS 117, 217, 327 and ENGL 102.** (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 102 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 102.** (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: CMPS 260 or CMPS 263 and ENGL 102.** (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 102.** (3)

CMPS 403. Desktop Publishing. An introduction to desktop publishing using a hands-on approach. Topics of interest include integration of text, graphics, and page layouts. Course assignments will include projects such as posters, curriculum vitae, and newsletters. **Prerequisite: ENGL 102**. (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 102, and MATH 171.** (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 102.** (3)

CMPS 420. Operating Systems. Multiprogramming and multiprocessing, memory management, systems accounting, interprocess communications, interfaces, and feedback. Real world contact with modern operating systems. **Prerequisites: CMPS 240 or 350, and ENGL 102.** (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 102.** (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 102 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 102.** (3)

CMPS 460. A-B-C Seminar in Computer Science. Independent projects in computer science under the supervision of a faculty member. **Prerequisites: ENGL 102 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 102.** (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 102 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 102 and instructor permission required.** (3)

Computer Technology

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 CMPS 111.** (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 CMPS 111.** (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 kills. 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 classroom 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 CMPS 111.** (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 CMPS 111.** (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 of 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 CMPS 111.** (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 CMPS 111.** (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 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 124. Exterior Finishing and Roofing Applications. Covers the installation of exterior siding, gutters, and downspouts. Applications of various types of roofing and venting, with an emphasis on safety. Lecture with lab. **Prerequisites: CNST 101, 104, 106, 112, and 114.** (5)

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 101. Law Enforcement Training Academy I. The spring 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. **Prerequisite: Instructor permission**. Spring only. (14)

CJUS 102. Law Enforcement Training Academy II. The summer session 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 101 and Instructor permission.** Summer only. (10)

CJUS 103. Pre-Academy Fitness. Introduces the student to the State fitness entrance testing requirements and enables the student to begin a program to progressively develop the skills and physical conditioning necessary to pass the physical fitness entrance tests as established by the New Mexico law Enforcement Academy Board and gain admission into the police academy. (1)

CJUS 104. Private Security Officer I. Meets New Mexico legislative training requirements for employment as a level one security guard. (2)

CJUS 105. Private Security Officer II. Meets New Mexico legislative training requirements for employment as a level two security guard. **Prerequisite: CJUS 104.** (2)

CJUS 106. Private Security Officer III. Meets New Mexico legislative training requirements for employment as a level three security guard. **Prerequisites: CJUS 104 and 105.** (2)

CJUS 107. Detention Officer I. Is an introduction to jail operations as well as booking and intake processes and dealing with weapons and contraband. (2)

CJUS 108. Detention Officer II. Covers principles and practices of inmate supervision including such topics as escapes, suicide prevention, and covert communications. **Prerequisite: CJUS 107.** (2)

CJUS 109. Detention Officer III. 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 tazers. **Prerequisites: CJUS 107 and 108.** (2)

CJUS 111. Introduction to Criminal Justice. An examination of the structural framework of the criminal justice system in the United States. The function, role, and practices of the police, the courts, and corrections will be explained and career opportunities in the administration of justice explored. (NMCCN CRJI 1113) (Area V). (3)

CJUS 175. Field Study I. A field work course of variable units to provide the student with a variety of experiences to complement the program of study; designed for students pursuing an Associate of Science in Criminal Justice. (1-3)

CJUS 205. Substantive Criminal Law. An introductory study of criminal law that addresses the classification of crime, the elements and parties to a crime, defenses against criminal responsibility, concepts related to jurisdiction, and pertinent judicial decisions. Crimes against persons and property will be analyzed. (NMCCN CRJI 2053). (3)

CJUS 210. Police and Society. A comprehensive look at police in America ranging from the historical evolution of police systems to an analysis of the work of police officers. Law enforcement jurisdiction will be explored along with issues related to police discretion, deviance, use of force, selection, socialization, and stress. (NMCCN CRJI 2103). (3)

CJUS 222. Constitutional Criminal Procedure. An examination of the constitutional principles relating to the investigation of crimes, arrest, 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 to the U.S. Constitution and the comparable provisions of the New Mexico Constitution. (3)

CJUS 230. Introduction to Corrections. An examination of the history, philosophy, and practices associated with the correction of persons convicted of crimes in the United States. Criminal sentencing, probation, incarceration, parole and community-based corrections will be explored and critical issues discussed. (NMCCN CRJI 2303). (3)

CJUS 232. Criminal Investigation. An introduction to the investigative process and techniques associated with crime scene searches, development of information, interviewing and interrogation, proactive investigation, and case reporting and courtroom preparation. Principles of evidence and investigative steps associated with specific crimes will be addressed. (3)

CJUS 250. Courts and the Criminal Justice System. A theoretical and practical examination of America's court system as one of several different methods of resolving disputes in society. Considerable emphasis will be placed on courtroom procedures and concepts of evidence. The functions and roles of prosecutors, defense attorneys, judges, police, and probation officers will be examined. (NMCCN CRJI 2503). (3)

CJUS 251. Institutional Corrections. A detailed exposure to correctional facilities used for the punishment of those convicted of crimes. The evolution of the penal institution, levels of custodial security, and issues relating to custody, treatment,

and programs within penal institutions will be explored. Field trips to correctional facilities will be included in this course. **Prerequisite: CJUS 230 or Instructor permission.** (3)

CJUS 260. Juvenile Justice and Delinquency. A study of the historical, philosophical, and practical aspects of juvenile justice administration in the United States. An interdisciplinary focus on factors and theories of delinquency, concepts of treatment, and programs aimed at delinquency prevention are offered. (NMCCN CRJI 2603). (3)

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 210, ENGL 102 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 102**. (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 102**. (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 102**. (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 111 and ENGL 102.** (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 102**. (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 210, ENGL 102 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 102**. (3)

CJUS 352. Corrections Administration and Management. A survey of theory and practice in corrections management. Principles of organization and operation of correctional centers will be addressed with emphasis on program development, leadership and supervision, decision-making, policy formulation, planned change, and human resource management. **Prerequisites: CJUS 230, 251, and ENGL 102.** (3)

CJUS 361. Community Based Corrections. A detailed analysis of community corrections with particular emphasis on the theory and practice of probation and parole. The philosophical basis of community corrections will be explored in the context of diversion, pretrial release programs, restitution and community service, halfway houses and programs for juveniles. **Prerequisites: CJUS 230, ENGL 102 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 230, ENGL 102, 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 102.** (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 102.** (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 102.** (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 102. (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 111 and ENGL 102.** (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 102.** (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 102.** (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. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. **Prerequisite: ENGL 102.** (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 102**. (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 230 and ENGL 102 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 102 and CJUS 111 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 102, 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 102, or permission of the instructor.**

CJUS 427. Criminal Justice in Indian Country. An introduction to the criminal justice environment on Indian reservations. Examines historical, cultural, legal, judicial and ethical considerations affecting criminal justice on reservations. Writing Intensive. **Prerequisite: ENGL 102.** (3)

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 102 and CJUS 222 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 development and implementation is realized. Writing Intensive. **Prerequisites: ENGL 102 and CJUS 111 or SOC 331 or Instructor permission.** (3)

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 102.** (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 102 and CJUS 111 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 102.** (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 102 and CJUS 210 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 102.** (3)

CJUS 449. Terrorism and the Law. An overview of domestic and international terrorism and its sociological, political, historical and religious causes, with a particular focus on legal issues. National and international laws directed at combating terrorism will be examined, and leading appellate court decisions regarding terrorism law will be studied in depth. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102.** (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 102 and CJUS 250 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 230 and ENGL 102.** (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 102.** (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 102**. (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 102 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 administering criminal justice in communities. Prerequisites: Established as needed six credits maximum applicable to CJUS program requirements. **Prerequisite: ENGL 102.** Offered occasionally. (1-3)

Developmental Studies

DVSM 101. Developmental Math. A review of mathematical computations and problem solving for the student whose background in basic arithmetic skills needs strengthening. (3)

DVSM 102. Developmental Algebra. Introduces algebra to the student with little or no algebra background. **Prerequisite: DVSM 101 or appropriate placement score.** (4)

DVSM 105. Developmental Algebra - Accelerated. Is a two-week concentrated version of DVSM 102 that is offered during the two weeks immediately preceding

the fall semester. It is an introductory course in algebra for the student whose algebra skills need strengthening. **Prerequisite: Compass Algebra score of 21-40.** (3)

NOTE: Developmental Studies courses do not meet General Education requirements or count towards degree completion **in any way.** Students who place into a developmental course must complete it with a C or better before moving to the next course and before enrolling in General Education courses in those areas.

Digital Media Communication

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 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 111.** (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 111.** 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)

Early Childhood Education and Family Support

ECED 100. Entry Level in Early Childhood Education (45 hours). An introduction to the field of early childhood education and family support. Developmentally appropriate expectations and practices and the New Mexico competency areas in early childhood education will provide the foundation for this course. (3)

ECED 101. Introduction to the Child Development Associates Credential. Introduces the student to the CDA process as defined by the Child Development Associates Consortium. Individuals will receive advising and will develop a plan and time line for completion of the requirements leading to the CDA Certificate. (1)

ECED 102. CDA Portfolio Development. Assists the student in preparing a portfolio according to the guidelines and requirements defined by the Child Development Associates Consortium. CDA Advising and limited observation will be included in this course. (1)

ECED 103. CDA Assessment. Assists the student to prepare for CDA Assessment by providing advising and limited observation. Students will prepare all CDA materials into an organized professional portfolio and will prepare for the CDA Assessment visit. (1)

ECED 120. Professionalism. 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. Professional responsibilities such as cultural responsiveness and reflective practice are examined. (NMCCN ECED 2152). (2)

ECED 125. Family and Community Collaboration I. Examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Examines ways to establish collaborative relationships with families in early childhood settings. Families' goals and desires for their children will be supported through culturally responsive strategies. (NMCCN ECED 1133). (3)

ECED 181. Internship in Early Childhood Education. (For declared ECED. Majors only) Supervised internship under the direction of WNMU faculty and site coordination in an approved setting. Students are required to have on file a criminal background check within the first 3 weeks of this course. (Information about criminal background checks may be found at La Familia, 575-538-6483). Writing Intensive. (3)

ECED 208. Guiding Young Children. Explores various theories and practical applications of child guidance. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Emphasis is placed on helping children become self-responsible competent, independent, cooperative learners and includes families as part of the guidance approach. Writing Intensive. **Prerequisites: ECED 120 and 231.** (NMCCN ECED 2183). (3)

ECED 211. Health, Safety, & Nutrition. 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. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest. (NMCCN ECED 2122). (2)

ECED 215. Introduction to Reading, Language, & Literacy. Provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. An integrated language arts perspective and an interdisciplinary approach as it addresses developing writing, reading, and oral language in the home and school contexts will be addressed. Writing Intensive. (3)

ECED 221. Designing Curriculum for Diversities in Early Childhood Ed. An introduction to issues, trends, and practices related to special needs, diversity, inclusion, culture, and language as it related to early care, education, and family support.

This course will cover the early care and education professional's responsibilities regarding the laws that have impacted practices in early care and education. (3)

ECED 225. Assessment of Children and Evaluation of Programs. Familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process. Writing Intensive. **Prerequisites: ECED 120, 125, and 231.** (NMCCN ECED 1143). (3)

ECED 231. Child Growth, Development and Learning. A basic course in the growth, development, and learning of young children, prenatal through age eight, it provides students with the theoretical foundation for becoming competent early childhood professionals. Major theories of child development are integrated with all domains of development, including biological, physical, social, cultural, emotional, cognitive, and language. (NMCCN ECED 1113). (3)

ECED 232. Curriculum Development & Play-Birth through Age Four. Addresses content that is relevant for children birth through age four and developmentally appropriate ways of integrating content into teaching and learning experiences. Curriculum in all areas including literacy, numeracy, arts, health, science, social skills, and adaptive learning for children with special needs is emphasized. **Corequisite: ECED 281.** (NMCCN ECED 2163). (3)

ECED 235. Field Experience. As the early childhood education AA student nears completion of the degree, the semester prior to graduation will provide the field experience placement. The student will be placed in WNMU's Child Development Center or another approved program. The student will work as a member of the early childhood education team in a classroom/center setting. The student will be responsible for developing a portfolio demonstrating developing competence in the 7 areas of the New Mexico Early Childhood License. (6)

ECED 236. Curriculum Development & Implementation Age 3 through Grade 3. Focuses on developmentally appropriate curriculum content for children age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health, science, and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs is included. **Corequisite: ECED 232 and 281.** (NMCCN ECED 2173). (3)

ECED 271. Infant Toddler Growth and Development (Prenatal to 3) Practicum. This practicum provides application of basic knowledge of typically and atypically developing children Birth-36 months. It provides foundational experiences for the promotion of the health, well-being, and development of all infants and toddlers within the context of family, culture, and society. **Corequisite: ECED 276. Prerequisites: ECED 120, 125, and 231.** (2)

ECED 272. Relationships and Reflective Practices in Infant Family Studies Practicum. The practicum experience is intended to provide experiential opportunities to apply knowledge and skills that will optimize each child's development and well-being within the context of relationship building with families. Students will be placed in the field, gaining deeper understanding of their role as a professional that implements family-centered programming. **Corequisite: ECED 278. Prerequisites: ECED 120, 125, and 231.** (2)

ECED 274. Playful Relationships. A powerful, interactive course designed to help parents, educators, and caregivers build healthy joyful relationships with young children. Drawing from the latest research on brain development, students learn techniques from play therapy and Filial Play that promote bonding, attachment, and communication with children. (1)

ECED 275. Confident Parenting. To enhance the skills and knowledge of parents and other child care 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. (1)

ECED 276. Infant Toddler Growth and Development (Prenatal to 3). Provides basic knowledge of typically and atypically developing children from prenatal to 36 months within the context of family, community, 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. **Corequisite: ECED 271. Prerequisite: ECED 120, 125, and 231.** (3)

ECED 278. Relationships & Reflective Practice in Infant Family Studies. Using relationship based approaches, this course is intended to define and implement basic elements of relationship building with families and colleagues with a goal of quality programming for infants, and toddlers. Students will develop the knowledge and skills within collaborative programming models to support the formation of relationships with families in order to optimize each child's development and well-being. **Corequisite: ECED 272. Prerequisites: ECED 120, 125, and 231.** (3)

ECED 279. Effective Principles and Practices in Family Studies. This field based course is intended to assist students to define and implement basic elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences and in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs, appropriate guidance techniques and partnership with the families, cultures, and community represented. **Prerequisites: ECED 120, 125, and 231.** (3)

ECED 281. Curriculum Development and Play-Birth Through Age Four Practicum. Provides opportunities for students to apply knowledge gained from Curriculum Development and Play - Birth through Age Four. The student will develop skills in planning developmental appropriate learning experiences for

young children from birth through age four, including young children with special needs. Writing Intensive. **Corequisite: ECED 232.** (NMCCN ECED 2162). (2)

ECED 282. Curriculum Development and Implementation Age 3 Through Grade 3 - Practicum. Provides opportunities for students to apply knowledge gained from Curriculum Development & Implementation Age 3 through Grade 3. The student will develop skills in planning developmental appropriate learning experiences for young children from age 3 to grade 3, including young children with special needs. Writing Intensive. **Corequisite: ECED 236. Prerequisites: ECED 232 and 281.** (NMCCN ECED 2172). (2)

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 102.** (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 125 and ENGL 102.** (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 225 and ENGL 102.** (3)

ECED 331. 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: ECED 231, ENGL 102 and Admission to the Teacher Education Program.** (3)

ECED 341. 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: ECED 125, ENGL 102, and Admission to the Teacher Education Program.** (3)

ECED 351. 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. Writing Intensive. **Prerequisites: ECED 225, ENGL 102 and Admission to the Teacher Education Program.** (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 215 and ENGL 102.** (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 125, 231, 232, 281, ENGL 102 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 125, 215, 225, 232, and ENGL 102.** (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. **Corequisite: ECED 481. Prerequisites: ECED 232, 281, ENGL 102, and Admission to the Teacher Education Program**. (4)

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. **Corequisite: ECED 471, 473, and 479. Prerequisites: ECED 225, 281, ENGL 102, 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. Corequisites: ECED 470, 473, and 479 **Prerequisites: ECED 225, 281, ENGL 102, 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 282 and ENGL 102. Corequisite: 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. **Corequisite: ECED 470, 471, 479. Prerequisite: ECED 225, 281, ENGL 102, and Admission to the Teacher Education Program.** (3)

ECED 479. Teaching and Learning: Practicum. Is a Corequisite 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. **Corequisites: ECED 470, 471, and 473. Prerequisites: ECED 225, 281, ENGL 102, 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. **Corequisite: ECED 423. Prerequisites: ECED 232, 281, ENGL 102, 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 236 and ENGL 102.** (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. Corequisite: ECED 496. **Prerequisites: ENGL 102.** (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 102**. (1)

Economics

ECON 200. Basic Economics: Private Enterprise. Basic economic concepts and principles of the private enterprise system from a non-technical view; includes current economic occurrences and problems as the examples for learning and applying the concepts. (Area IV) (3)

ECON 201. Principles of Macroeconomics. The theory of national income accounting and aggregate income determination in the American economy; monetary theory; functioning of financial institutions, monetary and fiscal policy; and international trade and payments. (NMCCN ECON 2113)(Area IV). (3)

ECON 202. Principles of Microeconomics. Theory of markets: supply and demand, consumption and production, competition and monopoly, resources, equity, and efficiency. (NMCCN ECON 2123)(Area IV). (3)

ECON 350. Labor Economics. The American labor movement, wage, theory, labor market demand, and labor supply. **Prerequisites: ECON 201, 202, and ENGL 102.** (3)

ECON 360. Intermediate Microeconomics. Analysis of supply and demand in competitive markets, theoretical foundation of demand theory, production and cost theory as related to short and long run supply, market structure, and resource markets. **Prerequisites: ECON 201, 202, ENGL 102, and MATH 121.** (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 201, 202, and ENGL 102.** Spring only. (3)

ECON 400. Women and the World of Work. A study of the increased economic, political, and social involvement of women in the work world; investigates the place and acceptance of women in our social system today and the evolutionary processes of the past, present, and future. Spring only. **Prerequisite: ENGL 102.** (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 201, 202, and ENGL 102.** (3)

ECON 407. History of Economic Thought. An analysis of economic thought from the mercantilists to the present; the materials selected are evaluated both as reflections of their times and as contributions to contemporary thought. Writing Intensive. **Prerequisite: ENGL 102.** (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 201, 202, and ENGL 102.** (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 201, 202, and ENGL 102.** (3)

ECON/BSAD 423. Railroad History: Case Study in America's First Big Business. Case study of an American industry, from conception to present, 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. **Prerequisite: ENGL 102.** Summer only. (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 201 and ENGL 102.** (3)

ECON/HIST 430. Mid East: Past, Present & Future. Introduces the student to the historical review of the major countries of the Mid East as a background for understanding of the major political and cultural problems of these countries in the present. At the end of the course the student will be literate in .the political, cultural, military, social and economic problems of the major Mid East countries and will have a good understanding of their historical roots. Writing Intensive. **Prerequisites: ENGL 102 and six hours of course work in economics or history**. Summer only. (3)

Education

EDUC 311. 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 102.** (3)

EDUC 402. Computers in the Classroom. The use of microcomputers and other technologies in the school curriculum as an instructional tool; prepares elementary and secondary teachers for making decisions about purchasing microcomputer software and hardware systems; incorporates a culturally responsive integrated program. Writing Intensive. **Prerequisites: CMPS 110, 111 or 140, ENGL 102, and EDUC 311 may be taken concurrently.** (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 102, EDUC 311, and Admission to 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 102 and Admission to 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 102, EDUC 311, and Admission to 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. **Corequisite: EDUC 423. Prerequisite: ENGL 102.** (1)

EDUC 428. Student Growth and Development. With a focus 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 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. **Prerequisites: ENGL 102 and PSY 102**. (3)

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 102, EDUC 311, Admission to 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. **Corequisite: BLED 445 or EDUC 471 or 472 or 473 or ECED 479 or SPED 428. Prerequisites: ENGL 102 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 centered classroom. Experience in developing thematic/integrated units of instruction and lessons using diverse instructional strategies are provided. Writing Intensive. **Prerequisites: EDUC 311, ENGL 102, and Admission to 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. **Corequisites: EDUC 447. Prerequisites: ENGL 102 and admission into 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. **Corequisites: EDUC 447**. **Prerequisites: ENGL 102 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 102, EDUC 311, 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 102 and permission required.** (1-3)

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 102 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 311, ENGL 102, 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 102 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 102.** (1)

Electrical Technology

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 schedules.) The course may be repeatable for a maximum of 12 credit hours. **Prerequisite: any 100 level ELT course.** (3-6)

English Language and Composition

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. Corequisite: ENGL 101. **Prerequisites: DVSR 102 or DVSW 101 or ENGL 097 or ACCUPLACER AWD2 score of a minimum of 71**.

ENGL 101. Composition and Rhetoric I. Extensive practice in the skills involved in clear and effective writing. Prerequisite: Placement according to ACT score, Accuplacer, or successful completion of ENGL 099. (NMCCN ENGL 1113) (Area 1). (NMCCN ENGL 1113)(Area I). (3)

ENGL 102. Composition and Rhetoric II. Continuation of English 101; deals with longer papers and research. **Prerequisite: ENGL 101 with a grade of C or better.** (NMCCN ENGL 1123)(Area I). (3)

ENGL 115. Introduction to Creative Writing. This course offers a practical, workshop and theoretical approach that introduces beginning creative writers to the elements of poetry, fiction, and nonfiction, as well as the academic field of creative writing. Writing Intensive. **Prerequisite: ENGL 102.** (3)

ENGL 150. Introduction to Literature. An introduction to the study and appreciation of literature. Shows how understanding writers' techniques increases the enjoyment of their works; relates these techniques to literary conventions; teaches recognition, analysis, discussion of important themes. (NMCCN ENGL 2213) (Area V). (3)

ENGL 200. Poetry. Intensive study of American and British poetry and poetics designed to acquaint students with the essential components of poetic composition and to develop the analytical and interpretive skills necessary for the fullest appreciation of poetry. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN 2313)(Area V). (3)

ENGL 205. Latino Literature of the United States. 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 102.** (NMCCN ENGL 2723)(Area V). (3)

ENGL 219. Business and Professional Writing. Practice in writing and editing of workplace documents, including correspondence, reports and proposals. Writing Intensive. **Prerequisite: ENGL 102.** (3)

ENGL 225. The Short Story. Detailed study of short stories. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2343)(Area V). (3)

ENGL 293. English Literature I. Survey of English literature from its beginnings through the eighteenth century. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2413)(Area V). (3)

ENGL 294. English Literature II. Survey of English literature from the beginning of the Romantic period to the present. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2423)(Area V). (3)

ENGL 296. American Literature I. Survey of major American writers before the Civil War. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2513)(Area V). (3)

ENGL 297. American Literature II. Survey of major American writers since the Civil War. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2523)(Area V). (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 102.** (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 102.** (3)

ENGL 316. Traditional Grammar and Usage. Intensive grammar study designed primarily for the English major or minor; required for students seeking New Mexico teacher licensure in English. Writing Intensive. **Prerequisites: ENGL 102 and Junior or Senior standing.** (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 102, 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 102, 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 102 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 102.** (3)

ENGL 353. The Novel. Readings in a broad range of novels from the eighteenth century to the present. Writing Intensive. **Prerequisite: ENGL 102.** (NMCCN ENGL 2323). (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 115.** (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 102.** (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 102.** (3)

ENGL 419. Advanced Composition. Intensive work in expository writing. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (3)

ENGL 438. 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-concept, and role in society. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (3)

ENGL 450. Secondary English Methods. Techniques and texts appropriate to the high school classroom. Writing Intensive. **Prerequisite: ENGL 102.** 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 102.** (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 102.** (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 102**. (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 102 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 102.** (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 102 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 102.** (3)

ENGL 472. Editing. Study and practice in selection, placement, and analysis of texts, copyediting, and the ethical and legal considerations of editing. P**rerequisite: ENGL 102.** (3)

Environmental Electrician

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)

Exchange

EXCH 300. 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 aborad. (6-18)

Finance

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 230, 231, CMPS 111, ECON 201, 202, ENGL 102, MATH 121, 221, and 321.** Fall only. (NMCCN BFIN 2113). (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: CMPS 111 and ENGL 101**. (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 102.** Spring only. (3)

Financial Services

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 230.** (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 201/211. Physical Geography & lab. Contemporary physical geography, including concepts needed to understand our physical environment. Laboratory must be taken concurrently with lecture section. (NMCCN GEOG 1113/1111) (Area IV). (4)

GEOG 202. Human Geography. An introduction to the ways in which geographers approach their studies using case studies and hands-on applications. Basic geographic concepts, problem solving, and analytical techniques are emphasized. (NMCCN GEOG 1213)(Area IV) (3)

GEOG 205. World Regional Geography. An introduction to geography as a synthesizing field of study. The goal of this class is to increase understanding of

regions of the world by examining the characteristics of places, discovering the relationships among humans and their environments, and explaining patterns of location and spatial interaction. (3)

GEOG/SOC 300. Older Women's Issues. An interdisciplinary examination of the social, economic, and health issues facing older women in the United States. **Prerequisite: ENGL 102.** (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. **Corequisite: BIOL 301 recommended. Prerequisite: ENGL 102**. (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 102 and GEOG 202 or PSY 102 or SOC 101, 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 102.** (3)

GEOG/SOC 342. Social Geography. Social relationships are rooted in places and spaces that, in turn, profoundly influence how people interact with one another. This course explores the unavoidable linkages between social relationships and geography through the examination of such issues as class, race, gender, ethnicity, and age. **Prerequisites: ENGL 102 and successful completion of at least one other course in GEOG or SOC.** (3)

GEOG/BIOL 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 102.** (4)

GEOG 382. Urban Geography. Examination of urban systems and the internal structure of cities with emphasis on the North American city. **Prerequisite: ENGL 102.** (3)

GEOG/SOC 400. Population Analysis. Study of population size, composition, and distribution as well as basic concepts and techniques used to analyze populations; involves data manipulation, analysis, and case studies from around the world. **Prerequisites: ENGL 102, GEOG 202 or SOC 101.** (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 102, GEOG 201/211 or Instructor permission.** (3)

GEOG 403. Economic Geography. A study of the spatial distribution of economic systems. **Prerequisites: ENGL 102 and GEOG 202 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 102 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 101/103. Physical Geology & lab. Study of earth materials and processes and their effects on mankind; laboratory periods frequently used for field trips; three lectures and one laboratory per week. (NMCCN GEOL 1113/1111) (Area III). (4)

GEOL 102/104. Historical Geology & lab. Study of the historical development of the Earth and its life forms; laboratory periods frequently used for field trips; three lectures and one laboratory per week (NMCCN GEOL 1213/1211) (Area III). (4)

GEOL 201/203. Environmental Science & lab. Application of physical and biological principles to understanding the environment and environmental issues. Three lectures and one laboratory period per week. (NMCCN ENVS 1113/1111)(Area III). (4)

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 102 and GEOL 101/103 or equivalent.** (4)

GEOL 305/307. Introduction to Weather & lab. Introduction to properties of the atmosphere, interactions between the atmosphere and other Earth systems, and the principles that control weather and climate. **Prerequisite: ENGL 102.** (4)

GEOL 315. Geology of New Mexico. The rock types, structures, and tectonic history of New Mexico; one three-hour lecture per week. **Prerequisite: ENGL 102.** (3)

GEOL 331/333. Sedimentology & lab. Sediments and sedimentary rocks; their properties, classification, and origin. Three lectures and one laboratory per week. **Prerequisites: ENGL 102 and GEOL 102/104 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 102 and GEOL 101 or 102 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 102, MATH 131 and GEOL 101/103 or CHEM 151/153.** (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 102.** 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 102.** (3-4)

Health Science Education

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 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/Diet Therapy. 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 121/123, BIOL 255/257 and ENGL 102.** (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 102**. (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 102.** (3)

HLTH 460. Wellness Program Planning and Evaluation. Grantsmanship 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 102.** (3)

HLTH 464. Substance Use/Abuse. Basic information about various drugs, their physiological action on the body, and psychological effects. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (3)

HLTH 470. Human Sexuality. Covers anatomical, physiological, and ethical components related to human sexuality. **Prerequisite: ENGL 102.** (3)

History

HIST 111. World Civilization I. A survey of the history of world civilizations from ancient times to 1600. (NMCCN HIST 1053)(Area V). (3)

HIST 112. World Civilization II. A survey of the history of world civilizations from 1600 to the present. (NMCCN HIST 1063)(Area V). (3)

HIST 201. American History I. A history of the United States from the colonial period through the Civil War. (NMCCN HIST 1113)(Area V). (3)

HIST 202. American History II. A history of the United States from the Civil War to the present. (NMCCN HIST 1213)(Area V). (3)

HIST 208. African American History. Political, socio-economic study of the development of African American history in the growth of the nation. (3)

HIST 221. History of the American Indian. The American Indian from the historian's point of view; covers most of the North American Indian tribes; emphasizes Indians of the American Southwest. (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 102.** (NMCCN HIST 2113). (3)

HIST 303. Survey of Far-Eastern History. A survey of the diplomatic history of China, Japan, and other Far-Eastern nations and their present foreign policy with regard to relations with the United States from 1800 to present. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102, HIST 202 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. form 1950 to 1975. The historic background, catalytic events, and the results of the movements will be studied in depth. **Prerequisites: ENGL 102 and HIST 202.** (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 102**. (3)

HIST 340. The American Revolution. The American Revolution, its background causes, and its progress to 1783. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102 and HIST 201 or 202.** (3)

HIST 400. Colonial American History. History of Colonial North America. **Prerequisites: ENGL 102 and six hours of history or Instructor permission.** (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 102.** (3)

HIST 405. Seminar in European History. History of a recognized period of European history following regular seminar techniques. Writing Intensive. **Prerequisites: ENGL 102 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 102 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 102 and 9 hours of history.** (3)

HIST 408. Introduction to Museum Work. A study of the theory and techniques involved in the administration of history museums, includes practical hands-on experience in exhibit preparation and interpretation. **Prerequisites: ENGL 102 and 6 hours history, sciences, education, or art in any combination.** (3)

HIST 409. Seminar in Local History. Research opportunities and writing experience in studying topics of local history. **Prerequisites: ENGL 102 and 6 hours of history or Instructor permission.** (3)

HIST/CCHS/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 102.** (3)

HIST/CCHS/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 102.** (3)

HIST 414. History of the Southwest. Westward expansion and frontier movements in the Southwest under Spain, Mexico and the United States. **Prerequisites: ENGL 102 and 6 hours of history or Instructor permission.** (3)

HIST/POLS/CJUS 416. Border Issues. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. **Prerequisite: ENGL 102.** (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 102.** (3)

HIST/CCHS/POLS 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. **Prerequisite: ENGL 102**. (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 102 and HIST 112.** (3)

HIST/CCHS/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 102.** (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 102 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 102 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 102**. (3)

HIST/ECON 430. Mid East: Past, Present & Future. To introduce the student to the historical review of the major countries of the Mid East as a background for understanding of the major political and cultural problems of these countries in the present. At the end of the course the student will be literate in the political, cultural, military, social, economic problems of the major Mid East countries, and will have a good understanding of their historical roots. **Prerequisites: ENGL 102 and 6 hours of course work in economics or history.** Summer only. (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 102 and HIST 201 or Instructor permission.** (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 102 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 102 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 102 and HIST 112 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 102 and HIST 112. (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 102.** (3)

HIST 450. Secondary Teaching Methods. Methodology for secondary teachers of social studies. **Prerequisites: ENGL 102 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 102 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 102 and HIST 201 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 102 and HIST 202 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 102 and HIST 112 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 102 and HIST 112.** (3)

HIST 466. History of the Mexican Revolution. Explores the historical causes, events, and long-term outcomes of the Mexican Revolution. **Prerequisite: ENGL 102.** (3)

HIST/CCHS/CJUS/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 102.** (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 102 and HIST 112 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 102 and HIST 112 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 102 and 6 hours of history or Instructor permission.** (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 102 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 102 and 6 hours of history or Instructor permission.** (4)

Human Services

HMSV 103. Introduction to Human Services. This foundation course introduces students to the extensive field of Human Services. Provides an overview of the origins, development, and current state of the Human Services profession, the nature and scope of Human Service work, careers in Human Services, and the qualities of individuals who become Human Service workers. (3)

HMSV 201. 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. (3)

HMSV 203. Individual and Family Development. This course is designed to introduce and integrate theories and knowledge of individual and family bio-psycho-social development across the lifespan. Issues of differences in development grounded in class, race, ethnicity, gender, and sexual orientation are addressed. Students will increase their knowledge necessary to begin application of human development theories. (3)

HMSV 205. Resource and Information Literacy. 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 that human services helping process. (2)

HMSV 211. Introduction to Group Dynamics. This course examines the theory and practice of group dynamics. The focus is on how groups develop and function including cohesion, conflict, communication, emotional styles, and roles. Students will learn how to design and facilitate educational, task, and support groups. Emphasis is on the group process in human service settings. **Prerequisite: SWK 101.** (3)

HMSV 221. Interviewing Techniques in Human Services. Is designed to teach basic interviewing techniques used in a variety of settings including agencies, schools, and health care systems. Theoretical foundations of various interviewing styles and techniques will be examined. The course addresses issues in cross-cultural interviewing and problematic interview situations. Skill development is strongly emphasized. (3)

HMSV 223. Human Service Delivery Systems. This course 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. **Prerequisite: SWK 101.** (3)

HMSV 225. Case Management, Planning, and Evaluation. 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. Topics introduced include observation, data collection, documentation, and reporting of client behaviors, identification and referral to appropriate services, monitoring, planning, and evaluation. **Prerequisite: SWK 101.** (3)

Industrial Maintenance

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. Distribution equipment including 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, trouble-shooting, 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)

Interdisciplinary/Professional Studies

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 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/PE 213. First Aid. Development of skills and knowledge necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical care arrives. Successful completion of course includes American Red Cross certification. (2)

KINS 214. Clinical 1: Orientation to Athletic Training. This course will focus on the overall responsibilities of daily operation of a functional athletic training facility. Topics include event scheduling, coverage, facility setup, and sanitation measures. **Prerequisites: KINS/PE 213, 215. Corequisite: BIOL 254/256 and KINS 220.** (1)

KINS/PE 215. Basic Prevention and Treatment of Athletic Injuries. Familiarizes students with common athletic injuries as well as first aid procedures for common and life threatening injuries. **Prerequisite: KINS/PE 213.** (3)

KINS 216. Clinical 2: Taping/Bracing. The student will learn and perfect various taping and bracing methods and applications. **Prerequisites: KINS 214, 220. Corequisite: BIOL 255/257 and HLTH/KINS 300.** (2)

KINS 220. Advanced Athletic Training. Advanced study in the recognition, evaluation, prevention, treatment, and rehabilitation of athletic-related injuries. The course will also emphasize the education and counseling of athletes as well as the organization and administration of a training program. **Prerequisites: KINS/PE 213 and 215.** (3)

KINS/PE 240/242. Anatomical and Physiological Kinesiology & lab. A study of the basic and applied structure and function of the skeletal, muscular, circulatory, respiratory, nervous, and endocrine systems. (3 hours lecture and 2 hours lab). (4)

KINS 250. EMT Basic. Course includes bandaging, soft-tissue injuries, circulatory, nervous, and respiratory systems; cardiopulmonary resuscitation, common medical emergencies, emergency childbirth, lifting and moving patients; muscle and skeletal systems, emergency care of upper and lower extremities; hazardous material management, use of M.A.S.T. pants and extrication and disentanglement procedures. (6)

KINS/HLTH 300. Nutrition/Diet Therapy. 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 255/257, CHEM 121/123, and ENGL 102.** (3)

KINS 312. Clinical 3: Equipment Fitting. This class will present the various components associated with proper techniques of fitting, reconditioning, and fabrication of athletic equipment. **Prerequisites: ENGL 102 and KINS 216. Corequisite: HLTH 361, KINS/PE 341/342, and KINS 350.** (2)

KINS 322. Clinical 4: Manual Muscle Testing. The student will develop an understanding of how to manually test various muscles throughout the body. Special emphasis is placed on muscles commonly associated with athletic injury. **Prerequisites: ENGL 102, KINS/PE 240/242 and KINS 312. Corequisite: KINS 324 and KINS/PE 343.** (3)

KINS 324. Clinical 5: Special Testing. The student will develop special skills in determining the extent of injury by learning and performing various assessment tests over portions of the anatomy. **Prerequisites: ENGL 102, KINS/PE 240/242, KINS 312, and 341/342. Corequisite: KINS 322 and KINS/PE 343.** (3)

KINS/PE 341/342. Physiology of Exercise & lab. 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 102, KINS/PE 213 and 240/242.** (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 102 and KINS/PE 341/342.** (3)

KINS 350. Wellness Programming and Program Management. Introduces the student to the application of basic business management principles to a wide variety of health promotion programs. **Prerequisite: ENGL 102.** (3)

KINS 381. Internship - Sports Medicine. Field experience including 135 hours of internship in athletic training settings supervised by qualified medical personnel. **Prerequisites: ENGL 102, KINS/PE 215 and 220.** (3-9)

KINS/PE 400. Motor Behavior. 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 102 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. **Prerequisites: ENGL 102, KINS 215, and PSY 102.** (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 102 and KINS/PE 400.** (3)

KINS 410. Therapeutic Exercises. The student will become familiar with the principles of therapeutic exercise as well as have an opportunity to develop rehabilitation programs for athletic injuries. **Prerequisites: ENGL 102 and KINS/PE 343. Corequisite: HLTH 464 and KINS 422.** (3)

KINS 422. Clinical 6: Visitation. Field experience including 135 hours of internship in athletic training settings supervised by qualified medical personnel. **Prerequisites: ENGL 102 and KINS/PE 343. Corequisite: HLTH 464 and KINS 410.** (3)

KINS 430. Clinical 7: Mock Testing. The student will have the opportunity to explore sample testing in preparation for the National Athletic Trainers Association Board of Certification exam. **Prerequisites: ENGL 102 and KINS 422. Corequisite: KINS/PE 400 and KINS 450.** (2)

KINS 440/442. Exercise Prescription for Special Populations & lab. 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 102, KINS/PE 343 and 441. Corequisite: KINS 350 and 442.** (4)

KINS/PE 441/443. Principles of Conditioning & lab. 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 102 and KINS/PE 341/342. Corequisite: KINS/PE 343.** (4)

KINS 450. Therapeutic Modalities. This course will present the physiological effects, indications, contradictions, and dosage utilized throughout various treatments of athletic injuries. **Prerequisites: ENGL 102 and KINS 422. Corequisite: KINS 400 and 430.** (3)

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 102, KINS 213, 442, and 442.** (3)

KINS 481. Internship in Kinesiology. Field experience including 90 hours of supervised internship experience in an approved corporate, community, or private fitness or physical performance enhancement program. **Prerequisite: ENGL 102.** (3-9)

Latin@s and Chican@s

LALS 122. Dances of the World. A study of various dances from around the world, giving particular importance to Mexican folkloric dances as well as Sevillanas, Flamenco, Fandango, Belly Dance, Cumbia, and Salsa. The course will cover theory and it is expected that the students also sign up for dances of the World-Lab for actual dance practice. Corequisite: LALS 124. (1)

LALS 124. Dances of the World-lab. Formal practice in the dance steps of the major dances that are particularly popular in the Hispanic world in preparation for performance. (1)

LALS/POLS 210. The Chicano Experience in the United States. A study of the culture, heritage, and social experience of the Mexican-American people in the United States with special emphasis on the Southwest. (3)

LALS 243. Introduction to Latin@/Chican@ Studies. Introduction to the literature of the Mexican American from 1848 to the present. Course also covers the roots and traditions of Mexican American Literature from its indigenous and Spanish beginnings to 1848. (Area V). (3)

LALS 400. History of Chicano Music. 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 102.** (3)

LALS 401. Spain and Mexico in New Mexico/New Mexico in the World. This course will study the most prevalent aspects of Spanish history and literature that was passed to Mexico and then on to New Mexico. It will also draw attention to New Mexican traditions and how today they have elements of Spanish, Mexican, and other ethnic groups and cultures. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102.** (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 102.** (3)

LALS/HIST/POLS 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (3)

LALS 431. 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 102. (3)**

LALS 460. 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 continues to face the 21st century. An introduction to qualitative and quantitative research methods to be used in the field for language study. **Prerequisite: ENGL 102**. (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 102.** (3)

LALS 496. Senior Seminar in Latin American/Chicano 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 102.** Senior Standing. (3)

Management

MGMT 350. Principles of Management. The basics of management principles, methods, fundamentals, functions, terminology, techniques, theories, trends, practices, and applications in the modern business organization. **Prerequisite: ENGL 102.** (NMCCN MGMT 2113). (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 102. 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 102. 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 102.** (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 102 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 102, MATH 321, and MGMT 350.** Spring only. (3)

Management Information Systems

MIS 333. Data Analysis. Use of spreadsheets in business data analysis. **Prerequisite: CMPS 111.** (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 102. (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, CMPS 110 or 111, and ENGL 102.** (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 102, or permission of the instructor.**

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 102, or permission of the instructor.**

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 102.** (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 102.** (3)

Marketing

MKTG 340. Principles of Marketing. Study and analysis of the elements of marketing and marketing strategy, stressing product-development policies, pricing strategies, promotion, and distribution strategies, and market structure. **Prerequisite: ENGL 102.** (NMCCN MKTG 2113). (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 102 and MKTG 340.** Fall only. (3)

MKTG 342. Product Marketing. Existing and new product marketing management; emphasizes product related marketing concepts of demand forecasting, product differentiation, product development, market development, product life cycles, product management concepts and trends, societal considerations, and international product management. **Prerequisites: MKTG 340, ENGL 102, and MATH 321.** (3)

MKTG 343. Product Promotion. Personal and non-personal promotion activities; emphasized promotion objectives, forecasting and budgeting, promotional components and their interrelation, assessing promotional efficiency and effectiveness, and development of campaigns and related components. **Prerequisites: MKTG 340 and ENGL 102.** (3)

MKTG 344. Product Pricing. Existing and new product pricing and management; emphasized pricing objectives, internal and external environment considerations, psychology of pricing, product life cycle considerations, market reaction, societal considerations, pricing strategies, and international marketing considerations. **Prerequisites: MKTG 340, ENGL 102, and MATH 321.** (3)

MKTG 345. Product Placement. Product placement management; emphasizes strategies and their implementation by distribution channel members; includes procurement, handling, control, transfer of ownership of products, facility location and layout, merchandising, market determination, societal and legal considerations, and international product placement considerations. **Prerequisites: MKTG 340 and ENGL 102.** (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 102 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, CMPS 111, and ENGL 102.** (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 102.** (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 102**. (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 102 and Senior-level.** Fall only. (3)

Mathematics

MATH 105. Mathematics for the Liberal Arts I. The concepts of mathematics for students outside of the fields of mathematics, business, and the sciences. Placement according to COMPASS math score or successful completion of DVSM 102 (Developmental Algebra). (3)

MATH 106. Mathematics for the Liberal Arts II. The concepts of mathematics for students outside of the fields of mathematics, business, and the sciences. Placement according to COMPASS math score or successful completion of DVSM 102 (Developmental Algebra). (3)

MATH 111. Intermediate Algebra. Basic Algebra for the student of algebra whose background needs strengthening. Placement according to COMPASS math score or successful completion of DVSM 102 (Developmental Algebra). (3)

MATH 112. Music, Rhythm, and Mathematics. A study of harmonious connections between mathematics and music. This course explores how mathematics can be used to quantify concepts in music such as beat, the tone, as well as studying connections between geometry and musical composition. (3)

MATH 121. Mathematics for Business Applications I. Mathematical applications in business, including linear models, linear programming, non-linear models, and mathematics of finance. **Prerequisite: Placement according to COMPASS math score or successful completion of MATH 111 or permission of the department chair.** (3)

MATH 125. Mathematics for Health Occupations. Students from the health care programs (particularly nursing students at this time) will benefit from the use of mathematics concepts applied to situations in the health care field, drug dosage calculations as an example. Also the vocabulary and nomenclature used will be appropriate to the health care field. (3)

MATH 131. College Algebra. Essential concepts of algebra and algebraic functions that are needed for further study in mathematics. Uses appropriate technology such as a graphing calculator. **Prerequisite: Placement according to COMPASS math score or successful completion of MATH 111, or permission of the department chair.** (NMCCN MATH 1113)(Area II). (4)

MATH 132. Trigonometry. Essential concepts and skills of trigonometry and other non-algebraic functions are needed for further study of mathematics. Uses appropriate technology such as a graphing calculator. **Prerequisite: Placement according to COMPASS math score or successful completion of MATH 131, or permission of the department chair.** (NMCCN MATH 1213). (3)

MATH 171. Calculus I. Review of functions and their multiple representations. Development of the fundamental concepts of calculus using graphical, numerical, and analytic methods for functions of a single variable; covers limit processes, derivatives, definite integrals, the Fundamental Theorem of Calculus, and applications. Uses appropriate technology such as a graphing calculator and/or computer algebra system. **Prerequisite: Placement according to COMPASS math score or successful completion of MATH 131 and 132, or permission of the department chair.** (NMCCN MATH 1615)(Area II). (5)

MATH 172. Calculus II. Continuation of MATH 171; covers more techniques of integration including numerical techniques, applications of the definite integral, improper integrals, an introduction to differential equations, Taylor polynomials and series. Uses appropriate technology such as a graphing calculator and/or computer algebra system. **Prerequisite: MATH 171.** (NMCCN MATH 1623)(Area II). (4)

MATH 210. Foundations of Mathematical Thinking. Introduction to logic, methods of proof, and mathematical structures, with applications to set theory, relations, functions and analytic geometry. **Prerequisite: MATH 171.** (3)

MATH 221. Mathematics for Business Applications II. Calculus with applications in business, including derivatives, indefinite and definite integrals and functions of two or more variables. **Prerequisite: MATH 121 or MATH 131.** (3)

MATH 243. Discrete Mathematics. Introduction to logic, proofs, algorithms, recurrence relations, graph theory, and trees with applications to computer science. **Prerequisite: MATH 131 or equivalent.** (3)

MATH 271. Calculus III. A numerical, graphical, and analytic approach to multivariable calculus; covers representations, differentiation and integration of scalar functions of two and three variables, vectors, optimization, parametric curves, and surfaces. Uses appropriate technology such as a graphing calculator and/or computer algebra system. **Prerequisite: MATH 172.** (NMCCN MTH 2613). (4)

MATH 301. Understanding Elementary Mathematics I. The study of the arithmetic of real numbers, measurement, geometry, and problem solving. This course does not count toward the major or minor in mathematics. **Prerequisites: ENGL 102 and satisfaction of the University's proficiency requirements for mathematics.** (3)

MATH 302. Understanding Elementary Mathematics II. Continuation of the study of graphs, probability, statistics, logic, and problem solving. This course does not count toward the major or minor in mathematics. **Prerequisites: ENGL 102 and MATH 301.** (3)

MATH 304. Mathematics for the Secondary Teacher. Various approaches to the teaching of mathematics for preparation to teach secondary school mathematics. **Prerequisites: ENGL 102 and MATH 171.** (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 102 and MATH 171.**

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 102 and MATH 172.** (3)

MATH 321. Statistics. Analysis and collections of data; measures of central tendency; measures of variability; standard error; standard scores; correlation predictive indices; measures of reliability; practical applications in mathematics, science, business, education, and social sciences. **Prerequisites: ENGL 102 and MATH 111, or equivalent.** (NMCCN MATH 2113). (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 102, MATH 271, and 312.** (NMCCN MATH 2814). (3)

MATH 327. Survey of Geometry. Euclidean geometry, geometry of dimensions, and non-Euclidean geometry. **Prerequisites: ENGL 102 and MATH 171.** (3)

MATH 410. Abstract Mathematics. An introduction to group theory, real analysis, and topology. **Prerequisites: ENGL 102 and MATH 210 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 102 and MATH 172.** (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 102 and MATH 321.** (3)

MATH 423. Introductory Complex Analysis. An introduction to functions of a complex variable; the complex number system and its properties, analytic functions, elementary function, power functions, integrals, conformal mapping, and applications of these topics. **Prerequisites: ENGL 102 and MATH 271.** (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 102, MATH 271, 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 102.** (3)

MATH 461. Advanced Calculus I. Definite integrals, space integrals, elliptic functions and integrals, beta and gamma functions, Fourier series, and vectors. **Prerequisites: ENGL 102 and MATH 271.** (3)

MATH 462. Advanced Calculus II. Continuation of MATH 461. **Prerequisites: ENGL 102 and MATH 461.** (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 102 and MATH 172.** (3)

MATH 472. Probability and Statistics II. Continuation of MATH 471. **Prerequisites: ENGL 102 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 102 and Senior standing.** (3)

Music

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 101. 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 107. 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: Instructor permission.** (1 or 2)

MUSC 111. Music Appreciation. Highlights of musical developments studied in reverse chronological order beginning with Contemporary music and ending with Baroque era music. A high emphasis will be placed on listening experiences. (NMCCN MUSI 1113) (Area V). (3)

MUSC 119. Music as a Foreign Language. Students learn to read and write musical notation, basic terminology, musical constructs and receive an introduction to foreign language terms in music and the essence of musical composition. (NMCCN MUSI 1213) (Area V). (3)

MUSC 121. Musicianship I. The course is an introduction to the notation and analysis of music, using practical methods of sight singing and music transcription. Notation of pitch and rhythm, scales, intervals and chords, and basic harmonic progressions will lead to very simple four-part choral writing. (3)

MUSC 150. Musicianship II. Building on material in Musicianship I, students will develop their sight singing and music notation skills, transcribe, play and analyze pieces of music with a music vocabulary including simple modulations and standard chord progressions. Students will compose in four-part choral style and in piano style. They may also compose for their own instruments. **Prerequisite: MUSC 121.** (3)

MUSC 152. 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. (3)

MUSC 170. 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. Maybe repeated for credits. (1)

MUSC 171. Jazz Ensemble. Will explore and study jazz theory, voice leading, harmonic resolutions, alterations and substitutions, and communication through improvisation. The ensemble wills 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. **Prerequisite: MUSC 121.** (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 119.** (3)

MUSC 221. Musicianship III. A required class for the Associates's degree in Music, MUSC 221 builds upon skills learned in Musicianship II. Its Music Theory component emphasizes modulations and chromatic chords in four-part choral and piano styles. For the ear-training component, students will sing chromatic melodies at sight and write down dictated melodies with simple accompaniment. These skills will provide a starting point for simple compositions. **Prerequisite: MUSC 150**. (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 111.** (3)

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: 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 152.** (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 it's development throughout the years along with listening and watching some of the world's best Mariachis. **Prerequisite: MUSC 152.** (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 wills 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. **Prerequisite: MUSC 121.** (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)

MUSIC 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. (2)

Nursing

NUR 108. 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. **Corequisite: NUR 110. Prerequisites: Program Admission**. (NEC9113) (3)

NUR 110. 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. **Corequisite: NUR 108. Prerequisite: Program Admission.** (NEC 9124) (4)

NUR 153. Health and Illness Concepts I. Concepts covered are related to homeostasis/regulation, sexuality/reproduction, protection/movement and emotional processes. Writing Intensive. **Corequisites: NUR 157, 158, and 164. Prerequisites: NUR 108 and 110. (**NEC9213)(3)

NUR 157. 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. **Corequisites: NUR 153, 158, and 164. Prerequisite: NUR 108 and 110.** (NEC9223)(3)

NUR 158. Nursing Pharmacology. Introduces the nursing student to pharmacologic nursing practice from a conceptual approach. Writing Intensive. **Corequisites: NUR 153, 157, and 164. Prerequisites: NUR 108 and 110.** (NEC9233) (3)

NUR 164. 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. **Corequisites: NUR 153, 157 and 158. Prerequisites: NUR 108 and 110**. (NEC9244) (4)

NUR 203. 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. **Corequisites: NUR 206 and 208. Prerequisites: NUR 153, 157, 158, and 164.** (NEC9313) (3)

NUR 206. Professional Nursing Concepts I. Covers foundational concepts for professional development, including selected professional attributes and care competencies. Writing Intensive. **Corequisite: NUR 203 and 208. Prerequisites: NUR 153, 157, 158, and 164.** (NEC9323) (3)

NUR 208. 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. **Corequisites: NUR 203 and 206. Prerequisites: NUR 153, 157, 158, and 164. (**NEC9334) (4)

NUR 250. Health Care Issues and Trends. Seminar course designed to increase the student's understanding of current issues in nursing and health care. Group discussion and debate will be used to examine such issues as living will, the patient's right to die, burnout, the nursing shortage, and current trends in the delivery of health care. Writing Intensive. (2)

NUR 260/262. Mental Health Nursing and Leadership & lab. Focuses on the nurse-client relationship as a therapeutic tool in caring for clients in psychiatric settings. Students will participate in treatment modalities in a variety of settings. In addition, content on nursing leadership and management will be addressed. Open to students who have been admitted to the nursing program. Lab is offered on a pass/fail basis. Writing Intensive. **Prerequisites: BIOL 371/373 and NUR 250.** (6)

NUR 270/272. Advanced Medical-Surgical Nursing & lab. Development of skills necessary to manage the care of a group of patients with common well-defined problems. The preceptorship experience will help students with the transition to the work setting following graduation. Open to students who have been admitted to the nursing program. Lab is offered on a pass/fail basis. Writing Intensive. **Corequisites: NUR 260/262.** (6)

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 102 and Admission to the RN to BSN program.** (2)

NUR 320. 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. **Corequisites: NUR 108 and 110. Prerequisite: Program Admission.** (NEC9133) (3)

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: Prelicensure BSN student, ENGL 102 and NUR 164.** (3)

NUR 323. 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. **Corequisite: NUR 364. Prerequisites: ENGL 102, NUR 203, 206, and 208. (**NEC9414) (4)

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; includes practicum experience. Writing Intensive. **Prerequisites: ENGL 102 and Admission to the RN to BSN program.** (4)

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 102, MATH 321, and Admission to the RN to BSN program.** (3)

NUR 336. Pathophysiology for Nurses. The study of complex human disease processes, along with appropriate nursing assessments and care strategies. **Prerequisites: BIOL 255/257, ENGL 102, and Admission to the RN to BSN program**. (3)

NUR 364. 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. **Corequisite: NUR 323. Prerequisite: ENGL 102, NUR 203, 206, and 208**. (NEC9424) (4)

NUR 365. 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. **Corequisites: NUR 323 and 364. Prerequisites: ENGL 102, NUR 203, 206, and 208.** (NEC9434) (4)

NUR 396. A.D.N. Capstone. Prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions. This course is a combination of didactic, lab, seminar, and clinical. (1 didactic: 3 clinical) Writing Intensive. **Corequisites: NUR 364 and 323. Prerequisites: ENGL 102, NUR 203, 206, and 208**. (NEC9436) (4)

NUR 400. Concepts Synthesis. This didactic course will focus on the synthesis of curricular concepts in the care of complex patients. Writing Intensive. **Corequisites: NUR 403, 465, and 496. Prerequisites: ENGL 102, NUR 323, 364, and 365.** (NEC9513) (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 102, NUR 332, 325, and Admission to the RN to BSN program.** (4)

NUR 403. Professional Nursing Concepts II. This didactic course covers policy concepts for professional nursing. Writing Intensive. **Corequisites: NUR 400, 465, and 496. Prerequisites: ENGL 102, NUR 323, 364, and 365**. (NEC9523) (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 102 and Admission to the RN to BSN 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 102 and Admission to the RN to BSN 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 102 and Admission to the RN to BSN program.** (3)

NUR 415. Health Care Policy I. Evaluation of power, politics, and health policy; exploration of professional nursing roles in health policy development. Includes an advocacy component. **Prerequisites: ENGL 102 and Admission to the RN to BSN program.** (2)

NUR 416. Health Care Policy II. Evaluation of global health policy. Examination of common ethical dilemmas and legal issues encountered in professional nursing. **Prerequisites: ENGL 102 and Admission to RN to BSN 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 102 and Admission to the RN to BSN Program.** (3)

NUR 429. Utilizing Resources. Builds an academic and technical skill foundation for RN students who will be completing their BSN 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 102 and Admission to the RN to BSN 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 102 and Admission to the RN to BSN program.** (2)

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 102 and Admission to the RN to BSN 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 102 and Admission to the RN to BSN program**. (3)

NUR 465. 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. Corequisites: NUR 400, 403, and 496. **Prerequisites: ENGL 102, NUR 323, 364, and 365.** (NEC9534) (4)

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 102 and Admission to the RN to BSN program.** (3)

NUR 481. Community Health Practicum. Clinical practicum 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 102, and Admission to the RN to BSN program.** (3)

NUR 496. 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. **Corequisites: NUR 400, 403, 465**. **Prerequisites: ENGL 102, NUR 323, 364, and 365**. (NEC9544) (4)

Occupational Therapy Assistant

PREREQUISITES: High School Biology and Algebra or equivalent with grade of C or higher. Prerequisites must have been completed within the past five years (High School Chemistry is strongly recommended). Completion of BIOL 254/256 Anatomy and Physiology I/Lab & BIOL 255/257 Anatomy and Physiology II/Lab with a "C" or better and placement into or completion of English 101

OTA 155. Orientation to Occupational Therapy. An introduction to occupational therapy and its philosophy; various work settings and other professions that OT collaborates with; role delineation of the COTA and OTR. **Prerequisite: Admission into the OTA program.** (3)

OTA 160. OT in Growth and Development. A complete study of the human organism from conception to death, exploring all the developmental stages with emphasis on the neurological, psychological, and social development and relationship to human occupation. **Prerequisite: Admission to OTA program or Instructor permission**. (3)

OTA 161. Fieldwork Level Ib. During the two year coursework, students will spend 2-4 hours per week in various settings to observe individuals with conditions and diagnoses that interfere with human function and occupation. These classes are to be completed sequentially. Only one Level I Fieldwork class may be repeated one time. In addition, seminars are conducted to process the fieldwork experience. (1)

OTA 162. Documentation in OT. An online course that focuses on practicing and perfecting documentation skills for OTA students. Emphasis will be placed on understanding the importance of proficient doc. skills, usage of appropriate medical

terminology as it pertains to note writing and different types of documentation systems, with a primary focus on SOAP notes. Each student will gain practice and feedback in order to facilitate increased documentation skills for adequate note writing in the Occupational Therapy field. **Prerequisites: OTA 155 and 160.** (2)

OTA 165. Principles of Occupational Therapy. Specific theory and philosophy with regard to physical, psychological, and developmental diagnoses including terminology. **Prerequisite: OTA 155.** (3)

OTA 220. OT Therapeutic Media. Introduction to basic treatment, activity analysis, media, and its application to various diagnoses. **Prerequisite: OTA 155.** (3)

OTA 223. Fieldwork Level Ic. Continuation of Fieldwork sequence. Only one Level I Fieldwork class may be repeated one time. **Prerequisite: OTA 161 and 165.** (1)

OTA 230/232. Functional Kinesiology in Occupational Therapy & lab. A complete study of functional Kinesiology as it relates to the field of Occupational Therapy. Major emphasis will be placed on the function and structure of the upper extremity and rehabilitative principles as they apply to the field of Occupational Therapy. **Prerequisites: BIOL 255/257.** (4)

OTA 240/243. OT in Physical Disabilities I & lab. First semester of a two semester course that focuses on history, theory, process, evaluation, and broad aspects of treating physical disabilities. **Prerequisites: BIOL 255/257, OTA 155, and 165.** (4)

OTA 241/248. OT in Physical Disabilities II & lab. This second semester will focus on the various occupational therapy treatment interventions; rehabilitation techniques covered will include the fabrication of assistive devices, splints, and other adaptive equipment. **Prerequisite: OTA 240/243.** (4)

OTA 242/246. OT in Psychosocial Dysfunction & lab. Instruction and practices in techniques used with long and short term psychiatric conditions, behavior disorders in children and adults. Lecture topics focus on theory and knowledge based activities. Lab activities focus on hands-on implementation of lecture topics. **Prerequisite: OTA 240/243.** (4)

OTA 245/247. OT in Pediatrics & lab. Instruction and practice in conditions commonly seen in school and hospital practice, such as cerebral palsy, autism, spina bifida, mental retardation, and learning disabilities. **Prerequisites: OTA 160 and 165.** (4)

OTA 250/252. OT in Geriatric Practice & lab. A complete study of functional kinesiology as it relates to the field of Occupational Therapy. Major emphasis will be placed on the function and structure of the upper extremity and rehabilitation principles as they apply to the field of Occupational Therapy. **Prerequisite: BIOL 255/257 and OTA 165.** (4)

OTA 255. OT Program Development. Procedures, techniques, and resources for developing programs in any setting common to the practice of occupational therapy. **Prerequisite: OTA 165 and Admission into the OTA program.** (3)

OTA 256. Fieldwork Level Id. Continuation of Fieldwork sequence. Only one Level I Fieldwork class may be repeated one time. **Prerequisite: OTA 223 and 240.** (1)

OTA 260. Occupational Therapy Assistant Capstone Seminar. A capstone experience for Occupational Therapy Assistant students. It emphasizes the current issues related to clinical practice in the field of occupational. Additionally, this class will give students opportunity to hone skills related to successful completion of level 2 fieldwork placements, job searching resume writing and interviewing. **Prerequisites: OTA 223 and 243.** (1)

OTA 270. Fieldwork Level IIa. Upon successful completion of the two year coursework, students will spend 16 weeks under the supervision of an OTR or COTA in at least two different settings to gain skill in the practice of occupational therapy. OTA 270 and 272 must be completed within 18 months from completion of academic portion of the program. Only one of the Level II Fieldwork classes may be repeated, one time only. **Prerequisite: All Academic and Fieldwork Level I classes in the OTA program. All coursework must be completed within five years of admission to the program.** (6)

OTA 272. Fieldwork Level IIb. Final section of Fieldwork sequence. Only one Level II Fieldwork class may be repeated one time. **Prerequisite: OTA 270.** (6)

Outdoor Leadership Studies

OLST 110. Mountain Biking. Designed to facilitate learning basic skills to safely and successfully enjoy mountain biking. Students will become proficient in single-track techniques of up-hill climbing and downhill riding, developing awareness of minimum impact techniques, and an appreciation of cardiovascular fitness and health. If the student does not have a bike, a bike will be provided for class use. (1)

OLST 122. Introduction to Backpacking. Focuses on those skills essential to ethically enjoying the wilderness backpacking experience. Classroom sessions provide a comprehensive overview of materials, culminating in a three day backpacking trip in the Gila National Forest. (1)

OLST 125. Scuba Diving I. Develops skills and proficiencies required for the Open Water dive certification of the Professional Association of Diving Instructors (PADI). Basic swimming proficiency is required. Lab fee includes personal gear, rental gear, park and dive fees, certification fees, and transportation to dive sites. (2)

OLST 225. Scuba Diving II. Develops advanced SCUBA skills required for the Advanced Open Water dive certification of the Professional Association of Diving Instructors (PAD I). Basic swimming proficiency is required. Lab fee includes personal gear, rental gear, park and dive fees, certification fees, and transportation to dive sites. **Prerequisite: OLST 125**. (2)

OLST 250. 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. (3)

OLST 265. Scuba Diving III. Develops advanced SCUBA skills required for the Rescue Diver certification of the Professional Association of Diving Instructors (PADI). Basic swimming proficiency is required. Lab fee includes personal gear, rental gear, park and dive fees, certification fees, and transportation to dive sites. **Prerequisites: KINS/PE 213 and OLST 225**. (2)

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 102.** (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 102, OLST 122, and KINS/PE 213**. (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. **Corequisite: OLST 300**. **Prerequisite: ENGL 102.** (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 102, KINS/PE 213, 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 102, KINS/PE 213, OLST 300 and 420, and PHIL 407**. (3)

Philosophy

PHIL 100. Introduction to Philosophy. Acquaints the student with philosophical problems and methods through systematic discussion of selected questions concerning the nature and grounds of knowledge, morality, and religion. Writing Intensive. (3)

PHIL 101. Thinking and Problem Solving. Development of such problem-solving techniques as common sense, verification of facts, validity of logic, existentialist analysis, and computer modeling; explores the humanistic value of thinking in itself as distinguished from problem-solving. Writing Intensive. (NMCCN PHIL 1113) (Area V). (3)

PHIL 200. Contemporary Philosophy and Religious Thought. Analysis of perennial problems of religion and solutions of them by recent thinkers: religion and science, revelation and reason, grounds for belief in God, and relation of God to the world. Writing Intensive. (3)

PHIL 201. Logical Methods. Will aid the student in critical thinking; analysis of ethical, emotional, logical appeals, and fallacies in argument. Writing Intensive. (NMCCN PHIL 1213). (3)

PHIL 205. Ethics for the Professional and Life. Will apply ethical theory to topics of interest to WNMU undergraduates, linked to the student's majors in a way that will help prepare them for the responsibilities and dilemmas that await them in their future careers. Following an introduction to the basic of moral philosophy, the emphasis will be on case analysis and the decision-making process. Writing Intensive. **Prerequisite: ENGL 101**. (3)

PHIL 211. Survey of the New Testament. Introduction to literary content of New Testament writings; examination of the historical, religious, cultural and political contexts of New Testament writings and their authors; special attention given to apocalyptic and apocryphal themes. Writing Intensive. **Prerequisite: ENGL 102.** (3)

PHIL 215. Philosophy in Film. This course will employ films (and discussions of particular films and filmmaking techniques), along with a healthy assortment of "traditional" academic texts, as a means to illustrate, illuminate, and explore important philosophical themes and debates. Writing Intensive. **Prerequisite: ENGL 101. (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 102.** (3)

PHIL 400-404. Problems of Philosophy. Critical examination of philosophical problems and issues, including selected problems of language, theory of knowledge, ethics, and science. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (3)

Physical Education

Activity Courses

PE 103	Walkacise/Lifetime Wellness	1
PE 104	Advanced Walkacise (Prerequisite: PE 103)	1
PE 105	Weight Training/Lifetime Wellness	1
PE 106	Self-Defense	1
PE 107	Kickboxing	1
PE 108	Group Strength	1
PE 109	Circuit Training/Lifetime Wellness	1
PE 112	Beginning Archery	1
PE 113	Intermediate Archery	1
PE 114	Pilates	1
PE 115	Yoga	1
PE 116	Tai Chi Chuan	1
PE 117	Rock Climbing	1
PE 118	Beginning Golf	1
PE 119	Intermediate Golf	1
PE 120	Modern Dance	1
PE 121	Outdoor Experiences	1
PE 123	Tap Dancing	1
PE 124	Beginning Badminton	1
PE 125	Intermediate Badminton	1
PE 126	Aqualatis	1
PE 127	Activity for Students w/ Disabilities I/Lifetime Wellness	1
PE 128	Activity for Students w/ Disabilities II	1
PE 129	Salsa	1
PE 132	Belly Dancing	1
PE 133	Mexican Folk Dance	1
PE 134	Beginning Tennis	1
PE 135	Intermediate Tennis	1
PE 136	Softball/Baseball	1
PE 137	Beginning Racquetball	1
PE 138	Intermediate Racquetball	1
PE 139	Water Aerobics	1
PE 140	Beginning Swimming	1
PE 141	Intermediate Swimming (Prerequisite: PE 140)	1
PE 143	Lifeguarding	1
PE 144	Water Safety Instruction (Prerequisite: PE 143)	2
PE 145	Soccer	1
PE 146	Handball	1
PE 147	Volleyball	1
PE 148	Basketball	1
PE 149	Advanced Pilates	1
PE 151	Social Dance	1

PE 152	Folk Dance	1
PE 153	American Country Dance	1
PE 155	Ballet	1
PE 157	Step Aerobics/Lifetime Wellness	1
PE 158	Hip-Hop Jazz	1
PE 163	Zumba Fitness	1
PE 164	Hatha Yoga I	1
PE 165	Kundalini Yoga Inspired	1
PE 170	Intermediate Weight Lifting	1

PE/KINS 213. First Aid. Development of skills and knowledge necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical care arrives. Successful completion of course includes American Red Cross certification. (2)

PE/KINS 215. Basic Prevention and Treatment of Athletic Injuries. Familiarizes students with common athletic injuries as well as first aid procedures for common and life threatening injuries. **Prerequisite: PE/KINS 213.** (3)

PE 218. Introduction to Coaching. An introduction to coaching as a career. Emphasis on planning and implementing a program based upon the sports sciences. **Field experience required.** (3)

PE/KINS 240/242. Kinesiology & lab. A study of the basic and applied structure and function of the skeletal, muscular, circulatory, respiratory, nervous, and endocrine systems. (3 hours lecture and 2 hours lab). (4)

PE 245. History and Philosophy of Physical Education. 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 102.** (3)

PE 302. Teaching Outdoors & Initiative Activities. Designed to prepare professionals to teach outdoor and cooperative/initiative/adventure activities. **Prerequisites: ENGL 102, PE/KINS 213, 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 102, 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 102.** (3)

PE 327. Pedagogy in Physical Education. Designed to develop basic teaching skills of future physical education teachers. Writing Intensive. **Prerequisites: ENGL 102. (**3)

PE/KINS 341/342. Physiology of Exercise & lab. 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 102, PE/KINS 213, and 240/242.** (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 102 and PE/KINS 341/342.** (3)

PE/KINS 400. Motor Behavior. 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 102 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 102.** (3)

PE 406. Sports Psychology. Provides an understanding of the psychological issues related to sport and coaching. **Prerequisite: ENGL 102.** (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 102 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 102.** (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 102.** (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 102.** (3)

PE/KINS 441/443. Principles of Conditioning & lab. 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 102 and PE/KINS 341/342. Corequisite: 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 102.** (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 102.** (3)

Physical Science

PHSC 101/103. Physical Science for General Education I & lab (Physics, Chemistry). Lecture and laboratory covering physical science principles in chemistry and physics. The intention of this course is to promote an understanding and appreciation of the science of the physical world in which we live. Three lectures and one laboratory per week. (4)

PHSC 115/116. Descriptive Astronomy & lab. Survey of the Universe from Earth to the Galaxies. Requires some simple algebra. Three lectures and one laboratory per week. Offered spring of even-numbered years. (NMCCN ASTR 1113/1111) (Area III). (4)

PHSC 171/173. Forensic Science I & lab. Covers the instrumental and scientific analysis of physical evidence. Specific techniques include chromatography, serology, refractive indexing, fiber analysis, drug analysis, spectrophotometry, gas chromatography mass spectrometry, and inorganic analysis (atomic absorption). Offered every fall. (4)

PHSC 172/174. 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. Offered every spring. (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 102.** 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 102.** (3-4)

Physics

PHYS 151/153. General Physics I (non-calculus) & lab. First semester of introductory physics; includes a study of mechanics, sound, and heat; three lectures and one laboratory period per week. **Prerequisites: MATH 111 and 131.** Offered fall of odd years. (NMCCN PHYS 1113/1111)(Area III). (4)

PHYS 152/154. General Physics II (non-calculus) & lab. Second semester of introductory physics; includes a study electricity, magnetism, and light. Three lectures and one laboratory period per week. **Prerequisites: PHYS 151/153.** (NMCCN PHYS 1123/1121). (4)

PHYS 171/173. Principles of Physics I (calculus-based) & lab. A study of basic physics, employing calculus; includes a study of mechanics, sound, and heat; three lectures and one laboratory period per week. Offered fall of even years. **Prerequisites: MATH 171 and 172 or Instructor permission.** (NMCCN PHYS 1213/1211)(Area III). (4)

PHYS 172/174. Principles of Physics II (calculus-based) & lab. Second semester of basic physics employing calculus; includes a study electricity, magnetism, and light. Three lectures and one laboratory period per week. **Prerequisites: PHYS 171/173.** (NMCCN PHYS 1223/1221)(Area III). (4)

Political Science

POLS 101. Introduction to Political Science. This course presents an overview of the discipline, including the basic theories concepts, approaches, and enduring questions of political science. In particular the course will focus on the substance of politics, including the roles played by states, mass publics, organizations, institutions, and individuals, as well as the outputs of their interactions, public policy and international relations. (3)

POLS 201. American National Government. A basic introduction to politics and a general consideration of American national government from the theoretical, structural, and functional points of view. (NMCCN POLS 1123)(Area IV). (3)

POLS 202. American State Government. A general consideration of American state government from the theoretical, structural, and functional points of view. Special consideration will be given to the state government of New Mexico. (NMCCN POLS 1213)(Area IV). (3)

POLS/LALS 210. The Chicano Experience in the United States. A study of the culture, heritage, and social experience of the Mexican-American people in the United States with special emphasis on the Southwest. (3)

POLS 306. Political Parties. History, organization, and function of political parties with recognition of the influences of pressure groups. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 revolutionary elements; the success of the insurgency; consolidation; and the contemporary political conditions in Mexico. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102.** (3)

POLS/SOC 320. Introduction to Nonprofits. Introduces students to the nonprofit sector, covering theoretical, policy and practical aspects. **Prerequisites: ENGL 102 and POLS 201 or SOC 101 or 102.** (3)

POLS/SOC 321. Nonprofit Resource Development and Grant Writing. Examines of the major revenue sources of nonprofit organizations, emphasizing the importance of a healthy revenue mix. Grants are discussed in the context of a nonprofit budget and its functions. The majority of the course will be dedicated to writing an actual or mock grant proposal. **Prerequisites: ENGL 102 and POLS 201 or SOC 101 or 102.** (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 102.** (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 102 and POLS 201.** (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 102.** (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 102.** (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 102.** (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 102 and POLS 201 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 102 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 102.** (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 102.** (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 102.** (3)

POLS//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 102.** (3)

POLS/CJUS/HIST 416. Border Issues. Understanding the United States-Mexico border including issues of immigration, drug trafficking, and national security. **Prerequisite: ENGL 102.**

POLS/LALS/HIST 418. Colonialism. Explores the historical, political, economic, and intellectual underpinnings of colonialism and neocolonialism. Writing Intensive. **Prerequisite: ENGL 102.** (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 102.** (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 102.** (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 102 and 6 hours of history or Instructor permission.** (3)

POLS 481. Internship in Political Science. Prerequisite: ENGL 102. (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 102 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 102.** (4)

Psychology

PSY 102. General Psychology. An introduction to basic psychological concepts such as learning, motivation, emotion, and personality, as well as, an overview of major research findings about human behavior. (NMCCN PSYC 1113)(Area IV). (3)

PSY 301. Developmental Psychology. Study of behavior change throughout the life span and the determinants of these changes. Although attention will be given to major theories of development, this course emphasizes empirical research relating to infant capabilities, early childhood experiences, social behavior, cognition, sex typing, and socialization. **Prerequisites: ENGL 102 and PSY 102.** (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 102 and PSY 102.** (3)

PSY 315/316. Physiological Psychology & lab. Psychological look at the body, behavior, and emotions. The physiology and neurology of behavior are emphasized including the function of the central nervous system, metabolism, and the role of neurotransmitters. **Prerequisites: ENGL 102 and PSY 102.** (4)

PSY/GEOG/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 102 and GEOG 202 or PSY 102 or SOC 101, and any MATH course.** (3)

PSY 333/334. Experimental Psychology & lab. Psychological research as it pertains to behavior, cognition, and affect. The historical roots of psychological research are reviewed in relationship to the body of knowledge we currently have in the areas of social, clinical, educational/developmental, and cognitive psychology. Lab includes demonstration and analysis of basic experimental psychology research, perception, and experiments demonstrating current psychological theory; lab times are arranged by the instructor. **Prerequisites: ENGL 102, PSY 102, and MATH 321 or SOC 323.** (4)

PSY/SOC 401. 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. The course involves an intense week-long exploration of the various cultures. Interaction with college students from other areas in the U.S. is part of the experience offered by this course. **Prerequisites: ENGL 102 and SOC 101 for Sociology Majors, PSY 101 for Psychology Majors, and Instructor permission.** (3)

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 102 and PSY 102.** (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 102 and ANTH 201 or GEOG 202 or PSY 102 or SOC 101 or 102 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 102 and PSY 102.** (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 102 and PSY 102.** (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 102.** (3)

PSY 420. Diagnostics and Evaluation. Focuses 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. **Prerequisites: ENGL 102 and PSY 102.** (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 102 and PSY 102.** (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 102.** (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 102 and PSY 102.** (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 102 and PSY 102.** (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 102 and PSY 102.** (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 102.** (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 102**. (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 102 and PSY 102.** (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 102.** (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 102 and senior status as a psychology major or minor. (3)

Reading Education

RDG 137. Reading Literacy. This course will focus on the learners working with both children and parents. The learners will attend a scheduled class for the academic theoretical base of knowledge, and will work at a public school with children and parents for the application phase. (3)

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 102.** (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 102, EDUC 311, 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 102 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 102 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 102 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 102 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 102 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 102.** (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 102.** 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 102.** (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 102.** (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 102, EDUC 311, 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 102 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 102 and RDG 410**. (3)

Rehabilitation Services

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 102 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 102 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 102 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 102**

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 102 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 102.** (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 102.** (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: NGL 102 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 102 and RHAB 310**. (4)

Sociology

SOC 101. Introduction to Sociology. Acquaints students with the discipline of sociology by focusing on sociological concepts, methods, theories, and areas of substantive concern such as deviance, class, race, gender, politics, medicine, and education. Students are asked to employ the sociological perspective as they think critically about the social world around them. (NMCCN SOCI 1113) (Area IV). (3)

SOC 102. Social Problems. Introduces students to key sociological concepts and theoretical perspectives in the study of social problems, focusing on the United States. Topics include crime, social inequalities, education, family, environment, drug abuse, and health care. Possible solutions to social problems will also be explored. (NMCCN SOCI 2113) (Area IV). (3)

SOC 240. Sociology of Education. A study of sociological contributions dealing with the social institution of education in the U.S. (3)

SOC 259. Sociology of Race and Ethnicity. A theoretical and practical analysis of the problems encountered by racial, ethnic, and other minority groups in the U.S.; includes the study of prejudice and discrimination, and the social culture mechanisms that tend to perpetuate racism. (3)

SOC 260. Sociology of Marriage and the Family. 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 201, GEOG 202, PSY 102, SOC 101, or SOC 102 or Instructor permission**. (NMCCN SOCI 2213). (3)

SOC/GEOG 300. Older Women's Issues. An interdisciplinary examination of the social, economic, and health issues facing older women in the United States. **Prerequisite: ENGL 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 102.** (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 102 and SOC 101 or 102.** (3)

SOC 313. Social Inequality. Introduces students to class, racial, gender, and sexual inequality in the United Sates. 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 102 and ANTH 201 or PSY 102 or SOC 101 or 102 or GEOG 202 or POLS 201, or Instructor permission**. (3)

SOC/POLS 320. Introduction to Nonprofits. Introduces students to the nonprofit sector, covering theoretical, policy and practical aspects. Writing Intensive. **Prerequisites: ENGL 102, and POLS 201, or SOC 101, or 102.** (3)

SOC/POLS 321. Nonprofit Resource Development and Grant Writing. An examination of the major revenue sources of nonprofit organizations, emphasizing the importance of a healthy revenue mix. Grants are discussed in the context of a nonprofit budget and its functions. The majority of the course will be dedicated to writing an actual or mock grant proposal. **Prerequisites: ENGL 102 and POLS 201 or SOC 101 or 102.** (3)

SOC/GEOG/PSY 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 102 and GEOG 202 or PSY 102 or SOC 101, and any MATH course.** (3)

SOC 331. Introduction to Criminology. A sociological examination of crime and criminal behavior. The course includes analysis and critical assessments of traditional and contemporary theories of crime. **Prerequisites: ENGL 102 and CJUS 111 or SOC 101 or 102 or PSY 102 or Instructor permission.** (3)

SOC 333. Sociology of Youth. Adolescents and young adults in American society; their social roles, relationships, and problems. **Prerequisite: ENGL 102.** (3)

SOC/GEOG 342. Social Geography. Social relationships are rooted in places and spaces that, in turn, profoundly influence how people interact with one another. This course explores the linkages between social relationships and geography through the study of such issues as class, race, gender, ethnicity, and age. **Prerequisites: ENGL 102 and successful completion of at least one other course in GEOG or SOC.** (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 102 and SOC 101 or 102, or ANTH 201 or GEOG 202 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 102 and SOC 101 or 102 or PSY 102 or ANTH 201 or GEOG 202, or Instructor permission.** (3)

SOC/GEOG 400. Population Analysis. Study of population size, composition, and distribution as well as basic concepts and techniques used to analyze populations; involves data manipulation, analysis, and case studies from around the world. **Prerequisites: ENGL 102 and SOC 101 or GEOG 202.** (3)

SOC/PSY 401. 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. The course involves an intense week-long exploration of the various cultures explored in the course. Interaction with college students from other areas in the U.S. is part of the experience offered by this course. **Prerequisites: ENGL 102 and SOC 101 for Sociology Majors, PSY 101 for Psychology Majors; and 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 102 and ANTH 201 or GEOG 202 or PSY 102 or SOC 101 or 102 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 to not only give students an understanding of these thinkers and their ideas, but also to engage them in a creative and critical way. **Prerequisites: ENGL 102, SOC 101, and WGS 201 or Instructor permission.** (3)

SOC 410. Sociology of the Movies. A critical, scientific look at the movies to determine their relationship to the social environment and their relevance. **Prerequisite: ENGL 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: SOC 102 or 102.** (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 102 and ANTH 201 or GEOG 202 or PSY 102 or SOC 101 or 102 or Instructor permission.** (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 102.** (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 102 and ANTH 201 or GEOG 202 or POLS 201 or PSY 102 or SOC 101 or 102 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 102 and ANTH 201 or GEOG 202 or HIST 111 or 112 or POLS 201 or PSY 102 or SOC 101 or 102 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 influenced religion? Why do people participate in religion? Includes both classical and contemporary work. **Prerequisites: ENGL 102 and SOC 101 or 102 or PSY 102 or ANTH 201 or GEOG 202 or HIST 111 or Instructor permission.** (3)

SOC 477. Sociology of Health, Healing and Illness. 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 102 and ANTH 201 or PSY 102 or SOC 101 or 102 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 102.** (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 102, 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

SWK 101. Introduction to Social Welfare and Social Work. Provides a historical overview of the profession of social work, social welfare activities, programs, and institutional structures that have developed to address social problems with diverse populations-at-risk that utilize social work services. Writing Intensive. (Area IV). (3)

SWK 102. Ethics in Social Work & 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. (3)

SWK 302. Human Behavior in the Social Environment. Is designed to introduce and integrate theories of human bio-psycho-social development in micro, messo, and macro systems. Micro and messo 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 102.** (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 102 and SWK 101.** (3)

SWK 386. Social Work Practice I. 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 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 102 and SWK 101.** (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 102.** (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: SWK 101.**

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 102.** (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 102.** (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/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 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 102.** (3)

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. Social Work Practice II. The second in the three-course sequence, this course builds on SWK 386 by introducing students to various intervention skills to be used with therapeutic and task groups with attention focused on culturally-competent practice. Theories and principles of group structure, dynamics, and process in therapeutic and task settings will be covered. Writing Intensive. **Prerequisite: SWK 386 and Admission to the Program.** (3)

SWK 488. Social Work Practice III. 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 the SWK 491 and SWK 492. Writing Intensive. **Prerequisite: SWK 487 and Admission to the Program.** (3)

SWK 491. Social Work Field Placement Seminar I. Integrates knowledge from theory and practice, utilizing the experiences of the students in their field placements. Taken jointly with SWK 492 - Social Work Field Placement I. This course is open to Social Work majors only. (1)

SWK 492. Social Work Field Placement I. Part one of a two-semester practicum which provides supervised, generalist social work experience in a rural community within social service organizations. It emphasizes 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. **Corequisite: SWK 492**. **Prerequisites: SWK 320 and 386.** (6)

SWK 498. Social Work Field Placement Seminar II. Continuation of SWK 491 - Social Work Field Placement Seminar I. The student continues to integrate knowledge from theory and practice, utilizing their experiences in the field placements. Taken jointly with SWK 499 - Social Work Field Placement II. Open to Social Work majors only. (1)

SWK 499. Social Work Field Placement II. Continuation of SWK 492 - Social Work Field Placement I. 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. **Prerequisites: SWK 491 and 492.** (6)

Space Technology

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 101. Beginning Spanish I. For non-native speakers of Spanish; aural-oral training in the basic speech patterns with stress on the acquisition of comprehension and oral skill; not open to Spanish-speaking students except by consent of instructor; meets three times a week. (NMCCN SPAN 1113). (3)

SPAN 102. Beginning Spanish II. Continuation of SPAN 101 for non-native speakers; not open to Spanish-speaking students except by consent of instructor; meets three times a week. (NMCCN SPAN 1123). (3)

SPAN 151. 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; not open to Spanish-speaking students except by consent of the instructor. (3)

SPAN 152. Beginning Conversational Spanish II. For non-native speakers of Spanish; special topics for conversational and continued use of the language; not open to Spanish-speaking students except by consent of the instructor. (3)

SPAN 201. Intermediate Spanish I. Review of the essentials of vocabulary and grammatical construction with some emphasis on composition. **Prerequisites: SPAN 101, 102, two years of high school Spanish, or Instructor permission**. (NMCCN SPAN 201). (3)

SPAN 202. Intermediate Spanish II. Extensive readings of contemporary Spanish with an introduction to Spanish literature. **Prerequisites: SPAN 201, or two years of high school Spanish, or Instructor permission.** (NMCCN SPAN 2143). (3)

SPAN 213. Spanish for Heritage Speakers I. For Southwest Spanish speakers who have had little or no previous exposure to written Spanish; emphasis on vocabulary-building through cultural readings. **Prerequisite: Background knowledge in Spanish.** (3)

SPAN 214. Spanish for Heritage Speakers II. Particularly designed for those students interested in gaining knowledge of correctly written Spanish. Highly recommended for students seeking a bilingual endorsement. **Prerequisite: SPAN 213 or Instructor permission.** (3)

SPAN 217. Introduction to Medical Spanish. Extensive Spanish terminology for the human body, medical protocols and procedures as needed by practitioners at the patient's bedside is the content of this course. Increased listening and speaking skills are built into lessons; Spanish reading and writing as needed at the work site is developed. Must be a health or medical practitioner, Nursing or OT/RT student, or have instructor permission. **Prerequisites: SPAN 202 or 214, and ENGL 102.** (3)

SPAN 251. Intermediate Conversational Spanish I. Development of fluency in spoken Spanish; a review of grammatical patterns. **Prerequisite: SPAN 102 or 152 or Instructor permission.** (3)

SPAN 252. Intermediate Conversational Spanish II. Designed to increase vocabulary; a review of grammatical patterns leading the student to linguistic skills necessary for natural conversation and the use of the language as an oral means of communication. **Prerequisite: SPAN 201 or 213 or 251.** (3)

SPAN 300. Advanced Spanish. Advanced readings in Spanish as a basis for advanced vocabulary building, high level discussion and composition. **Prerequisite: ENGL 102 and SPAN 202.** (3)

SPAN 301. Survey of Spanish Literature I. Spanish literature from its origins to the Golden Age. Writing Intensive. **Prerequisites: ENGL 102 and SPAN 202 or 214 or 252 or Instructor permission.** (3)

SPAN 302. Survey of Spanish Literature II. A study of Spanish literature of the Golden Age. Writing Intensive. **Prerequisites: ENGL 102 and SPAN 202 or 214, or 252 or Instructor permission.** (3)

SPAN 303. Hispanic Culture. Intermediate-level reading covering the major aspects of Hispanic civilization — history, art, and literature — and its influence on western civilization, its role in the development of European culture in Latin America, and its fusion with the various indigenous cultures. Writing Intensive. **Prerequisites: ENGL 102 and SPAN 202 or 214 or 252 or Instructor permission.** (3)

SPAN 308. Advanced Grammar and Composition. An extensive review of points of grammar, syntax and diacritical notation combined with extensive practice of writing descriptive and narrative prose. Required for students seeking New Mexico Teacher Licensure in Spanish. Writing Intensive. **Prerequisites: ENGL 102 and SPAN 202 or 214 or 252 or Instructor permission.** (3)

SPAN 310. Oral Communication in Spanish. Developing techniques for formal public speaking in Spanish. Writing and delivering oral presentations for varied audiences and purposes. Includes strategies for organization, the use of rhetorical patterns and the development of effective discourse in the Spanish-speaking world. Role-playing activities, formal recitation, storytelling and acting in order to use the Spanish language with as much facility as English. **Prerequisite: SPAN 214**. (3)

SPAN 320. Spanish/English Bilingualism. 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 102 and SPAN 214**. (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 102, SPAN 303 and 308.** (3)

SPAN 402. Spanish in the Community: Service Learning & Study Abroad. A course to hone speaking, listening, reading, writing, and cultural pragmatic skills in Spanish. A semester of practical/reflective service to the hispano community is required in a venue approved by course instructor. A research project or an optional study abroad, with additional service-learning in a medical clinic, hospital, school, business, or cooperative in a Spanish-speaking country is part of the course. **Prerequisite: SPAN 303 or SPAN 308, and Instructor permission**. (3)

SPAN 405. Spanish for the Professions. Spanish professional jargon, vocabulary, idiomatic expressions, and all grammatical work is done to prepare students to do problem-solving, critical thinking, creative production within the confines of their discipline. Students must complete task-related written and verbal discourses; perform situational role-plays; read different genres in order to synthesize, summarize, and discuss; write journals, reflective essays; demonstrate knowledge of Latino cultures. **Prerequisites: ENGL 102, SPAN 303 or 308.** (3)

SPAN 410. Survey of Spanish-American Literature I. Spanish-American literature from the pre-colonial period to 1888; study of first chroniclers, colonial period, patriotic writers of independence, romanticism. Writing Intensive. **Prerequisites: ENGL 102 and any 300 level SPAN or Instructor permission.** (3)

SPAN 411. Survey of Spanish-American Literature II. Spanish-American literature from 1888 to the present day; modernism, the essay, contemporary fiction and poetry. Writing Intensive. **Prerequisites: ENGL 102 and any 300 level SPAN or Instructor permission.** (3)

SPAN 415. Journey to Biliteracy: Children's Literature. A survey of Latin American, US Latino and Chican@ children's and youth literature written in Spanish and/or bilingually. Includes classical writers like José Martí, Gabriela Mistral and Rubén Darío, plus contemporary US authors. This is a Writing Intensive and Service Learning course taught primarily in Spanish. Instructor permission required. **Prerequisite: ENGL 102.** (3)

SPAN 423. Spanish Phonetics. A linguistic analysis of the articulatory sound system of the Spanish language and its relationship to the orthography, morphology and syntax of the language. Writing Intensive. **Prerequisites: ENGL 102 and Intermediate level Spanish with a grade of "C" or better and Instructor permission. SPAN 308 recommended.** (3)

SPAN 424. Teaching Methods in Spanish II. Designed to acquaint the student with specialized techniques of teaching Spanish language skills in the secondary schools. Writing Intensive. **Prerequisites: ENGL 102 and proficiency in Spanish.** (3)

SPAN 425. Applied Linguistics. Introduction to Spanish phonetics and phonemics; a descriptive analysis of grammatical and semantic structure of contemporary Spanish applied to problems of teaching and communication (written and verbal discourse). Writing Intensive. **Prerequisites: ENGL 102 and Intermediate level Spanish with a grade of "C" or better and Instructor permission and SPAN 308 recommended.** (3)

SPAN 426. Practicum in the Teaching of Spanish. Supervised practice in tutoring and teaching grammatical concepts as an assistant to a faculty member teaching SPAN 101, 102, 151, 152; may be repeated for credit. Writing Intensive. **Prerequisites: ENGL 102 and proficiency in Spanish and Instructor permission.** (3)

SPAN 430. Content Area Spanish. The course is specifically designed for perspective or already practicing bilingual teachers and is meant to provide a means for increasing vocabulary in Spanish in order to be able to teach different subjects areas in the language. Writing Intensive. **Prerequisites: ENGL 102 and proficiency in Spanish.** (3)

SPAN 435. Intensive Spanish Language Development. The course is designed to prepare prospective teachers for *La Prueba*, required for bilingual endorsement and the content assessment in Spanish required for licensure. It sharpens students' skills in reading, writing, listening, and speaking. Writing Intensive. **Prerequisites: ENGL 102 and proficiency in Spanish.** (3)

SPAN 450. Chicano Literature. A survey of the literature of the Mexican-American from 1959 to the present. Writing Intensive. **Prerequisite: ENGL 102 and SPAN 202 or 214 or 252 or 252.** (3)

SPAN 485. Directed Study in Special Topics; Permission of instructor required. May be repeated for credit. Writing Intensive. **Prerequisite: ENGL 102 and any 300 level Spanish course or Instructor permission.** (3)

a. Novel of the Mexican Revolution
b. Spanish Romanticism.
c. Spanish Poetry
d. Cervantes
e. Advanced Composition
f. Spanish-American Novel
g. Modern Spanish Drama
h. Hispanic Culture
i. Hispanic Thought

Special Education

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 102.** (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 instructional materials, and using appropriate teaching techniques based upon individual diagnosis will be emphasized. Writing Intensive. **Prerequisite: ENGL 102 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. **Corequisite: EDUC 447**. **Prerequisites: ENGL 102 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 102 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 102 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 102 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 102 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 102.** (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 102.** (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 102. (**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 102. (1)

Theater

THR 110. Theater/Drama Appreciation. Designed to expose the student to the physical, spiritual, political and psychological roots of theater and drama, ancient and contemporary, studied through selected plays, theater forms, readings and activity. (NMCCN THTR 1113)(Area V). (3)

THR 136. Everything Technical Theater. 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. (3)

THR 211. Acting I. Emphasis on acting techniques in the creation of a role. Students are expected to complete a final performance evening with the class. (3)

THR 215. Rehearsal and Performance. Cast and crews directly involved in university production for credit. (may be repeated for a maximum of 9 credit hours). (3)

THR 250. Storytelling. Investigates the techniques of the art of telling stories from the Classical, Native American and Folkloric traditions. Students research, analyze, and perform stories from a variety of sources. A performance evening is required. (NMCCN COMM 1113)(Area 1). (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 102 and at least one semester of THR 136.** (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 162. SMAW I Open Root Pipe & Stainless Steel. Explains open root pipe welds and provides procedures for making 1G, 2G, 5G, 6G pipe welds and stainless steel groove 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 202. SMAW II Groove & Open V-Butt Welds. Advanced explanation and demonstration of groove welds and open V-butt welds. Procedures for making flat, horizontal, vertical, and overhead welds. Lecture with lab. (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 255. Carbon & Stainless Steel Pipe Welding. Procedures for welding on carbon steel pipe, stainless steel pipe and stainless steel metallurgy. Lecture with lab. (5)

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 and Gender Studies

WGS 201. Introduction to Women and Gender Studies. This course presents Women and Gender Studies to students as an interdisciplinary academic field that explores critical questions concerning the role of gender in our culture and society. The primary goal is for students to familiarize themselves with key issues, influential historical and cultural icons, questions and debates in a survey of scholarship about Women and Gender Studies. Students will learn to critically analyze themes of gendered performance and power in a range of social spheres, such as law, culture, education, work, medicine, social policy and the family. Writing Intensive. (3)

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 102 and WGS 201.** (3)

WGS 401. Contemporary Women and Gender Struggles. This course is designed as a topic seminar in which consideration of the importance of consider 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 102 and WGS 201.** (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 class-room; controlled by faculty of that discipline and supervised by an approved agency. **Prerequisites: ENGL 102 and WGS 201.** (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 WGS 201.** (3)

Graduate Division Admissions

Policies and Procedures

Western New Mexico University 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 Social Work degrees, and Graduate Certificates. The Graduate Division of WNMU 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 is fully accredited by the North Central Association of Colleges and Secondary Schools, 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 to offer the Master of Business Administration degree. The Master of Social Work program is accreditated 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 Director of the Graduate Division. The Director of the Graduate Division administers overall graduate policy. Graduate programs are administered by the Deans/Chairs of the colleges/schools/departments offering the programs. Each graduate student works under the supervision of an advisor who is appointed by the Dean or Department Chair.

Graduate students enrolled at WNMU Gallup are bound by the same degree and program requirements as stated in this catalog. Information may be obtained by contacting WNMU Gallup at (505) 722-3389 or the Graduate Division at (575) 538-6650.

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 is processed by the Office of Graduate Studies. We strongly encourage prospective students to apply and send the required documents as EARLY as possible to the Office of Graduate Studies. 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.

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 Division 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 Office of Graduate Studies 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 Studies, 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., and M.S.W. Applicants**

   a. M.A., M.A.T., and M.S.W. 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 Division FINAL Admission/Good Standing status.

   b. M.A., M.A.T., and M.S.W. applicants who have most recently completed a master's or other advanced degree with a gpa of 3.0 or higher will be admitted

on Graduate Division 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.

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.

M.B.A. applicants must submit GMAT scores less than six years old to the Office of Graduate Studies. 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].

Conversion Chart for Analytical Writing Score - GMAT

Analytical Writing Score	Conversion to Analytical Score
6	760
5.5	700
5	620
4.5	540
4	460
3.5	400
3	350
2.5	320
2	300
1.5	300
1	300
0.5	300
0	0

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 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

1. **M.A., M.A.T., and 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 if he or she receives more than six credit hours with grades of C or lower. (See Grade Requirements.)

2. **M.B.A. Applicants**

   There is no Graduate Division FINAL Admission/Academic Probation status for the M.B.A. Program.

C. 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. Graduate students who enter or take courses as NON-DEGREE students are not eligible to apply for 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". If a NON-DEGREE student later chooses to seek a degree, he or she must re-apply to the Graduate Division.

Courses taken by students with NON-DEGREE status must be approved by the student's advisor and Chair/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 Graduate Studies 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/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.

D. Graduate Division CONDITIONAL Admission

A Graduate Division CONDITIONAL Admission student is one whose Admissions file is not complete. Provide the Graduate Studies 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 and no later than the end of the first semester in which any graduate course work is taken.

1. **M.A., M.A.T., or M.S.W. Applicants**

   An M.A., M.A.T., or M.S.W. 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 GMAT scores will be admitted as Graduate Division CONDITIONAL Admission students until GMAT scores are on file with the Graduate Division. Failure to do so within the first semester of enrollment will preclude further progress toward the M.B.A. degree. 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.

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.

1. 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.
2. Students must follow the admission process guidelines of the program to which they are applying.

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, or advisors in the case of the M.A. in Interdisciplinary Studies program, will develop a working graduate degree plan.

2. **Final Degree Plan and Application for Graduation**

   The advisor, or advisors in the case of the M. A. in Interdisciplinary Studies degree, will forward a final degree plan to the Dean(s)/Department Chair(s) for review and signature. The Dean(s)/Department Chair(s) will then send it to the Graduate Division Office for final approval. The approved degree plan will then be sent to the Registrar's Office. The Application for Graduation must be filed online with the Registrar's Office 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 Registrar's Office.

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 Dean and/or Department Chair and the student's advisor(s). This examination may be retaken only once. M.A. Interdisciplinary Studies students who choose to take the comprehensive examinations are required to take examinations in Concentrations A, B, and/or C. Examination results must be submitted by each respective department or program to the Chair of Interdisciplinary Studies.

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 (NES). 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 or 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 will 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 Director of the Graduate Division.

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 Office of Graduate Studies.

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 Registrar's Office by the last day of the semester in which the student wishes to graduate.

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 Studies.

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.

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 Studies:

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 the Office of Graduate Studies.

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 Office of Graduate Studies as part of the application procedure.

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 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 Registrar's Office.

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 disposi-

tion 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 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 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 dean/chair of the faculty member's department, the 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 Registrar's Office.

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 Dean(s)/Department chair(s), and the Director of 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 offices of the Director of the Graduate Division, the Registrar, and the major college(s), school(s), or department(s).

Course Load

WNMU certifies a student's enrollment status as to full-time or part-time according to the guidelines below.

Course Load Graduate Guidelines:

Fall, Spring, Summer 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

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 has received permission for additional credits from the Graduate Division.

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 a cumulative G.P.A. of 3.0 and is showing satisfactory academic progress as shown in the table below:

Cumulative G.P.A	**Academic Standing**
Cumulative G.P.A. 3.00 or higher	Academic Good Standing
Cumulative G.P.A. below 3.0	Academic Probation
6 credit hours of C or lower (cumulatively)	Academic Probation
More than 6 credit hours of C or lower (cumulatively)	Academic Disqualification

Maximum hours allowed for graduate students

Students in…	**Fall**	**Spring**	**Summer**
Good Standing	**12**	**12**	**9**
Probation	**9**	**9**	**6**
* **Programs with special exceptions:**			
MSW Advanced degree plan	18	18	9
MOT – no longer accepting students	18	18	9

* Special program exceptions only apply to students in good standing.

Petition for an overload requires approval by the Advisor, Department Chair, Dean of the College (except for Interdisciplinary Studies students) and Director of the Graduate Division.

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.

Academic Probation

The academic records of all graduate students are reviewed at the end of each semester and each summer session. A student whose cumulative grade-point average at the end of the semester or summer session is less than a 3.0 or who has received six credit hours of C or lower will be placed on Academic Probation. Students placed on Academic Probation will receive notification from the Graduate Division.

Academic Disqualification

A student who receives more than six credit hours with grades of C or lower in his or her graduate work will be disqualified from the Graduate Division. Students placed on Academic Disqualification will receive a certified letter or email 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 must 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 Office of Graduate Studies.
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, Office of Graduate Studies 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 Office of Graduate Studies.
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 must 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 Office of Graduate Studies.
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 Deans(s)/Chair(s)/Advisor(s) of the student's areas of concentration. If the Dean(s)/Chair(s)/Advisor(s) approve the appeal, a copy of the appeal should be sent by the Chair of the Department of Interdisciplinary Studies to the student, Office of Graduate Studies, and the Registrar.
4. If the Dean(s)/Chair(s)/Advisor(s) deny 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 Office of Graduate Studies 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 Dean(s)/Chair(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.

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.

Graduate Students 67% Completion Rate Requirement 67% Completion Rate Requirement (Attempted Semester Hours x 67%)		
Attempted Semester Credit Hours:	67 % Completion Rate Requirement	Earned Semester Credit Hours must be more than or equal to:
12 Credit Hours	67%	8 Credit Hours
11 Credit Hours	67%	7 Credit Hours

10 Credit Hours	67%	7 Credit Hours
9 Credit Hours	67%	6 Credit Hours
8 Credit Hours	67%	5 Credit Hours
7 Credit Hours	67%	5 Credit Hours
6 Credit Hours	67%	4 Credit Hours
5 Credit Hours	67%	3 Credit Hours
4 Credit Hours	67%	3 Credit Hours
3 Credit Hours	67%	2 Credit Hours
2 Credit Hours	67%	1 Credit Hour
1 Credit Hour	67%	1 Credit Hour

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", "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, 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 Financial Aid Office 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 Financial Aid Office.

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 Financial Aid section of the catalog.

Graduate Division Assistantship/Scholarship Program

The purpose of the Graduate Division Assistantship and Scholarship Programs at WNMU 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 Director of 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 Director of the Graduate Division.

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. Unsatifactory performance review.

Application Deadlines

Applications must be received in the Office of the Graduate Division no later than July 15 for fall semester appointments, December 15 for spring semester appointments, or May 15 for summer semester appointments. Please send your packet to: Academic Affairs Western New Mexico University, P.O. Box 680, Silver City, New Mexico 88062, Phone: 575-538-6317, Fax: 575-538-6182.

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.

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;

4. Is eligible according to a standard needs analysis (FAFSA) or when a financial aid officer 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.

Application Deadlines

Applications must be received in the Office of the Graduate Division no later than 4:30 p.m. on April 1 of the spring semester for fall awards or September 1 of the fall semester for spring awards. Students will be notified of the awards by July 1 for fall awards and December 1 for spring awards. Please send your packet to: gradstudies@wnmu.edu or by mail to Graduate Studies Western New Mexico University, P. O. Box 680, Silver City, New Mexico 88062, Phone: 575-538-6650, Fax: 575-538-6651.

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 Dean(s)/Department Chair(s) in which the courses are offered, and the Director of the Graduate Division. The instructor is required to submit to the Director of 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) or the Advanced Program Committee (APC), the Chair 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. 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 Policy for Resolving Student Complaints of Discrimination or Harassment in the Student Handbook. The Student Handbook is online 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.

Faculty Handbook, pp. 602-1 through 602-2.

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, the Office of Graduate Studies, or accessed through www.wnmu.edu.

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 33% 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) and Dean/Department Chair 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 33% or 9 credits of transfer hours, with the waiver of 6 hours counting as part of those 9 credits or the 33% (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.

All graduate hours of credit except the permitted transfer hours must be earned from WNMU.

EXAMPLE:

First Masters	**Second Masters**
36 credit hours	36 credit hours
-0 transfer credit	-0 transfer credit
36 credit hours residency	-6 hours waived
	30 credit hours residency
36 credit hours	36 credit hrs not to exceed the 9 transfer credits
-9 transfer credits	-6 credit hrs waived allowed by Graduate Division
27 credit hours residency	-3 transfer credit
	27 credit hours residency
36 credit hours	36 credit hrs not to exceed the 33% of transfer credit
-33% transfer credit	-6 credit hours waived
24 credit hours residency	-6 transfer credit
	24 credit hours residency

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 Registrar's Office inputs the graduate transfer hours from the approved Degree Plan Change Forms provided by the Advisors, Dean, and the Director of Graduate Studies.

Interdisciplinary Studies

A maximum of twelve 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 33% 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 33% 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.

MA Counseling Transfer Credit Policy

A maximum of eighteen hours of transfer credit may be applied towards an MA 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 have an appropriate transfer course substitute for COUN 579.

MSW Program Transfer Credit Policy: A total of 33% of the hours needed to complete an MSW degree may be transfer credits from another CSWE accredited MSW program. For the 45 credit hour advanced standing MSW that would mean a possible total of 15 hours. For the non-advanced standing MSW program of 66 credit hours that would mean 22 could be transfer credits.

Business, College of

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Western New Mexico University is fully accredited by the Accreditation Council for Business Schools and Programs, (ACBSP).

The M.B.A. degree at WNMU offers five tracks: General M.B.A. and M.B.A. with Health Care Administration, Instructional Technology & Design, International Business, and/or Management Information Systems Concentration.

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.

Option 1. An undergraduate degree that includes the following courses (common professional courses) or equivalents:

ACCT 230	Principles of Financial Accounting
ACCT 231	Principles of Managerial Accounting
MKTG 340	Principles of Marketing
MGMT 350	Principles of Management
ECON 201	Principles of Macroeconomics
ECON 202	Principles of Microeconomics
FINC 370	Principles of Finance
MATH 321	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.

The Master's degree programs in business require 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 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 in unusual situations by work experience and College Level Examination Program (CLEP) tests. The following graduate courses are designed to meet common professional core course requirements:

BSAD 500	Survey of Business I	3
BSAD 501	Survey of Business II	3
BSAD 502	Survey of Business III	3
ECON 500	Survey of Economic	3

Courses above are graduate level courses but will not count toward the 36 hours required for the M.B.A.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

(36 credit hours)

Business Administration Core Requirements

BSAD 510	Social Responsibility & Business Ethics	3
BSAD 530	Managerial Accounting for Managers	3
BSAD 540	Marketing	3
BSAD 550	Management & Organizational Theory	3
BSAD 552	Human Resource Management	3
BSAD 556	Production & Operation Analysis	3
BSAD 560	Business Statistics	3
BSAD 570	Managerial Finance	3
BSAD 586	International Business for Managers	3
BSAD 597	Managerial Policy & Strategy	3
ECON 512	Managerial Economics	3
	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	Innov. Informatics, Healthcare Tech. & Simulation	
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.)

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

MASTER OF ARTS IN COUNSELING The M.A. Program in Counseling is a 60 credit program aligned with CACREP (Council on the Accreditation of Counseling and Related Educational Programs) standards and offered with field experience (practicum and internship) in either agency setting or school counseling. 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 experiences. Students must obtain a Counseling Program Handbook, as this Program Handbook outlines in more detail the program of study and other essential information for admission and progress through the program.

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. 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;

   g. Résumé.

2. The completed application packet must be submitted in TK-20 prior to scheduling the intake interview, which should be completed at the end of the first semester or the beginning of the second semester of coursework. The structured intake 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 intake 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 Exams.

Counseling Transfer Credit Policy

A maximum of eighteen hours of transfer credit may be applied towards an MA 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 have 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 well as other site specific requirements as outlined in the respective Program Handbook, as the exit requirement for the program. These exams and other requirements are normally completed during the final semester of the program of study.

MASTER OF ARTS IN COUNSELING

(60 credit hours)

Mental Health Clinical Counseling

COUN 500	Methods of Research	3
COUN 501	The Counseling Prof, Legal, Ethical, & Prof. Issues	3
COUN 502	Theories & Techniques of Counseling	3
COUN 505	Multicultural Counseling	3
COUN 527	Assessment of the Individual	3
COUN 534	Life Themes & Stages	3
COUN 586	Vocational Guidance/Career Development	3
COUN 596	Marriage & Family Counseling	3
	Total Credit	24

Substance Abuse Counseling

COUN 522	Substance Abuse Counseling	3
CHDP 503	Advanced Helping Skills	3
CHDP 504	Professional Principles in Substance Abuse	3
CHDP 523	Trauma and Addiction	3
CHDP 565	Pharmacology	
or COUN 588	Psychopharmacology for Counselors & Therapists	3
CHDP/COUN 521	Dual Diagnosis	
or COUN 523	Psychopathology & Diagnostics	3
COUN 587	Seminar in Group Processes	3
CHDP 587	Group Dynamics	
or COUN 587	Group Process	3
	Total Credit	21

Practicum and Internships

COUN 581	Counseling Practicum*	3
COUN 582	Internship in Counseling*	9
or COUN 582	Internship in Counseling	6
and CHDP 581	Internship in Chemical Dependency	3
	Total Credit	12

Topics (minimum of 3 credit hours)

CHDP 508	Annual Alcohol & Drug Institute	
CHDP 565	Pharmacology	
CHDP 576	Counseling the Military	
CHDP 581	Internship in Chemical Dependency	
COUN 525	Child & Adolescent Development, & Counseling	
COUN 529	Grief, Loss, & Trauma	
COUN 555	School Counseling*	
COUN 578	Topics in Counseling	3
	Total Credit	3
	Total Degree Credit	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 Dean.

In order for a student to be admitted into Internship (COUN 582), he or she must:

- 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 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 and teacher leaders. School leaders will gain knowledge, skills, and awareness of self, others, organizations, and society for a variety of leadership roles.

School 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 liscensed you must pass the NMTA Administrator Test #35.
- Only NM licensure in school administration students interested in taking course work for New Mexico certification must enroll in EDL Graduate Certificate program.
- M.A. Degree in Interdisciplinary Studies with EDL as a major field - which 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 the 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 to "Why are you interested in earning a M.A. in Educational Leadership and/or School Administration licensure?" Please include your career aspirations, and limit your response to one page maximum.

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 maximum 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

(36 credit hours)

Graduate Core Requirements

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
	Total credit hours	6

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
	Total 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
	Total credit hours	9
	Degree Total	36

For a second masters, please see Earning a Second Master's Degree.

MASTER OF ARTS IN TEACHING - Option 1

(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 by the New Mexico Public Education Department 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 24-36 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 tin TK-20 to the School of Education while enrolled in EDUC 511 Foundations 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 the question, "Why Teach?";
   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;
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 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 if applicable
5. Teacher Educational Exit Survey (EBI-TEES)
6. Professional Behaviors and Dispositions Assessment

MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION

(44 credit hours)

Core Knowledge

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Professional Education Requirements

Foundation		
BLED 514	Multicultural Education	3
EDUC 511	Foundations of Education	1

EDUC 534	Integration of Technology into Curriculum	3
SPED 508	Introduction to Exceptional Children	3
	Credit hours	10

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
	Credit hours	2

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.

MASTER OF ARTS IN TEACHING
SECONDARY EDUCATION

(38 credit hours)

Core Knowledge

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Professional Education Requirements

Foundation		
BLED 514	Multicultural Education	3
EDUC 511	Foundations of Education	1
EDUC 534	Integration of Technology into Curriculum	3
SPED 508	Introduction to Exceptional Children	3
	Credit Hours	10

NES Essential Academic Skills (001, 002, 003)taken and passed

Application		
BLED 545	ESL Methods for Content Literacy	3
EDUC 547	Field Experience Lab	1
	Credit Hours	4

Reinforcement (13)		
EDUC 536	Classroom Management	3
EDUC 547	Field Experience Lab	1
EDUC 571	Secondary Curriculum & Instruction	3
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 (2)		
EDUC 594	Practice Teaching - Secondary	1-5

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

(47 credit hours)

Core Knowledge

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

NES Essential Academic Skills Test (001, 002, 003) Taken and Passed

Contextual Knowledge

EDUC 511	Foundations of Education	1
EDUC 534	Integration of Technology into Curriculum	3
SPED 508	Introduction to Exceptional Children	3
SPED 555	Family, School, Comm. & Culture & the Excep. Child	3
	Credit Hours	10

Professional Education Requirements (28)

Foundation (9)

RDG 510	Teaching of Reading	3
RDG 511	Corrective Reading Instruction	3
SPED 570	Nature & Needs of Persons with Learning Disabilities	3

Application & Reinforcement (17)

BLED 545	ESL Methods for Content Literacy	3
EDUC 547	Field Experience Lab	1
SPED 528	Curriculum & Methods in Special Education	3
SPED 551	Behavior Management App. w/ Exceptional Children	
or EDUC 536	Classroom Management	3
SPED 554	Evaluation & Assessment of Exceptional Children	3
SPED 569	Nature & Needs of Persons with Intellectual Disabilities	
or SPED 576	Nature & Needs of Pers/ Emotional & Behavior Dis.	3

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 (2)

SPED 541	Practice Teaching - Special Education	1-5

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 - Option 2

(for students who have appropriate undergraduate/graduate professional education preparation)

MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION
(36 credit hours)

Students pursuing their elementary education focus must complete the nine credit hour education core, and the 27 credit hour teaching field. Students must work closely with their advisors.

Education Core Requirements

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Elementary Education Requirements

Major Teaching Field courses		27
	Total credit hours	27
	Degree total	36

School of Education Exit Comprehensive examination required before graduation

MASTER OF ARTS IN TEACHING
READING EDUCATION
(36 credit hours)

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. In lieu of a written comprehensive examination, the graduate student will take the NES Essential Components of Reading Instruction (104) exam during the semester before graduation. Required reading requirements may be used as part of the M.A. in Interdisciplinary Studies degree.

Core Knowledge

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Contextual Knowledge

BLED 545	ESL Methods for Content Literacy	3
	Credit Hours	9

Reading Education Requirements

RDG 510	Teaching of Reading	3
RDG 511	Corrective Reading Instruction	3
RDG 514	Theoretical Models of Reading	3
RDG 517	Early Childhood Reading	3
RDG 537	Literacy: Teaching Applications	3
RDG 553	Children's Literature	3
RDG 560	Reading Skills in Secondary Education	3
RDG 581	Practicum in Reading	3
	Credit Hours	24
	Exit examination is the NES Essential Components of Reading Instruction (104) test which is required before graduation	

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 SECONDARY EDUCATION

(36 credit hours)

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 concentrations include art, business marketing, language arts, history, mathematics, social sciences, psychology, TESOL, and bilingual. The student will have an advisor in the School of Education and an advisor from the department of the teaching field.

Education Core Requirements

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Secondary Education Requirements (27)

Major Teaching Field courses		27
	Total credit hours	27
	Degree total	36

School of Education Exit Comprehensive exam required before graduation

MASTER OF ARTS IN TEACHING
SPECIAL EDUCATION

(37 credit hours)

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

EDUC 500	Methods of Research	
or EDUC 503	Action Research	3
EDUC 506	History & Philosophy of Education	3
EDUC 528	Student Growth & Development	3
	Credit Hours	9

Special Education Requirements

EDUC 547	Field Experience Lab	1
SPED 508	Introduction to Exceptional Children	3
SPED 528	Curriculum & Methods in Special Education	3
SPED 551	Behavior Management App. w/ Exceptional Children	
or EDUC 536	Classroom Management	3
SPED 554	Evaluation & Assessment of Exceptional Children	3
SPED 555	Family, School, Comm. & Culture & the Excep. Child	3
SPED 569	Nature & Needs of Persons with Intellectual Disabilities	3
SPED 570	Nature & Needs of Persons with Learning Disabilities	3
SPED 576	Nature & Needs of Pers/ Emotional & Behavior Dis.	3
SPED 541	Practice Teaching in Special Education	
or SPED 581	Practicum in Special Education	3
	Total credit hours	28
	Degree total	37

All other core/professional courses must be completed prior to the last block of hours, Capstone or Practicum. All NES test series (see Table) should be taken and passed before Practice Teaching.

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 30 undergraduate credits that appertain 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 but before starting coursework, secure a letter from the 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)

Option 2: Alternative Licensure Embedded in MAT

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 30 undergraduate credits

that appertain 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 but before starting coursework, secure a letter from the Chair 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 MAT degree;
5. Complete a degree plan with advisor to assure that all NES Series scores are accounted for in the degree plan document.

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. Passed the NES Essential Academic Skills test (001, 002, 003);

c. Met all school district requirements;

d. Passage of the NES Professional Knowledge Elementary (051) or Secondary (052) tests;

Exit Requirements

1. Successful completion of the teaching event, a competency based an exit requirement, during practice teaching that demonstrates that all state competencies have been met;
2. Passage for the NES appropriate content tests;
3. Successful completion of the teaching event, an exit requirement, during practice teaching that demonstrates with artifacts that all state competencies have been met;
4. All MAT candidates must meet all Graduate Division policies;
5. 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

(21 credit hours)

Foundation		
EDUC 511	Foundations of Education	1
EDUC 536	Classroom Management	3
	Credit Hours	4

NES Essential Academic Skills test (001, 002, 003) passed

Application & Reinforcement		
EDUC 534	Integration of Technology into Curriculum	3
EDUC 547	Field Experience Lab	1
EDUC 572	Elementary Methods & Curriculum I	3
EDUC 573	Elementary Methods & Curriculum II	3
RDG 510	Teaching of Reading	3
RDG 511	Corrective Reading Instruction	3
	Credit Hours	16

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
	Credit Hours	2

Alternative Licensure Plan
SECONDARY EDUCATION

(18 credit hours)

Foundation		
EDUC 511	Foundations of Education	1
EDUC 536	Classroom Management	3
	Credit Hours	4

NES Essential Academic Skills test (001, 002, 003) passed

Application & Reinforcement		
EDUC 534	Integration of Technology into Curriculum	3
EDUC 571	Secondary Curriculum & Instruction	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 (052) test passed
NES Secondary Content appropriate test passed

Capstone		
EDUC 594	Practice Teaching - Secondary	1-6
	Credit Hours	2

Alternative Licensure Plan
SPECIAL EDUCATION

(21 credit hours)

Foundation		
EDUC 536	Classroom Management	3
EDUC 511	Foundations of Education	1
SPED 508	Introduction to Exceptional Children	3
	Credit Hours	7

NES Essential Academic Skills test (001, 002, 003) passed

Application & Reinforcement		
EDUC 547	Field Experience Lab	1
RDG 510	Teaching of Reading	3
RDG 511	Corrective Reading Instruction	3
SPED 528	Curriculum & Methods in Special Education	3
SPED 570	Nature and Needs of Persons with Learning Disabilities	3
	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
	Credit Hours	2

Graduate Certificate
Educational Leadership

(18 credit hours)

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
b. Instructional Technology Coach
c. Teaching Online
d. Technology Coordinator

Graduate Certificate
Instructional Design

(18 credit hours)

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

(18 credit hours)

Core Requirements		
ITD 540	Media Literacy	3
ITD 546	Learning Theories & Instructional Technology	3
	Credit Hours	6
Select four of the following five choices		
ITD 552	Change & Organizational Development	3
ITD 555	Instructional Design	3
ITD 565	Educational Technology Support/Management	3
ITD 570	Distance Learning	3
ITD 587	Multimedia Resources, Research, & Development	3
	Credit Hours	12
	Total Credit Hours	18

Graduate Certificate
Teaching Online

(18 credit hours)

Core Requirements		
ITD 540	Media Literacy	3
ITD 546	Learning Theories & Instructional Technology	3
ITD 555	Instructional Design	3
ITD 570	Distance Learning	3
ITD 582	Program Assessment, Evaluation, & Funding	3
ITD 587	Multimedia Resources, Research, & Development	3
	Total Credit Hours	18

Graduate Certificate
Technology Coordinator

(18 credit hours)

Core Requirements		
ITD 546	Learning Theories & Instructional Technology	3
ITD 565	Educational Technology Support & Management	3
ITD 552	Change & Organizational Development	
or ITD 577	Project Management	3
ITD 582	Program Assessment, Evaluation, and Funding	3
	Credit Hours	12
Select two of the following three choices		
ITD 540	Media Literacy	3
ITD 555	Instructional Design	3
ITD 570	Distance Learning	3
	Credit Hours	6
	Total Credit Hours	18

Professional, College of

Nursing, School of

Leadership in Healthcare Systems Graduate Certificate

The Leadership in Healthcare Systems Graduate Certificate is offered by the Western New Mexico School of Nursing and is awarded after the completion of 15 credit hours as outlined below.

- The post-baccalaureate certificate for Leadership in Healthcare Systems prepares nurses and other healthcare professionals for leadership roles in today's rapidly changing health care delivery systems.
- The program is offered from an interdisciplinary approach and is taught by faculty from the School of Nursing and the College of Business.
- An earned bachelor's degree is required and a background in health care is helpful but not required.

Core Requirements		
BSAD 505	Healthcare Systems and Organizations	3
BSAD 506	Survey of Finance Topics in Healthcare	3
NUR 501	Theory & Science of Nursing	3
NUR 503	Innov. Informatics, Healthcare Tech. & Simulation	3
NUR 507	Issues in Contemporary Health Care Environments	3
	Total Credit Hours	15

Nursing Clinical Leadership

The post-baccalaureate certificate in Nursing Clinical Leadership is designed to provide nurses who have a baccalaureate degree in nursing with advanced skills and competencies to provide clinical leadership at the point of care in the clinical setting. Students completing the certificate program will be prepared with advanced knowledge of theory application, the "3 P's" (Advanced Pathophysiology, Advanced Physical Assessment, and Advanced Pharmacology) and evidence based practice concepts to improve patients' outcomes.

Core Requirements		
NUR 501	Theory & Science of Nursing*	3
NUR 502	Research Utilization for Evidence -Based Practice	3
NUR 503	Innov. Informatics, Healthcare Tech. & Simulation*	3
NUR 505	Advanced Pathophysiology	3
NUR 510	Advanced Health Assessment	3
NUR 515	Advanced Pharmacology	3
	Total Credit Hours	15

*Both can apply

Behavioral Sciences, Department of

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 face to face, online, and in a skype-like format for distance students. M.S.W. graduates from CSWE accredited programs are eligible for advanced practice state licensure; consult your MSW advisor about your state.

Application is made both to the WNMU Graduate Division and to the Social Work Program. Social Work application materials are available on the WNMU website and more information can be obtained from Beth Walker, at 575-538-6323 or beth.walker@wnmu.edu. Application to the University's Graduate Division is made through http://www.wnmu.edu/NewStudents/newpages/GradAdmissions.shtml.

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. A limited number of students are accepted into this 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 bachelor's degree in social work from a CSWE accredited social work program;
2. Contact 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.

MSW Program Transfer Credit Policy: A total of 33% of the hours needed to complete an MSW degree may be transfer credits from another CSWE accredited MSW program. For the 45 credit hour advanced standing MSW that would mean a possible total of 15 hours. For the non-advanced standing MSW program of 66 credit hours that would mean 22 could be transfer credits.

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.

MASTER OF SOCIAL WORK
Advanced Standing

(41 credit hours)

Core Requirements

SWK 501	Cultural Competency in Social Work Practice	3
SWK 527	Theories and Techniques of Clinical SWK Practice	3
SWK 610	Social Work Administration & Supervision	3
SWK 615	Social Work Clinical Intervention & Assessment	3
SWK 620	Adv. Psycho-Social Approaches for Practice	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	4
SWK 682	Advanced Field Practicum II	4
	Approved Guided Electives	9
	Total Degree	41

MASTER OF SOCIAL WORK
Non-Advanced Standing

(64 credit hours)

Core Requirements

SWK 501	Cultural Competency in Social Work Practice	3
SWK 510	Human Behavior in the Social Environment	3
SWK 511	Generalist Social Work Practice	3
SWK 502	Intro. to Advanced General SWK Practice	3
SWK 522	Group Dynamics in Social Work Practice	3
SWK 527	Theories & Techniques of Clinical SWK Practice	3
SWK 540	Foundation of Social Work Research Methods	3
SWK 581	Foundation Field Practicum I	4
SWK 582	Foundation Field Practicum II	4
SWK 610	Social Work Administration & Supervision	3
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	4
SWK 682	Advanced Field Practicum II	4
	Approved Guided Electives	9
	Total Degree	64

CERTIFICATE
RURAL COMMUNITY SOCIAL WORK SERVICES

(12 credit hours)

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
SOCIAL WORK SERVICES TO MILITARY FAMILIES

(12 credit hours)

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

CERTIFICATE
SCHOOL SOCIAL WORK
(12 credit hours)

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

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 33% 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 33% 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.

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 5-page (minimum), typed essay (Microsoft word or pdf format preferred) using the following clear sections:

1. Student Contact Information, including name, mailing address, phone and e-mail;
2. Summary of previous educational (all post-secondary training) and professional experiences. If previous graduate training, it must be described clearly. 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 interdisciplinary degree program would suit the student's educational goals. In this section, please clearly state what fields of study (2-3) you will be pursuing. Be clear in describing how BOTH this program and these fields of study will help further your personal and professional goals;
4. Articulate some clear learning objectives for the degree and your fields of study;
5. What special abilities, personal qualities and life experiences do you bring to the program that you would like to mention here?

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 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 Mid-Point Self-Reflection Essay should be submitted once the student has completed approximately 15 hours and should be sent electronically to interdisciplinary@wnmu.edu. If not completed when the student has 21 completed graduate hours, a hold may be placed on the student's account. This essay should address the following issues in a 5-page (minimum), typed document (Microsoft word or pdf format preferred) using these clear sections:

1. Student Contact Information, including name, mailing address, phone number and e-mail.
2. Summary of courses taken in the M.A. in Interdisciplinary Studies program to date, organized by field of study (this may include courses taken that the student has elected to no longer include as part of his or her degree program - must be indicated);
3. Reflection on how the student's fields of study are connecting for him or her personally, in an interdisciplinary manner, with illustration of such connections using several of the courses he or she has taken up to this point;
4. A list of courses he or she intends to take in order to complete the M.A. in Interdisciplinary Studies program, again organized by the field of study. Some students may find it very useful to complete a blank degree plan as part of this exercise. Those degree plans are provided to students as part of the intake process. Note: no signatures are required at this time, but the student must sign the document;
5. The student must describe his or her interest in the interdisciplinary degree program and how it suits his or her educational, professional, and personal goals. Note: this is something the student articulates as part of his or her entrance requirement. The student should revisit what s/he wrote at the time and address how his or her goals have remained the same or changed since that time.

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 an exit exam, project, or thesis in each of his or her areas of concentration. Typically, these are free-standing exit exams that serve only the specific field

of study about which he or she is testing. In addition to these requirements for each field of study, the Department of Interdisciplinary Studies requires that the student complete an Interdisciplinary Exit Essay, addressing the connections between the 2 or 3 fields of study. This Interdisciplinary Exit Essay will require an 8-10 page typed paper including a summary and reflection on the items listed below. This 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 when appropriate.

Each of the following must be addressed:

1. Student Contact Information, including name, mailing address, phone number and e-mail;
2. Summary of courses taken to complete the M.A. in Interdisciplinary Studies program, organized by field of study (each course listed should appear on the graduation degree plan and the student must include a completed degree plan as an appendix to this document). Each course taken should be listed with a brief description of what was addressed;
3. Reflection on how the student's fields of study are connecting for him or her personally, in an interdisciplinary manner, with illustration of such connections using several of the courses s/he has taken. The student is asked to include several artifacts from the work they completed as part of this program. The student should include papers or projects that s/he completed as part of s/he degree that were formed from his or her multiple disciplines. The student might write a short piece about how course selections in one discipline were affected by learning and growth in the other disciplines(s). While the exit requirements in his or her fields of study may have tended to focus exclusively on those disciplines, the student will use this opportunity to make connections between those disciplines. How might learning in one area have really impacted his or her learning in the other areas(s)?
4. Reflection on how the interdisciplinary degree program met s/he educational, professional, and personal goals. Note: this is something the student articulated as part of the entrance requirement and mid-point requirements. The student might want to revisit what s/he wrote at those times and address how goals have remained the same or changed since then;
5. Description of the student's short and long term goals for the future, as they relate to the completion of this M.A. in Interdisciplinary Studies program. What are the personal, professional, and educational intentions for the future? How did this degree serve the student in working toward those goals?

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)
Writing (WRTG)
Mathematics & Computer Science, Department of
Mathematics (MATH)
Natural Sciences, Department of
Biology (BIOL)
Social Sciences, Department of
History (HIST)
Political Science (POLS)
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)
Allied Health, Department of
Kinesiology (KINS)
Nursing, Department of
Nursing (NUR)

Behavioral Sciences, Department of
Chemical Dependency (CHDP)
Criminal Justice (CJUS)
Latino and Latin American Studies (LALS)
Psychology (PSY)

Program Specific Admission and Graduation Requirements

Arts & Sciences, College of

Note: Additional details about exits may be requested from interdisciplinary@wnmu.edu.

Consult with your Spanish Graduate Advisor prior to making any commitments or expenditures to study abroad or complete an internship.

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.

Comprehensive Final Exam in English (there is not a thesis option at this time)

The number of comprehensive questions to be answered depends upon the number of credits taken in English

10 or more credits, the student will write on two questions

9 credits, the student will write on one question

The answers submitted will be substantial: 1,500-2,000 words each. Answers will be graded on a fail, pass, or high pass scale. The English faculty will determine what steps will be taken in the event an answer fails. Students will develop their committee and confer with their advisors about exams within the first two weeks of the semester in which they will graduate

Exit Requirement in Writing

The exit requirement for the writing discipline is a portfolio of the student's best work,

50 - 100 double-spaced pages, accompanied by a reflective essay that discusses the students' achievements and goals in writing. This essay should be substantive, about 1,500 - 2,000 words, and specific - address aspects of craft the student has learned in their classes, ways the students learned to talk about writing with other writers, writing

projects they planned to complete or begin, the relationship they now have to writing and what the student has learned as an editor and colleague in the M.A. Interdisciplinary Studies Program, with a discussion on how best to critique and discuss the work of other writers, and the student must use Standard English, appropriate terminology learned in their classes, and highlight concepts that are new to the student. The portfolio must be sent to the student's advisor with their Student ID by the mid-semester of the semester in which they are graduating. See the online Writing Newsletter for the most up to date instructions.

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.

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. 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 Concentrations: A two hour written comprehensive exam is required for a student who is completing nine hours of Criminal Justice or Chemical Dependency coursework; a four hour exam is required for a student who is completing 18 hours of Criminal Justice or Chemical Dependency 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 may choose a thesis option. Three credit hours of thesis may be counted towards the 18 hours of Criminal Justice or Chemical Dependency 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:

Art

Biology

Chemical Dependency

Criminal Justice

English

History

Kinesiology

Management Information System

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 freshmen and sophomores
175 & 275	transfer General Education
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
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.

Corequisite: 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 230 and 231**. Fall only. (3)

BSAD	department name
333	course number
Cost Accounting	course title
"The costs of..."	explanation of course content
Prerequisite: ACCT 230	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 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.

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. **Corequisite: 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 microevolutionary and macroevolutionary consequences; three lectures or discussion periods per week. Offered alternate years. (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. (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, chemiosmomosis); 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. **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 hematopiesis will also be discussed. Offered alternate years. (4)

Business

BSAD 500. Survey of Business I. A survey course in the basic concepts of financial and managerial accounting. Topics include financial statement preparation and analysis, inventory methods, CVP analysis, budgeting, and product costing. A survey course for students without undergraduate business preparation. (3)

BSAD 501. Survey of Business II. A survey course in the basic concepts of marketing and management. Topics include pricing, organizational strategy, decision-making, global management, leadership and motivation. A survey course for students without an undergraduate preparation. (3)

BSAD 502. Survey of Business III. A survey course in the basic concepts of finance and statistics. Topics include probability analysis, variance and regression analysis, financial and ratio analysis, capital budgeting and the time value of money. A survey course for students without an undergraduate business preparation. (3)

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 520. Business Negotiation. Provides the students with the diagnostic tools needed to choose effective bargaining strategies. Applies theory through case studies of read and simulated negotiations. **Prerequisite: MGMT 350 or BSAD 501 or equivalent.** An elective course. (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 230 and ACCT 231 or BSAD 500 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 BSAD 501 or equivalent. A required course**. (3)

BSAD 542. Seminar in Marketing Management. An in-depth analysis of all phases of marketing and its role in the firm and in society. **Prerequisite: BSAD 540.** An elective 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 BSAD 501 or equivalent. A required course**. (3)

BSAD 551. Advanced Management. A case problem or project approach to the study of management focusing on the strengths, weaknesses, threats, and oppor-

tunities that many of today's firms face; emphasizes contemporary management issues in multi-national as well as small business organizations. **Prerequisite: BSAD 550.** An elective 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 121, 221 and 321 or BSAD 502 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 121, 221, and 321, or BSAD 502 or equivalent**. **A required course.** (3)

BSAD 562. Management Information Systems. Introduction to the concepts of MIS from a user's perspective. This is a non-technical course and requires a research project in MIS. **Prerequisite: MIS 405 or equivalent.** (3)

BSAD 565. International Human Resource Management. Introduces students to the many topic areas in Resource Management for multinational business enterprises 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 BSAD 502 or equivalent. A required MBA course.** (3)

BSAD 571. Managerial Finance II. A case problem approach to financial policy and strategy, emphasizing acquisition, allocation, and management of funds within the business enterprise. **Prerequisite: BSAD 570**. An elective 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 BSAD 502 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 MBA program and is to be taken in the last 12 credit hours of the program or with the instructor permission. (3)

Chemical Dependency

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 instruction 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, substances 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 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

CHEM 560. Biochemistry I. Is primarily focused on understanding of chemical structure, reactivity, mechanism and biological functions of biological molecules. The study of introduction to Biochemistry, Water: The Matrix of Life, Energy, Amino Acids, Peptides, and Proteins, Enzymes, Carbohydrates, Carbohydrate Metabolism, The Citric Acid Cycle, Electron Transport and Oxidative Phoshorylation, Lipids and membranes. (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)

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; enables the student to read, evaluate, and apply research results and techniques; gives some understanding of the meaning and spirit of research; gives some experience in studying and preparing research reports; required of all Master of Arts and Master of Arts in Teaching degree candidates. (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 the 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 & Psychodiagnostics. 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 have a graduate degree in counseling from another institution and the approval by the counseling faculty and the School of Education Chair.** (3)

COUN 582. Internship in Counseling. In this exit level 600 clock hour field experience course, the student utilizes a variety of counseling skills and applications in an appropriate counseling setting under the direction of a professional counselor. For each three credit hours of Internship, 200 clock hours of counseling experience is required, with a minimum of 80 hours of direct client contact. Nine credit hours are required for the Master's degree, with a minimum of 240 direct client contact hours, completed over a minimum of two semesters with three credits in the first

semester and six credits in the second or three credits taken each semester for three semesters. **Prerequisites: COUN 581, or have a graduate degree in counseling from another institution and the approval by the counseling faculty and the School of Education Associate Dean.** (3-6)

COUN 586. Vocational Guidance/Career Development. 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)

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 and COUN 531 or advisor approval.** (3)

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. **Prerequisite: PSY 512 and COUN 501**. (3)

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 and COUN 531 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 course work 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 extend and spread of international crime; and how it impacts individuals, businesses and the word 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 549. Terrorism and the Law. An overview of domestic and international terrorism and its sociological, political, historical, and religious causes, with a particular focus on current terrorism and the law. National and international laws directed at combating terrorism will be examined, and leading appellate court decisions regarding terrorism law will be studied in depth. (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 predication tools are introduced and utilized. (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 500. Survey of Economics. Microeconomics and Macroeconomics for graduate students with limited preparation in economics. Microeconomics topics include supply and demand, consumer theory, resource markets, production and costs and market structure. Macroeconomics topics include national income accounting, inflation and unemployment, monetary and fiscal policy and international trade. **Prerequisite: MATH 131 or equivalent.** (3)

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 201 and 202 or ECON 500 or equivalent and Math 121 or Math 131 or equivalent.** A required MBA 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)

Education

EDUC/COUN 500. Methods of Research. This course will acquaint the beginning graduate student with the nature and significance of research; enables the student to read, evaluate, and apply research results and techniques; give some understanding of the meaning and spirit of research; give some experience in studying and preparing research reports. This course is required of all Master of Arts and Master of Arts in Teaching degree candidates. (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. History and Philosophy of Education. 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. **Must be taken prior to or concurrently with EDUC 511, if enrolled in a teacher education program. Application for admission to the Teacher Education Program submitted in TK-20 during this course.**(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. **Unless a licensed teacher, must be taken concurrently with EDUC 506 for teacher education students.** (1)

EDUC 514. Elementary Instructional Planning & Assessment. Provides theory and practical aspects of instructional planning and assessment for elementary teachers. **Prerequisites: Admission to Teacher Education Program.** (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 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 402 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. **Corequisite: 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 and 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. **Corequisite: EDUC 547. Prerequisites: EDUC 511 and Admission to Teacher Education Program.** (3)

EDUC 573. Elementary Methods and Curriculum II. 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. **Corequisite: EDUC 547. Prerequisites: EDUC 511 and 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.** (1-6)

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.** (1-6)

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)

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 511. The American Novel. Readings in American fiction from 1945 to the present. (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. The British Novel. 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 524. 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 525. Studies in the Short Story. This reading- and writing- intensive course involves in depth study of the art of the short story and of selected works by American, English, French, and Russian authors acknowledged as masters in the genre. Students will also be introduced to the historical and cultural context within which these authors produced their work. (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. (3-6)

Geology

GEOL 501/503. Hydrogeology & lab. Principles of surface and ground water flow. Water qualify 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. (3-6)

History

HIST 500. Colonial American History. History of Colonial North America. (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. A 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 509. Seminar in Local History. Provides research opportunities and writing experience in studying topics of local history. (3)

HIST 510. Cultural Perspectives of the Far East. Concerned with the music, art, architecture, literature, history, and religion of many Far Eastern countries; major emphasis on China and Japan, but also includes India, the Philippines, Cambodia, Laos, Thailand, and Malaysia. (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 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 201, HIST 202, or Instructor permission.** (3)

HIST 565. Nazi Germany and the Holocaust. A 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. A 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)

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 word 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 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 Teacher I, II, III. These courses serve to update and broaden the math backgrounds of secondary teachers of mathematics. Topics considered are modern algebra, number theory, set theory, geometry, and a study of functions. (3 each)

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)

MUSC 500A	Applied Music - Piano	1-2
MUSC 500B	Applied Music - Piano	1-2
MUSC 500C	Applied Music - Organ	1-2
MUSC 500D	Applied Music - Flute	1-2
MUSC 500E	Applied Music - Woodwinds	1-2
MUSC 500F	Applied Music - High Brass	1-2
MUSC 500G	Applied Music - Low Brass	1-2
MUSC 500I	Applied Music - High Strings	1-2
MUSC 500J	Applied Music - Low Strings	1-2
MUSC 500K	Applied Music - Guitar	1-2
MUSC 500L	Applied Music - Voice	1-2
MUSC 500M	Applied Music - Voice	1-2
MUSC 500N	Applied Music - Voice	1-2
MUSC 500O	Applied Music - Composition	1-2
MUSC 500P	Applied Music - Percussion	1-2

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

The WNMU School of Nursing has partnered with the WNMU School of Business to offer a graduate certificate program "Leadership in Healthcare Systems". This certificate coincides with the School of Nursing's proposal to create a new Master of Science (MS) degree to be identified as the Clinical Nurse Leader track which will meet the demands of the changing health care environment and increase the number of master's prepared nurse-leaders at the microsystem level.

NUR 501. Theory and Science of Nursing. 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 this course is on the application of theory in nursing education. Integration of leadership theory will also be emphasized using collective theories from other disciplines, such as the educational, sociological, behavioral, and biomedical sciences. (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 and Simulation. Focuses on the use and evaluation of health information technology and simulation relevant to health, patient care and nursing education. (3)

NUR 505. Advanced Pathophysiology. 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: BSN 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 (MSN) in Education and Leadership. A service learning component includes completing a

needs assessment in the student's educational/leadership are 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 health care policy in terms of contemporary issues related to the delivery of healthcare, health care access, ethics, quality and costs. The course is presented from a public health perspective to help nurse educators critically analyze health policy and legal issues with special emphasis on the Affordable Care Act and health disparities.(3)

NUR 510. Advanced Health Assessment. Principles and techniques of advanced health assessment across the life span 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). 3 credit didactic and 1 credit clinical practicum (45 clinical hours with preceptor supervision). **Prerequisite: NUR 505.** (4)

NUR 515. Advanced Pharmacology. Focuses on the nursing management of pharmacologic therapies associated with common health care 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 and 510**. (3)

NUR 581. Transition to the Nurse Educator/Leader Role. Provides practical application of theory through a 400 hour practicum experience in the role of the nurse educator/leader as outlined in the eight core competencies identified by the National League of Nursing. To be completed in the last term of program. **Prerequisites: BSAD 505, 506, NUR 501, 502, 503, 505, 507, 510, 515.** (6)

Occupational Therapy

All OCTH courses are offered as asynchronous on-line courses that also include weekend laboratory experiences.

OCTH 500. Occupations. Is designed in an asynchronous on-line model that also includes weekend laboratory experience. The course provides the learner one of the basic curriculum tenants the study of occupation as it relates to humans. Specific areas of focus will include: defining occupations, recognizing the history of occupations, the role of occupations and well-being, analyzing the study of occupations from different cultural perspectives, appreciating the field of occupational science, understanding the consequences of occupational deprivation and the importance of the therapeutic power of occupational design. An overview of current trends, roles of the occupational therapists, and the perspectives of persons with different environment will be examined, analyzed, and explored. (3)

OCTH 501. Theory I. The foundational constructs of occupational therapy theories. Specific areas of focus will include: analysis and application of practice

frames of reference, overview of current models, roles of the occupational therapy practitioner, and the perspectives on future trends. This course is the first in a two-part series of the theoretical foundations that are used in all areas of practice for the OT practitioner. (3)

OCTH 502. Applied Neuroscience. Covers the foundations of neuroanatomy as they relate to occupational therapy. Highlights include the properties of cells in the nervous system, major structures and functions of the central and peripheral nervous system, sensory pathways and major descending and ascending tracts. Major syndromes and disease that result from lesions at various levels of the pathways will be discussed. This course builds on the prerequisites of anatomy, physiology and kinesiology enabling neuroscientific application for the OT practitioner. (4)

OCTH 503. Occupational Performance and Mental Health. Includes lecture, weekend laboratory and part-time fieldwork experience in the evaluation, analysis and critical intervention planning for effective occupational therapy service provision for children, adolescents, and adults with mental health conditions that impact occupational performance. (4)

OCTH 504. Research I. Focuses on applying qualitative and quantitative research concepts and statistical methods in preparation of a proposal for a scholarly project. A background in library and on-line research techniques will be built upon for analysis of scientific literature and preparation of a graduate project in initial stages. **Prerequisites: OCTH 500.** (3)

OCTH 505. Theory II. The foundational constructs of occupational therapy theories. This course is the second in a two-part series of the theoretical foundations that are used in all areas of practice for the occupational therapist. **Prerequisite: OCTH 501** (3)

OCTH 509. Evaluation and Intervention Planning 1. This is the first of two evaluation and intervention planning classes. Is designed in an asynchronous on-line model that also includes weekend laboratory experience. The learner gain experiences in the evaluation processes, the use of assessment tools, intervention strategies modalities commonly used in occupational therapy. Specific areas of focus will include; principles of assessment and instruments, superficial thermal and mechanical modalities and static principles. Prerequisites: OCTH 500, 501 and 502. (3)

OCTH 510. Fieldwork 1A. This is the first of four level 1 fieldwork experiences. It is a 20-hour fieldwork experience occurring within the first year in the MOT program. Students gain exposure to mental health settings and evaluate the role of the occupational therapy practitioner in varied psychosocial health contexts. Through observational fieldwork students learn practitioner interaction skills, collaborative teaming, and develop and understanding of the needs of potential clients from various mental health models and perspectives. Prerequisites: OCTH 500, 501, and 502. (1)

OCTH 511. Leadership and Management. Is an asynchronous on-line model including weekend laboratory experience. Course content involves evaluation, analysis and critical planning for effective occupational therapy service delivery. Students are prepared to become managers, leaders, and entrepreneurs. COTAs are supported tin making the professional transition from a technical support role to managerial competence. The course will explore through provision of services in different environments. Ethical and fiscal considerations for occupational therapy practitioners are explored. **Prerequisite: OCTH 500** (3)

OCTH 512. Fieldwork Level 1B. This is the second of four level 1 fieldwork experiences. It is a 20 hour fieldwork experience occurring within the first year in the MOT program. Students gain exposure to health care or community settings where the student can observe individuals in leadership and/or management roles. **Prerequisites: OCTH 510.** (1)

OCTH 578. Special Topics in Research. Will provide supervision for students while they implement their research projects, initiated in Research I, during the spring of their first academic year and completed in Research II in the spring of their second year. **Prerequisite: OCTH 504.** (1)

OCTH 600. Evaluation and Intervention Planning II. This is the second of two evaluation and intervention planning classes. Is designed in an asynchronous on-line model that also includes weekend laboratory experience. The course provides the learner advanced experiences in the evaluation process, use of assessment tools, intervention strategies and modalities commonly used in occupational therapy. Specific area of focus will include: pediatric and adult intervention principles, deep thermal and electrotherapeutic modalities, prosthetics and mobility devices. **Prerequisite: OCTH 602.** (3)

OCTH 601. Occupational Performance for Infants, Children, and Adolescents. Is designed in an asynchronous on-line model that includes weekend laboratories. Students learn evaluation, interpretation, analysis and critical intervention planning for effective occupational therapy service provision for infancy, childhood, and adolescence. Content includes development dysfunction affecting occupational performance, conditions affecting childhood development, related evidence based practice, documentation standards, and legislative mandates impacting practice. Course includes overview of current practice trends, occupational therapy roles, and family-centered practice. **Prerequisite: OCTH 503.** (4)

OCTH 602. Fieldwork IC. This is the third of four level 1 fieldwork experiences. It is a 20 hour fieldwork experience occurring within the second year in the MOT program. Students gain exposure to health care or community settings where the student can observe interventions with infants, children, or adolescents. **Prerequisite: OCTH 512. (1)**

OCTH 603. Emerging Practice. Explores emerging practices within the profession of occupational therapy. **Prerequisite: OCTH 500.** (3)

OCTH 604. Occupational Performance for Adults and Geriatrics. Is an asynchronous on-line model including weekend laboratory and weekly fieldwork experience. Course content addresses adults and elders with impairments, disabilities, and diseases that affect occupational performance. Students learn evaluation, assessment, and interpretation. Major conditions impacting occupational performance, documentation of services, evidence based treatment practices, and design and implementation of intervention planning. An overview of current health care trends, occupational therapy roles, and client centered practice will be explored. **Prerequisite: OCTH 601 (**4)

OCTH 605. Fieldwork ID. This is the fourth of four level 1 fieldwork experiences. It is a 20 hour fieldwork experience occurring within the second year in the MOT program. Student gain exposure to health care or community settings where the student can observe interventions with adult and /or geriatric populations. Prerequisites: OCTH 602. (1)

OCTH 606. Research II. Designed for completion of a scholarly project and preparation of the results for presentation in a professional format. This is the second research-focused course in the curriculum. **Prerequisite: OCTH 504.** (3)

OCTH 608. Evidence Based Practice. Is designed in an asynchronous on-line model that also includes weekend laboratory experiences. The course provides the learner with bridging skills in the area of evidence based practice assessment, analysis, and utilization. Learners will recognize the art and science of occupational therapy and support disciplines research for optimal client-focused care that meets ethical and cultural standards. Prerequisite: OCTH 512. (3)

OCTH 610/611. Level II Fieldwork A & B. Upon successful completion of the two-year course work, students will spend 24 weeks (3 months full time at a field site for each Level II) under the supervision of an OTR or OT/L in at least two different practice areas to gain skill in the practice of occupational therapy. OCTH 610 and 611 must be completed within 24 months following completion of the didactic portion of the program. Only one of the Level II fieldwork classes may be repeated, one time only. **Prerequisite: All Academic and Fieldwork courses in the OT program. All coursework must be completed within five years of admission to the program.** (9)

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/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/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/HIST 525. Latin America and the Cold War. Explores the transnationalization of the Cold War across the nations of Latin America. (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 DSM-IV-R with 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 personality 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 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 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, vocabulary, fluency and comprehension. Evidence based teaching practices which include these components will be addressed. The preferred ways of teaching each of the essential reading sills, 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)

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. (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 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. (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. (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 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 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 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. (3)

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. (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 at remedying

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.** (4)

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: SWK 581**. (4)

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. (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. (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. (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. (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. (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. (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 MSW Program.** (4)

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: SWK 681.** (4)

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 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 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)

Spanish

SPAN 500. Introduction to Translation Studies. Students are introduced to different translation theories and practical exercises that may help students translate at the workplace. Translations (Spanish/English) in various disciplines will give opportunities to discuss issues that arise from translated narratives. Extensive reading, writing, listening and cultural contexts provide a stimulating environment for problem-solving, critical thinking, reflective and pragmatic development in Spanish. (3)

SPAN 502. Spanish in the Community: Service Learning and Study Abroad. Students in Education, Business, Nursing, Occupational/Recreational Therapy, Spanish M.A. in Interdisciplinary Studies concentration who want to develop further linguistic and pragmatic skills in Spanish, especially for use in professional settings. Service-learning in designated local community venues is a requirement of the course. Additional service-learning is provided with a study abroad option. (3)

SPAN 505. Spanish for the Professions. Is designed to expand vocabulary for everyday life and includes professional jargon used in Education, Social Work, Business (including tourism), Mass Media, and medical fields. Advanced grammar and syntax are in context of discipline related readings. Speaking, listening, writing assignments are task-based and for problem-solving in their respective professions. This is a writing-intensive course taught entirely in Spanish. (3)

SPAN 510. Survey of Spanish-American Literature I. Spanish-American Literature from the pre-colonial period to 1888; study of first chroniclers, colonial period, patriotic writers of independence, romanticism. **Prerequisites: Any 300 level SPAN or Instructor permission.** (3)

SPAN 511. Survey of Spanish-American Literature II. Spanish-American literature from 1888 to the present day; modernism, the essay, contemporary fiction and poetry. **Prerequisites: Any 300 level SPAN or Instructor permission.** (3)

SPAN 515. A Journey to Biliteracy-Children's Literature. A survey of Latin American, US Latino and Chicana Children's and youth literature written in Spanish and/or bilingually. Includes classical writers like Jose Marti, Gabriela Mistral and Ruben Dario, plus contemporary US authors. Instructor Permission required. (3)

SPAN 523. Spanish Phonetics. A linguistic analysis of the articulatory sound system of the Spanish language and its relationship to the orthography, morphology and syntax of the language. **Prerequisites: Intermediate level Spanish with a grade of "C" or better and Instructor permission. SPAN 308 recommended.** (3)

SPAN 524. Teaching Methods in Spanish II. Designed to acquaint the student with specialized techniques of teaching Spanish language skills in the secondary schools. **Prerequisites: Proficiency in Spanish.** (3)

SPAN 525. Applied Linguistics. Introduction to Spanish phonetics and phonemics; a descriptive analysis of grammatical and semantic structure of contemporary Spanish applied to problems of teaching and communications (written & verbal discourse) in various disciplines. **Prerequisites: Instructor permission and a course on the introduction to linguistics recommended.** (3)

SPAN 526. Practicum in the Teaching of Spanish. Supervised practice in tutoring and teaching grammatical concepts as an assistant to a faculty member teaching SPAN 101, 102, 151, 152; may be repeated for credit. **Prerequisites: Proficiency in Spanish and Instructor permission.** (3)

SPAN 530. Content Area Spanish. This course is specifically designed for prospective or already practicing bilingual teachers and is meant to provide a means for increasing vocabulary in Spanish in order to be able to teach different subject areas in the language. **Prerequisites: Proficiency in Spanish.** (3)

SPAN 535. Intensive Spanish Language Development. The course is designed to prepare prospective teachers for La Prueba, required for bilingual endorsement and the content assessment in Spanish required for licensure. It sharpens student's skills in reading, writing, listening, and speaking. **Prerequisites: Proficiency in Spanish.** (3

SPAN 550. Chicano Literature. A survey of the literature of Mexican American, written in Spanish, from 1848 to the present. (3)

SPAN 585. Directed Study in Special Topics. Permission of instructor required. May be repeated for credit. (3)

a. Novel of the Mexican Revolution
b. Spanish Romanticism
c. Spanish Poetry
d. Cervantes
e. Advanced Composition
f. Spanish-American Novel
g. Modern Spanish Drama
h. Hispanic Culture
i. Hispanic Thought

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. **Corequisite: EDUC 547. Prerequisite: admission to the Teacher Education Program.** (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. All core/professional courses must be completed prior to registering for practice teaching.** (1-6)

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. **Prerequisites: SPED 508 and admission into the Teacher Education Program.** (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)

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. Publications of the OMAIS literacy arts journal. All aspects of publishing a literary journal will be employed, including editing, design and marketing. Students will post calls for submission, participate in online layout and design, promotion and marketing, selection, critique and editing of submissions. Survey and analysis of completing 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 bestselling 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)

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

Dr. Dan Salzwedel, President
Mr. Jerry Walz,Secretary/Treasurer
Ms. Janice Baca Argabright, Board Member
Dr. Carl Foster, Board Member

Members by Appointment

Dr. Dan Salzwedel, Sandia Park, NM
Mr. Jerry Walz, Cedar Crest, NM
Ms. Janice Baca Argabright, Regent, San Antonio, NM
Dr. Carl Foster, Albuquerque, NM

Ex-officio Members

The Honorable Susana Martinez, Governor of New Mexico, Santa Fe
Dr. Jose Garcia, Secretary of Education, Santa Fe
Dr. Zenaido "Tres" Camacho, President, Faculty Senate
Ms. Cari Lemon, Staff Senate President (effective Oct 1, 2015)
Mr. Lawrence Garcia, President, Student Government

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

JACK CROCKER, Provost/Vice President for Academic Affairs (2013)
B.A. Delta State University, M.A. Florida State University., Ph.D., Texas Tech University

BRENDA FINDLEY, Vice President for Business Affairs (2015)
B.S. Christopher Newport University, M.A. University of Houston-Clear Lake, Ed.D University of Houston

MAGDALENO MANZANÁREZ, Vice President for External Affairs (1997)
B.A., Universidad de las Americas; M.A., Sonoma State University; Ph.D., Northern Arizona 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

CHARLENE ASHBURN, Diversity and Compliance/Title IX Administrator(1998)
B.A.S., M.B.A. Western New Mexico University, PHR, SHRM-CP

AMY BACA, Director of Materials and Resource Management (2000)

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

MARY TURK BILLINGS, Director of Center for Student Success (2002)
B.A. University of Wisconsin-Whitewater; M.L.I.S. University of Wisconsin-Milwaukee

JENNIFER COLEMAN, Director of Graduate Studies/Professor (2003)
B.A., SUNY, Geneseo; M.S.T., M.A., Ph.D., University of New Hampshire

JASON COLLET, Director of Information Technology (1997)
B.S., M.A, Western New Mexico University

JODI EDENS-CROCKER, Director WNMU Foundation (2015)
B.S. Communications/Marketing, Appalachian State University

EDWARD M. FLORES, Director of Campus Police (2009)
B.A.S., Western New Mexico University

LAURA GILLISPIE, Director Student Health Center/Certified Nurse Midwife. (2010)
A.D.S., M.A., Western New Mexico University, A.D.N., New Mexico State University; B.S.N., University of New Mexico., M.S.N., TTUHSC/University of Texas at El Paso

MAURA GONSIOR, Director of Human Resources (2016)
B.A., University of California

CLORINDA HARRISON, Director WNMU-Gallup (2001)
A.A., B.U.S., University of New Mexico; M.A., Western New Mexico University

JOSE HERRERA, Associate Vice President for Academic Affairs/ Dean of the College of Arts and Sciences (CASA) (2013)
B.S., Northern Illinois University; M.S., Northern Illinois University; Ph.D., Kansas State University

ELAINE HOWARD, Laboratory Site Program Administrator (2002)
B.S. Western New Mexico University

LINDA HOY, Associate Vice President for Academic Affairs /Dean of the College of Professional Studies (2007)
B.S., Northern Arizona University; M.A., Western New Mexico University; Ph.D., New Mexico State University

JANE JANSON, Director of the Small Business Development Center (2015)
B.A. New Mexico Highlands University, CPA

MATTHEW LARA, Director of Admissions (2005)
B.A. Western New Mexico University

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

FAYE McCALMONT, Special Assistant to the President/Cultural Affairs (2015)

CYNTHIA MARTINEZ, Director of Budgeting (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, Director of Campus Recreation (2005)
B.S., M.A., Western New Mexico University

PRISCILLA PEREA, Director - Hidalgo Learning Center (2013)
B.A. New Mexico State University

DONNA REES, Director - Extended University (1984)
B.S., M.B.A., Western New Mexico University

KELLEY RIDDLE, Assistant Vice President of Business and Finance (2002)
B.A., Western New Mexico University

SHANNON RIVERA, Executive Director for Early Childhood Programs (2014)
A.A., B.A., Western New Mexico University, M.A., New Mexico State University

MANUEL RODRIGUEZ, Director Language Institute (2007)
B.A., University of Texas at El Paso; M.A., Western New Mexico University

JOHN SCARBROUGH, Associate Dean of the School of Education

B.S. University of South Alabama, A.D.N., St. Petersburg College, M.S.N., University of Hawaii Manoa, Ph.D., New State University

AMANDA STERN, Director Fiscal Affairs (2014)

BARBARA TAYLOR, Associate Dean of the School of Education (2001)
B.S., Temple University; M.A., Michigan State University; Ed.D., Virginia Tech

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, Director Communication (2011)
B.B.A., Western New Mexico University

CAREY WALKER, Director Outreach Programs (2006)
B.S.E., M.S.E., Arkansas State University

KAREN WEBER, Director Gardner Learning Center (2010)
B.A.S.W., New Mexico State University; M.S.W., New Mexico Highlands University

ATHLETIC STAFF

ALMA ARELLANO, Athletic Assistant (2002)
A.A., Western New Mexico University

KENT BEATTY, Head Men's & Women's Golf Coach/Assist. Athletic Director (1997)
B.S., M.A., Western New Mexico University

YAIR BANUELOS, Head Tennis Coach, (2013)
B.A. Western New Mexico University

JIM CALLENDER, Head Volleyball Coach (1998)
B.A., St. Lawrence University

MACARIO CAMPOS, Head Men's & Women's Cross Country Coach
B.A.S., Western New Mexico University

ADAM CLARK, Head Football Coach (2010)
A.A., Grossmont College; B.A., M.O.L., St. Ambrose University

MARK COLEMAN, Athletic Director (2003)
B.A., St. Lawrence University

ANGELA CORLISS, Head Softball Coach (2007)
B.S., M.B.A., Western New Mexico University

WILLIAM KENNEDY, Head Men's and Women's Tennis Coach (2012)
B.S., M.S., Southern Nazarene University

BRIAN KORTZ, Assistant A.D. for Media Relations (2011)
B.A., Adams State College

TERRA STRAIN, Assistant Athletic Director (2007)
B.S., WNMU, M.S., Montana State University-Billings

FACULTY

NOTE: Dates given are for the first year on the faculty of Western New Mexico University.

JOHN ABBOTT, Assistant Professor Art (2013)
B.F.A. Western New Mexico University, M.F.A. University of Wisconsin

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

EMMA BAILEY, Professor of Sociology (2004)
B.A., Sterling College; M.A., Louisville Presbyterian Theological Seminary; Th.M., Duke University; Ph.D., University of Denver and Iliff School of Theology

LAURIE BARFITT, Professor of Accounting (2007)
B.B.A., Texas Tech University; M.P.A. Delta State University; Ph.D., University of Mississippi

PETER BILL, Assistant Professor of Digital Media (2010)
B.A., Reed College; M.F.A., University of Washington

JESSICA BLANCHARD, Assistant Professor of Secondary Education (2015)
B.S., M.A., Ph.D. New Mexico State University

BECKY BRANDSBERG-HERRERA, Assistant Professor Social Work (2013)
B.A. Kansas State University, M.S.W. Washington University

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, Associate 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, Associate Professor of Biology (2005)
B.S., University of Texas, Austin; Ph.D., Texas A & M University

CHARLES CAMPBELL, Assistant Professor or Marketing
B.S. LA Tech University, M.B.A., D.B.A., University of Phoenix

ERIC CASLER, Natural Sciences Lab Director
B.S., University of California, Santa Cruz, M.S. University of Minnesota, Twin Cities

STEVEN CHAVEZ, Associate Professor of Finance (2001)
B.S., M.A.T., Western New Mexico University; M.S., Troy State University; M.A., DED, New Mexico State University

WEN-CHI CHEN, Limited Term, Assistant Instructor Psychology (2013)
B.A., Brigham Young University; M.S., Pittsburgh State University; Ph.D., Kansas State University

PO CHU, Assistant Professor of Psychology (2011)
B.A., Brigham Young University-Hawaii; M.S., Ph.D., Kansas State University

BENJAMIN CLINE, Assistant Professor of Communication Speech (2011)
B.A., University of Nebraska; M.A., Ph.D., Bowling Green State University

DEBORAH COMBS, Assistant Professor of Accounting (2015)
B.S. Southeastern Oklahoma State Univ., MBA Oklahoma City Univ., M.S. Strayer University, A.B.D. North Central University

LESLIE COOK, Assistant Professor of Social Work (2012)
B.S.W., Western New Mexico University; M.S.W., New Mexico State University

VICKI DENSON, Nursing Assistant (2012)
B.S., M.S., Arizona State University

DEBRA DIRKSEN, Associate Professor, Education Generalist, SOE (2012)
B.S., Brigham Young University; M.Ed., Utah State University, Ph.D., Educational Technology; Instructional Design, University of Northern Colorado

BRIAN DOIG, Assistant Professor of Mental Health Counseling (2012)
M.Ed., Texas Southern University; Ph.D., Sam Houston State University

ANN MARIE ELDER, Associate Professor of Theater (2002)
B.A., Olterbein College; M.F.A., Ohio University

REBECCA EWING, Assistant Professor Psychology (L)
B.A., Mercer University, M.S., Walden University, Ph.D., Walden University

ALLISON EVANS, Assistant Professor of Political Science (2014)
B.A., San Diego State University; M.A., California State University; Ph.D., University of Pennsylvania

DARIN FINCH, Assistant Professor of Occupational Therapy (2012)
A.S., B.A., Western New Mexico University

MELANIE FORD, Assistant Professor of MOT (2014)
B.S. Bowling Green State Univ., B.S. Texas Woman's Univ., M.A. Dallas Theological Seminary, M.A. Northern Arizona Univ

SCOTT FRITZ, Assistant Professor of History (2009)
B.A., University of California; M.A., New Mexico State University; Ph.D., Northern Arizona University

ANITA GALLARDO, Assistant Professor of Nursing
B.S.N., M.S.N., F.N.P., San Jose State University

PAULA GENTRY, Limited Term Assistant Professor of Biology (2015)
B.S., M.S. New Mexico State Univ., Ph.D. University of Missouri-Columbia

JOHN M. GIST, Assistant Professor Humanities (2007)
B.A., University of Wyoming, Earl College; M.F.A., University of Alaska Fairbanks

SACHIKO GOMI, Assistant Professor Social Work
Ph.D., M.S.W., University of Kansas, M.A., Ritsumeikan University, B.A., Kwansei Gakuin University

THOMAS GRUSZKA, Professor of Mathematics (1992)
B.S., Rochester Institute of Technology; M.S., Ph.D., University of Arizona

FRANK GUEVARA, Assistant Professor Early Childhood Education (2016)
Ed.D., Northcentral University, B.A., Stanford University

ALEXIS HARSH, Assistant Professor of Nursing (2011)
A.S. New Mexico State Univ., B.S., M.S. University of New Mexico

ANN HARVEY, Associate Professor of Reading - School of Education (2007)
B.S., University of Central Missouri; M.Ed., Lincoln University; Ed Sp., Ed.D., University of Missouri

LYNN HAUGEN, Assistant Professor of Biology (2012)
B.A., M.S., California State University; Ph.D., University of Oklahoma

VICKI HAWKINS, Assistant Professor of Nursing (2013)
B.S., M.S., University of Phoenix

CURTIS HAYES, Professor of Criminal Justice (1993)
B.A., J.D., University of Utah

JAMES HELGERT, Limited Term, 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

ALEA HENLE, Assistant Professor/Head Public Services Librarian (2013)
B.A. College of Wooster, M.S. Simmons College, Ph.D. University of Connecticut

ANDREW HERNANDEZ, Assistant Professor of Area Studies (2010)
B.A., Texas Christian University; M.A., New Mexico State University; Ph.D., University of New Mexico

JEFFREY HILL, Associate Professor of Biology, Natural Sciences (2007)
A.S., Santa Rosa Junior College; B.S., M.S., Humboldt State University; Ph.D., University of Arizona

LYDIA HUERTA MORENO, Assistant Professor of Spanish Language & Literature (2013)
B.A., M.A., Boston University; Ph.D., University of Texas

CANDELARIO JAUREGUI, Assistant Professor of Educational Leadership - School of Education (2007)
B.A., M.A., Western New Mexico University; E.D., University of New Mexico

BENJAMIN JENKINS, Assistant Professor of Rehabilitation Services
B.S., M.R.C., Utah State University, Ph.D., University of Texas-Pan American

RANDY JENNINGS, Professor of Biology, Natural Sciences (1993)
B.A., University of South Florida; M.S., Ph.D., University of New Mexico

JENNIFER JOHNSTON, Assistant Professor of Psychology (2015)
B.S. Santa Clara University, M.A. Webster University, Ph.D. Fielding Graduate University

JEANINE JONES, Limited Term Assistant Professor of Social Work (2010)
B.S., M.S., M.S.W., Indiana University

MANDA JOST, Associate Professor Biology (2008)
B.A., B.S., University of Massachusetts; M.A. Ph.D., Harvard University

LIZA KUECKER, Professor of Sociology (2005)
B.S., University of Wisconsin at LaCrosse; M.A., Ph.D., University of Oregon

SHIVA KUMAR-KYASA, Assistant Professor of Chemistry
B.Sc, M.Sc., Osmania University, Ph.D., University of Nebraska Lincoln

JOHN LAVALLE, Associate 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

MARY LEEN, Professor of English (1996)
B.A., M.S., D.A., Illinois State University

NANCY LIVINGSTON POTTER, Assistant Professor Mathematics (2013)
B.A., Washington University; M.S., University of Oregon; Ph.D., University of Oregon

SUSAN McFEATERS, Limited Term Assistant Professor of Social Work (2015)
B.A., Thiel College, M.S.W., University of Pittsburg, Ph.D., University of Maryland

ROBERTA MARQUEZ, Limited Term, 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

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

SHANNON MUEHLHAUSEN, Assistant Professor Developmental Math (2013)
B.S., M.A., Western New Mexico University

GILBERT NAJAR, Assistant Professor/Director Police Academy (2012)
B.S., University of Albuquerque; M.B.A., New Mexico Highlands University

MIGUEL NARVAEZ, Assistant Professor of Kinesiology (2012)
B.S., Escuela Nacional de Entrenadores Deportivos (National School for Sport Coaches), Mexico City; M.S., Ph.D., Michigan State University

CORRIE NEIGHBORS, Assistant Professor of Geology
B.S., University of South Carolina, M.S., Florida State University, Ph.D., University of California Riverside

MICHALANN NELSON, Assistant Instructor English Composition (2013)
B.A., Weber State University; M.A. Northern Arizona University; Ph.D., University of New Mexico

ALEXANDRA NEVES, Assistant Professor of Bilingual Education (2008)
B.A., M.A., UNISUL; M.A., Ph.D., New Mexico State University

WILLIAM NORRIS, Professor of Biology (2001)
B.S., Lake Superior State University; M.S., Ph.D. Iowa State University

KATHERINE OUBRE, Assistant Instructor English Composition (2013)
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Index

Symbols

"24" Club Betty Cook Memorial 69

A

A 12
A.A. Parotti Memorial Scholarship 68
Academic
  Achievement 12
  Advisement 40
  Credit Alternatives 12
  Credit by Challenge Examination 13
  Credits 12
  Probation 19
  Standing 19
  Suspension 20
Academic Amnesty 12
Academic Integrity 14, 19, 413
Academic Probation 34
Academic Standing 19
Academic Studies and Honors Curriculum 269
Academic Support Center
  Testing 14, 34, 46
Accounting 194
  Minor 200
ACT Examination 49
Activities 94
Admissions
  Application 33
  Late Application 37
  Probationary Admission 34
  Readmission 37
  Regular Admission 33
  Special 39
  Transfer 33
Adult Learning 12
Advanced Standing 32
Academic
  Programs 107
Accreditation and Standing 10
Activities 87
Admissions 86
  Graduate. *See* Graduate Admission
Adult Educational Services. *See* Community Education and Technology Programs; *See* Community Education and Technology Programs
Advisement 418
Alan R. Thompson Teaching Scholarship 69
Alcoholic Beverages 43
Allied Health 233
Alternative Licensure 451
Alumni Association 50
American College Test (ACT) 33, 35, 49
American Indian Studies Minor 186
Anthropology 271
Apartment Rents 100
Applied Mathematics 158
Applied Technology 271
Arizona Tuition Waivers 67
Art 145, 272, 471
  Education 146
  Minor 149
Art 87
  Courses 471
  Education 223
  Juried Student Art Exhibit 87
Arts & Sciences, College of 131
Assessment 21
Assistance 4
Associate Degrees 107, 126
  Associate Degree in Nursing (A.D.N.) 107
  Associate of Applied Science (A.A.S.) 107
  Associate of Arts (A.A.) 107
  Associate of Science (A.S.) 107
  Majors 107
Associated Students 91

Athletic
Activities 87
Faculty Athletic Committee 87
Intercollegiate Athletics 87
Athletic Scholarships 67
Attendance 21
Audio Engineering 278
Audit Courses 23, 27
Automotive Technology
Courses 279

B

Baccalaureate Degrees 108, 126
Bachelor of Applied Science (B.A.S.) 121, 127
Bachelor of Arts (B.A.) 108, 120, 127
Bachelor of Business Administration (B.B.A.) 108, 121, 127, 193, 195, 196, 197
Bachelor of Fine Arts (B.F.A.) 108, 128, 146, 147
Bachelor of General Studies (B.G.S.) 108, 262
Bachelor of Science (B.S.) 108, 121, 127
Bachelor of Science in Nursing (B.S.N.) 108
Bachelor of Social Work (B.S.W.) 109, 129
Majors 109
Bachelor of Applied Science 108
Bachelor of Science in Nursing 129
BEHAVIORAL SCIENCES, DEPARTMENT OF 241
Bilingual Education 224, 280
Courses 472
Biology
Courses 283
Major 162
Minor 175
Board of Regents 523
Board of Regents Scholarships 67
Botany 163
Minor 175
Business 475
Business Administration 192
Associate of Science (A.S.) 199
Core Courses 194, 195, 196, 198
Courses 474
Major 193, 195, 196, 197
Minor 200
Transferring the Business Discipline Module 192
Business and Office Technology
Courses 289
Business and Public Administration 291
Business & Economics, College of 192
Business Management Concentration 195
Business Marketing 225

C

Calendar 7
Campus Police 12
Career and Technical Teacher Education 294
Career & Leadership Development 87
Catalog, Choice of 22
Cell and Molecular Biology 164, 176
Certified Public Accountant 194
Challenge Examination 13
Change of Address 78
Change of Name 78
Chase Webb Art and Theater Scholarship 69
CHEA Council of Higher Education Accreditation 33
Chemical Dependency 241, 250
Courses 295, 478
Major 243
Minor 250
Transferring the Criminal Justice Discipline Module 244
Chemistry 479
Courses 297

Major 165
Minor 176
Chicano and Hemispheric Studies 180
Chicano Studies 299
Childcare 100
Classification of Students 22
Coaching 232
College Level Examination Program (CLEP) 35, 46, 98
Colorado Waivers 67
Commencement 29
Common Core 123
Communication Courses 299
Community Relations 46
Community & Workforce Development, College of 203
COMPASS 33, 34
Testing Waivers 35
Competitive Out-of-State Tuition Waivers 67
Complaint 29
Computer
CMPS Courses 301
CNET Courses 300
Computer Science Minor 160
Computer Science 480
Computer Technology 131, 305
Concurrent Student 36, 40
Construction Technology
Courses 308
Copyright Policy 22
Correspondence Credit 13
Cosmetology 310
Costs 96
Counseling 438, 480
Counseling Services 46, 92
Course
Completion 75
Withdrawal 76
Course Descriptions 268, 470
Course Load 23
Graduate guidelines 418
Undergraduate guidelines 24
Course Numbering 24
Co-op Work Experience 24
Independent Study Courses 24
Internships and Practica 25
On-the-Job-Training (OJT) 26
Workshops 26
Course Numbering Standards 24, 429
Credit 429
Credit Hours. *See* Academic Credits
Criminal Justice 241, 483
Courses 310
Major 244
Minor 250
CRIMINAL JUSTICE 247

D

DANTES 14
Declaration of Major 41
Deferred Payment Plan 101
Delinquent Accounts 105
Deposits. *See* Housing and Food Service Contracts
Detention Officer Certificate 249
Developmental Studies 111
Courses 317
Digital Media Communication 318
Digital Media Communications 134
Disability Service 92
Disbursal of Funds 55
Double Majors 130
Drafting and Design Technology 134
Courses 318
Dropping Courses 102
Dual Degrees 130

E

Early Childhood Education 51
Early Childhood Education & Family Support 229, 232
Early Childhood Education and Family Support 231, 232, 319
Early Childhood Programs 51
Certificate 232

Major 209, 210
Transferring the Early Childhood Education Discipline Module 208
Early Childhood Teacher - Birth Grade 3 231
Earning a Second Master's Degree 419
eCommerce & System Administration 159
Economics 326. *See*
Courses 486
Minor 201
Education 328
Admission Requirements 205
Courses 487
Exit Requirements 208
Majors and Licensure 204
Other Requirements 206
School of Education 203
Educational Leadership. *See* Master of Arts in Educational Leadership
Education, College of 203
Electrical Technology 134, 330
Elementary Education 212, 444, 448
Elementary & Science Ed 217
English
Major 153, 181
Minor 154
English
Courses 332, 490
Enrollment
Add 75
Changes 75
Drop 22, 76
Environmental Electrician 137, 336
Environmental Sustainability 166, 182
Equal Employment Opportunity 2
Examinations 26
Executive Council 91
Expressive Arts 145, 267
Extended University 54

F

Family Infant Toddler Studies 211, 231
Federal Work-Study 70
Fees 97
Financial Aid 55
Academic Progress 58
Renewal 63
Returning Title IV 56
Financial Holds: 105
Financial Services 137, 139
Courses 337
Fine Arts 147
Bachelor of 147
Fines 45
Foreign Language 120
Forest Wildlife 166, 167
Forest Wildlife Law Enforcement 169
Fry Foundation 68

G

General Business 198
General Education 127
Requirements 114
State Wide Articulation 123
General Education Development (GED) 33, 39, 98
General Science 170, 228
General Studies 262
Geography
Courses 338
Minor 188
Geology 492
Courses 340
Minor 177, 187
Grade Point Average (GPA) 20
Grades 23
Final 28
Grade Points 27
Graduate Requirements 419
Incomplete 23, 28
Grading 77
Grading System 27
Graduate 405
Advisement 418
Readmission 413

Time Limit 432
Graduate Admission 406
Graduate Assistant Program 426
Graduate Certificate
Educational Leadership 454
Graduate Certificate
Instructional Design 455
Graduate Certificate
Instructional Technology Coach 455
Graduate Certificate
Teaching Online 455
Graduate Courses Taken by Seniors 28
Graduate Division General Information 413
Graduate Scholarship 68, 427
Graduation
with Honors 29
Grants 63
Federal 63
New Mexico Student Incentive 64
Graphic Design (AA) 146, 148

H

Handbook 92
Harold Runnels Scholarship 69
Health Care Services 93
Health Sciences and Human Performance 259
History 341, 342, 492
Major 184
Minor 155, 188
Honors
Honors Curriculum 112
Millennium III Honors Program 111
Housing and Food Service 98
Humanities
Department of 151
General Education Requirements 125
Teacher Licensure 152, 153
HUMANITIES, DEPARTMENT OF 151
Human Service 347

I

Ida Mitchell Moore Memorial 68
Independent Study Courses 429
Directed Research 24
Directed Study 24
Tutorial Reading 24, 429
Industrial Maintenance 141, 348
Information Technology
Help Desk 71
Interdisciplinary Expressive Arts 496
Interdisciplinary Major (Graduate) 461
Interdisciplinary/Professional Studies 350, 496
Interdisciplinary Studies 233, 262
Interim courses 23
International students 36, 412

J

John Stermer Art Scholarship 69

K

Kinesiology 233, 350, 497.
See Movement Science

L

Laboratory Science 117, 124, 161
La Familia Resource Center 52
Language Arts 226
Languages 152, 153
Latin American Studies 154, 188, 189, 191
Law Enforcement Academy
Credit 246
Law Enforcement Training 249
Lennie Merle Besse Forward 68
Liberal Studies 265
Library 72
Literature 152
Loans
Federal Family Educational 65
Federal Perkins 64
Graduate PLUS 65
Nursing/Occupational Therapy 66
Parent Loan 65
Unsubsidized Loan 65

Lorraine Schula Scholarship 69
Loss Control 42

M

Management Information Systems 356, 498
Management Information Systems Concentration 196, 197
Marketing Minor 201
Master of Arts in Educational Leadership 441
  Courses 489
Master of Arts in Teaching (MAT)
  no undergraduate professional education 443
Master of Business Administration (M.B.A.) 435
Master of Social Work 457
Mathematics 157, 358, 500
  Courses 496
  Elementary Endorsement 227
  General Education Requirements 123
  Major 157
  Minor 160
  Secondary Endorsement 227
MATHEMATICS & COMPUTER SCIENCE, DEPARTMENT OF 157
Mathematics Education 158
Meal service. *See* Housing and Food Service Contracts
Medical Technology 171
Mid-Semester Grades 28
Military Withdrawals 27
Minors 109
  Contract Minor 110
Misrepresentation 77
Mission 10, 51, 71, 106
Moving Traffic Violations 44
Museum 73
Music 150, 361
  Courses 500

N

NATURAL SCIENCES, DEPARTMENT OF 161
NATURAL SCIENCES, DEPARTMENT OF 161
Natural Sciences, Dept. of 161
  General Education lab science 161
New Student Orientation 34
Non-Degree Bound Students 39
Nursing 252
  Courses 364

O

Occupational Theraphy Assistantant 236
Occupational Therapy 233, 236, 502
  Courses 369
Oral Communication 116, 123
Orientation 88
Outdoor Leadership Studies 371
Outdoor Leadership Studies Minor 178
Outreach Programs 89

P

Parking 44
Payment 77, 100
Payment Methods 100
Payment Plan 99
Penalty Fees 98, 99
Permits 44
Petition for Overload 23
Philosophy 152
  Courses 373
Physical Education 213, 374, 505
Physical Science 377
  Courses 377
Physics Courses 378
Placement Testing 48
Policing Concentration 245
Political Science 506
  Courses 378
  Minor 190
Practice Teaching 207

Pre-Engineering 160
Pre-Law 152, 154
Prerequisites 22
Professional Development 126, 205, 429
Psychology 381
  Courses 508
  Major 246
  Minor 251
Public Administration
  Minor 202
Publications 94
Public Information Office 50

R

raduate Certificate
Technology Coordinato 456
Reading
  Courses 511
  MAT in Reading Education 448
Reading Education 384
Readmission 37, 413
Records and Registration
  Access to 74
  Confidentiality of 74
Refund Check 103
Refunds 102
Registrar's Office 74, 89
Registration 77
  Cancellation 105
  Graduate 430
  Late 77
Rehabilitation Services 234, 235, 386
Residence Halls and Apartments
  Refunds. *See* Refunds; *See* Refunds; *See* Refunds
Residence Life 82, 91
Residency 37, 95
  New Mexico Residency 37
  Non-Resident 37
  Regulations 38
  Requirements 38, 39
Room and Board 100
Rosina Patterson Endowed Memorial 69

S

Safety and Security Report 42
Sanctions 105
Satisfactory Academic Progress 63
Schedule of Classes 75
Schmitt, Harrison 69
Scholarships 66
  Foundation 66
  Performance Scholarships 66
  Private 66
School of Allied Health 233, 435
School of Business Administration and Economics 192, 435
Schula, Lorraine 69
Science Education 172
Secondary Ed and Math 219
Secondary Education 445, 449
SECONDARY EDUCATION 214
Secondary & Science Ed 221
Second Undergraduate Degree 129
Securing Your Schedule 99
Senator Harrison Schmitt Scholarship 69
Senior Citizens 97
Service Fees 97
Service Learning 26
Single Student Housing. *See* Residence Halls and Apartments; *See* Residence Halls and Apartments
Social and Behavioral Sciences 117, 124
Social Sciences
  Department of 180
  General Education 180
  Major 184
SOCIAL SCIENCES,DEPARTMENT OF 180
Social Security Numbers 78
Social Studies 228
Social work 457

Social Work 259, 392
Sociology 512, 516
  Courses 388
  Major 185
  Minor 191
Sources of Assistance 4
Space Technology 395
Spanish 225, 395
Special Education 399, 446, 450, 518, 520
  Courses 517
SPECIAL EDUCATION 215
Special Needs 88
Special Student 36, 39
Standards of Conduct 42
Statistics/Actuarial Science 158
Stermer, John 69
Student
  Classification 22
  Degree Plan 22
  Government 91
  Information 74, 78
  Records 74
  Rights 105
  Senate 91
  Supreme Court 91
  Transcripts 78
Student Affairs 86
  Office 86
  Vice President for Student Affairs (VPSA) 86
Student Aptitude Test (SAT) 33, 35
Student Complaints 29
Student Expenses 95
Student Health Service 92
Summer School 23, 78

T

Teacher Education Assistance 64
Teacher Education Programs 204
Teaching Endorsement Fields 110, 208
Teaching Fields 223
Technology Literacy 118
TESOL 229
Testing 46, 49, 89
Testing Fees 98
Theater 401
Thompson, Alan R. Teaching Scholarship 69
Time Limit 432
Title IV 56
Tour Credit Hours (Graduate) 432
Transcript Evaluation 34
Transfer Credit 432
  Graduate 432
  Undergraduate 79, 121, 122, 123
Transfer-Ready Certificate 267
Transfer Students 33, 35, 128
Tuition and Fees 96
  Payment 100

U

Undergraduate Degree Requirements 114, 126
University
  Accreditation 10
  Advisement 40
  Course Descriptions 268, 470
  Foundation 50
  History 9
  Mission Statement 10
  Setting 11
Unofficial Withdrawals: 57

V

Vehicle
  Parking Fines 45
  Parking Penalties 44
  Parking Permits 44
  Parking Regulations 44
  Usage 43
Veterans 69
Veterans Benefits 89
Vice President for Academic Affairs 22
Vision Statement 10

W

Weapons and Firearms Policy 45
Welding Technology 143, 401
  Courses 401
Wellness 225, 341
  Teaching Endorsement 225
Withdrawal 76
  Complete Withdrawal 103
Withdrawal From WNMU - Complete 49
Women and Gender Studies Mino 191
Workshops 26
Written Communication 116, 120, 123

Z

Zoology
  Major 174
  Minor 178