

ENMU-Ruidoso Branch Community College



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HSE (Test Info Only) . . . . .	575-315-1120
Information . . . . .	575-315-1120
Learning Commons . . . . .	575-315-1135
Marketing . . . . .	575-315-1120
NM Workforce Connection . . . . .	575-315-1100
Fax . . . . .	575-993-5093
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# GENERAL INFORMATION

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## MISSION

The overarching mission of ENMU-Ruidoso Branch Community College is to enhance the lives of our student(s) and the communities we serve, now and into the future.

ENMU-Ruidoso Branch Community College combines a traditional learning environment with twenty-first century instructional technology to provide an enhanced educational experience. ENMU-Ruidoso Branch Community College emphasizes liberal education, freedom of inquiry, cultural diversity and whole student life. Scholarships, cultural enrichment, excellent teaching and enriched learning define the College community's relationship and contributions.

*The mission of ENMU-Ruidoso Branch Community College includes seven purposes:*

- To offer general academic studies for students wishing to transfer to a University.
- To offer career and technical education programs leading to gainful employment for students in their chosen field.
- To offer a dual credit enrollment, Early College Program for qualified high school students.
- To offer workforce education and training services and provide institutional leadership in the economic development of the region.
- To offer programs of instruction leading to Associate degrees and Certificates of Completion.
- To offer lifelong learning opportunities for all citizens through continuing education and community service programs.
- To offer adult basic education for those wishing to achieve literacy skills, complete a high school equivalency diploma and obtain English proficiency.

## FOCUS

- Prepare students for meaningful career and advanced study.
- Impart citizenship and leadership for the betterment of the community.
- Support and expand the role of higher education and excellent teaching.
- Empower citizens to respond to a rapidly changing world.
- Contribute to the economic viability and well-being of our community.

## VALUES

ENMU-Ruidoso is guided by the following values:

- Teaching and learning is central to everything we do.
- Personalized attention and customer service define how we work.
- Institutional responsiveness to students and community is core to our success.

## VISION STATEMENT

ENMU-Ruidoso Branch Community College will provide opportunities for all citizens to achieve and realize their potential.

Five vision statements guide ENMU-Ruidoso in accomplishing its mission. They include the following:

- ENMU-Ruidoso will be the first choice for students pursuing higher education in the south-central mountain region of New Mexico.
- ENMU-Ruidoso will create strategic alliances and be a driving force in support of community and economic development in the Ruidoso Valley, Lincoln County and neighboring Mescalero Apache Reservation.
- ENMU-Ruidoso embraces excellence in providing programs and services, and is committed to delivering high quality educational programs and services.
- ENMU-Ruidoso is dedicated to the development of students' self-esteem and self-sufficiency.
- ENMU-Ruidoso is committed to continuous improvements in all aspects of our enterprise.

## STRATEGIC PLANNING GOALS

ENMU-Ruidoso strategic goals include the following:

- Student ready: The college is ready and able to help students make a better life.
- Employer ready: The college is ready and able to help business and industry strengthen the economic vitality of the region.
- Community ready: The college is ready and able to promote personal growth, lifelong learning and civic engagement.
- Mission ready: The college is ready and able to fulfill its mission in a user-friendly online and on-campus environment where student and community life thrive.



## CATALOG OF RECORD

This catalog is a guide to the academic regulations and the curricula of ENMU-Ruidoso.

## HISTORY

Established in 1991, the Ruidoso Off-Campus Instruction Center offered Lincoln County residents access to two-year College academic and career/technical curriculum. In July 2005, the Ruidoso Campus was legislatively created as a Branch of Eastern New Mexico University becoming the 18<sup>th</sup> two-year College in New Mexico. ENMU-Ruidoso is a comprehensive two-year College offering Certificates of Completion and Occupational Training, Associate of Science, Associate of Arts and Associate of Applied Science degrees.

Undergraduate course work completed at ENMU-Ruidoso, offered on-site or through the ENMU system, is fully transferable to ENMU Portales. Additionally, ENMU-Ruidoso offers community education classes, customized training workshops, adult basic education courses and operates a One-Stop Career Center providing free employment services for employers and those seeking career information.

## LOCATION

Located in the heart of the multicultural “playground of the Southwest,” Ruidoso has long been the favorite recreation destination in New Mexico’s spectacular Sacramento Mountains. From the All-American Futurity (America’s richest quarter horse race) to the breathtaking grandeur of the two million acre Lincoln National Forest, the region has something to offer everyone. Rich in heritage and history, Ruidoso and Lincoln County witnessed the epic close of the American Frontier.



Today, tens of thousands of tourists from all over North America visit the Ruidoso area each year. Nearby is the 460,000-acre Mescalero Apache Reservation with its spectacular Inn of the Mountain Gods and Ski Apache

resort. Since 1991, ENMU-Ruidoso has become a favorite place to pursue higher education in the “tall cool pines” of Ruidoso. ENMU-Ruidoso’s service area is identical with that of the Ruidoso Municipal School District. The outlying communities of Alto, Mescalero, Tularosa, Cloudcroft, the Hondo Valley, Lincoln, Capitan, Carrizozo and Corona are also served, but residents pay out-of-district tuition rates.

## ACCREDITATION

Eastern New Mexico University is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413, [hlcommission.org](http://hlcommission.org), 800-621-7440.

## NOTICE OF CHANGES

Since programs, policies, statements, fees, College calendar dates and/or courses contained herein are subject to continuous review and evaluation, the College reserves the right to make changes at any time, through appropriate administrative procedure, without prior notice. The information contained within this catalog is a description of programs and courses active at the time of publication.

## AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER STATEMENT

ENMU-Ruidoso is an affirmative action and equal opportunity employer. The College does not discriminate on the basis of race, color, religion, national origin, sex, age, disability or veteran status in its programs, activities or employment. Persons seeking information about the College’s nondiscrimination policy should contact the Affirmative Action Officer at 575-562-2905 or ENMU Station 21, 1500 S. Ave. K, Portales, NM 88130.

## TITLE IX STATEMENT

“No person in the United States, shall, on a basis of sex, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

ENMU-Ruidoso subscribes to Title VI of the Civil Rights Act of 1964 that prohibits discrimination based on race, color or national origin in any program or activities receiving federal financial assistance.

ENMU Ruidoso does not discriminate on the basis of sex in its educational programs, activities, employment and admissions, and the University is prohibited by Title IX and 34 C.F.R. Part 106 from discriminating in such a manner.

## RELEASE OF STUDENT INFORMATION POLICY

If a student fails to maintain his/her financial obligation to the University or violates non-academic regulations, ENMU-Ruidoso may withhold transcripts and statements of student status. Also see the “Family Education Rights and Privacy Act” in this catalog. Since programs, policies, statements, fees and/or courses contained herein are subject to continuous review and evaluation, the University reserves the right to make changes at any time, through appropriate administrative procedures, without prior notice.

## STUDENT CODE OF CONDUCT

The Student Code of Conduct is printed in its entirety in the Student Handbook and can be found on the ENMU-Ruidoso website under “Students”; “Current Students”; “Academic Information”; “Student Handbook.”

## TYPES OF DEGREE

### ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE

The Associate of Arts or Associate of Science degrees are two-year degrees designed to provide general education courses consistent with those required of freshmen and sophomores in four-year universities. By careful course planning, students may also enhance their employability in certain fields. Maximum transferability can be assured when students complete all general education curriculum requirements and transfer General Education Complete.

Students pursuing an Associate of Arts or Associate of Science degree programs may design a degree program that allows flexibility in various fields, or they may plan concentration in arts and humanities, business, or science and mathematics.

### ASSOCIATE OF ARTS & ASSOCIATE OF SCIENCE DEGREE REQUIREMENTS:

- 60 hours minimum.
- 2.0 institutional GPA.
- Grades of “C” or higher are required for all courses.
- 15 hours minimum of the degree must be earned from ENMU-Ruidoso.
- 31 hours minimum of New Mexico General Education Curriculum.
  - Fixed 22 – At least 22 credit hours of courses in the following six content areas:
    - Mathematics (3 credits)

- Mathematics (3 credits)
- Science (4 credits)
- Social and Behavioral Science (3 credits)
- Humanities (3 credits)
- Creative and Fine Arts (3 credits)
- Flexible 9 – Nine credits from the content areas listed above or other listed approved courses in the New Mexico General Education Curriculum section of the catalog.
- Subject matter curricula specified in degree plan.
- Three hours of FYEX 1110 are required for all degree-seeking students with fewer than 30 credit hours successfully completed. Course must be taken in the first semester of enrollment at ENMU-Ruidoso.
- If instructional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.

**NOTE:** The maximum number of hours which may be applied to the associate degree from ACT, advanced standing, CLEP or challenge examinations or from military credit is 32.

### ASSOCIATE OF APPLIED SCIENCE

Students may earn an Associates of Applied Science degree through ENMU-Ruidoso by completing programs as specified under the program headings. Students who contemplate earning this degree should keep in mind that it is generally regarded as a degree denoting occupational competence and that other colleges and universities accept transfer work only at their discretion. Fifteen hours minimum earned from an ENMU campus and an institutional GPA of 2.0 is required for graduation. Programs offering the Associate of Applied Science degree and its requirements are noted in the program description section.

### ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS:

- 60 hours minimum.
- 2.0 institutional GPA.
- Grades of “C” or higher are required for all courses.
- 15 hours minimum of the degree must be earned from ENMU-Ruidoso.
- 15 hours minimum of New Mexico General Education Curriculum.

- Fixed 12 – At least 12 credit hours of courses from four of the following six content areas, as designated in the degree plan:
  - Communication
  - Mathematics
  - Science
  - Social and Behavioral Science
  - Humanities
  - Creative and Fine Arts
- Flexible 3 – Three credits from the content areas listed above or other listed approved courses in the New Mexico General Education Curriculum section of the catalog.
- Subject matter curricula specified in degree plan.
- Three hours of FYEX 1110 are required for all degree-seeking students with fewer than 30 credit hours successfully completed. Course must be taken in the first semester of enrollment at ENMU-Ruidoso.
- If instructional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.
- If technical requirements are met by approved prior learning assessment, additional electives in the technical area will be required to meet the residency requirements of the degree.

## ACADEMIC PROGRAMS

ENMU-Ruidoso students can pursue the following associate degrees and certificates:

### Associate of Arts Degree

Business Administration  
Criminal Justice  
Early Childhood Education  
Elementary/Special Education

General Studies  
Psychology  
Secondary Education  
University Studies

### Associate of Applied Science Degree

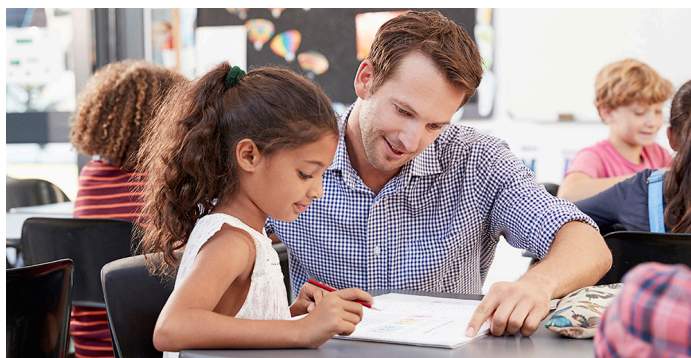
Business Administration  
Emergency Medical Services  
Fermentation Science - Brewing & Distilling  
Fermentation Science - Enology & Viticulture  
Hotel, Restaurant & Tourism Management  
Information Systems  
Information Systems – Cybersecurity  
Police Science  
Structural Fire Science  
Wildland Fire Science  
Wind Energy

### Associate of Science Degree

Natural Science  
Pre-Nursing  
Pre-Engineering

### Certificate of Completion

Bookkeeping/Accounting  
Childhood Development  
Computer & Network Security Apprenticeship  
Computer & Network Security Certification Program  
Construction Trades  
Core Curriculum  
Educational Assistant (Pre-K – 12)  
Fermentation Science Apprenticeship  
Fermentation Science Brewing & Distilling Specialization  
Fermentation Science Pre-Apprenticeship  
Hotel, Restaurant & Tourism Management  
Human Services Alcohol & Drug Abuse Studies  
Pre-Nursing  
Structural Fire Science





Welding Technology  
Wildland Fire Science  
Wind Energy

### Certificate of Occupational Training

Culinary Fundamentals  
Emergency Medical Technician  
Emergency Medical Technician Advanced  
Nursing Assistant

## ADMISSIONS

### ONLINE ADMISSIONS INFORMATION

Students seeking admission to ENMU-Ruidoso Branch Community College should submit an online admissions application at [ENMU Admissions Application](#).

ENMU-Ruidoso has an open admissions policy, which means that entry is generally unrestricted; however, the college reserves the right to place students in classes based on academic advising, testing, and past educational achievement. The following Applicants who are 18 years of age or older, who have a high school diploma, obtained an equivalency (HSE or GED), not enrolled in high school, or are non-degree seeking are admitted upon completion of an ENMU-Ruidoso application. High School students please see the Early College Program section for admissions process. Students who do not have a high school diploma or HSE are not eligible for financial aid. The college reserves the right to deny admissions to any person when admission is determined not to be in the best interest of the College, or when there is reason to believe that the person presents a danger to himself or herself or other members of the College community.

**Home Schooled Students:** Students enrolled in a home school program may be accepted to ENMU-Ruidoso if they meet the requirements for regular admission. In addition, the home school educator must submit a transcript or document that lists the courses completed and grades earned by the student as well as indicate the date the student completed or graduated from the home school program. Home school students who are New Mexico residents and wish to participate in the Lottery Success Scholarship program are required to submit official New Mexico HSE test results.

In order to allow sufficient time for the preparation of registration materials, students are urged to apply for admission well in advance of registration and the start of classes. It is highly recommended that students needing accommodations schedule an appointment with the Students with Disabilities Liaison during completion of the admissions process and/or no later than two weeks prior to the start of the semester for each semester of attendance at the College.

**NOTE:** A student misrepresenting or failing to disclose information in the completion of the admission form will be subject to disciplinary action and possible dismissal from ENMU-Ruidoso. Students with missing transcripts will not receive financial aid.

### DEGREE-SEEKING ADMISSIONS

#### REGULAR STUDENT (first time at any college)

**Requirements for admission as a regular student include the following:**

- Submit a formal application for admission.
- Submit an official copy of their final high school or High School Equivalency (HSE) transcript.

Final transcripts must be sent directly from the high school or HSE Testing Center to:

ENMU-Ruidoso  
Institutional Effectiveness & Student Records  
709 Mechem Drive  
Ruidoso, NM 88345

Transcript request forms are available at [https://ruidoso.enmu.edu/wp-content/uploads/2018/12/Transcript\\_Request\\_Aug2018.pdf](https://ruidoso.enmu.edu/wp-content/uploads/2018/12/Transcript_Request_Aug2018.pdf) or can be obtained from Institutional Effectiveness and Student Records.

### TRANSFER STUDENTS

**Requirements for admission as a transfer student include the following:**

- Formal application for admission.
- Transfer students from other colleges or universities must submit an official transcript from all colleges previously attended
- An official copy of their final high school or HSE transcript. However, this will be waived if a student transfers 30 credit hours from another institution.

**NOTE:** High school transcripts may be required for Financial Aid.

Any transfer student who has less than a 2.0 cumulative grade point average (GPA) from his/her previous college(s), and/or vocational school(s) must submit a letter of appeal to the Admissions Appeal Board for admission to ENMU-Ruidoso. In addition, the student admitted on Academic Probation or Suspension Waiver will be required to sign a Probation Agreement for the first semester.

**NOTE:** A student who conceals the fact that he/she has attended another college or university and who does not submit an official transcript for each institution, whether or not credit was earned, will be subject to immediate suspension.



**Academic Dismissal or Suspension:** Students on academic suspension from the last college or university attended who wish to enroll at ENMU-Ruidoso must follow the procedures outlined in the Satisfactory Academic Progress (SAP) policy. Transfer students admitted on Academic Probation or Suspension Waiver may be required to complete an Action Plan to be developed by the Vice President of Student Learning and Success. Failure to disclose this information on admissions application may result in suspension.

**Non-Academic Dismissal or Suspension:** Transfer students who were disqualified for admissions/registration at any college or university must provide documentation disclosing the circumstances for the Non-Academic Dismissal or Suspension. Students must appeal to Vice President of Student Learning and Success for approval for admissions. Failure to disclose this information on admissions/registration forms may result in suspension.

**Transfer Credit:** Acceptance of transfer credits by the College does not guarantee these hours will satisfy requirements in a specific degree. To determine course transfer eligibility, students must contact Institutional Effectiveness and Student Records. Grades of D, if accepted, cannot be used to meet requirements for a major or minor but may meet other requirements.

A transfer student who has been awarded an Associate degree or higher from a regionally accredited institution will have the institutional and general education requirements waived as long as the student has met all other graduation requirements. Any program requirements that apply toward both the major and general education requirements would still need to be met. The New Mexico General Education Curriculum designation of "General Education Complete" will not be awarded to transfer students who have had the general education requirements waived.

**Grade Point Calculations:** Transfer grades will be calculated for admission requirements, honors for graduation and professional licensing.

## NON-DEGREE STUDENT

### REQUIREMENTS

- Students wanting to take credit courses without meeting the full requirements for admission to a degree program may apply for non-degree status. Non-degree students do not qualify for financial aid.
- Non-degree students are subject to all ENMU-Ruidoso policies and regulations governing registration, attendance, disciplinary probation or suspension and academic standing.

Non-degree students wanting to take a mathematics or English class must take the college placement exam or transfer in qualifying courses.

No more than 30 credit hours taken as a non-degree seeking student will count towards a degree unless credit was obtained through the Early College Program.

Non-degree students must re-apply to become a degree-seeking student and submit their HS /GED/ College transcripts to Institutional Effectiveness and Student Records.

**Appeal Transfer Evaluation:** If courses are not accepted for transfer to ENMU-Ruidoso, the student may appeal. A student who wishes to appeal the transfer evaluation should follow the steps outlined below:

1. File a written appeal (letter with Institutional Effectiveness and Student Records, providing information regarding the course(s) being appealed). This information includes the following:
  - a. A course description
  - b. Syllabus from the course at the time it was takenand/or
  - c. Other documentation about the content of the course being appealed.
2. Within 30 days of the written appeal, the file will be reviewed and the student will be contacted in writing. If the appeal is denied, the letter will explain the reason for the denial.
3. If the student is denied and wants to continue the appeal, the student must indicate this in writing to the Vice President of Student Learning and Success. The second appeal must be submitted within 30 days of the first appeal decision letter.
4. The second appeal letter will be reviewed within the next 30 days after receipt, and the student will be notified in writing as to the decision.
5. If the student is denied a second time, and wishes to continue the appeal, the student may appeal directly to the New Mexico Higher Education Department.

## MILITARY PERSONNEL

ENMU-Ruidoso defines military personnel as active duty or veterans and has three admission programs designed for military personnel. They are the Active Duty Military program (ADM), Servicemen's Opportunity College (SOC), and the Military Admissions Programs (MAP).

For guidelines on credit for military service, go to the "Prior Learning Assessment" section of the catalog.

## REQUIREMENTS

- Determine which education benefits you are eligible for through the U.S. Department of Veterans Affairs, then review the VA Education Benefits.
- Contact your Military Education Office (Active Duty) to find out how you can qualify for tuition assistance specific to your command
- Apply for admission to ENMU-Ruidoso.
- Complete the appropriate Application for Benefits form found under your chapter of VA Education Benefits.
- Receive a letter from the U.S. Department of Veterans Affairs indicating your application is processed (could take up to 10 weeks).
- Receive your Certificate of Eligibility from the U.S. Department of Veterans Affairs.
- Send a copy of your Certification of Eligibility to ENMU-Ruidoso Success Emporium.
- Register for your enrollment and notify ENMU-Ruidoso Success Emporium each semester to let them know you want to use your VA Education Benefits for the semester.
- Complete the Education Benefits Form each semester to let ENMU-Ruidoso Success Emporium know you want to use your VA Education Benefits for the semester.
- ENMU-Ruidoso **will not**:
  - Prevent the student's enrollment;
  - Assess a late penalty fee to the student;
  - Require the student to secure alternative or additional funding;
  - Deny the student access to any resources (access to classes, libraries, or other students who have satisfied their tuition and fee bills to the institution).
- Students may be required to:
  - Produce the VA Certificate of Eligibility (COE) by the first day of class.
  - Provide a written request to be certified.
  - Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## READMISSION

Students who have not attended ENMU-Ruidoso for one or more semesters are required to make formal application for readmission. Readmission does not require an additional admission fee.

Former students who attended another institution prior

to readmission are required to provide official transcripts from that institution if student is degree seeking.

**Readmission to Degree-Seeking Status:** A student who is seeking readmission and who's last ENMU-Ruidoso admission status was degree-seeking (regular), must complete an Application for Undergraduate Admission form and select Readmission as his/her enrollment status. Academic admission status at the time of readmission will normally be determined by previous ENMU-Ruidoso academic standing. However, academic performance at other institutions attended during the applicant's absence from ENMU-Ruidoso may be considered when determining the student's academic admission status.

**Readmission to Non-degree Status:** A student who is seeking readmission and who previously attended ENMU-Ruidoso under a non-degree admission status must complete an Application for Undergraduate Admission form and select Readmission as his/her enrollment status and Non-degree as his/her Intended degree. However, if the student wants to be readmitted under a degree (regular) status, the student must submit a Change Form to request a change-of-status at the time of readmission.

**NOTE:** ENMU-Ruidoso students who have not attended classes in the past five years or more may be eligible for Clemency. Refer to ENMU-Ruidoso Clemency policy under Academic Standing.

## ENMU PORTALES OR ROSWELL CAMPUSES

ENMU-Ruidoso students wanting to change attendance to either the Portales or Roswell campus must follow the admissions procedures of each campus.

## INTERNATIONAL STUDENTS

### ONLINE ADMISSIONS INFORMATION

International students may be admitted into an online ENMU-Ruidoso program. For admission information, go to [ruidoso.enmu.edu](http://ruidoso.enmu.edu). However, if an international student wishes to attend courses in the U.S., this process is facilitated by ENMU-Portales campus. Complete instructions are available by calling the ENMU International Student Services 800-367-3668; refer to the ENMU Portales online catalog, at [www.enmu.edu](http://www.enmu.edu).

## TUITION AND FEES

### GENERAL REQUIREMENTS

Tuition and fees are charged according to the number of credit hours enrolled each semester. Students enrolled in courses for non-credit, pay the same tuition and fees as students enrolled for credit. Tuition and fees are payable by the end of the add/drop deadline unless

prior arrangements have been made with the Cashier. An up-to-date tuition and fee listing may be found on the ENMU-Ruidoso website at [Tuition Schedule](#).

ENMU-Ruidoso offers a Deferred Tuition Payment Plan. For details, contact the ENMU-Ruidoso Cashier. Students are not officially re-enrolled until they have made a partial payment and have signed a contract with the Cashier. Student registration is not complete and enrollment is not official until payment or payment arrangements are made.

Tuition and fees are subject to change without notice by Board of Regents of ENMU-Ruidoso.

Tuition rates are determined by student's residency. New Mexico In-District rates apply to students living within ENMU-Ruidoso's college district (Ruidoso Municipal School District, Zip Codes 88345 and 88346).

New Mexico Out-of District rates are applicable for students who live in-state but outside of ENMU-Ruidoso's college district. Non-Resident rates apply to students who are not residents of New Mexico. There are different rates for Non-Residents based on the number of enrolled credit hours.

During fall and spring semesters, if an out-of-state student is enrolled in 6 or less credit hours, tuition will be charged at the in-state tuition rate. However, if an out-of-state student enrolls in more than 6 hours at any time during the semester all credit hours will be adjusted to the out-of-state tuition rate.

## RESIDENCY REQUIREMENTS FOR TUITION

Residency for tuition purposes is determined at the time of admission. The Commission on Higher Education defines a NM resident as a financially independent adult at least 19 years of age, who has lived in New Mexico for a minimum of one year prior to the semester for which resident status is requested and who has met all other residency requirements.

For more detailed information on the above and other circumstances related to these regulations please contact Institutional Effectiveness and Student Records or go to [NM State Residency Brochure](#).

Students who wish to change their official residency status must complete a "Petition for In-State Tuition Classification" form. Petitions for changes in residency status will be accepted from the time of registration up to the third Friday after the start of the semester. Petition forms and further information may be obtained from the Admissions Office.

## SENIOR TUITION

New Mexico residents who are 65 or older may attend ENMU-Ruidoso at reduced tuition rates. Admission to the College is required and all other student fees apply. Individuals must apply and qualify for this program through the ENMU-Ruidoso Institutional Effectiveness and Student Records office.

The tuition cost is \$5.00 per credit hour tuition rate. Senior students may register for a maximum of 6 credit hours at the reduced rate. Per state law, senior students who take more than 6 credit hours at any time during the semester must pay full price for all credits based on in-district or out-of-district or out-of-state residency.

Students are responsible for payment of fees, books, and other costs associated with their class.

Contact the Institutional Effectiveness and Student Records office for more information.

## SPECIAL/ADDITIONAL FEES

Graduation, class and institutional fees may apply. Please refer to ENMU-Ruidoso website at [Tuition Schedule](#).

## TEST PROCTORING FOR ONLINE COURSES

Some courses at ENMU-Ruidoso may require students to complete their quizzes, assignments, or exams in a proctored setting. There are resources in New Mexico, and nationally, that can assist you in locating an appropriate exam site or test proctoring option. With the instructor's permission, a proctored setting can be arranged at a local library or school or (for a fee) at a testing center.

Online options (for a fee) are also available for proctored testing. You are responsible for arranging for this proctoring session and paying any fees.

ENMU-Ruidoso does not officially endorse any proctoring entity or location. Your instructor will provide you with options for having an exam proctored.

## PAYMENT OPTIONS

- Pay at the Cashier's office with cash, check, money order or credit card.
- Mail check or money order to: Cashier, ENMU-Ruidoso, 709 Mechem Dr., Ruidoso, NM 88345.
- Pay by credit card. Call the Cashier at 575-315-1197 or 575-315-1198. ENMU-Ruidoso accepts Discover, MasterCard, VISA and American Express.
- Set up a payment plan.



- Pay online at [Current Students](#). Or log onto the MyENMU-Ruidoso portal and click on Student Links.

## REFUND POLICY: TUITION AND STUDENT/COURSE FEE

**The refund schedule begins on the official first day of the academic calendar for the semester.** Tuition and student fees charged for more than 18 hours in a regular semester and more than nine (9) in a summer semester will not be refunded.

Refund schedule for fall or spring: please refer to ENMU-Ruidoso refund schedule at [New Student Resources](#).

## TUITION REFUND APPEALS PROCEDURE

A student must submit a written appeal to the Business Office explaining individual circumstance that would warrant an exception to the published refund policy. The Business Office will make the final decision to approve or deny the appeal.

## WITHDRAWAL FROM THE COLLEGE – FINANCIAL RESPONSIBILITY

Once a student registers, he or she is responsible for the total charges assessed regardless of whether an installment payment plan is used. Refund percentages are applied to total charges assessed and not the amount paid. This means that a student who withdraws before paying all installment plan payments may receive a bill rather than a refund.

***Not attending classes does not constitute official withdrawal or relieve students of their financial obligations.***

## STUDENT DELINQUENT ACCOUNTS AND LOANS

Transcripts and/or other information relating to the College records of any student or former student will not be released or delivered to the student or to any other person, entity or institution until all debts owed by the student to the College and all of its affiliates have been paid. This policy is applicable to all debts as allowed by law including, but not limited to, student loans.

## COLLECTION OF STUDENT DELINQUENT ACCOUNTS AND LOANS

During each semester, students who have delinquent account balances may receive a series of itemized statements requesting payment. Failure to receive a bill from ENMU-Ruidoso does not relieve the student of the responsibility for payment. If payments or arrangements

to pay are not made on a timely basis, the account may be placed with a collection agency. Collection fees will be added to the account, for which the student will be responsible.

If ENMU-Ruidoso obtains a judgment from a court of competent jurisdiction, the debtor shall also be liable for the court costs and attorney's fees.

## FINANCIAL AID

The U.S. Department of Education Federal Student Aid programs and the State of New Mexico provide grants, loans, and work-study employment assistance to qualifying students. Federal and State aid can help cover expenses such as tuition and fees, room and board, books and supplies, personal expense and transportation. Go to [www.studentaid.gov](http://www.studentaid.gov) or [www.hed.state.nm.us](http://www.hed.state.nm.us) for more information on these programs.

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

## SOURCES OF FINANCIAL AID

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

**Need-Based Aid:** Awarded to students who can show need according to a formula. The three types of need-based aid are:

- **Grants** – aid that does not have to be paid back. Examples of grants available at ENMU are Pell Grants, SEOG, and NMSIG.
- **Loans** – aid that is borrowed and has to be paid back over a period of time, usually after a student leaves school or is enrolled less than half-time.
- **Work-Study** – aid that a student earns by working part-time.

Information concerning types of aid and eligibility criteria can be found at [ruidoso.enmu.edu](http://ruidoso.enmu.edu), go to Students, Financial Aid, or by contacting the student advocates at 575-315-1120.

**How to Apply:** Students applying for financial aid should complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is designed to determine, in accordance with state and federal guidelines, the difference between what students or their families are expected to contribute and the cost of attending ENMU-Ruidoso. A current FAFSA must be on file at the Office

of Financial Aid for any type of federal or state student aid including work-study and loans. Students should complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov). To be reviewed for financial aid at ENMU-Ruidoso, students must list Eastern New Mexico University as a school of interest. ENMU's school code is 002651.

**When to Apply:** Since some funds are limited, students should complete a FAFSA as soon as possible each year.

#### **Financial Aid Award Process:**

1. Complete the FAFSA. ENMU's school code is 002651,
2. Receive a Student Aid Report (SAR) by mail or e-mail. ENMU-Ruidoso will receive the same information and request additional information from the student if necessary.
3. Receive an ENMU Financial Aid and Scholarship Notification listing awards and amounts, sent by mail and ENMU email.
4. Additional steps are required if students wish to accept workstudy and borrow loans.
5. Aid is applied to student's account.

**Verification:** The verification process confirms that reported FAFSA information matches tax return, transcripts and other documents. Such documentation may include copies of the most recent IRS income tax return transcript for students, and/or spouse or parents of students. Proof of citizenship, copies of Social Security benefit statements and W-2 forms may also be requested along with other required documents.

FAFSA applications are selected for verification by the Federal Processor. The Office of Financial Aid will contact students who are selected for verification via mail and email once the college is notified by the Department of Education. FAFSA processing will be postponed until the required information and/or forms are provided.

Verified FAFSAs will be processed in date order. Documentation is logged as it is received, so time sensitive funds can be awarded accordingly. Once documentation is reviewed and all data matches, the FAFSA will be released for the next awarding cycle. If corrections are necessary, the Office of Financial Aid will submit them electronically to the Federal Processor. Once confirmation is received that the changes were accepted, the FAFSA will be released for the next awarding cycle.

**Awards:** Once the FAFSA file is complete, aid will be awarded based on the following:

- Estimated Cost of Attendance.
- Expected Family Contribution (EFC).

- Other Financial Assistance (Resources).
- Financial Need.
- Availability of Funds.

**Estimated Cost of Attendance:** These components are used to determine the estimated cost of attendance:

- Tuition and Fees.
- Room and Board.
- Books and Supplies.
- Personal and Miscellaneous Expenses.
- Transportation.

The estimated cost of attendance is used for calculating financial aid. Please contact the ENMU-Ruidoso's Business Office/Cashier for the actual costs.

**Expected Family Contribution (EFC):** One of the principles behind need-based aid is that students and their families should pay what they can afford for educational expenses. A standard formula is used to calculate a student's Expected Family Contribution based on information submitted through the FAFSA. The federal funding formula takes into consideration family size, number of household members who are attending college at least half time (excluding parents), family income and assets.

**Other Financial Assistance (Resources):** Other financial assistance refers to any outside scholarships, tuition waivers, stipends, State or Federal program award (including WIA or DVR), participation awards or grants or assistance received by the student other than federal financial aid. These amounts are required by law to be included as financial aid resources for the academic aid year even if they are not paid through the ENMU Office of Financial Aid. Failure to notify ENMU about these resources could jeopardize your financial aid awards and lead to adjustments in the amount of aid you receive. To report additional resources please email the Financial Aid Office at [financial.aid@enmu.edu](mailto:financial.aid@enmu.edu) or call 575-562-2194 or 1-800-FOR-ENMU (367-3668).

**Need Calculation:** Financial need is the difference between students estimated cost of attendance and the amount the student and family are expected to contribute:

$$\begin{array}{r} \text{Estimated Cost of Attendance} \\ (-) \text{ Expected Family Contribution} \\ (-) \text{ Resources} \\ \hline = \text{Need-Based Aid Eligibility} \end{array}$$

**Availability of Funds:** Some funds are limited so they are awarded to students whose FAFSAs are completed first. New FAFSAs and those which go through the verification process are tracked to ensure they go through the award cycle in order.

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

- Summer financial aid is available to students who have eligibility remaining for the academic aid year which was not used in the fall and spring semesters.
- Students who plan to leave ENMU-Ruidoso during the academic year should advise the Office of Financial Aid in writing as soon as possible so any future term's aid may be canceled.
- Students entering ENMU-Ruidoso in the spring or summer term should notify the Office of Financial Aid about awards already received at another school within the same academic aid year.
- Fall/spring awards are made to students who are admitted to ENMU-Ruidoso. Summer awards are made to students who are admitted and registered for classes.
- Students may view their financial aid awards and eligibility status online in the student portal.

Please remember all financial aid offers are based on information provided by students, and/or spouses and parents of students, availability of funds and eligibility requirements. Any award may be revised based on changes in enrollment, cost of attendance, family contribution or failure to meet satisfactory academic progress.

Withdrawals or reductions in enrollment may affect an award or any future awards. Financial aid will not pay for audited courses or some repeats. Offers are subject to revision due to changes in policy, law, regulations, additional resources, and calculation or funding.

### **Eligibility Requirements**

- Students must be fully admitted into a degree-seeking program and meet the Satisfactory Academic Progress (SAP) requirements of their degree program to receive federal student aid funds.
- Students must have FAFSA and be enrolled before their SAP status will be updated for new term.
- Students must agree annually to the ENMU-Ruidoso terms and conditions via MyENMU.
- Students must be registered for courses before remaining aid eligibility will be received.

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

### **Required Enrollment**

- Disbursement will be prorated for students who are enrolled part-time (less than 12 credit hours).
- Student loans require a minimum half-time enrollment, 6 credit hours for undergraduates, 5 credit hours for graduates.
- Students classified as graduates or levelers must be taking at least 6 hours of coursework toward their program of study.
- Student attendance will be reported by faculty at the end of the drop/add period. If reported enrollment is less than full time, federal aid awards will be recalculated.

### **Scholarship Continuation**

- Students should review their award letters for scholarship continuation criteria. These criteria should be considered before making any changes to enrollment.
- Continuing ENMU-Ruidoso scholarships will be reviewed after grades post at the end of each semester.
- Transfer students should provide any required forms and/or transcripts from their prior school if they have scholarships which will continue at ENMU-Ruidoso.

### **Student Action**

- Transfer students must have all transcripts from all prior institutions to Institutional Effectiveness and Student Records before their file will be released to financial aid for awarding.
- Students should register for all classes as early as possible so that financial aid awards will be accurate and made in a timely manner. Summer aid review requires students to be registered.
- Students should monitor ENMU-Ruidoso email for correspondence from Office of Financial Aid. Respond to any requests



quickly so there will be plenty of time to process required items.

**Notification:** As soon as the FAFSA is processed by ENMU-Ruidoso, a Financial Aid and Scholarship Notification will be mailed to the student's current address and ENMU-Ruidoso email. Any time awards are increased, decreased, canceled or new awards added, students will receive a new notification to the previous one so they understand changes. Registered students should be able to view their awards by logging into MyENMU at [www.ruidoso.enmu.edu](http://www.ruidoso.enmu.edu).

**Aid Disbursement:** At the end of the drop/add period each semester, ENMU-Ruidoso will automatically transfer student's financial aid and scholarship awards to pay allowable College costs for courses the student is attending. Allowable college costs may include: tuition, student fees, room and board, bookstore charges, library fines and returned check fees. Students may also authorize their aid to pay a portion of non-institutions; charges for the current or prior year's expenses.

Any aid received in excess of posted, allowable College costs will be refunded to students in the form of a check or direct deposit from the Office of Student Accounts approximately 10 days after the beginning of each semester. If financial aid and scholarship awards will not cover the entire semester's expenses, students are liable for the balance.

**Returning Title IV Federal Student Aid (R2T4):** Title IV Federal Student Aid funds are awarded under the assumption students will attend classes for the entire period for which the aid is awarded. When students completely withdraw, officially or unofficially, they may no longer be eligible to receive the full amount of Title IV aid originally awarded. Academically related attendance activities are recorded by physically attending classes, taking exams, submitting required assignments, attending school-assigned study groups, etc.

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

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

Students who receive all F's for the semester will be unofficially withdrawn.

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

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Perkins Loan
- Graduate PLUS Loan
- PLUS Loan
- Pell Grant
- SEOG Grant
- TEACH Grant Iraq and Afghanistan Service Grant

Students withdrawing from classes are liable for any balance due to ENMU-Ruidoso after the return of Federal Student Aid funds. ENMU's R2T4 policy can be found at [www.enmu.edu](http://www.enmu.edu) or by contacting the Office of Financial Aid at 575-562-2194.

## SATISFACTORY ACADEMIC PROGRESS (SAP)

**Requirements:** Satisfactory academic progress (SAP) standards are measured at the end of each semester to ensure students receiving Title IV Federal Student Aid funds – Grants, Work Study, Direct PLUS and Perkins Loans – are meeting both qualitative (grade) requirements:

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

Following is the policy used by Eastern New Mexico University in compliance with federal regulations to determine students are meeting SAP and should be considered to receive Federal Student Aid:

Degree	ENMU Completion Rate	ENMU GPA	Overall Maximum Maximum Time Frame
2-year Certificate	67%	2.0	56 attempted hours
Associates	67%	2.0	106 attempted hours

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

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

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

**Cumulative Grade Point Average (GPA):** Cumulative grade point average earned on coursework at all post-secondary institutions.

**Maximum Time Frame:** Maximum time frame is calculated as 150 percent of the hours necessary to complete the degree program and includes all attempted hours from all post-secondary institutions. Title IV Federal Student Aid expires when students appear to lack more hours than they can complete within the maximum time frame limit for their degree program. Students will begin to be monitored when they reach 120 percent of the hours necessary to complete their program.

Once students lack more hours than can be completed before reaching the maximum time frame limit, they may request extension of federal student aid by following the procedure for reinstatement of financial aid which includes submitting a Petition for Reinstatement, an Academic Success Action Plan (ASAP) and a current Degree Plan Checklist or CAPP Degree Evaluation Report. Students granted an extension must complete only the hours listed on their ASAP and all attempted hours must be completed with the GPA required by their program.

Students pursuing a second bachelors or second or subsequent masters must petition for reinstatement and should thoroughly explain and document the need for the subsequent degree and any extreme mitigating circumstances.

#### **Teacher Certification and Preparatory Leveling:**

Teacher Certification applies to students who already have a Bachelor's Degree and are returning for certification only. Preparatory Leveling applies to students who already have a bachelor's degree but must complete undergraduate prerequisite courses before enrolling in an eligible program.

Prerequisite courses must be completed with a grade of "B" or above for the student to continue receiving federal student aid funds for one calendar year.

**Grade Calculation and Completion:** Grades of "F", "I", "U", and "W" are considered unsuccessful completion of the course and count against completion rate and maximum time frame calculations. Grade of "S" will count as work completed and will be counted as successful completion of the course. Since no grade point is given for the grade, is not calculated into the GPA.

Successful completion of the term is defined as completion of all attempted hours with grades sufficient to satisfy the degree plan checklist. Federal Student Aid funds may be awarded once for a previously passed course.

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

#### **SAP Status**

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

Students may review their financial aid academic progress online by accessing their MyENMU account at [www.ruidoso.enmu.edu](http://www.ruidoso.enmu.edu) and following links to the financial aid areas. Students with Provisional Eligibility should not waste this opportunity to make successful progress. Ineligible students will lose Title IV Federal Student Aid funding eligibility meeting the SAP requirements or completing a successful reinstatement request.

**Reinstatement:** The Financial Aid and Scholarship Committee will review written requests for reinstatement from students who have extreme mitigating circumstances which prevented them from complying with ENMU-Ruidoso's SAP Policy. Mitigating circumstances are defined as unanticipated and unavoidable events beyond a student's control.

Petitions for Reinstatement will not be accepted beyond the ninth week of each semester. Contact ENMU-Ruidoso's Success Emporium or the ENMU Office of Financial Aid at 575-562-2194 for more information.

**Academic Standing:** Academic Progress maintained by the Office of Financial Aid is not the same as Academic Standing which is maintained by the ENMU-Ruidoso system. Students must be academically eligible and registered at ENMU-Ruidoso before written request concerning academic progress will be reviewed.

## SCHOLARSHIPS

A variety of local and regional scholarships are available for students attending ENMU-Ruidoso. Graduating high school seniors, continuing Ruidoso students, working adults and recent HSE recipients are all eligible to apply for scholarships. Students should submit applications for the upcoming year's scholarship awards in ENMU-Ruidoso Foundation drop box in front of the Foundation office by the posted deadline. If a student is selected to be awarded a scholarship, they must first send a thank you letter before they can receive the scholarship. Scholarship money is posted to the student account if all above requirements are met on the add/drop date of the semester.

Many clubs, civic organizations, churches and other agencies provide scholarships to students each year. Interested students should check the ENMU-Ruidoso website for any updates to the ENMU-Ruidoso scholarship guide at [ENMU-Ruidoso Scholarship information](#). Withdrawal from courses prior to the completion of the semester may require repayment of the total scholarship amount. Students are encouraged to access free scholarship information on the Internet by visiting the FastWeb! Site at: [www.fastweb.com](http://www.fastweb.com).

## STATE SCHOLARSHIP PROGRAMS

### Bridge to Lottery Success Scholarship

This is a first-semester "bridge" to the New Mexico Lottery Success Scholarship. This scholarship will cover tuition for the first regular semester, based upon available funds. The funds are given to the college from the state for this program. Students must be a New Mexico resident and U.S. Citizen or permanent resident, graduate from a NM public (or accredited private) high school or be a NM HSE recipient, achieve minimum high school GPA (2.5) or HSE score (530), and enroll full-time in a public New Mexico college or university as a degree-seeking student the first regular semester after high school graduation or successfully completing the General Equivalency Exam. Students who do not complete 12 credit hours with a 2.5 grade point average their first semester, will not be eligible for the New Mexico Legislative Lottery Success Scholarship. Therefore it is extremely important that you meet the eligibility requirements.

### ENMU-Ruidoso Boost to Success Scholarship

This is a first-semester scholarship to help those students who would not otherwise qualify for the "Bridge to Lottery" scholarship. This scholarship will cover tuition for the first regular semester, based upon available funds. Students must be a New Mexico resident and U.S. Citizen or permanent resident, graduate from a NM public (or accredited private) high school or be a NM HSE recipient, achieve a minimum high school GPA of 2.0 or HSE score of 500, and enroll full-time (12 credit hours) with ENMU-Ruidoso as a

degree-seeking student the first regular semester after high school graduation or successfully completing the General Equivalency Exam.

### New Mexico Legislative Lottery Scholarships

The Lottery Scholarship is funded from the New Mexico Lottery and covers the cost of tuition at any NM public college or university. New Mexico residents, who attend classes at ENMU-Ruidoso on a full time basis during the next regular semester after receiving a NM high school diploma or HSE, or having completed a state recognized, accredited home school correspondence program, are eligible to participate.

There is no deadline and students need not apply to this program. It is automatic if a student completes the necessary criteria. Students maintain their eligibility for the scholarship by completing 12 or more credit hours with a 2.5 or higher GPA each semester. Scholarships will be awarded during the second semester of the first year of enrollment and will continue three consecutive regular semesters (Fall and Spring) if the student meets all eligibility criteria.

The scholarship continues for an additional four semesters if the eligible student enrolls full time at a four-year institution and continues to meet the scholarship requirement. The amount of tuition covered by the NM Lottery Scholarship is dependent on state laws and funding.

If you have questions, call the ENMU-Ruidoso Success Emporium at 575-315-1120 or the New Mexico Higher Education Department at 505-476-8400.

### New Mexico Opportunity Scholarship

Established by Gov. Lujan Grisham in 2020, the Opportunity Scholarship covers tuition and required fees for eligible New Mexico residents pursuing career training certificates, associate degrees and bachelor's degrees at New Mexico public colleges and universities. The Opportunity Scholarship can be used to cover up to 100% of tuition.

As long as you continue to enroll in at least six credit hours per semester and are progressing toward an approved training certificate, associate degree or bachelor's degree and maintain a 2.5 GPA, you can continue to receive the scholarship. If you are pursuing an associate degree, you can continue to receive the scholarship up to your first associate degree or completion of 90 credit hours, whichever comes first. If you are pursuing a bachelor's degree, you can receive the scholarship up to your first bachelor's degree or 160 credit hours, whichever comes first.

### New Mexico Scholars Scholarship Program

This scholarship was created by the 1989 New Mexico Legislature to assist outstanding New Mexico high school graduates. The scholarship covers tuition, books and fees per academic year, excluding lab, and course



and fees per academic year, excluding lab, and course fee, and is awarded for four consecutive years.

#### **Eligibility Requirements (New Mexico residents):**

- Graduate from New Mexico high school in the top 5% of their class or score 25 on ACT
- Attend eligible college of university by the end of 21st birthday
- Undergraduate
- Enroll full-time
- Combined family income may not exceed \$30,000 per year

**NOTE:** *Students who receive the New Mexico Scholars are not eligible for the New Mexico Lottery Scholarship.*

## **VETERAN'S STANDARDS OF PROGRESS**

The State Approving Agency in Santa Fe, NM, approves courses in the ENMU-Ruidoso undergraduate catalog for veterans claiming benefits under the Montgomery GI Bill® (*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>*). Entitlement programs are offered for honorably discharged veterans, active duty personnel and dependents of medically discharged or disabled veterans.

To apply for Veterans Education Benefits the recipient must apply online at [www.gibill.va.gov](http://www.gibill.va.gov). Once recipient has applied for educational benefits the potential recipient must interview with the Veterans Administration Certifying Official (VASCO) located in the Success Emporium and provide required documentation for approval from the Veterans Administration Regional Office (VARO).

Once approval has been granted, the student must follow the VARO written guidelines given at the time of the interview which included satisfactory standards of progress. Failure to comply with the VARO guidelines may result in discontinuation of benefits.

## **SUCCESS EMPORIUM SERVICES**

### **ACADEMIC ADVISING**

The ENMU-Ruidoso Success Emporium provides students assistance with academic advising, career counseling, job training counseling and degree planning. While many incoming students are certain about their career goals, others need assistance in developing educational plans. One of the first steps new students take before they register for classes is to discuss their educational goals with a Success

Emporium staff member or an assigned advocate. Assistance is provided to new and returning students in completing class schedules to ensure that course selections are appropriate for each student's degree plan. The Success Emporium staff works closely with the faculty to help students plan a series of courses and activities which will move students toward their educational goals. Through this learning process and with staff support, independent planning is encouraged.

This support includes:

- Considering and discussing academic goals and career education.
- Being familiar with and providing information about skill requirements, opportunities, forecasts, for employment, etc.
- Suggesting, when appropriate, counseling, testing or career exploration classes.

Although advice and counseling are available, students are ultimately responsible for their decisions. For more information, call 575-315-1120.

## **ADULT EDUCATION**

Adult Education Classes are offered by ENMU-Ruidoso throughout Lincoln County. The Adult Education (AE) Program offers classes in High School Equivalency Diploma (HSE) (High School Diploma) preparation, English as a Second Language and Citizenship. Instruction is available on an individual, self-paced basis and through scheduled classes. Completion of the HSE pretest is necessary prior to taking the HSE Examination.

Additionally, the AE program offers workplace and family literacy projects in partnership with local businesses and education organizations.

All services and materials are offered free of charge. There are full and partial college scholarships available for students who have completed an Adult Education Program. For more information, call 575-315-1120.

## **DUAL CREDIT/EARLY COLLEGE PROGRAM**

The Early College Program (ECP) provides qualified high school students the opportunity to earn college credit while still enrolled in high school by taking college-level courses. ECP includes dual credit and concurrently enrolled students.

**NOTE:** *Admission into ECP is not considered "Early Admission" to the College and students are classified as non-degree status. Students desiring to continue in degree status after high school graduation must fulfill regular admission requirements described under ADMISSIONS of this catalog.*

### **ELIGIBILITY REQUIREMENTS**

- Student must be at least 16 years old or

currently enrolled as a **junior** or **senior** in high school.

- Students must have a minimum 2.5 GPA.
- Students must complete a College Skills Placement Test for reading, writing, and mathematics prior to enrolling in class.
- Students can use their ACT score for placement when enrolling into classes. Students will need to bring in a copy of their ACT scores to Success Emporium.

**Dual Credit Student:** “Dual Credit Program” is defined as a program that allows high school students to enroll in college-level courses offered by a college that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate. Dual credit students do not pay ENMU-Ruidoso tuition, however, the student is responsible for any fees (institutional or class). Textbooks are provided by the student’s high school.

Further information regarding textbooks should be directed to the student’s high school counselor. More information may be obtained from the Success Emporium.

**Concurrent Enrollment for High School Students:**

A high school student earns college credit through ENMU-Ruidoso while still enrolled in high school. Credits cannot be used toward high school graduation. More information may be obtained from the Success Emporium.

**NOTE:** *Concurrently enrolled students typically pay for their own tuition, books, and fees but may receive scholarships to cover some or all of those costs.*

**NOTE:** *ECP participants are not obligated in any way to continue enrollment at ENMU-Ruidoso after high school graduation. Credits earned in Dual Credit and Concurrent enrollment may be applied to an ENMU-Ruidoso undergraduate degree only after the student applies and is admitted as a degree-seeking student.*

**\*\* IMPORTANT INFORMATION \*\***

- Dual Credit and Concurrent students are subject to the same rights and responsibilities and academic standards expected of all college students. All course work attempted is recorded on the student’s permanent college transcript. Dual Credit grades will be included in the Legislative Lottery Scholarship GPA calculations. All courses must be taken for letter grades. The “audit” option is not allowed.
- Students are responsible for registering for classes. ENMU-Ruidoso makes no guarantee of availability of classes. Enrollment is on

a first-come first-served basis and some classes may be canceled or changed as a result of enrollment demands. The high school counselor and ENMU-Ruidoso must approve all requested courses.

- HPE classes and remedial classes are not approved classes for the ECP program.
- ECP students must release an official ENMU-Ruidoso transcript to the high school. High school credit is awarded by the high school.

**Enrollment for Students in Home Schooling:** High school students enrolled in a Home Schooling Program may be eligible to participate in the Early College Program as a concurrent student. They must provide appropriate documentation that they are registered with the state of New Mexico as a Home School student. The person validating their home schoolwork must sign as the student’s counselor.

***HPE classes and remedial classes are not approved classes for the Dual Credit program.***

**Enrollment for Students in HSE Program:** Students enrolled in the HSE Program who are under the age of 18 and who wish to enroll as a concurrent student at ENMU-Ruidoso must take the College Skills Placement Test to show they have sufficient academic ability to perform at the level required for the courses in which they wish to enroll. Information may be obtained in the Success Emporium.

## STUDENTS WITH DISABILITIES

ENMU-Ruidoso is committed to helping students reach their academic goals. The Success Emporium concerns itself with maximizing the educational experience for students with disabilities. If you have a documented disability or you believe that you have a disability, please contact Success Emporium 575-315-1120 to schedule an appointment. If you have documentation, bring it with you to your appointment.

Eligibility for academic support services is based upon need and disability documentation.

The need for additional testing and/or additional documentation of a disability will be determined during the intake appointment. In general, the less obvious the disability, the more information needed.

A confidential file, which is not a part of the permanent student record, will contain this information. Providing the services may require communicating with appropriate college personnel who have a legitimate educational need to know about the disability in order to provide these additional services.

**How soon can I start receiving services?** Once approved, most services can begin immediately. However, students are expected to make timely and

appropriate disclosures to make their needs known. Delays may result from missing, incomplete or outdated documentation and from unclear or untimely requests.

## STUDENT'S RIGHTS, RESPONSIBILITIES & EXPECTATIONS

Student's Rights and Responsibilities may serve as a policy statement for problems that develop between a staff or faculty member and a student. Usually a conflict is the result of a simple misunderstanding of what is expected from the other person. Direct communication between the student and the staff or faculty member will usually resolve these matters. The following regulations incorporate a definition of Student's Rights and Responsibilities and both formal and informal means of due process and conflict resolution.

### STUDENT'S RESPONSIBILITIES

- Responsible for selecting a program of study that is consistent with his/her interests, skills and abilities.
- Responsible for selecting courses that are consistent with his/her program objective and readiness levels.
- Responsible for enrolling in a schedule of courses in accordance with the time and effort allocated to academic requirements.
- Responsible for being punctual and attending classes.
- Responsible for being attentive and for appropriately participating in class activities.
- Responsible for completing all class assignments as directed by the instructor.
- Responsible for consulting with the instructor as soon as possible if problems arise.
- Responsible for complying with official announcements.
- Responsible for seeking appropriate support services, to improve his/her level of academic achievement and to enhance the quality of College life.
- Responsible for behaving in a humane, ethical and unbiased manner both in the classroom and in all communication and contact with the instructors, staff members and other students.

### STUDENT'S RIGHTS

**ENMU-Ruidoso students have the right:**

- To access to scheduled class meetings and appropriate instructional and support services.

- To a syllabus describing course objectives; evaluation procedures; major course requirements such as term papers, book reviews, field trips and reports; and rules of attendance, grading and conduct.
- To have instruction that begins promptly; is presented in a clear concise manner; and provides relevant, structured activities consistent with the contact hour requirement of the course.
- To be treated in a humane, ethical, fair and unbiased manner, both in the classroom and in all communication and contact with the instructor.

### RELEASE OF STUDENT INFORMATION POLICY

Students with outstanding balances or in violation of college non-academic regulations may have transcripts or statements of student status withheld.

Students may contact the Success Emporium regarding disclosure of student data in compliance with Family Educational Rights and Privacy Act (FERPA).

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 give students certain rights regarding their records:

- To inspect records in their files.
- To petition to change their records upon proof of error.
- To only release student records with the student's written consent except:
  - To school officials who have a legitimate educational interest in the records.
  - To officials of another school, upon request, in which a student seeks or intends to enroll.
  - To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities in connection with certain state and federally supported education programs.
  - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
  - If required by a state law requiring disclosure that was adopted before



November 19, 1974. To organizations conducting certain studies for or on behalf of the educational institutions to:

- Develop, validate, or administer predictive tests.
- Administer student aid programs; or
- Improve instruction.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To the alleged victim of any crime or violence, the results of any institutional disciplinary proceedings against the alleged perpetrator of that crime.
- Information to the parent or legal guardian regarding a student's violation of any law or institutional rule or policy governing the use or possession of alcohol or a controlled substance if the student is under 21 and the institution determines that the student has committed a disciplinary violation.
- To have directory information withheld (Directory information includes: name, local and permanent mailing addresses, e-mail addresses, telephone number, date and place of birth, most recent previous school attended, major field of study, classification, date of attendance, honors awarded, degrees and dates conferred, participation in officially recognized activities and sports, weight and height of members of athletic teams). Requests for withholding directory information are to be made by completing the proper form, which must be filed at the Success Emporium for each enrollment period (fall, spring and summer) within the first two weeks of the fall or spring semester and the first week of an interim or summer session.

## ATTENDANCE

Each student is expected to attend all class sessions of each course for which he/she enrolls. Faculty members will establish and state in the syllabus the attendance, grading and make-up policies for their courses. It is the responsibility of the student to adhere to the policies of the instructor.

Participation in sponsored College activities is considered to be authorized absences. However, students are responsible for communicating the

absence to their instructor(s). Sanctioned activities are those which have been approved in advance by the Vice President of Student Learning and Success.

Participation in sponsored activities does not relieve the student of the obligation to meet the stated requirements of the course. It is the responsibility of the student to make arrangements with the instructor for any make-up work. Arrangements for make-up work will be made in advance of the absence.

## ACADEMIC INTEGRITY

Students are responsible for achieving academic and course goals and objectives as prescribed by their instructors and for demonstrating attainment in an honest manner. Failure to do so may result in two different outcomes. Misrepresentation of knowledge can influence a course requirement. Cheating, plagiarism or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. An act of academic dishonesty may result in both grade changes and/or disciplinary action.

**Cheating:** Cheating behavior includes but is not limited to:

- Dishonesty of any kind on examinations, quizzes, written assignments and projects.
- Unauthorized possession of examinations, quizzes or instructor records.
- Use of unauthorized notes or information during an examination or quiz exercise.
- Obtaining information during an examination or assignment from another individual and/or assisting another to cheat.
- Alteration of grades on an examination or assignment or on instructor or College records.
- Illegal entry or unauthorized presence in an office of the College or residence of an instructor or unauthorized access to grade records or examination and assignment requirements.

**Plagiarism:** Plagiarism includes but is not limited to:

- Offering the work of another as one's own;
- Offering the work of another without proper acknowledgment;

and/or

- Failing to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, other reference works, term papers, reports or other sources of another individual.

**Penalties for Academic Dishonesty:** It is the responsibility of instructors to determine what constitutes academic dishonesty and identify its occurrence. Although the following procedures represent potential penalties for academic dishonesty, instructors have the responsibility to enforce policies distinct to their classes programs, and/or academic departments. Students should refer to individual course syllabi for instructors' policies regarding Academic Dishonesty.

Any student aiding another student in academic dishonesty will be potentially subject to the following actions. Students who help other students cheat, plagiarize or perform other acts of academic dishonesty are as responsible as the students who take and use the information. Written records documenting academic dishonesty, provided by the instructor, will be added to the student's permanent file in Institutional Effectiveness and Student Records.

For the offense of academic dishonesty, one or all of the following actions may be taken:

- The student will receive zero credit for the assignment(s).
- The student, if enrolled in an online course not already requiring monitored testing, will be required to complete assessments in a proctored environment approved by the instructor. It is the student's responsibility to find an eligible proctor.
- The student will sign, and thereby agree to, a written statement listing the consequences for further acts of academic dishonesty either in the current course or any other courses taken at ENMU-Ruidoso.\*

*\*If a student is involved in a second act of academic dishonesty, determined by review of the student's Admissions and Records file by the Vice President of Student Learning and Success, the case will be forwarded to the Academic Council. The Council will review the prior and current acts of academic dishonesty and assign appropriate penalties. Student appeals of the Academic Council ruling should be directed to the Vice President of Student Learning and Success.*

- The student will be removed from the course in which the infraction occurred and will receive a semester grade of F. Note: Avoiding a grade of F through a withdrawal will not be allowed.
- The student will be administratively withdrawn from all coursework for the remainder of the semester except the course in which the infraction occurred where a grade of F will be assigned.

*\*An instructor can request that a student be removed from his or her class by petitioning the*

*Vice President of Student Learning and Success. Therefore, a student must meet with these individuals if a faculty member requests that the student be suspended from the College.*

**Appealing Academic Dishonesty Penalties:** The student may appeal ENMU-Ruidoso academic penalties to the ENMU-Ruidoso Academic Council. The appeal should be in the form of a written letter stating the student's description of the events, his or her role and why the enforced penalties should be overturned.

The appeal letter must be turned into the Success Emporium within 5 school days after the academic penalties are applied. The Academic Council will assemble and provide a ruling within 12 working days of receiving the letter. To obtain a clear understanding and accurate ruling, the Council will request the faculty member's version of the events, in either written or verbal form; and may request to speak with the student in person.

While the appeal process is taking place, the course instructor reserves the right to deny the student access to the class. However, if the academic penalties are overturned, the instructor must provide the student the opportunity to complete missed assignments.

Student appeals of the Academic Council rulings should be directed to the Vice President of Student Learning and Success.

**NOTE:** *If a suspension from the College stands, the student must appeal again to the Academic Council to be readmitted prior to the start of the next semester.*

## SCIENCE LABORATORIES

Students participating in laboratory courses should be aware that such participation may expose them to contact with a variety of chemicals. Students should adhere to the rules of the laboratory to ensure the safety of everyone involved in the laboratory. The effects of such chemicals and/or their fumes upon the human embryo and fetus are often unknown and may be harmful. Students who are pregnant should consult with a physician before enrolling in laboratory courses.

## DRUG-FREE CAMPUS

ENMU-Ruidoso is a drug-free campus. Drug and alcohol abuse on campus poses a serious threat to the health and welfare of faculty, staff, and students; impairs work and academic performance; jeopardizes the safety and well-being of other students and members of the general public; and conflicts with the responsibility of ENMU-Ruidoso to foster a healthy atmosphere for the pursuit of education and service.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is

prohibited on the premises of ENMU-Ruidoso, including but not limited to its campus grounds, facilities, vehicles, or any activity held on campus premises. As a condition of enrollment, any student of ENMU-Ruidoso shall abide by the terms of the Drug-Free Campus Policy.

## LEGAL SANCTIONS

Legal sanctions will be in accordance with applicable state laws and local ordinances. Students and employees engaged in unlawful possession, distribution or use of controlled substances may also be subject to expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

## SMOKE-FREE CAMPUS

ENMU-Ruidoso is a tobacco- and vapor-free college; therefore, the use of any form of tobacco, electronic and/or vapor cigarettes are prohibited in the College buildings and vehicles.

## REQUIRED SUPERVISION OF MINORS ON CAMPUS

Minors under the age of 18 must be accompanied by an adult unless enrolled in a course, an approved activity, or has legitimate business with ENMU-Ruidoso. In addition, minors are not allowed in the classroom or on campus while the responsible adult is attending courses. The responsible adult must provide appropriate supervision, even if this means the adult must leave class and the campus.

## COLLEGE SKILLS

### PLACEMENT TEST

The Success Emporium offers free testing services for both college students and individuals in the community.

The College Skills Placement Test is an assessment tool designed to provide placement, advisement and guidance information and helps students determine their skill levels in Reading, English, and Math. It is **not** pass/fail. It is a tool in which advocates will assist students in selecting the appropriate classes based on their placement test results. The test will be administered to all entering students enrolling in college classes with the following exceptions:

- Students who have already earned a minimum of 30 hours of college credit, which must include English and mathematics, are exempt from the placement test.
- Students with fewer than 30 hours of college credit who transfer with a passing grade in freshman level courses in English and mathematics are exempt from those portions of the placement test, but will be required to take the reading portion of the test.

- Non-degree students are not required to take the placement test. However, they are **strongly encouraged** to take the placement test prior to enrolling for classes in English and/or mathematics. Students who change their status from non-degree to full-time or degree seeking will be required to take the placement test.

Appointments to take the tests may be scheduled by contacting the Success Emporium at 315-1120 or 800-934-ENMU (3668). A valid photo ID must be presented in order to take the placement test. Students may study for the placement test.

The placement test can be completed in approximately 1½ - 2 hours. Students will review individual test results with advocates before enrollment to determine course selection that meets student and degree program requirements.

## PRIOR LEARNING ASSESSMENT

Special credit is credit earned through American Council of Education (ACE), ACT, Advanced Placement (AP) Examinations, CLEP, Course Challenge, Credit for Prior Learning, Dantes DSST Exams, and Military Service Credit.

- Students who are admitted to the college and have declared a major in either a certificate or degree program are eligible to participate in prior learning assessment.
- A student can earn PLA credit for multiple classes if they have relevant industry credentials, experience or knowledge. In order to complete a degree at least 15 of the total credits must be earned in courses taken at ENMU-Ruidoso. Credits earned through prior learning assessment are never considered part of the residency requirement.
- Fees are charged for review and administrative costs. These fees apply regardless of the results of the assessment. Note: fees do not include charges for individual national for credit examination programs.

## PLA ASSESSMENT FEES PER CERTIFICATE OR DEGREE PROGRAM:

- CPL for industry credentials - \$50 one-time fee.
- Course challenging - \$50 fee per course.
- National for-credit examination programs (example CLEP) - \$25 fee per course.



## ADVANCED PLACEMENT (AP) EXAMINATIONS

Students may earn college credit from successful completion of Advanced Placement (AP) Examinations. Credit may be awarded to entering freshmen who complete AP examinations before registering in the first semester. AP credit will be accepted for transfer students as recorded on official transcripts from accredited colleges.

### ENMU Advanced Placement

	<i>AP Exam</i>		
	<i>Sem.</i>	<i>ENMU Course</i>	
	<i>Hrs.</i>	<i>Equivalent</i>	
<b>ART EXAMS</b>			
Art History	3	3	ARTH 2110
	4,5	6	ARTH 2110 & 2120
Studio Art: 2-D Design Portfolio	3	3	ARTS 1610 or ARTS 1240
	4,5	6	ARTS 1610 or 1240 & 2610
Studio Art: 3-D Design Portfolio	3	3	ARTS 1610 or 1240
	4,5	6	ARTS 1610 or 1240 & 2610
Studio Art: Drawing Portfolio	3, 4, 5	3	ARTS 1610 or 1240
<b>BIOLOGY EXAMS</b>			
Biology	3	4	BIOL 1140/L* or 1140C or BIOL 1110/L* or 1110C
	4	4	BIOL 2110/L* or 2110C
	5	4	BIOL 2110/L* or 2110C
<i>*Lab credit only if AP course had a lab. If no lab, student will need to take the lab associated with the class for the credit given.</i>			
<b>CHEMISTRY EXAMS</b>			
Chemistry	3	4	CHEM 1110/L* or 1110C
	4	4	CHEM 1215/L* or 1215C
	5	4	CHEM 1215/L* or 1215C & CHEM 1225/L* or 1215C
<i>*Lab credit only if AP course had a lab. If no lab, student will need to take the lab associated with the class for the credit given.</i>			
<b>COMPUTER SCIENCE EXAMS</b>			
Computer Science A	3		Computer Science I
	4,5		Object-Oriented Programming
Computer Science Principles	3,4,5		Introduction to Computer Science
<b>ECONOMICS EXAMS</b>			
Macroeconomics	3,4,5	3	ECON 2110
Microeconomics	3,4,5	3	ECON 2120
<b>ENGLISH EXAMS</b>			
English Language and Composition	3,4,5	3	ENGL 1110

English Literature and Composition	3,4,5	3	ENGL 1410
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### GEOGRAPHY EXAMS

Human Geography	3,4,5	3	GEOG 1165
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### HISTORY EXAMS

European History	3	3	HIST 1150
	4,5	6	HIST 1150 and 1160
United States History	3	3	HIST 1110
	4,5	6	HIST 1110 & HIST 1120
World History	3	3	HIST 1130
	4,5	6	HIST 1130 & HIST 1140

### LANGUAGE EXAMS

French Language & Culture	3	4	FREN 1110
	4	8	FREN 1110 & FREN 1120
	5	7	FREN 1110, 1120 & 2110
German Language & Culture	3	4	GRMN 1110
	4	8	GRMN 1110 and 1120
	5	7	GRMN 1110, 1120 & 2110
Spanish Language & Culture	3	4	SPAN 1110
	4	8	SPAN 1110 & 1120
	5	7	SPAN 1110, 1120 & 2110

### MATHEMATICS EXAMS

Calculus AB	3		MATH 1240
	4,5		MATH 1510
Calculus BC	3	8	MATH 1510*
	4	8	MATH 1510, 1520^
	5	8	MATH 1510, 1520

*\*Calculus I only if Calculus AB subscore of a 4.*

*^Calculus II credit upon successful completion of Calculus III*

Statistics	3,4,5	4	MATH 1350
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### POLITICAL SCIENCE EXAMS

United States Government and Politics	3,4,5	3	POLS 1120
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### PSYCHOLOGY EXAMS

Psychology	3,4,5	3	PSYC 1110
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AP credit will only be granted for exams on this list.

## ACT CREDIT EXAMINATION PROGRAM

ENMU-Ruidoso will accept up to 9 hours of credit for:

<i>ACT Course</i>	<i>Credit Score</i>	<i>Applied</i>	<i>To</i>
English	31	3 hours	ENG 1110
Math	31	8 hours	MATH 1216 & 1130

- Credit is given to beginning or transfer freshmen who take the ACT examination before their first registration at ENMU-Ruidoso. High school students participating

in the early admission program must have taken the examination before the first full-time registration. Credit is awarded only after successful completion of twelve (12) or more credit hours at ENMU-Ruidoso.

- Any credit earned through CLEP and ACT must be mutually exclusive. For example, a student cannot earn three (3) hours of English credit through ACT and another three (3) hours of credit for English through CLEP. The total number of credits accepted from any combination of ACT, AP, CLEP, Challenge, Validation of Credit, and Military Service Credit. Contact Success Emporium for further details.

## CHALLENGE EXAMINATIONS IN ACADEMIC PROGRAMS

Regularly enrolled students at ENMU-Ruidoso have the option of passing a course in their degree plan by challenge examination without class attendance. A challenge examination may take the form of tests, projects, writing assignments and other measures of course competency. To arrange a challenge examination for credit, the student must obtain and complete the following:

- The Course Challenge Form from Success Emporium confirming that the student (1) has not previously enrolled in the course for credit or audit and (2) has a cumulative GPA of 2.5 or higher.
- Agreement of an instructor currently teaching the course to complete the administration of the course challenge by the last day of the semester.
- Approval by Department Chair and Vice President of Student Learning and Success.
- Proof of payment prior to taking the examination: the fee is nonrefundable.
- Signatures of the (1) Student, (2) Instructor, (3) Department Chair and (4) Vice President of Student Learning and Success.

Once the Vice President of Student Learning and Success has returned the completed form to the Instructor, a separate course reference number is created. In order for the faculty member to administer the challenge, the student must present a completed Challenge Request including proof of payment to the instructor. If the student receives a grade of "C" or higher after completing the course challenge, the course will appear on the transcript with a CRE designation. If the student receives lower than a "C", no entry will be made on the transcript, and the student will have the option of registering for the course in any

subsequent semester. A maximum of 21 credits may be earned through course challenging.

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

ENMU-Ruidoso participates in the college Level Examination Program of the college Entrance Examination Board under the following provisions:

- Up to 6 credit hours in each of the five CLEP General Examination areas may be established for scores at or above the 50th percentile on the examinations. (Credit will be assigned to specific courses not to exceed 30 hours and not to exceed 32 hours when combined with ACT, AP, Course Challenge, Military Service Credit, and Validation of credit).
- CLEP subject area examinations will be considered individually and accepted at the 50th percentile.
- ENMU-Ruidoso will accept transfer CLEP subject credit without consideration of the percentile or score accepted by the transferring institution.
- CLEP credit cannot be used to establish credit for a course in which an "F" grade has been recorded.
- CLEP credit will not be awarded if a student has received college credit for the same course or its equivalent.
- The evaluation and recording of CLEP credit will be once each semester. Official test reports must be sent by the testing organization to the Office of the Registrar.

Credit will be awarded to students who have earned at least 12 semester hours of credit on an ENMU campus.

<i>General Examinations</i>	<i>Cut off Score</i>	<i>Hours</i>	<i>ENMU Course Equivalent</i>
<b>College Composition</b>	50	3	ENGL 1110
<b>Humanities</b>	50	6	HUMN 1110 and ENGL 1120
<b>College Mathematics</b>	50	6	MATH 1216 & MATH 1130
<b>Social Science &amp; History</b>	50	3	<i>Transcript credit for general Edu- cation, Social Sciences Only</i>
<i>Subject Examinations</i>			
<b>Biology</b>	50	4	BIOL 1110/L
<b>Business Law, Intro.</b>	50	3	BLAW 2110
<b>Calculus</b>	50	4	MATH 1510

<b>Pre-Calculus</b>	50	3	MATH 1220
<b>Chemistry</b>	50	8	CHEM 1215/L & 1225/L
<b>College Algebra</b>	50	3	MATH 1220
<b>College Composition</b>	50	3	ENGL 1110
<b>Educational Psychology, Intro to</b>	50	3	Psychology elective TPS/Intro to Educational Psychology
<b>Financial Accounting</b>	50	3	ACCT 2110
<b>French Language</b>	50	8	FREN 1110 & 1120
<b>German Language</b>	50	8	GRMN 1110 & 1120
<b>History of USA I (Early Colonization in 1877)</b>	50	3	HIST 1110
<b>History of USA II (1865 to present)</b>	50	3	HIST 1120
<b>Human Growth and Dev.</b>	50	3	PSYC 2140
<b>Information Systems &amp; Computer Applications</b>	50	3	IS 293
<b>Macroeconomics, Prncpls of</b>	50	3	ECON 2110
<b>Management, Principles</b>	50	3	BUS 293
<b>Marketing, Principles of</b>	50	3	MKTG 2110
<b>Microeconomics, Prncpls of</b>	50	3	ECON 2120
<b>Psychology, Introductory</b>	50	3	PSYC 1110
<b>Sociology, Introductory</b>	50	3	SOCI 1110
<b>Spanish Language</b>	50	8	SPAN 1110 & 1120
<b>Spanish Language</b>	60	7	SPAN 1120
<b>Western Civ. I: Ancient Near East to 1648</b>	50	3	HIST 1150
<b>Western Civ II: 1648 to present</b>	50	3	HIST 1160

\*Credit will be granted only for CLEP exams on this list.

## DANTES OR DSST

A form of prior learning assessment, DANTES or DSSTs offer students a cost effective, time-saving way to use their knowledge acquired outside of the classroom (perhaps from reading, on-the-job training, or independent study) to accomplish their educational goals.

For more information go to [DANTES DoD.com](https://dantes.dod.com).

### ENMU DSST (Dantes)

Examination Title	Cut off Scores for Credit	Hours	ENMU Course Equivalent
Business, Introduction to	46/400	3	BUSA 1110
Civil War & Reconstruction, The	47/400	3	HIST 2996
Computing, Introduction to	45/400	3	BCIS 1115

Criminal Justice	49/400	3	CJUS 1110
Financial Accounting, Principles of	49/400	3	ACCT 2110
Fundamentals of College Algebra	47/400	3	MATH 1216
History of Vietnam War	44/400	3	HIST 2996
Human Resources Management	46/400	3	MGMT 293
Law Enforcement, Introduction to	45/400	3	CJUS 2996
Management Information Systems	46/400	3	BCIS 2310
Money and Banking	48/400	3	BFIN 293
Organizational Behavior	48/400	3	MGMT 293
Statistics, Principles of	48/400	3	MATH 1350
Supervision, Principles of	46/400	3	BUSA 293
World Religions, Introduction to	48/400	3	RELG 293

\*Credit will only be granted for DSST or DANTES exams on this list.

## MILITARY SERVICE CREDIT

ENMU-Ruidoso accepts credit earned by United States military personnel for courses and/or military occupational specialties (MOS) as evaluated by the American Council on Education (ACE) in the Guide to the Evaluation of Education Experiences in the Armed Services. Official copies of the ACE transcript must be sent to the Institutional Effectiveness and Student Records office. The amount of credit will not exceed 32 semester hours for undergraduates. This limit includes credit by examination (e.g., AP, ACT, CLEP, Course Challenge, DSST, and Validation Examination Credit). Military Service credit is accepted as elective credit by Institutional Effectiveness and Student Records. In order for credit to be considered for a specific course in a program, the credit must be reviewed following the same guidelines as a Course Equivalency or Course Substitution. The Course Equivalency or Substitution must be approved. See your student advocate to start the process. If the ACE Guide does not have an evaluation on the course or a Course Equivalency or Course Substitution has been denied, the student can then take a course challenge examination, see page 25.

Before credit will be considered official copies of courses completed or MOS rating must be sent directly to Institutional Effectiveness and Student Records from a record center.

**Prior Learning Assessment:** Credits awarded from prior learning assessment will be applied to program requirements in the following manner:

- Prior learning credits will be awarded upon approval from the Subject Matter Expert and Vice President of Student Learning and Success.
- Prior learning credits shall be applied to meeting degree or program requirements in



the same manner as credits earned at the awarding institution.

- Institutions may award credit for prior learning only in those courses or program areas for which they have program approval by the state.
- Institutions shall award their own course title and number to the credit awarded. Conventional letter grades shall not be used.

## RESOURCES FOR STUDENTS

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### BOOKS

Textbooks can be purchased through the online bookstore in the ENMU-Ruidoso Portal. Please allow 4-5 days for shipping for virtual purchases. Textbooks may be charged to Financial Aid, but only up until Financial Aid has been disbursed. See Schedule of Classes for deadline to charge textbooks. If students miss the deadline that Financial Aid has been disbursed, students must setup a payment plan with the cashier. If a student drops a class, it is the student's responsibility to return the textbook(s) for refund to the online bookstore.

### LEARNING COMMONS

The ENMU-Ruidoso Campus Learning Commons is a one-stop center for learning resources and services. Centrally located, the Learning Commons provides services for tutoring, writing support and collaborative projects. Access to book, journal, film and music resources in both conventional as well as ever-expanding electronic and streaming formats. The facility also provides computer access, printing/scanning capabilities and Inter-Library Loan services.

### FACILITIES

The ENMU-Ruidoso campus houses various educational services including Success Emporium; Business Office; Workforce Adult Education; Virtual Bookstore; Library and Learning Commons; General Classrooms; computer labs; science lab; EMS program, Fire program and Nursing Assistant program labs as well as hospitality and tourism labs. Classes are held in a variety of locations throughout Lincoln County and Mescalero. All facilities provide barrier-free access to individuals with limited physical movement.

### SUCCESS EMPORIUM/TUTORING

The Success Emporium is available to all ENMU-Ruidoso students with services and resources dedicated to your personal development and academic achievement. Studying is an essential aspect of academic success. It is generally recommended that for every hour spent in class, at least one hour be dedicated to studying outside of class and that amount

of time will change with the difficulty of the course and development of study skills.

The Success Emporium offers spaces to study. The development of study skills takes time and practice. Tutoring and academic coaching are available through the Success Emporium. Tutors are available daily throughout regular business hours. The Success Emporium also offers academic workshops and supplemental instruction to assist in the development of study skills and reinforce classroom learning. Career presentations are another feature offered through the Success Emporium allowing students and community members to explore various professions. The Success Emporium is dedicated to your success!

## ACADEMIC REGULATIONS

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### POLICIES AND PROCEDURES

*Catalog of Record:* This catalog is a guide to the academic regulations and the curricula of ENMU-Ruidoso. Each student is responsible for complying with all regulations of the College and of the curricular program he/she selects.

Students may graduate under the curricular requirements established in the catalog either for the year in which they were first enrolled at ENMU-Ruidoso or for a subsequent year of enrollment according to the following provisions: (1) the degree is conferred within six years from the end date of the catalog from which the student was enrolled, (2) the student has been continuously enrolled, (3) all curricular requirements are governed by one catalog, and (4) the College can reasonably continue to offer the course of study.

If a student is readmitted to the College following an absence of no more than two regular semesters, the student may petition the department chair and Vice President of Student Learning and Success for permission to stay within his or her previous catalog of record. If the student is readmitted to the College following more than two regular semesters, the catalog of record will be changed to the readmit year.

Colleges have the authority to extend the six years for part-time students who are continuously enrolled. A memorandum must be submitted to Success Emporium with the approval from the Vice President of Student Learning and Success. Curricular requirements are established by the College and include general education courses as well as specific discipline requirements. Each student's degree program is individually planned following catalog guidelines and advocate recommendations.

New catalogs are effective the fall term of the year in which they are published. Students may continue to use the courses (or appropriate course substitutions)

and program requirements of the catalogs used at matriculation. Academic standards and regulations, however, introduced in new catalogs apply to all students. Thus, probation and suspension regulations, specific GPA requirements, etc., apply to all students.

The College may make changes and exceptions to the curricular and academic policies provided that administrative and governance procedures are followed and that affected students are given reasonable opportunity to petition for exceptions.

## CAPP DEGREE EVALUATION

CAPP Degree Evaluation is the acronym for Curriculum, Advising and Program Planning, and it tracks a student's progress toward completion of their degree requirements. CAPP is an unofficial evaluation, used as a tool for students and advocates to check progress toward graduation and Institutional Effectiveness and Student Records will confirm eligibility for graduation by using the student's catalog of record along with CAPP.

CAPP searches through in-progress courses, transfer credits and courses taken at ENMU-Ruidoso to find courses that match the degree requirements. CAPP is broken down into areas that include the Institutional/Related Requirements, General Education Requirements, and your major requirements.

It is the student's responsibility:

- To read and follow degree requirements established in this catalog
- Initiate changes and substitutions regarding his or her advocate assignment, major and other degree requirements
- To review with his/her advocate the coursework required for graduation
- To apply for graduation at the Success Emporium.

Degree programs include general requirements for degrees that must be fulfilled by all certificate and associate recipients, as well as specific requirements defined within the college, school and department curricular offerings. The general requirements include the "General Education Requirements," which are curricular plans that the faculty believe will lead each student to a broad and general level of knowledge and understanding. Students may petition their advocates, the department chair and Vice President of Student Learning and Success for substitutions and exceptions to curricular requirements.

Exceptions to institutional/related requirements must be approved by the Vice President of Student Learning and Success.

The College will not necessarily honor errors made in the recording of degree plan requirements in conflict

with catalog requirements and for which advance approval has not been obtained. However, the College will attempt to resolve the conflict.

## ASSOCIATE DEGREES AND CERTIFICATES

ENMU-Ruidoso is authorized to award the Associate of Arts degrees (A.A.), the Associate of Science degrees (A.S.), the Associate of Applied Science degrees (A.A.S.) and Certificates of Completion and Occupational Training. Programs of study leading to an associates degree require completion of a minimum of 60 credit hours.

## FIRST-YEAR SEMINAR

First-year Seminar (FYEX 1110) is a three credit-hour, graded orientation course that is required for all associate degree programs. Taken during the first semester of enrollment, it helps students transition successfully to college as they discover the resources available to them at ENMU-Ruidoso. It supports academic success by actively involving students in their learning process while strengthening skills, broadening horizons and developing academic and social independence. Students learn new skills, practice time management, and discover their preferred learning styles.

ENMU-Ruidoso's First-year Seminar has been developed based upon national models for successful practices and is taught by faculty and professional staff. *Suggested Co-Requisite: English 1110.*

## NUMBERING OF COURSES

Courses at ENMU-Ruidoso are typically numbered according to classification of freshman or sophomore. Acceptance as transfer credit at another institution is at the discretion of the receiving institution. Students should select courses that meet degree requirements and that satisfy pre-requisites for future classes.

## ACADEMIC CREDITS

An academic credit, called a "credit hour," is the equivalent of one 50-minute "contact hour" (instructor to students) per week for 16 weeks. All courses are recorded in terms of academic credit hours. Courses that include laboratory work specify the number of lab hours that are required weekly.

For self-paced courses or those that involve field experiences, credit hour value is not determined by the number of class meetings.

## STUDENT COURSE LOAD

A full-time course load is 12-18 credit hours during a regular (16 week) semester, 6-10 credit hours during an eight-week summer session, and 4-6 credit hours during a four-week session. A student may take not

more than 10 credit hours within a four-week session. Overloads must be approved by the student's advocate and the Vice President of Student Learning and Success. Students who register for fewer than 12 credit hours in regular semester or 6 credit hours in the summer are considered part-time.

For Financial Aid purposes, 12 credit hours are full time for fall, spring, and summer.

## CLASSIFICATION OF STUDENTS

Student classification is based upon the following standard of credit hours earned:

Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

## ENROLLMENT FOR NON-CREDIT (AUDIT)

Any student may enroll for a particular course or courses for non credit while concurrently enrolled for other courses for credit. Class attendance and participation requirements for a non-credit student are to be individually determined by the instructor of the course. Students may change their enrollment from credit to non-credit or from non-credit to credit only during the drop/add period as established in the college calendar. Courses taken for non-credit will appear on the student's transcript as "AU" with no credits recorded and no grades assigned. Tuition and fees are the same for students enrolled for non-credit as for students enrolled for credit.

## ATTENDANCE POLICY

Attendance is expected at all sessions of each course for which the student is enrolled; the responsibility of attendance is placed on the student. Faculty members will establish and state in the syllabus the attendance, grading and make-up policies for their courses. Faculty members are not responsible for withdrawing students who do not attend courses.

## GRADE REVIEW POLICY

The principle of academic freedom dictates that a faculty member is responsible for and has authority over grades which he/she assigns and the criteria by which the student is evaluated. However, the College has developed a grade review procedure which allows for an objective review of a disputed grade. Grade review requests will not be considered after a period of one (1) calendar year following the recording of the grade on the transcript.

## CHANGING GRADES

Once grades are recorded in Institutional Effectiveness and Student Records, they may be changed only if a

written request justifying such a change is submitted by the instructor to Institutional Effectiveness and Student Records. Grade change requests will not be approved after a period of one (1) calendar year from the posting of grades on the transcript.

## GRADING SYSTEM – GRADE POINTS

Grades are based solely upon performance. They are not based upon how difficult the subject is for the student, how much time the student must devote to the course or on the student's academic status. Above all, **grades are not negotiable.**

Grades "A," "B," "C," "D" and "F" are earned and recorded at ENMU-Ruidoso; under certain circumstances as described further in this section, grades "CRE," "I," "W," "S" and "U" may be recorded. In computing the GPA the total of credits in which the grades of "A," "B," "C," "D" or "F" have been earned is divided into the total number of grade points earned.

- A** The "A" grade indicates that the work has been outstanding, the quality has been exceedingly high and more than the minimum amount of work has been done. The "A" student will demonstrate both a wider and deeper understanding of the subject than any other student. *Four grade points per credit hour.*
- B** The "B" grade indicates that the quality of the work has been high; that all of the assigned work has been properly and correctly done and that classroom performance on tests, recitations, reports, etc. has been consistently well above average. The "B" student occasionally exceeds the minimum mandates of the course. This grade should identify the student who is ready for and is capable of advanced work in the same subject. *Three grade points per credit hour.*
- C** The "C" grade indicates that the quality of work has been generally good, that most of the assigned work has been acceptably done and that classroom performance is quantitatively average for the class. *Two grade points per credit hour.*
- D** The "D" grade indicates that the quality of the work has been poor, that the assigned work has been substandard and often incomplete (or late) and that classroom performance has been well below average. **A "D" grade will not count toward any degree requirements.** *One grade point per credit hour.*
- F** The "F" grade indicates failure and is given in cases of exceptionally poor performance. *Zero grade points per credit hour.*



## **I – Incomplete**

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

- In no case is an “I” to be used by faculty to avoid the assignment of “D” or “F” grades for marginal or failing work.
- The instructor will submit an “Incomplete Grade Request Form” from Self-Service Banner (SSB).
- The work to make up an “I” must be completed by the time specified on the incomplete contract form to which the instructor and student have agreed but in no case will the time exceed beyond the next regular semester (summer does not constitute a semester for this regulation).
- Change of an “I” is accomplished by the instructor’s submission of a change of grade form to Institutional Effectiveness and Student Records when the work has been completed.
- An “F” grade will be given for inadequate work or work not completed in a timely fashion. (In the event the student does not complete the work and no change of grade is submitted by the faculty at the end of the regular semester, the grade will automatically revert to an “F”).
- A student cannot re-enroll into the course while completing coursework required under an “Incomplete Agreement”.

## **W – Withdrawal**

“W” indicates formal withdrawal from class prior to the withdrawal deadline for each semester.

## **S – Satisfactory**

“S” indicates satisfactory completion of a short-term workshop or other unique course which has been designated for “S-U” grading.

## **U – Unsatisfactory**

“U” indicates unsatisfactory work in a short-term workshop or other unique course which has been designated for “S-U” grading.

## **AU – Audit**

“AU” indicates that students are taking the course for no credit.

## **CRE – Credit by examination**

No grade points given.

At the end of each semester, students are given a grade

report that lists courses taken, grades received, grade point average (GPA) for that semester and cumulative GPA. Only those courses with grade A, B, C, D or F are included in the calculation of the GPA. Grades of NC, I, S, U and W are excluded from the calculations but are included on the grade report.

## **PRESIDENT’S HONOR ROLL**

Students enrolled for 12 or more credit hours at ENMU-Ruidoso whose end-of-semester GPA is 3.25 or better will be listed on the President’s Honor Roll. The honor roll is prepared for the fall and spring semester only.

## **REPEAT OF COURSE**

A course may be repeated to replace a grade earned in it. The following regulations will apply:

- The original and any repeat courses must be from an ENMU campus (Portales or Ruidoso).
- A course of one type may never be repeated by a course of another type, e.g., a directed study for a regularly scheduled classroom course, etc.
- All course enrollments and grades will appear on the transcript but only the highest grade earned will be used to calculate the grade point average. Where there is a difference of hours of credit or of course number level, the value of the repeat course with the highest grade will be used for the purpose of calculating the grade point average and in determining the satisfaction of degree requirements.
- A grade of “I” for a repeat course will not replace a previous grade.
- Withdrawal from a repeat course shall cause the repeat to be canceled and the previous academic record shall remain valid. The student may choose to repeat the course again after the withdrawal.

Courses that are allowed to be repeated may be viewed in the course description part of the catalog.

## **DROP/ADD**

A student may change his/her registration by adding and/or dropping courses within the deadlines set in the College class schedule. Students may drop and/or add courses within the deadlines set, by logging into MyENMU-Ruidoso at [ruidoso.enmu.edu](http://ruidoso.enmu.edu).

A course dropped during the appropriate time period will not appear on the student’s transcript.

All exceptions to these policies must be approved by the Director of the Success Emporium.

## COURSE WITHDRAWALS

A student may change his/her registration by adding and/or dropping courses or by withdrawing from a course within the deadlines set in the ENMU-Ruidoso Class Schedule. A course dropped during the appropriate period will not appear on the student's transcript. A course withdrawal during the appropriate period will appear on the student's transcript with a grade of "W."

Refunds will be made for withdrawals according to the refund schedule printed in the class schedule. In a variable credit course, all hours must be dropped or withdrawn, not just a portion of them. All exceptions to these policies must be approved by the Vice President of Student Learning and Success.

***Depending on the date of withdrawal and the corresponding refund schedule, students may be required to repay part or all of any financial aid or scholarship monies.***

**Complete Withdrawal from the College:** A student may completely withdraw from the College within the deadlines set in the College class schedule. Students who will be withdrawing from the College are strongly encouraged to contact the Success Emporium and speak with an advocate. Grades will be posted for students who do not go through official withdrawal. A student who is forced by emergency circumstances to leave the college without officially withdrawing should notify Success Emporium. In the event the student is unable to make such a call, the parents or guardian may do so on the student's behalf. Refunds will be made according to the tuition and fees as set in the College class schedule.

### **Request Course Drop/Withdrawal or a Complete Withdrawal from the College after the Deadline:**

The College has established deadlines in order to conform to statewide enrollment reporting requirements. Deadlines have also been established to ensure that students make timely and effective decisions regarding their course work and progress toward degree completion and **protect their financial aid eligibility status.**

A request to add, drop or withdraw from a course or to completely withdraw from the College after the deadline can only be honored in **extreme circumstances**, and such requests must be accompanied by **appropriate documentation. The form can be requested from the Success Emporium.**

The completed form must be returned with the following documentation to the Success Emporium:

- Statement of the student's extreme circumstances.
- Appropriate documentation.

- Student's signature (on form or by using the student's email.edu address).

All documentation will be reviewed by the Vice President of Student of Learning and Success. If drop or withdrawal receives Vice President of Student Learning and Success approval, the Success Emporium will process the withdrawal. If denied the student may appeal to the President's Office.

## WARNING, PROBATION AND SUSPENSION

Students are expected to maintain a good academic standing throughout their college careers. An institutional GPA of 2.0 or above is required to graduate, and the College offers special assistance to those failing to maintain good academic standing. Students not in good academic standing may be placed on warning, probation or suspension.

**Academic warning** applies to first-time freshman students who, at the end of their first enrollment at ENMU-Ruidoso (summer semester or fall semester), have an earned GPA of less than 2.0. Students placed on academic warning must successfully participate in an academic intervention program to assist them in achieving good academic standing. Students who do not raise their cumulative and semester GPAs above 2.0 in the next term will be placed on academic probation. Academic warning applies only to students with fewer than 17 earned credit hours.

**Academic probation** applies to students with 17-29 earned credit hours with a semester GPA of 2.0 or higher, but an ENMU-Ruidoso institutional GPA **below 2.0**. Students placed on probation must successfully participate in an academic intervention program to assist them in achieving good academic standing.

Students who do not raise their cumulative and semester GPAs above 2.0 in the next spring, fall, or summer session will be placed on academic suspension. Students placed on probation will remain on probation until they achieve good academic standing (cumulative and semester GPAs of at least 2.0) or are suspended.

Academic suspension applies to students with 30 or more earned credit hours who have a semester GPA below 2.0 and have been on academic probation for one semester.

Student	Enrollment Semester	Conditions	Academic Standing
<b>First-Time Freshmen</b>	End of 1st Semester	ENMU GPA is below 2.0 following first enrollment period	Academic Warning
	End of 2nd Semester	ENMU cumulative GPA is below 2.0; student's	Academic Probation

		semester GPA is below 2.0 following one semester of academic warning	
<b>Note:</b> Students placed on probation will remain on probation until they achieve good academic standing (cumulative and semester GPAs of at least 2.0) or are suspended.			
	End of 3rd Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following one semester of academic probation	Academic Suspension
<b>Transfer</b>	End of 1st Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following first semester	Academic Probation
		Admitted on probation, the student's ENMU cumulative and semester GPA are below 2.0 <b>OR</b> ENMU GPA is below 2.0	Academic Suspension
<b>Note:</b> Students placed on probation will remain on probation until they achieve good academic standing (cumulative and semester GPAs of at least 2.0) or are suspended.			
	End of 2nd Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following one semester of academic probation	Academic Suspension
<b>Returning</b>	End of 1st Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following first semester	Academic Probation
		Admitted on probation, the student's ENMU cumulative and semester GPA are below 2.0 <b>OR</b> ENMU GPA is below 2.0	Academic Suspension
<b>Note:</b> Students placed on probation will remain on probation until they achieve good academic standing (cumulative and semester GPAs of at least 2.0) or are suspended.			
	End of 2nd Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following one semester of academic probation	Academic Suspension
<b>Continuing</b>	End of any Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following first semester	Academic Probation
<b>Note:</b> Students placed on probation will remain on probation until they achieve good academic standing (cumulative and semester GPAs of at least 2.0) or are suspended.			
	End of any Semester	ENMU cumulative GPA is below 2.0; student's semester GPA is below 2.0 following one semester of academic probation	Academic Suspension

The first suspension will result in a suspension for *one regular* semester (fall or spring). A second academic suspension will result in a suspension of *two regular* semesters. Upon a third academic suspension, the student is permanently suspended from the college and is not allowed to re-enroll at ENMU-Ruidoso for a minimum of five years and with the Vice President of Student Learning and Success approval.

Students who have completed the mandated suspension period must go to the Success Emporium as the first step in the re-instatement process and are subject to any enrollment restrictions stipulated by that office. Students may be required to complete an Action Plan for Success. Students will write a reinstatement letter to the Director of the Success Emporium. Students may be required to take a part-time course load to prove the student is capable of successfully completing courses.

Students may petition for a waiver of the mandated suspension period based on extenuating circumstances. Such students must submit a written appeal to the Director of the Success Emporium. Student may be placed on a suspension waiver with specified conditions of enrollment. These conditions may include a required GPA, repeat of certain courses or other appropriate requirements.

***Failure to meet the conditions of the suspension may result in disenrollment, further suspension or denial of re-admission to the College.***

## CLEMENCY POLICY

The ENMU-Ruidoso academic clemency policy allows qualified students to redeem their academic record.

### Philosophy

Students who have attempted course work at ENMU and were not successful in their efforts, but who wish to resume their college career may, through the granting of academic clemency, exclude the poor academic record from current work.

### Criteria

To be considered for the program, a student must:

- Must be currently attending ENMU-Ruidoso
- At the time of readmission have not attended ENMU or any of its branches for five (5) or more years; and
- Complete the first 12 credit hours after returning with a minimum grade of "C" or better in each class taken. If more than 12 hours are attempted prior to seeking clemency, the student must earn a grade of "C" or better in each course attempted.



## Procedure

Students who meet these criteria may apply for clemency in the Success Emporium after having successfully completed the first 12 or more credit hours with a grade of "C" or better in each class taken. No courses taken prior to the student's return will be counted in their Eastern New Mexico College institutional GPA. Courses with a grade of "D" or better will be carried forward as earned credit only and can be used to meet degree requirements. A course with a grade of "D" however, does not count in the student's major or minor.

### NOTE:

1. *This policy pertains to the calculation of the institutional GPA for progress toward degree completion and does not pertain to institutional GPA calculated for graduation honors, professional certification and/or licensing (such as teacher education).*
2. *Students can avail themselves of this policy only once, and it is not reversible. Grades earned before clemency will continue to show on the student's record, and a statement at the time of clemency will explain the action taken.*
3. *The student who has already graduated or not currently attending ENMU-Ruidoso may not apply for clemency.*

## GRADUATION

All students expecting to complete their program of study (certificate, Associate of Arts, Associate of Science or Associate of Applied Science) must file an application for graduation before the application deadline. The application should be filed with Institutional Effectiveness and Student Records.

The commencement ceremony for students graduating from ENMU-Ruidoso takes place each spring. Students wanting to participate in the commencement ceremony will need to order their cap and gown from ENMU-Ruidoso Success Emporium. Graduation applications must be turned into Institutional Effectiveness and Student Records before the deadlines dates:



## Graduation Application Deadline Dates

Fall Semester: October 1

Spring Semester: April 10

Summer Semester: July 1

## GRADUATING WITH HONORS

Honors are awarded to students who complete their program with a cumulative overall GPA of 3.50 or better. Cumulative grade point averages are calculated after the last grading period prior to the student's final enrollment.

## EARNING A SECOND ASSOCIATE DEGREE

Students may earn more than one associate degree through ENMU-Ruidoso. These may be pursued concurrently by meeting the requirements of each degree. The two degrees must total at least 75 credit hours, and the second associate degree must include at least 15 hours of credit which are not applied to the first degree. The application for graduation process and related deadlines coincide with those for first degree recipients.

## TRANSCRIPTS

There is no charge for copies of transcripts for coursework completed at ENMU; however, transcripts cannot be issued for students who have outstanding accounts with the college. The policy applies regardless of whether the debts have been discharged in any proceeding under the United States Bankruptcy Act.

## SPECIAL PROGRAMS AND SERVICES

### COMMUNITY DEVELOPMENT

The ENMU-Ruidoso Community Development Program offers flexible, short-term classes for self-enrichment and lifelong learning opportunities. Whether you are interested in improving your personal well-being or developing new professional skills, we have something for everyone!

Community Development classes are non-credit classes designed for those who love to learn and develop new interests without the pressure of taking tests or receiving grades. Our goal is to offer classes that will be of interest to area residents and Lincoln County visitors.

ENMU-Ruidoso now offers on-line Community Development classes. All you need is access to a computer! All classes are held continuously throughout the semester. For information call: 575-315-1120.

## CUSTOMIZED TRAINING

ENMU-Ruidoso seeks to better serve the skill training needs of business and industry in the College's service area by designing specialized, low-cost, quality training courses which meet the specific requirements of the organization. Courses can be developed and implemented in a short period of time.

Starting dates and class times are determined by the employer's needs and can be as short as an hour or as long as required to meet the course objectives. Classes can be offered on campus or brought to your doorstep.

Regardless of age, education or experience, employees will benefit from small, individualized classes where all students share the same objectives.

Our goal is to help employers train their employees in acquiring new skills, enhance existing skills, and provide for personal and professional advancement. The costs are low; contact us for details. For more information, call: 575-315-1120.

## LIFELONG LEARNING ACADEMY

The Lifelong Learning Academy, located in Community Education, is designed to meet the special interests of community members age 55 and over. Topics include, but are not limited to, skills for new computer users, health and nutrition, local history and genealogy topics. Class size is limited to ensure that each participant receives individual attention. Seniors 65 and over may register for college credit courses for \$5 per credit hour. Please refer to the ENMU-Ruidoso class schedules for registration details.

## PROCTORING

ENMU-Ruidoso offers test proctoring services for individuals attending other colleges or universities. Testing arrangements must be scheduled in advance with the Learning Commons. Call 575-315-8135 for more information.

# New Mexico Workforce Connection

*A Proud Partner of the American Job Center Network*

## NM WORKFORCE CONNECTION

The New Mexico Workforce Connection is a joint partnership of ENMU-Ruidoso, New Mexico Department of Workforce Solutions (NMDOWS), providing training and services for youth, students and adults.

Tuition, fees and supportive service assistance (transportation, supplies, child care, etc.) are available for those who qualify.

For more information, contact the Workforce Center office at 575-315-1100 or 575-315-1111.

## GENERAL EDUCATION REQUIREMENTS

Beginning in 2005, and confirmed in the 2016 New Mexico legislative session, courses successfully completed at any New Mexico public institution recognized through a state approval process as general education at that institution are guaranteed to transfer to any other New Mexico two- or four-year public institution as general education coursework for non-teaching degrees and programs. Effective in fall 2019, New Mexico requires a minimum of 30-31 hours of general education coursework for students to be designated as "General Education Complete" at any NM institution for all Associates of Arts, Associates of Science, or Bachelor's degrees, taken from each of these areas:

- Communications (6 hours)
- Mathematics (3 hours, minimum)
- Science with Lab (4 hours)
- Social and Behavioral Science (3 hours)
- Humanities (3 hours)
- Creative and Fine Arts (3 hours)
- "Flexible Nine": A minimum of 9 credit hours identified by each institution.

Associates of Applied Science (A.A.S.) degrees are required to take a minimum of 15 hours of general education coursework. Required general education courses for a specific A.A.S. degree may vary. Students must follow the degree plan in the catalog for their program of study. Any student with an A.A.S. degree will be required to complete an additional 16 hours of General Education Requirements required for a Bachelor's degree at another institution.

Students enrolling for first-year study who have not yet selected either an academic focus or the institution from which they wish to graduate are advised to take courses during the freshman year approved for General Education.

Transfer students designated as "General Education Complete" on the official transcript will not be required to fulfill General Education requirements at ENMU-Ruidoso. Transfer students who have not completed all of the requirements will need to complete any missing requirements at ENMU-Ruidoso.

The following is a list of NMHED approved courses at ENMU-Ruidoso:

## REQUIREMENTS

### Approved Course Content Area

#### COMMUNICATIONS – 6 Hours

- COMM 1130, 2120, 2150
- ENGL 1120, 2210

#### MATHEMATICS – 3-4 Hours

- MATH 1130, 1220, 1230, 1350, 1510, 1520

#### SCIENCE – 4 Hours

- ANTH 1120C
- BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L
- CHEM 1215/L, 1225/L
- GEOL 1120/L

#### SOCIAL AND BEHAVIORAL SCIENCES – 3 Hours

- CJUS 1110, 2140, 2360
- ECON 1110, 2110, 2120
- GEOG 1130
- POLS 1120
- PSYC 1110, 2110, 2120, 2130, 2140, 2260
- SOCI 1110, 2310

#### HUMANITIES – 3 Hours

- ENGL 1410, 2520, 2610, 2620, 2630, 2640
- HIST 1110, 1120, 1150, 1160, 2110
- HUMN 1110, 2110
- PHIL 2110
- SPAN 1110, 1120

#### CREATIVE AND FINE ARTS – 3 Hours

- ARTH 1110
- ENGL 2310
- MUSC 1130
- THEA 1210

#### FLEXIBLE NINE – 9 Hours

- ANY COURSE FROM THE NMGEC and/or
- BUSA 1110

planning for effective transfer with maximum efficiency is ultimately the student's responsibility. Responsible transfer planning includes early and regular consultation with the intended degree-granting institution to assure that all pre-transfer coursework will meet the requirements of the desired degree.

## NEW MEXICO COMMON CORE NUMBERING SYSTEM (NMCCNS)

Effective in Fall 2019, New Mexico revised its "Common Core Numbering System (CCNS)" to assign the same course and prefix and number to lower-division courses.

If a student completes a commonly numbered course at one New Mexico public/tribal HEI and transfers to another New Mexico public/tribal HEI, the receiving HEI shall accept the course as equivalent to the course with the same number that is offered at the receiving HEI.

This means that a commonly numbered course shall fulfill degree requirements when it is accepted as an equivalent course that is part of the degree requirements of a student's chosen academic program at the receiving institution. A student who has completed commonly numbered courses that are not part of their chosen degree requirements is not exempted from courses requirements for their chosen degree.

We encourage students to develop a degree plan with an advocate during the first semester. Information on CCNS is available at [hed.state.nm.us](http://hed.state.nm.us).

## APPEAL PROCEDURE

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 coursework from other public institutions in the state. If courses are not accepted for transfer to ENMU-Ruidoso, the student may appeal this decision by obtaining a catalog description of the transfer course in question and meeting with the department chair of the content area. If the student is denied and wishes to continue the appeal, the student may appeal to the dean of the college. If the issue is not resolved at the college, students may appeal to:

New Mexico Higher Education Department  
2044 Galisteo Street  
Santa Fe, NM 87505-2100  
505-476-8400  
[hed.state.nm.us](http://hed.state.nm.us)



## TRANSFER AMONG NEW MEXICO HIGHER EDUCATION INSTITUTIONS

**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,







**721 Mechem Drive  
Ruidoso, NM 88345**

# DEGREES, CERTIFICATES & PATHWAYS

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## BUSINESS PROGRAMS

### BOOKKEEPING/ACCOUNTING

#### Certificate of Completion

19 credit hours

The Bookkeeping/Accounting certificate program is designed to prepare students for entry into the accounting profession at positions ranging from entry-level single function, to full-charge bookkeepers. This one-year program emphasizes internal accounting procedures, preparation of financial statements and simple tax returns.

Upon completion of the certificate students will be able to:

- Demonstrate the accounting skills needed to meet the demand in the industry.
- Demonstrate the accounting skills needed to obtain the designation of Certified Bookkeeper.
- Demonstrate the accounting skills needed to continue toward meeting the requirements for an Associates of Applied Science Degree in Accounting.
- Apply a basic foundation in accounting to other business functions such as economics, finance, management, and marketing.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 20 hours

ACCT 2110 – Principles of Accounting I (3)  
ACCT 215 – Certified Bookkeeper (3)  
BCIS 1115 – Introduction to Computers (3)  
ENG 1110 – Composition I (3)  
ENGL 2210 – Professional & Technical  
Communication (3)  
MATH 1216 – Preparatory Algebra (4)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable



## PATHWAY

Bookkeeping/Accounting Certificate of Completion 19 credit hours		
Fall Semester I		credit
ACCT	2110	3
BCIS	1115	3
ENGL	1110	3
total for semester		9
Spring Semester I		credit
ACCT	215	3
ENGL	2210	3
MATH	1216	4
total for semester		10
Total for certification		19

## BUSINESS PROGRAMS

### BUSINESS ADMINISTRATION

#### Associate of Arts

63 credit hours

The Associate of Arts Degree in Business Administration is designed to give students a broad knowledge of the fundamentals of business operations. It prepares students for two alternatives: (1) to obtain technical knowledge and proficiency in basic business subjects leading to gainful employment, or (2) to transfer to a bachelor degree program granted at a four-year institution.

Upon completion of the degree students will be able to:

- Demonstrate the business skills needed to gain employment among a variety of business enterprises.
- Demonstrate the ability to apply the basic business functions of accounting, economics, finance, management, and marketing to become a successful business owner.
- Obtain an Associate of Arts Degree that will meet requirements toward a Bachelor of Business Administration.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 22 hours

ACCT 2110 – Principles of Accounting I (3)  
ACCT 2120 – Principles of Accounting II (3)  
ECON 2110 – Macroeconomic Principles (3)  
ECON 2120 – Microeconomic Principles (3)  
MATH 1350 – Introduction to Statistical (4)

#### Electives – 6 hours

##### Choose two from

BCIS 1115 – Introduction to Computers (3)  
BCIS 2310 – Spreadsheets and Data Analysis (3)  
BFIN 2110 – Introduction to Finance (3)  
MGMT 2110 – Principles of Management (3)  
MKTG 2110 – Principles of Marketing (3)

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

Choose one from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

Choose one from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

Choose one from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

Choose three courses from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

<b>Business Administration Associate of Arts 63 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
ACCT	2110	3
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (COMM)		3
<b>total for semester</b>		<b>16</b>
<b>Spring Semester I</b>		<b>credit</b>
ACCT	2120	3
NMGEC Communication (ENGL)		3
NMGEC Humanities		3
NMGEC Flexible nine		3
NMGEC MATH		4
<b>total for semester</b>		<b>16</b>
<b>Fall Semester II</b>		<b>credit</b>
NMGEC Creative and Fine Arts		3
NMGEC Flexible nine		3
ECON	2110	3
MATH	1350	4
Program Electives		3
<b>total for semester</b>		<b>16</b>
<b>Spring Semester II</b>		<b>credit</b>
ECON	2120	3
NMGEC Flexible nine		3
NMGEC Science		4
Program Electives		3
NMGEC Social/Behavioral Science		3
<b>total for semester</b>		<b>16</b>
<b>Total for degree</b>		<b>63</b>



## BUSINESS PROGRAMS

### BUSINESS ADMINISTRATION

#### Associate of Applied Science

61 credit hours

The Associate of Applied Science in Business Administration is designed to provide a well-rounded selection of courses for orientation in business/industry. The student will obtain technical and general education skills necessary for qualified entrance into business, management, marketing, or accounting fields.

Upon completion of the degree students will be able to:

- An understanding of the terms and arithmetic/problem skills involved in financial and managerial accounting.
- Application of economic theories to real world and hypothetical situations.
- Technical and general education skills necessary to qualify for entrance into business management and marketing fields.
- Communications skills with the business environment using verbal, written, and basic computer literacy skills.
- Comprehension and application of business ethical and security principles.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 36-37 hours

ACCT 2110 – Principles of Accounting I (3)  
ACCT 2120 – Principles of Accounting II (3)  
BCIS 1115 – Introduction to Computers (3)  
BFIN 2110 – Introduction to Finance (3)  
BUSA 1110 – Introduction to Business (3)  
ECON 2110 – Macroeconomic Principles (3)  
ECON 2120 – Microeconomic Principles (3)  
MGMT 2110 – Principles of Management (3)  
MKTG 2110 – Principles of Marketing (3)

#### Electives – 9-10 hours

##### Choose three from

ACCT 215 – Certified Bookkeeper (3)  
BCIS 2310 – Spreadsheets and Data Analysis (3)  
BFIN 2140 – Personal Finance (3)  
BUSA 1180 – Business Math (3)  
COMM 1130 – Public Speaking (3)  
MATH 1350 – Introduction to Statistics (4)

#### New Mexico General Education Curriculum (NMGEC) – 15-16 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, or 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1350, 1510, 1520.

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

Choose one from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Flexible Three – 3 hours

##### Choose one course from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

<b>Business Administration Associate of Applied Science 61 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
ACCT	2110	3
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (COMM)		3
<b>total for semester</b>		<b>16</b>
<b>Spring Semester I</b>		<b>credit</b>
ACCT	2120	3
BCIS	1115	3
Program Elective		3
NMGEC MATH		4
NMGEC Social/Behavioral Science		3
<b>total for semester</b>		<b>16</b>
<b>Fall Semester II</b>		<b>credit</b>
BUSA	1110	3
Program Elective		3
MGMT	2110	3
NMGEC Flexible three		3
ECON	2110	3
<b>total for semester</b>		<b>15</b>
<b>Spring Semester II</b>		<b>credit</b>
BFIN	2110	3
ECON	2120	3
Program Elective		3
MKTG	2110	3
NMGEC Humanities		3
<b>total for semester</b>		<b>15</b>
<b>Total for degree</b>		<b>61</b>

## COMPUTER / IT PROGRAMS

### CAE CYBERSECURITY WORKFORCE DEVELOPMENT CERTIFICATION PROGRAM

#### Certificate of Completion

22 credit hours



This program is based on the National Security Agency (NSA) CAE Workforce Development Grant. The Certificate program meets the NSA Cybersecurity Center of Excellence/Cyber Defense (CAE/CD) knowledge unit's designation, NIST National Initiative in Cybersecurity Education Framework (NICE) and is specifically designed to prepare students as Information Systems Security (INFOSEC) Professionals, NSTISSI No. 4011 and CNSSI No. 4016 Entry Level Risk Analysts or provide current Information Systems professionals with an Information Systems security certification to meet the needs of current and future employer requirements based on the NICE Work Roles for Operate and Maintain, Protect and Defend, and Operate. Upon completion of this program students will be receiving a university certification of completion, ACT WorkKeys National Career Readiness Certificate, and the following Industry Stackable Certifications: CompTIA A+, Security+, and EC Council ECH Ethical Hacking. *Note, the labs use the INFOSEC virtual labs for hands-on training and the National Cyber League (NCL) Competition.* Students also receive an NCL Scouting report showing their knowledge skills and abilities in the following cybersecurity areas: The following are the categories of cybersecurity scenarios that you were evaluated against:

- Cryptography – Identify techniques used to encrypt or obfuscate messages and leverage tools to extract the plain text.
- Enumeration and Exploitation – Identify actionable exploits and vulnerabilities and use them to bypass the security measures in code and compiled binaries.
- Log Analysis – Utilize the proper tools and techniques to establish a baseline for normal operation and identify malicious activities using log files from various services.
- Network Traffic Analysis – Identify malicious and benign network traffic to demonstrate an understanding of potential security breaches.
- Open Source Intelligence – Utilize publicly available information such as search engines, public repositories, social media, and more to gain in-depth knowledge on a topic or target.
- Password Cracking – Identify types of password hashes and apply various techniques to efficiently determine plain text passwords.
- Scanning – Identify and use the proper tools to gain intelligence about a target including its services and potential vulnerabilities.
- Web Application Exploitation – Identify actionable exploits and vulnerabilities and use them to bypass the security measures in online services.
- Wireless Access Exploitation – Identify the security posture of wireless networks from network captures.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 22 hours

- IS 101 – IT Essentials I: PC Hardware, Software, and Practical Applications (4)
- IS 121 – IT Essentials II: Network Operating Systems (3)
- IS 131 – Computer & Security Fundamentals (3)
- IS 136 – Guide to Business Continuity and Disaster Recovery (3)
- IS 153 – Introduction (Foundation) of Information Systems (3)
- IS 254 – National Cyber League (NCL) (0)
- IS 257 – Ethical Hacking, Computer and Network Defense and Counter Measures (3)
- IS 258 – Cyber Ethics, Professionalism, and Career Development (3)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

Revised June 2022



## PATHWAY

CAE Cybersecurity Workforce Development Certification Program Certificate of Completion 22 credit hours		
Fall Semester I		credit
IS	101	4
IS	121	3
IS	131	3
IS	254	0
total for semester		10
Spring Semester I		credit
IS	136	3
IS	153	3
IS	258	3
IS	257	3
total for semester		12
Total for certification		22

## COMPUTER / IT PROGRAMS

### COMPUTER AND NETWORK SECURITY APPRENTICESHIP

#### Certificate of Completion

35 credit hours

This program meets the CAE2Y knowledge units designation and is specifically designed to prepare students as Information Systems Security (INFOSEC) Professionals, NSTISSI No. 4011 provide current Information Systems professionals with an Information Systems security certification to meet the needs of current and future employer requirements. Upon completion of this program students will receive a university certification of completion and the Industry Certification - CompTIA A+, CompTIA Network +, and CompTIA Security+. Note, the labs use the INFOSEC virtual labs for hands-on training and the National Cyber League (NCL) Competitions.

Upon completion of the certificate:

- Students will be capable of plan, analyze, develop, implement, maintain, and enhancing information systems security programs, policies, procedures, and tools to ensure the confidentiality, integrity, and availability of systems, networks, and data.
- Students will have the knowledge to implement higher-level security requirements; integrate security programs across disciplines; define security plans and policies; assess new system design methodologies to improve software quality; and institute measures to ensure awareness and compliance.
- Students will have the knowledge to assess new security technologies and/or threats and recommend changes; review and evaluate security incident response policies; and develop long-range plans for IT security systems.
- Students will have understanding and knowledge to resolve integration issues related to the implementation of new systems with the existing infrastructure.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 35 hours

- CS 123/L – Programming Fundamentals/Lab (4)
- IS 101 – IT Essentials I: PC Hardware, Software, and Practical Applications (4)
- IS 121 – IT Essentials II: Network Operating Systems (3)
- IS 131 – Computer & Security Fundamentals (3)
- IS 257 – Ethical Hacking, Computer and Network Defense and Counter Measures (3)
- IS 297 – Cyber Security Technician Apprenticeship (18)

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#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Computer and Network Security Apprenticeship Certificate of Completion 35 credit hours		
Fall Semester I		credit
CS	123/L	4
IS	101	4
IS	121	3
IS	131	3
IS	257	3
total for semester		17
Spring Semester I		credit
IS	297	18
total for semester		18
Total for certification		35



# COMPUTER / IT PROGRAMS

## COMPUTER AND NETWORK SECURITY



### Certificate of Completion

21 credit hours

This program is specifically designed to prepare and certify students as Information Systems Security (INFOSEC) Professionals, NSTISSI No. 4011 and CNS NO. 4016 Entry Level Risk Analysts or provide current Information Systems professionals with Information Systems security certification to meet the needs of current and future employer requirements. Upon completion of this program students will receive a university certification of completion and be prepared and encourage to take the Comp-TIA Security+ test during the program to receive the industry certifications.

Upon completion of the certificate students will be able to:

- Plan, analyze, develop, implement, maintain, and enhance information systems security programs, policies, procedures, and tools to ensure the confidentiality, integrity, and availability of systems, networks, and data.
- Implement higher-level security requirements; integrate security programs across disciplines; define security plans and policies; assess new system design security plans and policies; assess new system design methodologies to improve software quality; and institute measures to ensure awareness and compliance.
- Assess new security technologies and/or threats and recommend changes; review and evaluate security incident response policies; and develop long-range plans for IT security systems.
- Resolve integration issues related to the implantation of new systems with the existing infrastructure.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 21 hours

- |        |   |  |
|--------|---|--|
| IS 131 | – | Computer and Security Fundamentals (3)                                 |
| IS 136 | – | Guide to Business Continuity and Disaster Recover (3)                  |
| IS 153 | – | Introductions (Foundations) of Information Systems (3)                 |
| IS 160 | – | Overview of Operating Systems and Utilities (3)                        |
| IS 253 | – | Firewalls and How They Work (3)  |
| IS 254 | – | National Cyber League (NCL) (0)  |
| IS 257 | – | Ethical Hacking, Computer and Network Defense and Counter Measures (3) |
| IS 258 | – | Cyber Ethics, Professionalism, and Career Development (3)              |

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Computer and Network Security Certificate of Completion 21 credit hours		
Fall Semester I		credit
IS	131	3
IS	136	3
IS	153	3
IS	254	0
total for semester		9
Spring Semester I		credit
IS	160	3
IS	253	3
IS	257	3
IS	258	3
total for semester		12
Total for certification		21

# COMPUTER / IT PROGRAMS

## INFORMATION SYSTEMS CYBERSECURITY

### Associate of Applied Science

63 credit hours\*



This program is designed to introduce students to contemporary information systems security, information assurance and demonstrate how these systems are used throughout global organizations. The focus will be on the key components of information systems assurance and cybersecurity – people, software, hardware, data, security, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This program is specifically designed to prepare and certify students as Information Systems Security (INFOSEC) Professionals, NSTISSI No. 4011 and CNSSI No. 4016 Entry Level Risk Analysts or provide current Information Systems security certification to meet the needs of current and future employer requirements. Upon completion, students will receive a university certification of completion, the CompTIA Security+ and EC-Council Certified ethical hacker (CEH)<sup>TM</sup> industry certification in addition to their degree. The program meets the CAE-2Y curriculum certification by the NSA and complies with DOD 8570 certification. Students will participate in the Cybersecurity Challenge competition with industry partners to demonstrate and apply program knowledge in the capstone class.

Upon program completion students will be able to:

- Apply skills to plan, analyze, develop, implement, maintain, and enhance information systems security programs, policies, procedures, and tools to ensure the confidentiality, integrity, and availability of systems, networks, and data.
- Understand and apply knowledge to implement higher-level security requirements; integrate security programs across disciplines; define security plans and policies; assess new system design methodologies to improve software quality; and institute measures to ensure awareness and compliance.
- Knowledge to evaluate and assess new security technologies and/or threats and recommend changes; review and evaluate security incident response policies; and develop long-range plans for IT security systems.
- Understand and have the knowledge to resolve integration issues related to the implementation of new systems with the existing infrastructure and why information systems are used today and the technology, people, and organizational components of information systems.
- Understand and analyze various types of information systems provide the information needed to gain business intelligence to support the decision making for the different levels and functions of the organization, the value of information systems investments, how organizations develop and acquire information system, including estimation of both costs and benefits.
- Understand, apply and evaluate how to secure information systems resources, mitigate risks as well as plan for and recover from disasters, focusing on both human and technological safeguards, ethical concerns that information systems raise in society, and the impact of information systems on crime, terrorism, and war.

\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.

Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Prep. Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 38 hours

COMM 2120 – Interpersonal Communication (3)\*  
CS 123/L – Programming Fundamentals/Lab (4)  
ENGL 2210 – Professional & Technical Communication (3)  
IS 131 – Network Security Fundamentals (3)  
IS 136 – Guide to Disaster Recovery (3)

IS 153 – Introduction to Information Systems (3)  
IS 160 – Overview of Operating Systems and Utilities (3)  
IS 253 – Firewalls and How They Work (3)  
IS 254 – National Cyber League (NCL) (0)  
IS 257 – Ethical Hacking, Computer and Network Defense and Counter Measures (3)  
IS 258 – Cyber Ethics, Professionalism, & Career Development (3)  
IS 298 – Capstone/Cybersecurity Challenge (3)  
MGMT 2110 – Principles of Mgmt (3)  
MATH 1220 – College Algebra (4)\*\*  
MATH 1350 – Intro. to Statistics (4)

\*May be used to satisfy NMGEC Communications requirement.

\*\*May be used to satisfy NMGEC Mathematics requirement.

#### NM General Education Curriculum (NMGEC) – 15-17 hrs (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; & COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

\*see course description for Math prerequisite

##### Social & Behavioral Sciences – 3 hrs

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from: Any course from the NMGEC and/or BUSA 1110

Revised June 2022

## PATHWAY

Information Systems Cybersecurity Associate of Applied Science 63 credit hours		
Fall Semester I		credit
CS	123/L	4
ENGL	1110	3
FYEX	1110	3
IS	153	3
MATH	1216	4
total for semester		17
Spring Semester I		credit
ENGL	2210	3
IS	131	3
IS	160	3
NMGED Communication (COMM 2120)		3
NMGEC MATH (MATH 1220)		4
total for semester		16
Fall Semester II		credit
IS	253	3
IS	257	3
IS	136	3
MGMT	2110	3
NMGEC Science		4
total for semester		16
Spring Semester II		credit
IS	258	3
IS	298	3
MATH	1350	4
NMGEC Flexible three		3
NMGEC Social/Behavioral Science		3
total for semester		16
Total for degree		63



## COMPUTER / IT PROGRAMS

### INFORMATION SYSTEMS

#### Associate of Applied Science

67 credit hours\*

The Associates of Applied Science in Information Systems (IS) is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this program will be on the key components of information systems – people, software, hardware, data, security, and communication technologies, and how these components can be integrated and managed to create competitive advantage. Upon completion of this degree program students will be prepared for entry level Information System jobs in Information Systems operations support and services.

Upon completion of the degree students will be able to:

- Understand and explain how and why information systems are used today.
- Understand globalization and the role information systems play in businesses.
- Understand and analyze various types of information systems, including estimation of both costs and benefits.
- Understand and apply the major components of an information systems infrastructure.
- Understand, apply and evaluate how to secure information assurance.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-Year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 42 hours

COMM 2120– Interpersonal Communication (3)\*  
CS 123/L – Programming Fundamentals/L (4)  
CS 234 – Intermediate Programming (3)  
ENGL 2210 – Professional & Technical Communication (3)  
BCIS 1115 – Introduction to Computers (3)  
BCIS 2310 – Spreadsheets and Data Analysis (3)  
IS 153 – Intro of Information Systems (3)  
IS 160 – Overview of Operating Systems & Utilities (3)  
IS 170 – Systems Analysis & Design (3)  
IS 241 – Intro to Web Design (3)  
IS 270 – Data and Information Management (3)  
IS 287 – Application Development (3)  
IS 299 – Capstone (1)  
MGMT 2110 – Principles of Management (3)  
MATH 1220 – College Algebra (4)\*\*  
MATH 1350 – Introduction to Statistics (4)

*\*May be used to satisfy NMGEC Communications requirement.*

*\*\*May be used to satisfy NMGEC Mathematics requirement.*

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Information Systems Associate of Applied Science 67 credit hours		
Fall Semester I		credit
BCIS	1115	3
CS	123/L	4
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
total for semester		17
Spring Semester I		credit
CS	234	3
ENGL	2210	3
IS	160	3
IS	270	3
NMGEC Math (MATH 1220)		4
total for semester		16
Fall Semester II		credit
BCIS	2310	3
IS	241	3
IS	153	3
MGMT	2110	3
NMGEC Communication (COMM 2120)		3
NMGEC Science		4
total for semester		19
Spring Semester II		credit
IS	170	3
IS	287	3
IS	299	1
MATH	1350	4
NMGEC Flexible three		3
NMGEC Social/Behavioral Science		3
total for semester		17
Total for degree		67

## CONSTRUCTION TRADES CORE

### Certificate of Completion

16 credit hours

The certificate program will teach skills that a worker needs for an entry level position. Upon completion of the program, students will be able to:

- Interpret blueprints and specifications.
- Apply construction terminology.
- Use currently available basic personal protective equipment and be able to select appropriate equipment for a given project.
- Identify the most common sources of occupational injury and death.
- Apply principles of job site safety.
- Practice professional behavior on the construction site.
- Select and manage appropriate materials for projects.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 16 hours

BUSA 1130 – Business Professionalism (3)  
EMS 100 – HeartSaver/CPR First Aid (1)  
OSH 107 – Electrical Safety Training (1)  
OSH 1111 – Workplace Safety (1)  
CNST 101 – Math Construction Trades (3)  
CNST 102 – Tool and Equipment Safety (1)  
CNST 111 – Basic Woodworking for Constructors  
(3)  
CNST 121 – Blueprint Reading (1)  
CNST 289 – Internship/Apprenticeship (2)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Construction Trades Core Certificate of Completion 16 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
OSH	107	1
OSH	1111	1
CNST	101	3
CNST	102	1
CNST	111	3
CNST	121	1
CNST	289	2
total for semester		16
Total for certification		16



## CORE CURRICULUM

(GenEd Complete)

### Certificate of Completion

37 credit hours

This certificate is a transfer program designed for students who plan to transfer from ENMU-Ruidoso to a four-year institution in New Mexico upon completion of their freshman and sophomore level general educational coursework. These courses have been agreed upon by all institutions as part of the New Mexico Higher Education Department statewide common core of lower division general education.

Maximum transferability can be assured when students carefully coordinate education requirements with the four-year institution of their choice. Successful completion of the certificate will be attained when the student can transfer to a four-year institution as a sophomore/junior.

Upon completion of the certificate students will be able to:

- Demonstrate, analyze and evaluate oral and written communication effectively.
- Demonstrate problem solving skills within the context of mathematical applications.
- Demonstrate and apply scientific thinking to real world problems.
- Demonstrate an understanding of self and the world by examining the content and processes used by social and behavioral sciences.
- Demonstrate an appreciation for and an understanding of the arts and humanities.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 6 hours

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

#### Program Requirements

Not applicable

#### New Mexico General Education Curriculum (NMGEC) – 31 Hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

Revised June 2022

## PATHWAY

Core Curriculum (GenEd Complete) Certificate of Completion 37 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
NMGEC Communication (COMM)		3
NMGEC Creative & Fine Arts		3
NMGEC Flexible nine		3
NMGEC Math		4
<b>total for semester</b>		<b>19</b>
Spring Semester I		credit
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMGEC Flexible nine		3
NMGEC Humanities		3
NMGEC Science		4
NMGEC Social/Behavioral Science		3
<b>total for semester</b>		<b>19</b>
<b>Total for certification</b>		<b>37</b>

## CRIMINAL JUSTICE

### Associate of Arts

63 credit hours

This program is designed to equip graduates, whether potential and incumbent criminal justice system employees or graduates intent on transferring to a bachelor degree program at ENMU, with a comprehensive knowledge of the governmental structures, limitations, and theoretical underpinnings of the American criminal justice system. This curriculum can serve as a terminal occupational degree program for students seeking immediate employment in the private sector or in government agencies at the local, state, or national level. The balanced liberal arts emphasis, which includes the study of law, criminal justice, social sciences, humanities, behavioral sciences, natural sciences and general education courses, can apply towards a bachelor degree in Criminal Justice or other majors at several of New Mexico's four-year state universities.

*Students who have successfully completed: 1) a N.M. Department of Public Safety basic or NMDPS-approved satellite police certification training academy or 2) the U.S. Border Patrol Basic Training Program (USBPI), the Federal Air Marshal Basic Training Program (FAMTP), or the Land Management Basic Police Training Program (LMPT), or 3) military occupational specialties or Air Force career classifications U.S. Army 95B, or 31B; U.S. Marine Corps 5811; U.S. Air Force 3PO51, or 3PO91; U.S. Navy Master at Arms, or NEC 9545 (completed NAVEDTRA 14137) will receive credit for CJUS 1110 and CJUS 2360 upon provision of an official transcript. Students who have successfully completed the N.M. Department of Corrections correctional officer basic training academy will receive credit for CJUS 1110 and CJUS 2225 upon provision of an official transcript.*

Upon completion of the degree students will be able to:

- Describe the historical development, roles, interrelationships, and criminal justice system functions of agencies, actors, structures, and operations of criminal justice agencies.
- Identify and describe major national measures of crime and major theories on causes of criminality.
- Explain functions of criminal laws, Constitutional limitations on laws, and application of laws in criminal courts.
- Identify current trends in crime, police techniques, offender sentencing, corrections practices, and offender reintegration.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – Freshman Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 22 hours

CJUS 1110 – Introduction to Criminal Justice (3)  
CJUS 2140 – Criminal Investigations (3)  
CJUS 2360 – Criminal Procedures (3)  
POLS 1120 – American National Government (3)  
SPAN 1110 – Spanish I (4)

#### Choose from the following – 6 hours

CJUS 1120 – Criminal Law (3)  
CJUS 1140 – Juvenile Justice (3)  
CJUS 2130 – Police and Society (3)  
CJUS 2215 – American Judicial System (3)  
CJUS 2225 – Introduction to Corrections (3)  
CJUS 2320 – Gangs in American Society (3)  
CJUS 2340 – Victimization in American Society (3)

#### New Mexico General Education Curriculum (NMGEC) – 31 Hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from: Any course from the NMGEC and/or BUSA 1110

Revised June 2022

## PATHWAY

Criminal Justice Associate of Arts 63 credit hours		
Fall Semester I		credit
CJUS	1110	3
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Social/Behavioral		3
total for semester		16
Spring Semester I		credit
CJUS	2360	3
Program Elective		3
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMEC Math		4
total for semester		16
Fall Semester II		credit
CJUS	2140	3
NMGEC Communication (COMM)		3
NMGEC Humanities		3
POLS	1120	3
SPAN	1110	4
total for semester		16
Spring Semester II		credit
NMGEC Creative & Fine Arts		3
NMGEC Flexible nine		3
NMGEC Flexible nine		3
NMGEC Science		4
Program Elective		3
total for semester		16
Total for degree		63



FERMENTATION SCIENCE PROGRAMS

FERMENTATION SCIENCE ENTRY LEVEL

Certificate of Completion

6 credit hours

The Certificate of Completion in Fermentation Science for the Brewing & Distilling and/or Enology & Viticulture is designed with a specific focus on workforce to provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Understand sanitary methods
- Apply workplace safety up to industry standards.
- Demonstrate forklift operations and safety standards.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 6 hours

- HTCA 260 – Sanitation and Safety (3)
- HRTM 105 – Liquor Law/Server Training (1)
- OSH 1111 – Work Place Safety (1)
- OSH 1112 – Forklift Operation and Safety 1 (1)

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Fermentation Science Entry Level Certificate of Completion 6 credit hours		
Fall Semester I		credit
HTCA	260	3
OSH	1111	1
HRTM	105	1
OSH	1112	1
total for semester		6
Total for certification		6

# FERMENTATION SCIENCE PROGRAMS

## FERMENTATION SCIENCE

### Certificate of Completion

18 credit hours

The Certificate of Completion in Fermentation Science for the Brewing & Distilling and/or Enology & Viticulture is designed with a specific focus on workforce to provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will have:

- An expert understanding of sanitary methods
- An understanding of biological and chemical scientific aspects of fermentation.
- The ability to communicate with others through spoken, written and electronic forms.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 18 hours

COMM 1130 – Public Speaking (3) **OR**  
BUSA 1130 – Business Professionalism  
BDAS 1110 – Brewing I (3) **OR**  
FSTE 1110 – Fermentation 1 (3)  
FSTE 1120 – Fermentation Equipment &  
Mechanics (2)  
HTCA 260 – Sanitation and Safety (3)  
HRTM 105 – Liquor Law/Server Training (1)  
MATH 1130 – Survey of Math (4)  
OSH 1111 – Work Place Safety (1)  
OSH 1112 – Forklift Operation and Safety (1)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

<b>Fermentation Science Certificate of Completion 18 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
COMM 1130 or BUSA 1130		3
BDAS 1110 or FSTE 1110		3
FSTE	1120	2
HTCA	260	3
HTRM	105	1
MATH	1130	4
OSH	1111	1
OSH	1112	1
<b>total for semester</b>		<b>18</b>
<b>Total for certification</b>		<b>18</b>



## FERMENTATION SCIENCE PROGRAMS

### FERMENTATION SCIENCE BREWING & DISTILLING SPECIALIZATION

#### Certificate of Completion

32 credit hours

The Certificate of Completion in Fermentation Science Brewing & Distilling Specialization is designed with a specific focus on job advancement and will provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Discipline specific knowledge of the skills and competencies needed in brewing.  
Examples include: knowledge of selection of ingredients, management of wort production, pitching yeast, and filtration.
- Discipline specific knowledge of the skills and competencies needed in distilling.  
Examples include: knowledge of selection of material for type of spirit, selection of cuts during distillation, alcohol analysis, sensory characterization, and physics and chemistry of temperature during distillation.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 32 hours

BDAS 1110 – Brewing 1 (3)  
BDAS 1120 – Brewing 2 (3)  
BDAS 1130 – Distilling 1 (3)  
BDAS 1140 – Distilling 2 (3)  
COMM 1130 – Public Speaking (3)  
FSTE 1110 – Fermentation 1 (3)  
FSTE 1120 – Fermentation Equipment &  
Mechanics (2)  
HRTM 170 – Beverage Analysis 1 (3)  
HTCA 260 – Sanitation & Safety (3)  
MATH 1130 – Survey of Math (4)  
OSH 1111 – Workplace Safety (1)  
OSH 1112 – Forklift Operation and Safety (1)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

**Fermentation Science Brewing & Distilling Specialization  
Certificate of Completion  
32 credit hours**

<b>Fall Semester I</b>		<b>credit</b>
BDAS	1110	3
BDAS	1130	3
COMM	1130	3
FSTE	1110	3
FSTE	1120	2
HTCA	260	3
<b>total for semester</b>		<b>17</b>
<b>Spring Semester I</b>		<b>credit</b>
BDAS	1120	3
BDAS	1140	3
HRTM	170	3
MATH	1130	4
OSH	1111	1
OSH	1112	1
<b>total for semester</b>		<b>15</b>
<b>Total for certification</b>		<b>32</b>

## FERMENTATION SCIENCE PROGRAMS

### FERMENTATION SCIENCE ENOLOGY & VITICULTURE SPECIALIZATION

#### Certificate of Completion

32 credit hours

The Certificate of Completion in Fermentation Science Enology & Viticulture Specialization is designed with a specific focus on job advancement and will provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Discipline specific knowledge of the skills and competencies needed in Enology.  
Examples include: Quality Assurance, Harvesting decisions, Yeast and nutrient selection, Pitching yeast, filtration.
- Discipline specific knowledge of the skills and competencies needed in Viticulture.  
Examples include: Grape anatomy and physiology, variety differences, vine establishment, grape management systems, irrigation and nourishment.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 32 hours

COMM 1130 – Public Speaking (3)  
FSTE 1110 – Fermentation 1 (3)  
FSTE 1120 – Fermentation Equipment &  
Mechanics (2)  
HRTM 170 – Beverage Analysis 1 (3)  
HTCA 260 – Sanitation & Safety (3)  
MATH 1130 – Survey of Math (4)  
OSH 1111 – Work Place Safety (1)  
OSH 1112 – Forklift Operation and Safety (1)  
VIEN 1110 – Enology 1 (3)  
VIEN 1120 – Enology 2 (3)  
VIEN 1130 – Viticulture 1 (3)  
VIEN 1140 – Viticulture 2 (3)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

<b>Fermentation Science Enology &amp; Viticulture Specialization</b> <b>Certificate of Completion</b> <b>32 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
COMM	1130	3
FSTE	1110	3
FSTE	1120	2
VIEN	1110	3
VIEN	1130	3
HTCA	260	3
<b>total for semester</b>		<b>17</b>
<b>Spring Semester I</b>		<b>credit</b>
HRTM	170	3
MATH	1130	4
VIEN	1120	3
VIEN	1140	3
OSH	1111	1
OSH	1112	1
<b>total for semester</b>		<b>15</b>
<b>Total for certification</b>		<b>32</b>

# FERMENTATION SCIENCE PROGRAMS

## FERMENTATION SCIENCE - BREWING & DISTILLING

### Associate of Applied Science

66 credit hours\*

The Associate of Applied Science in Brewing & Distilling is designed with a specific focus on workforce pre-apprenticeship and apprenticeship training to provide students with the skills necessary to pursue a career in the industry. Upon completion of the degree students will have:

- An expert understanding of sanitary methods.
- The ability to apply workplace safety up to industry standards.
- Be able to demonstrate proper forklift operation and safety standards.
- An understanding of biological and chemical scientific aspects of fermentation.
- Be able to demonstrate the ability to communicate with others through spoken, written and electronic forms.
- Discipline specific knowledge of the skills and competencies needed in brewing.  
Examples include: knowledge of selection of ingredients, management of wort production, pitching yeast, and filtration.
- Discipline specific knowledge of the skills and competencies needed in distilling.  
Examples include: Quality Assurance, Harvesting decisions, Yeast and nutrient selection, Pitching yeast, filtration.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-Year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 42 hours

ACCT 1110 – Business Application in Accounting (3)  
BDAS 1110 – Brewing 1 (3)  
BDAS 1120 – Brewing 2 (3)  
BDAS 1130 – Distilling 1 (3)  
BDAS 1140 – Distilling 2 (3)  
COMM 1130 – Public Speaking (3)\*  
FSTE 1110 – Fermentation 1 (3)  
FSTE 1120 – Fermentation Equipment & Mechanics (2)  
HTCA 260 – Sanitation & Safety (3)  
HRTM 105 – Liquor Law/Server Training (1)  
HRTM 170 – Beverage Analysis 1 (3)  
HRTM 175 – Beverage Analysis 2 (3)  
HIST 1310 – History of Alcohol (3)  
MATH 1130 – Survey of Math (4)  
OSH 1111 – Work Place Safety (1)  
OSH 1112 – Forklift Operation and Safety (1)

*\* May be used to satisfy NMGEC Communication requirement*

#### New Mexico General Education Curriculum (NMGEC) – 15-16 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110



## PATHWAY

Fermentation Science - Brewing & Distilling Associate of Applied Science 66 credit hours		
Fall Semester I		credit
BDAS	1110	3
BDAS	1130	3
ENGL	1110	3
FYEX	1110	3
HRTM	105	1
MATH	1216	4
total for semester		17
Spring Semester I		credit
BDAS	1120	3
BDAS	1140	3
MATH	1130	4
NMGEC Flexible Three		3
NMGEC Science		4
OSH	1111	1
total for semester		18
Fall Semester II		credit
ACCT	1110	3
FSTE	1110	3
HIST	1310	3
HRTM	170	3
NMGEC Communication (COMM 1130)		3
total for semester		15
Spring Semester II		credit
FSTE	1120	2
HRTM	175	3
HTCA	260	3
NMGEC MATH		4
NMGEC Social/Behavioral Science		3
OSH	1112	1
total for semester		16
Total for degree		66

# FERMENTATION SCIENCE PROGRAMS

## FERMENTATION SCIENCE - ENOLOGY & VITICULTURE

### Associate of Applied Science

66 credit hours\*

The Associate of Applied Science in Enology & Viticulture is designed with a specific focus on workforce pre-apprenticeship and apprenticeship training to provide students with the skills necessary to pursue a career in the industry. Upon completion of the degree students will have:

- An expert understanding of sanitary methods.
- The ability to apply workplace safety up to industry standards.
- Be able to demonstrate proper forklift operation and safety standards.
- An understanding of biological and chemical scientific aspects of fermentation.
- Be able to demonstrate the ability to communicate with others through spoken, written and electronic forms.
- Discipline specific knowledge of the skills and competencies needed in brewing.  
Examples include: knowledge of selection of ingredients, management of wort production, pitching yeast, and filtration.
- Discipline specific knowledge of the skills and competencies needed in Enology.  
Examples include: knowledge of selection of material for type of spirit, selection of cuts during distillation, alcohol analysis, sensory characterization, and physics and chemistry of temperature during distillation.
- Discipline specific knowledge of the skills and competencies needed in distilling.  
Examples include: knowledge of selection of material for type of spirit, selection of cuts during distillation, alcohol analysis, sensory characterization, and physics and chemistry of temperature during distillation.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-Year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

### Program Requirements – 42 hours

ACCT 1110 – Business Application in Accounting (3)  
COMM 1130 – Public Speaking (3)\*  
HIST 1310 – History of Alcohol (3)  
FSTE 1110 – Fermentation 1 (3)  
FSTE 1120 – Fermentation Equipment & Mechanics (2)  
HTCA 260 – Sanitation & Safety (3)  
HRTM 105 – Liquor Law/Server Training (1)  
HRTM 170 – Beverage Analysis 1 (3)  
HRTM 175 – Beverage Analysis 2 (3)  
MATH 1130 – Survey of Math (4)  
OSH 1111 – Work Place Safety (1)  
OSH 1112 – Forklift Operation and Safety (1)  
VIEN 1110 – Enology 1 (3)  
VIEN 1120 – Enology 2 (3)  
VIEN 1130 – Viticulture 1 (3)  
VIEN 1140 – Viticulture 2 (3)

*\* May be used to satisfy NMGEC Communication requirement*

### New Mexico General Education Curriculum (NMGEC) – 15-16 hours (as itemized below)

#### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

#### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

#### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

#### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

#### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

<b>Fermentation Science - Enology &amp; Viticulture</b> <b>Associate of Applied Science</b> <b>65 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
ENGL	1110	3
FYEX	1110	3
HRTM	105	1
MATH	1216	4
VIEN	1110	3
VIEN	1130	3
<b>total for semester</b>		<b>17</b>
<b>Spring Semester I</b>		<b>credit</b>
MATH	1130	4
OSH	1111	1
NMGEC Flexible Three		3
NMGEC Science		4
VIEN	1120	3
VIEN	1140	3
<b>total for semester</b>		<b>18</b>
<b>Fall Semester II</b>		<b>credit</b>
ACCT	1110	3
FSTE	1110	3
HIST	1310	3
HRTM	170	3
NMGEC Communication (COMM 1130)		3
<b>total for semester</b>		<b>15</b>
<b>Spring Semester II</b>		<b>credit</b>
FSTE	1120	2
HRTM	175	3
NMGEC MATH		4
NMGEC Social/Behavioral Science		3
OSH	1112	1
HTCA	260	3
<b>total for semester</b>		<b>16</b>
<b>Total for degree</b>		<b>66</b>

FIRST RESPONDER PROGRAMS  
EMERGENCY MEDICAL TECHNICIAN

Certificate of Occupational Training  
16 credit hours

The Certificate of Completion in Emergency Medical Services (EMS) offered by ENMU-Ruidoso is intended to provide students with the skills necessary to pursue a career as a service provider at the Emergency Medical Technician – Basic (EMT-B).

Upon completion of the certificate students will be able to:

- Perform the duties of an EMT-B in both clinical and operational settings.
- Demonstrate competency of clinical skills at the EMT-B level.
- Identify and treat life threatening conditions according to both national and state standards of care.
- Attain employment as an EMS provider in New Mexico.

Required for Acceptance into the Program

Completion of college admission requirements

Completion of university skills placement test

Students must be 18 old at the time of completion

Mandatory Drug Screening, criminal background checks and other clinical prerequisites will be required for all EMT students. Students should contact their instructors or talk with their advisors as soon as possible for more details.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 16 hours

- |          |                                     |
|----------|-------------------------------------|
| EMS 101  | – Basic Life Support Provider (CPR) |
|          | (1)                                 |
| EMS 111  | – Emergency Medical Services Basic  |
|          | (6)                                 |
| EMS 111L | – Emergency Medical Services Basic/ |
|          | Lab (6)                             |
| EMS 203  | – Human Pathophysiology (3)         |

New Mexico General Education Curriculum

(NMGEC) –

Not applicable

## PATHWAY

Emergency Medical Technician Certificate of Occupational Training 16 credit hours		
Fall Semester I		credit
EMS	203	3
EMS	100	1
EMS	111	6
EMS	111L	6
total for semester		16
Total for certification		16



FIRST RESPONDER PROGRAMS  
EMERGENCY MEDICAL TECHNICIAN ADVANCED

Certificate of Occupational Training  
16 credit hours

The Certificate of Completion in Emergency Medical Services (EMS) offered by ENMU-Ruidoso is intended to provide students with the skills necessary to pursue a career as a service provider at the Advanced Emergency Medical Technician (AEMT).

Upon completion of the certificate students will be able to:

- Perform the duties of an AEMT in both clinical and operational settings.
- Demonstrate competency of clinical skills at the AEMT level.
- Identify and treat life threatening conditions according to both national and state standards of care.
- Attain employment as an EMS provider in New Mexico.

Required for Acceptance into the Program

Completion of college admission requirements

Completion of university skills placement test

Students must be 18 old at the time of completion

Mandatory Drug Screening, criminal background checks and other clinical prerequisites will be required for all EMT students. Students should contact their instructors or talk with their advisors as soon as possible for more details.

Current EMT Basic License (NMEMT and NREMS).

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 16 hours

- |          |                                     |
|----------|-------------------------------------|
| EMS 101  | – Basic Life Support Provider (CPR) |
|          | (1)                                 |
| EMS 175  | – Advanced Emergency Medical        |
|          | Technician (6)                      |
| EMS 175L | – Advanced Emergency Medical        |
|          | Technician Lab (6)                  |
| EMS 203  | – Human Pathophysiology (3)         |

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Emergency Medical Technician Advanced Certificate of Occupational Training 16 credit hours		
Spring Semester I		credit
EMS	101	1
EMS	175	6
EMS	175L	6
EMS	203	3
total for semester		16
Total for certification		16

# FIRST RESPONDER PROGRAMS

## EMERGENCY MEDICAL SERVICE

### Associate of Applied Science

63 credit hours

The Associate of Applied Science (AAS) in Emergency Medical Services (EMS) offered by ENMU-Ruidoso is intended to provide students with the skills necessary to pursue a career as a service provider at the Emergency Medical Technician (AEMT) level. In addition, this degree pathway prepares students to continue training in the field of EMS and attain both certification as a Paramedic and a four-year Bachelor's degree in EMS within the state.

Upon completion of the degree students will be able to:

- Perform the duties of an EMT-B or AEMT in both clinical and operational settings.
- Demonstrate competency of clinical skills at the EMT-B or AEMT level.
- Identify and treat threatening conditions according to both national and state standards of care.
- Attain employment as an EMS provider in New Mexico.
- Transfer to a four-year university for a bachelor's degree in Paramedic, Emergency Services, or Fire and Emergency Services Administration.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 7 hours

FYEX 1110 – Introduction to University Studies (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 42 hours

EMS 101 – Basic Life Support Provider (CPR) (1)  
EMS 203 – Human Pathophysiology (3)  
EMS 111/L – Emergency Medical Services Basic / Lab (12)  
EMS 175/L – Advanced Emergency Medical Technician / Lab (12)  
FIRE 117 – Hazardous Materials Awareness and Operations (3)  
FIRE 124 – Fire Service Instructor 1 (3)  
HLED 1510 – Medical Terminology (3)  
OSH 200 – Occupational Safety and Health for Emergency Services (3)  
WILD 100 – Introduction to Incident Command Systems (1)  
EMS 299 – EMS Capstone (1)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110

*\*see course descriptions for English and Science course prerequisites.*

## PATHWAY

Emergency Medical Service Associate of Applied Science 63 credit hours		
Fall Semester I		credit
FYEX	1110	3
EMS	101	1
EMS	111/L	12
WILD	100	1
total for semester		17
Spring Semester I		credit
MATH	1216	4
EMS	175/L	12
OSH	200	3
total for semester		19
Fall Semester II		credit
FIRE	117	3
EMS	203	3
NMGEC Communication		3
NMGEC Science		4
NMGEC Flexible three		3
total for semester		16
Spring Semester II		credit
FIRE	125	3
HLED	1510	3
NMGEC Social/Behavioral Science		3
EMS	299	1
total for semester		11
Total for degree		63

## GENERAL STUDIES

### Associate of Arts

62 credit hours

The Associate of Arts degree in General Studies is designed for students who want to experience a broad spectrum of course offerings. It includes the core curriculum that will allow a student to transfer to a four-year university to complete the final two years of a Bachelor degree. Maximum transferability can be assured when students carefully coordinate education requirements with the four-year institution of their choice. Successful completion of the degree will be attained when the student can transfer to a four-year institution as a junior.

Upon completion of the program students will be able to:

- Demonstrate the ability to use critical thinking.
- Use effective communication skills both in speaking and writing.
- Participate responsibly in the social and political environment.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### **Institutional and Related Requirements – 10 hours**

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### **Program Requirements**

Not applicable

#### **Electives – 21 hours**

#### **New Mexico General Education Curriculum (NMGEC) – 31 Hours (as itemized below)**

##### **Communications – 6 hours**

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### **Mathematics – 4 hours**

MATH 1130, 1220, 1230, 1510, 1520.

##### **Science – 4 hours**

**Choose one** from\* ANTH 1120C; BIOL 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### **Social and Behavioral Sciences – 3 hours**

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### **Humanities – 3 hours**

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### **Creative and Fine Arts – 3 hours**

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### **Flexible nine – 9 hours**

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110



## PATHWAY

General Studies Associate of Arts 62 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (Comm)		3
Program Elective		3
<b>total for semester</b>		<b>16</b>
Spring Semester I		credit
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMGEC Math		4
Program Electives		3
Program Electives		3
<b>total for semester</b>		<b>16</b>
Fall Semester II		credit
NMGEC Flexible nine		3
NMGEC Science		4
NMGEC SociSocial/Behavioral Science		3
Program Elective		3
Program Elective		3
<b>total for semester</b>		<b>16</b>
Spring Semester II		credit
NMGEC Creative & Fine Arts		3
NMGEC Flexible nine		3
NMGEC Humanities		3
Program Elective		3
Program Elective		3
<b>total for semester</b>		<b>15</b>
<b>Total for degree</b>		<b>62</b>

## HOSPITALITY & TOURISM PROGRAMS

### CULINARY FUNDAMENTALS

#### Certificate of Occupational Training

19 credit hours

The Culinary Fundamentals program is designed to equip students with basic skills in culinary arts. The program provides instruction in culinary concepts and terminology, kitchen safety and sanitation, equipment usage, basic nutritional guidelines, standard and metric measurements, food costing, and theory and practice in the production of culinary products. Courses emphasize fundamental cooking techniques and preparation methods for hot foods, breakfast items, salads, sandwiches, dressings, breads, and pastries.

Upon completion of the certificate students will be able to:

- Identify proper ServSafe sanitation and safety practices.
- Demonstrate proficiency in basic culinary weight and volume measuring and proper recipe conversion, including high altitude adjustments.
- Demonstrate basic cooking techniques.
- Demonstrate basic baking techniques.
- Demonstrate proper knife care and handling.
- Prepare hot and cold appetizers and demonstrate how to properly display on a buffet.
- Properly demonstrate Food Costing and Menu Pricing.
- Design and prepare a well-composed dinner plate.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 19 hours

BUSA 1130 – Business Professionalism (3)  
EMS 100 – HeartSaver CPR/First Aid (1)  
HTCA 151 – Intro to Culinary Arts (3)  
HTCA 260 – Sanitation and Safety (3)  
HTCA 262/L – Food Prep 1 (4)  
HTCA 263/L – Food Prep 2 (4)  
HTCA 289 – Internship (1)

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#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Culinary Fundamentals Certificate of Occupational Training 19 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
HTCA	151	3
HTCA	260	3
total for semester		10
Spring Semester I		credit
HTCA	262/L	4
HTCA	263/L	4
HTCA	Internship	1
total for semester		9
Total for certification		19

## HOSPITALITY & TOURISM PROGRAMS

### HOTEL, RESTAURANT & TOURISM MANAGEMENT

#### Certificate of Completion

26 credit hours

The Certificate of Completion in Hotel, Restaurant & Tourism Management are designed to provide students with the specific skills needed for successful entry into the hospitality and tourism industry.

Upon completion of the certificate students will be able to:

- Transfer skills obtained through course work to real world and professional experiences.
- Apply basic knowledge to a wide variety of industry segments such as front desk, sales, human resources and line supervision.
- Pursue an Associate of Arts degree from ENMU-Ruidoso in Hotel, Restaurant & Tourism Management.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 26 hours

ACCT 2110 – Principles of Accounting I (3)  
BUSA 1110 – Introduction to Business (3)  
ECON 2110 – Macroeconomic Principles (3)  
HRTM 151 – Introduction to Hospitality  
Management (3)  
HRTM 210 – Marketing for the Hospitality  
Management (3) **OR**  
MKTG 2110 – Principles of Marketing (3)  
HTCA 260 – Sanitation and Safety (3)  
HTCA 262/L – Food Preparation I/L (4)  
SPAN 1110 – Spanish I (4)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Hotel, Restaurant & Tourism Management Certificate of Completion 26 credit hours		
Fall Semester I		credit
ACCT	2110	3
BUSA	1110	3
HTCA	260	3
SPAN	1110	4
total for semester		13
Spring Semester I		credit
ECON	2110	3
HRTM or MKTG	210 or 2110	3
HTCA	151	3
HTCA	262/L	4
total for semester		13
Total for certification		26

## HOSPITALITY & TOURISM PROGRAMS

### HOTEL, RESTAURANT & TOURISM MANAGEMENT

#### Associate of Applied Science

64 credit hours

The Associate of Applied Science in Hotel, Restaurant & Tourism Management equips students with skills and knowledge to enter one of the primary and fastest growing industries in the region. The program is designed with multiple career pathways including management, personnel supervision, customer service, and marketing and sales.

Upon completion of the program students will be able to:

- Manage normal hotel, restaurant, and hospitality business operations
- Transfer skills obtained through course work to real world and professional experiences.
- Apply basic knowledge to a wide variety of industry segments such as front desk, ordering, sales, human resources, and line supervision.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
BUSA 1130 – Business Professionalism (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 37 hours

ACCT 2110 – Principles of Accounting I (3)  
BUSA 1110 – Introduction to Business (3)  
MKTG 2110 – Principles of Marketing (3)  
HTCA 151 – Intro to Culinary Arts (3)  
HTCA 260 – Sanitation and Safety (3)  
HTCA 262/L – Food Preparation I/L (4)  
HTCA 263/L – Food Preparation II/L (4)  
MGMT 2110 – Principles of Management (3)  
SPAN 1110 – Spanish I (4)  
SPAN 1120 – Spanish II (4)  
HRTM 293 – Hospitality Internship (3)

#### New Mexico General Education Curriculum (NMGEC) – 15-17 Hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one from\*** ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

**Choose one from:** CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course from:**

Any course from the NMGEC and/or BUSA 1110

*\*see course descriptions for English and Science course prerequisites.*



## PATHWAY

<b>Hotel, Restaurant &amp; Tourism Management Associate of Applied Science 64 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
ENGL	1110	3
BUSA	1130	3
MATH	1216	4
ACCT	2110	3
MGMT	2110	3
<b>total for semester</b>		<b>16</b>
<b>Spring Semester I</b>		<b>credit</b>
HTCA	151	3
BUSA	1110	3
HTCA	260	3
NMGEC Communications (ENGL)		3
NMGEC Math		4
<b>total for semester</b>		<b>16</b>
<b>Fall Semester II</b>		<b>credit</b>
HTCA	262/L	4
MKTG	2110	3
NMGEC Social/Behavioral Science		3
NMGEC Flexible Three		3
SPAN	1110	4
<b>total for semester</b>		<b>17</b>
<b>Spring Semester II</b>		<b>credit</b>
HRTM	293	3
HTCA	263/L	4
NMGEC Science		4
SPAN	1120	4
<b>total for semester</b>		<b>15</b>
<b>Total for degree</b>		<b>64</b>

## HUMAN SERVICES ALCOHOL AND DRUG ABUSE STUDIES

### Certificate of Completion

18 credit hours

The Certificate of Completion in Human Services Drug and Alcohol Abuse Studies is designed to prepare students to meet the State of New Mexico Therapy & Counseling Board education requirement for licensure as a Licensed Substance Abuse Associate (LSAA). To satisfy licensure requirements students must have a minimum of an Associate's Degree in counseling, counseling related field or a substance abuse related field from an accredited institution as well as a minimum of 90 clock hours of education and training in the areas of alcohol, drug abuse and counseling. See the New Mexico Counseling and Therapy Practice Board for more information about licensing in New Mexico.

Upon completion of the certificate students will be able to:

- Explain the history of addiction counseling.
- Describe physiological and psychological methodology for addiction treatment, including assessment of behavioral patterns.
- Demonstrate client interview techniques.
- Describe proven methods of addiction treatment.
- Demonstrate planning and execution of treatment plans and discharge summaries.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 18 hours

HMSV 2140 – Intro to Alcohol and Drug Abuse (3)  
HMSV 2235 – Biopsychosocial Foundation of  
alcohol and Drug Abuse (3)  
HMSV 2410 – Principles of Prevention and  
Research in Alcohol and Drug  
Abuse (3)  
HMSV 2210 – Alcohol and Drug Abuse Counseling  
Families and Groups (3)  
HMSV 2230 – Alcohol and Drug Abuse Counseling:  
Special Populations (3)  
HMSV 2420 – Principles of Treatment and  
Recovery in Alcohol and Drug  
Abuse (3)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Human Services Alcohol and Drug Abuse Studies Certificate of Completion 18 credit hours		
Fall Semester I		credit
HMSV	2140	3
HMSV	2235	3
HMSV	2210	3
<b>total for semester</b>		<b>9</b>
Spring Semester I		credit
HMSV	2410	3
HMSV	2420	3
HMSV	2230	3
<b>total for semester</b>		<b>9</b>
<b>Total for certification</b>		<b>18</b>

## NATURAL SCIENCE

### Associate of Science

61 credit hours\*

The Associate of Science Degree in Natural Science is intended to provide the graduate with a foundational understanding of the core sciences that will be universally transferable to any four-year institution. This course of study includes instruction in biology, chemistry and mathematics. Students may choose an emphasis in Wildlife and/or Conservation Ecology, which will provide graduates with the skills necessary to pursue entry-level positions in natural resources management or related fields. Students not interested in pursuing further studies or employment in natural resources may instead opt for the Human Biology emphasis, which is designed to transfer to four-year programs in medical or related fields including nursing, pre-medicine, pharmacology, or genetics. Graduates completing the Human Biology emphasis will be qualified for entry-level positions in the healthcare industry. Students working toward this degree will be eligible for a Common core Certificate of Completion.

Upon completion of the degree students will be able to:

- Demonstrate effective written and verbal communication skills.
- Exhibit basic understanding of mathematics and statistics.
- Display foundational knowledge of biology, chemistry and physics.
- Apply their learning to pursue entry-level employment in natural resources management or healthcare related fields.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-Year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 20 hours

BIOL 2110/L – Principles of Biology: Cellular and Molecular Biology/Lab (4)\*  
BIOL 2610/L – Principles of Biology: Biodiversity, Ecology, and Evolution/Lab (4)\*  
CHEM 1215/L– General Chemistry I for STEM Majors/Lab (4)\*  
CHEM 1225/L– General Chemistry II for STEM Majors/Lab (4)\*

#### Choose from the following – 8 hours

BIOL 1133C – Intro to Wildlife/Fisheries Sciences (4)  
BIOL 1215/L – Biology for Environmental Sciences/Lab (4)  
BIOL 2110/L – Principles of Biology: Cellular and Molecular Biology/Lab (4)\*  
BIOL 2210/L – Human Anatomy & Physiology I/Lab (4)\*  
BIOL 2225/L – Human Anatomy & Physiology II/Lab (4)\*  
BIOL 2310/L – Microbiology/Lab (4)\*  
BIOL 2626C – Ecology of the Southwest Upland Lecture & Lab (4)  
BIOL 2630/L – General Botany/Lab (4)

*\*May be used to satisfy NMGEC Science requirement.*

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Natural Science Associate of Science 61 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Science (BIOL 2110/L, 2610/L; or CHEM 1215/L, CHEM 1225/L) 1216		4
NMGEC Humanities	1110	3
total for semester		17
Spring Semester I		credit
BIOL	2610/L	4
NMGEC Communication (ENGL)		3
NMGEC Math		4
Program Elective		4
total for semester		15
Fall Semester II		credit
CHEM	1215/L	4
NMGEC Communication (COMM)		3
NMGEC Creative & Fine Arts		3
NMGEC Flexible nine		3
Program Elective		4
total for semester		17
Spring Semester II		credit
CHEM	1225/L	4
NMGEC Flexible nine		3
NMGEC Flexible nine		3
NMGEC Social/Behavioral Science		3
total for semester		13
Total for degree		61

## NURSING PROGRAMS

### NURSING ASSISTANT

#### Certificate of Occupational Training

5 credit hours

The certificate of occupational training in Nurse Assistant is designed to prepare students to successfully sit for the state nurse assistant certification examination.

The Nurse Assistant Program is designed to educate students in physical, emotional, and spiritual assessment of residents' needs and concerns. Students receive training and practice in all state required resident care skills in the classroom lab as well as in several community settings. Students learn resident rights as well as the laws that protect those rights. Understanding of the role of the nurse assistant within the legal scope of practice is an expected outcome of this program.

Upon completion of the certificate students will be able to:

- Care for people who are ill or have impaired self-care capabilities.
- Have the necessary knowledge of body systems functions including normal ranges for vital signs so that they are able to, assess and report patients/residents status to nursing staff.
- Provide basic patient care such as feeding, bathing, ranges of motion exercises, transfer patients, change linens, mouth and dental care and repositioning.
- Provide all indirect care as required by state guidelines including patient safety, patient rights and preferences, infection control and patient/resident comfort.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 5 hours

EMS 101 – Basic Life Support (1)  
NA 111 – Nursing Assistant (2)  
NA 111/L – Nursing Assistant Lab (2)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable



## PATHWAY

<b>Nursing Assistant Certificate of Occupational Training 5 credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
EMS	101	1
NA	111/L	4
<b>total for semester</b>		<b>5</b>
<b>Total for certification</b>		<b>5</b>

# NURSING PROGRAMS

## PRE-NURSING

### Certificate of Occupational Training

37 credit hours

This certificate will provide students with coursework identified by the New Mexico Nursing Education consortium (NMNEC) as the common statewide prerequisites and general education courses for an ADN. Students completing this certificate can apply to ENMU-Roswell or any state founded New Mexico Community College or University and apply for admission into their ADN program. Students must consider that passing mandated background checks and drug screening is a condition of entry into NA/L courses and nursing programs in NM.

Upon completion of the certificate students will be able to:

- Achieve a general education that serves as the solid base for the practice and education of nurses, as defined by NMNEC.
- Assemble entrance packet required to enter a nursing program.
- Sit for entrance exam dictated by nursing program.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements –

Not applicable

#### Program Requirements – 37 hours

BIOL 2210/L – Human Anatomy and Physiology I/Lab (4)

BIOL 2225/L – Human Anatomy and Physiology II/Lab (4)

BIOL 2310/L – Microbiology/Lab (4)

CHEM 1215/L – General Chemistry I for STEM Majors/Lab (4)

COMM 2120 – Interpersonal Communications (3)

EMS 101 – Basic Life Support (1)

ENGL 1110 – Composition I (3)

ENGL 1120 – Composition II (3)

MATH 1130 – Survey of Mathematics or (4) **or**

MATH 1220 – College Algebra (4) **or**

MATH 1350 – Introduction to Statistics (4)

NA111/L – Nursing Assisting and Lab (4)

NURS 1114 – Human Nutrition (3) **or**

PHIL 2110 – Introduction to Ethics (3) **or**

PSYC 2120 – Developmental Psychology (3)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Pre-Nursing Certificate of Occupational Training 37 credit hours		
Fall Semester I		credit
BIOL	2210/L	4
BIOL	2225/L	4
COMM	2120	3
CHEM	1215/L	4
ENGL	1110	3
EMS	101	1
total for semester		19
Spring Semester I		credit
BIOL	2310/L	4
ENGL	1120	3
MATH	1120 or 1130 or 1350	4
NA	111/L	4
PSYC	2120 or PHIL 2110 or NURS 1114	3
total for semester		18
Total for certification		37

# NURSING PROGRAMS

## PRE-NURSING

### Associate of Science

70 credit hours\*

This degree will provide students with coursework identified by the New Mexico Nursing Education Consortium (NMNEC) as the common statewide prerequisites and general education courses for a BSN. Students completing this degree can transfer to any state-funded New Mexico Community College or University and apply for admission into their BSN program.

Upon completion of the degree students will be able to:

- Achieve a general education that serves as the solid base for the practice and education of nurses, as defined by NMNEC.
- Assemble entrance packet required to enter a nursing program.
- Sit for entrance exam dictated by nursing program.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)

FYEX 1110 – First-Year Seminar (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 29-40 hours

BIOL 2110/L – Principles of Biology: Cellular and Molecular Biology/Lab (4)\*\*

BIOL 2210/L – Human Anatomy and Physiology I/Lab (4)\*\*

BIOL 2225/L – Human Anatomy and Physiology II/Lab (4)

BIOL 2310/L – Microbiology/Lab (4)\*\*

CHEM 1215/L – General Chemistry I for STEM Majors/Lab (4)\*\*

ENGL 2210 – Professional & Technical Communication (3)

NURS 1114 – Human Nutrition (3)

PSYC 1110 – Introduction to Psychology (3)\*\*\*

PSYC 2120 – Developmental Psychology (3)

MATH 1220 – College Algebra (4)\*

MATH 1350 – Introduction to Statistics (4)

*\*May be used to satisfy NMGEC Mathematics requirement.*

*\*\*May be used to satisfy NMGEC Science requirement.*

*\*\*\*May be used to satisfy NMGEC Social and Behavioral Sciences requirement.*

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Pre-Nursing Associate of Science 70 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC	Science (BIOL 2110/L)	4
NMGEC	Communication (COMM)	3
total for semester		17
Spring Semester I		credit
NMGEC	Math (Math 1220)	4
BIOL	2225/L	4
ENGL	2210	3
NUTR	2110	3
NMGEC	Flexible nine	3
total for semester		17
Fall Semester II		credit
BIOL	2210/L	4
CHEM	1215/L	4
NMGEC	Social/Behavioral Science (PSYC 1110)	3
NMGEC	Communication (ENGL)	3
NMGEC	Flexible nine	3
total for semester		17
Spring Semester II		credit
BIOL	2310/L	4
PSYC	2120	3
NMGEC	Creative/Fine Arts	3
NMGEC	Humanities	3
NMGEC	Flexible nine	3
MATH	1350	4
total for semester		20
Total for degree		70

## POLICE SCIENCE

### Associate of Applied Science

68 credit hours\*

The Police Science Associate of Applied science is designed to equip certified police officers with a comprehensive knowledge the governmental structures, limitations, and theoretical underpinnings of the American criminal justice system. This curriculum is intended as a terminal occupational degree program for students who are incumbents in government police agencies at the local, state or national level. The balanced liberal arts emphasis of this degree, which includes the study of law, criminal justice, social sciences, humanities, behavioral sciences, natural sciences and general education courses, will provide graduates a broader understanding of the criminal justice system than is currently practical within the confines of police certification or licensure programs.

Upon completion of the degree students will be able to:

- Describe the historical development, roles, interrelationships, and criminal justice system functions of agencies, actors, structures, and operations of criminal justice agencies.
- Identify and describe major national measures of crime and major theories on courses of criminality.
- Explain functions of criminal laws, Constitutional limitations on laws, and application of laws in criminal courts.
- Identify current trends in crime, police techniques, offender sentencing, corrections practices, and offender reintegration.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 43 hours

Successful completion of training at the New Mexico State Police (NMSP) Academy, New Mexico Department of Public Safety (NMDPS) Academy, the United States Border Patrol Basic Training Program (USBPI), the Federal Air Marshal Basic Training program (FAMTP), or the Land Management Basic Police Training Program (LMPT) will equate to 30 credit hours toward the technical requirements. Military Police may also qualify but must meet the same qualifications as required by NMDPS and will be considered on a case-by-case basis.

CJUS 1110 – Intro to Criminal Justice (3)

CJUS 2360 – Criminal Procedures (3)

SPAN 1110 – Spanish I (4)

#### Choose from the following – 3 hours

CJUS 1120 – Criminal Law (3)

CJUS 1140 – Juvenile Justice (3)

CJUS 2130 – Police an Society (3)

CJUS 2215 – American Judicial System (3)

CJUS 2225 – Introduction to Corrections (3)

CJUS 2320 – Gangs in American Society (3)

CJUS 2340 – Victimization in American Society (3)

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110



## PATHWAY

Police Science Associate of Applied Science 68 credit hours		
Fall Semester I		credit
CJUS	1110	3
ENGL	1110	3
FYEX	1110	3
SPAN	1110	4
total for semester		13
Spring Semester I		credit
CJUS	2360	3
NMGEC Flexible three		3
MATH	1216	4
total for semester		10
Fall Semester II		credit
NMGEC Communications		3
NMGEC Math		4
NMGEC Science		4
NMGEC Social/Behavioral Science		3
total for semester		14
Spring Semester II		credit
Credit for Prior Learning (NMSP, NMDPS, FAMTP, LMPT)		30
total for semester		30
Total for degree		68

## PRE-ENGINEERING

### Associate of Science

60 credit hours\*

The Associate of Science Degree in Pre-Engineering is intended to provide the graduate with a foundational understanding of core sciences, an in-depth foundation in mathematics, and core curriculum prerequisites.

Students working toward this degree will be eligible for a Common Core Certificate of Completion.

Upon program completion students will be able to:

- Demonstrate effective written and verbal communication skills.
- Exhibit an in-depth understanding of mathematics.
- Display foundational knowledge of chemistry, physics and engineering.
- Apply their learning to a Bachelor's of Science degree in engineering.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-Year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 20 hours

##### Required courses:

CHEM 1215/L– General Chemistry I for STEM Majors/  
Lab (4)\*\*  
CHEM 1225/L– General Chemistry II for STEM Majors/  
Lab (4)\*\*  
ECON 2110 – Macroeconomic Principles (3)  
ENGL 2210 – Professional & Technical  
Communication (3)  
MATH 1220 – College Algebra (4)\*  
MATH 1230 – Trigonometry (3)  
MATH 1510 – Calculus I (4)  
MATH 1520 – Calculus II (4)

*\*May be used to satisfy NMGEC Mathematics requirement.*

*\*\*May be used to satisfy NMGEC Science requirement.*

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Pre-Engineering Associate of Science 60 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (COMM)		3
NMGEC Social/Behavioral (ECON 2110)		3
<b>total for semester</b>		<b>16</b>
Spring Semester I		credit
CHEM	1225/L	4
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMGEC Math (MATH 1220)		3
MATH	1230	4
<b>total for semester</b>		<b>17</b>
Fall Semester II		credit
MATH	1510	4
NMGEC Creative and Fine Arts		3
NMEC Science (CHEM 1215/L)		4
NMGEC Flexible nine		3
<b>total for semester</b>		<b>14</b>
Spring Semester II		credit
ENGL	2210	3
MATH	1520	4
NMGEC Humanities		3
NMEC Flexible nine		3
<b>total for semester</b>		<b>13</b>
<b>Total for degree</b>		<b>60</b>

## PSYCHOLOGY

### Associate of Arts

60 credit hours\*

The Associate of Arts in Psychology is designed to introduce students to the knowledge and skills necessary to enter the field of psychology. The Associate of Arts in Psychology articulates into the Bachelor of Arts or Bachelor of Science in Psychology at the ENMU Portales campus. Psychology required that practitioners receive graduate level training in order to practice professionals.

Upon completion of the degree students will be able to:

- Describe key concepts, principles, and overarching themes in psychology.
- Describe applications of psychology.
- Use scientific reasoning to interpret psychological phenomena.
- Demonstrate psychology information literacy.
- Engage in innovative and integrative thinking and problem solving.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 19 hours

BIOL 1110/L – General Biology/Lab (4)\*

PSYC 1110 – Intro to Psychology (3)

PSYC 2110 – Social Psychology (3)

PSYC 2120 – Developmental Psychology (3)

PSYC 2130 – Adolescent Psychology (3) **or**

PSYC 2140 – Child Psychology (3)

PSYC 2260 – Positive Psychology (3)

MATH 1350 – Introduction to Statistics (4)

*\*May be used to satisfy NMGEC Science requirement.*

#### New Mexico General Education Curriculum (NMGEC) – 31 Hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Psychology Associate of Arts 60 credit hours		
Fall Semester I		credit
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Social/Behavioral Science		3
PSYC	1110	3
total for semester		16
Spring Semester I		credit
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMGEC Science (BIOL 1110/L)		4
PSYC	2110	3
PSYC	2260	3
total for semester		16
Fall Semester II		credit
NMGEC Communication (COMM)		3
NMGEC Humanities		3
NMGEC Math		4
PSYC	2120	3
PSYC	2130 or 2140	3
total for semester		16
Spring Semester II		credit
MATH	1350	4
NMGEC Creative & Fine Arts		3
NMGEC Flexible nine		3
NMGEC Flexible nine		3
total for semester		13
Total for degree		60

STRUCTURAL FIRE SCIENCE PROGRAMS

STRUCTURAL FIRE SCIENCE

Certificate of Completion

41 credit hours

The Certificate of Completion in Structural Fire Science will prepare the student to rapidly enter the workforce, and ensure successful employment with the Fire and Emergency services. The core course work for the AAS degree is designed to ensure the student has attained a mastery of the fundamental principles in the causes of fire, organizational structure, fire behavior, emergency tactics and fire suppression, as well as the basics of urban firefighting. This core coursework is also the foundation of the “Fire Academy Certification”, demonstrating general proficiency for the student to enter the workforce as an entry level firefighter.

Upon completion of the certificate students will be able to:

- Demonstrate a complete proficiency of all job performance requirements established in NFPA 1001, as applicable to this program.
- Discuss the impact of the history of Fire Service as it relates to current industry trends.
- Evaluate the principles of fire chemistry, fire behavior, and safety practices in the fire service industry.

Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.

Institutional and Related Requirements –

Not applicable

Technical Requirements – 41 hours

- HMSV 2140 – Intro to Alcohol and Drug Abuse (3)
- EMS 101 – Basic Life Support Provider (CPR) (1)
- EMS 111 – EMT Basic/Lab (11)
- EMS 203 – Human Systems (3)
- FIRE 103 – Fire Protection Hydraulics and Water Supply (3)
- FIRE 111/L – Structural Firefighter I/Lab (6)
- FIRE 112/L – Structural Firefighter II/Lab (6)
- FIRE 117 – Hazardous Materials Awareness and Operations (3)
- FIRE 119 – Basic Auto Extrication (2)
- FIRE 204 – Structural Firefighting Tactics and Strategies (3)

*Note: If technical requirements are met by approved prior learning assessment, additional electives in the technical area will be needed to meet the residency requirements of the degree.*

New Mexico General Education Curriculum

(NMGEC) –

Not applicable



## PATHWAY

Structural Fire Science Certificate of Completion 41 credit hours		
Fall Semester I		credit
EMS	101	1
EMS	111	11
FIRE	111/L	6
FIRE	117	3
total for semester		21
Spring Semester I		credit
EMS	203	3
FIRE	103	3
FIRE	112/L	6
FIRE	119	2
FIRE	204	3
HMSV	2140	3
total for semester		20
Total for certification		41

# STRUCTURAL FIRE SCIENCE PROGRAMS

## STRUCTURAL FIRE SCIENCE

### Associate of Applied Science

62 credit hours

This program will build a strong foundation of the essentials needed to work in the fire service industry, ensuring an understanding of rudimentary technical skills. By incorporating comprehensive curriculum of fire prevention, fire protection, hazardous materials response, and fire administration, the program takes a multi-professional approach to policy integration and academic preparation in specialized fire service equipment and apparatus applications. Completion of all technical courses offered in this plan qualifies students for work as an entry level firefighter. In collaboration with the NM Firefighting Academy students can earn International Fire Service Accreditation Council (IFSAC) certificates for 10 of the technical courses offered. Students already possessing IFSAC certification are eligible to earn prior learning assessment credit (PLA). *See Structural Fire Science PLA crosswalk and catalog for PLA policy.* This is for students who desire to become firefighters, as well as those currently employed in the field looking to advance their knowledge base.

Upon completion of the degree students will be able to:

- Demonstrate a complete proficiency of all job performance requirements established in NFPA 1001, as applicable to this program.
- Discuss the impact of the history of Fire Service as it relates to current industry trends.
- Analyze effective fire prevention methods utilized in fire science organizations and the community.
- Apply effective fire protection practices and strategies to various scenarios.
- Evaluate the principles of fire chemistry, fire behavior, and safety practices in the fire service industry.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program. Please contact an advisor prior to registration.*

#### Institutional and Related Requirements – 7 hours

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Technical Requirements – 40-43 hours

EMS 101 – Basic Life Support Provider (CPR) (1)

EMS 111/L – EMT Basic/Lab (12)

EMS 203 – Human Systems (3)

FIRE 103 – Fire Protection Hydraulics and Water Supply (3)

FIRE 111/L – Structural Firefighter I/Lab (6)

FIRE 112/L – Structural Firefighter II/Lab (6)

FIRE 117 – Hazardous Materials Awareness and Operations (3)

FIRE 119 – Basic Auto Extrication (3)

FIRE 204 – Structural Firefighting Tactics & Strategies (3)

*Note: If technical requirements are met by approved prior learning assessment, additional electives in the technical area will be needed to meet the residency requirements of the degree.*

#### Choose one from the following – 3 hours

FIRE 104 – Intro to Origin & Cause Determination (1.5)

FIRE 105 – Fire Investigator I (3)

FIRE 107 – Hose and Hydrant Testing (1.5)

FIRE 114 – Fire Command Strategy and Tactics (3)

FIRE 121 – Fire Service Administration 1 (3)

FIRE 122 – Fire Service Administration 2 (3)

FIRE 124 – Fire Service Instructor 1 (3)

FIRE 125 – Fire Service Instructor 2 (3)

FIRE 152 – Advanced Fire Behavior & Combustion (3)

FIRE 154 – Principles of Code Enforcement (3)

FIRE 156 – Fire Protection Systems (3)

OSH 200 – Occupational Safety and Health for Emergency Services (3)

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

##### Choose one courses from:

Any course from the NMGEC and/or BUSA 1110

*\*see course descriptions for English and Science course prerequisites.*

Revised June 2022

## PATHWAY

Structural Fire Science Associate of Applied Science 62 credit hours		
Fall Semester I		credit
ENGL	1110	3
EMS	101	1
EMS	111	12
FYEX	1110	3
total for semester		19
Spring Semester I		credit
EMS	203	3
FIRE	103	3
FIRE	111/L	6
NMGEC	MATH	4
total for semester		16
Fall Semester II		credit
FIRE	112/L	6
FIRE	117	3
FIRE	119	3
NMGEC	COMM	3
total for semester		15
Spring Semester II		credit
FIRE	204	3
NMGEC	Flexible three	3
NMGEC	Science	4
NMGEC	Social/Behavioral Science	3
total for semester		13
Total for degree		62

TEACHER EDUCATION PROGRAMS

CHILD DEVELOPMENT

Certificate of Completion

17 credit hours

The certificate of completion in Family and Consumer Science/Child Development is a terminal certificate designed to meet state requirements for employment in licensed day care facilities. This is one of the fastest growing employment opportunities and requires employees to continually re-certify. The course in the Child Development meet those requirements. The certification program requires fewer general education classes than the associate degree.

Upon completion of the certificate students will be able to:

- Demonstrate knowledge of strategies for promoting safe environments for children.
- Demonstrate knowledge of the seven early childhood education competency areas.
- Demonstrate knowledge of child development from conception through age eight.
- Demonstrate knowledge of curriculum development based on social, cognitive, physical, and emotional areas of development.
- Demonstrate knowledge of methods of guiding the development of self-regulatory capacities in young children.
- Demonstrate knowledge of the dynamics of working with family members, community agencies, and other professionals to meet the needs of young children.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 17 hours

- COMM 2150 – Communications for Teachers (3)
- ECED 1110 – Child Growth, Development and Learning (3)
- ECED 1115 – Health, Safety, and Nutrition (2)
- ECED 1120 – Guiding Young Children (3)
- ECED 1125 – Assessment of Children and Evaluation of Programs (3)
- ECED 1130 – Family Community Collaboration (3)

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Child Development Certificate of Completion 17 credit hours		
Fall Semester I		credit
ECED	1110	3
ECED	1115	2
ECED	1125	3
ECED	1130	3
total for semester		11
Spring Semester I		credit
COMM	2150	3
ECED	1120	3
total for semester		6
Total for certification		17

## TEACHER EDUCATION PROGRAMS

### EDUCATIONAL ASSISTANT (Pre-K – 12)

#### Certificate of Completion

42\* credit hours

The Educational Paraprofessional (Pre-K – 12) is designed to meet the New Mexico Public Education Department requirements for Level III Educational Paraprofessional Licensure. The student will obtain the specific and general education skills necessary to serve as paraprofessionals who provide instructional support in a Title I program. Upon completion of the certificate students will be able to:

- Analyze and discuss educational issues, theories, and research
- Identify, utilize, and assess effective instructional strategies and techniques, curricular approaches, motivation strategies, and classroom management
- Identify and respond to the evolving needs of diverse learners
- Demonstrate how appropriate integration of technology facilitates student learning
- Develop a broad general understanding of foundational knowledge in English/Language Arts, Math, Science, Social Sciences, and the Arts and Humanities
- Demonstrate an awareness of and sensitivity to diverse cultural values and belief systems

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 6 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 36-37 hours

ARTH 1110 – Art Appreciation (3) **or**  
MUSC 1130 – Music Appreciation: Western Music (3)  
COMM 2150 – Communication for Teachers (3)  
ECON 1110 – Survey of Economics (3) **or**  
POLS 1120 – American National Government (3)  
EDF 210 – Human Growth and Development for Educators (3)  
EDUC 2116C – Structured Observation of Teaching and Learning (3)  
EDUF 2998 – Internship in Education Foundations (6)  
ENGL 1120 – Composition II (3)  
HIST 1110 – United States History I (3) **or**  
HIST 1150 – Western Civilization I (3)  
RED 216 – Literacy through Children's and Adolescent Literature (3)

**Choose one** from the following:

ENGL 1410 – Introduction to Literature (3)  
ENGL 2610 – American Literature I (3)  
ENGL 2620 – American Literature II (3)  
ENGL 2630 – British Literature I (3)  
ENGL 2640 – British Literature II (3)

**Choose one** from the following:

MATH 1130 – Survey of Mathematics (4)  
MATH 2610 – Elementary Mathematical Concepts I (3)  
MATH 2625 – Elementary Mathematical Concepts II (3)

#### New Mexico General Education Curriculum (NMGEC) –

Not applicable

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## PATHWAY

Educational Assistant (Pre-K–12) Certificate of Completion 41 credit hours		
Fall Semester I		credit
ARTH 1110 or MUSC 1130		3
ENGL	1110	3
FYEX	1110	3
<b>total for semester</b>		<b>9</b>
Spring Semester I		credit
COMM	2150	3
EDUC	2116C	2
EDF	210	3
ENGL	1120	3
<b>total for semester</b>		<b>11</b>
Fall Semester II		credit
ECON 1110 or POLS 1120		3
HIST 1110 or HIST 1150		3
RED	216	3
<b>total for semester</b>		<b>9</b>
Spring Semester II		credit
EDUF	2998	6
ENGL 1410, 2610, 2620, 2630, 2640		3
MATH 1130, 2610, 2625		3
<b>total for semester</b>		<b>12</b>
<b>Total for certification</b>		<b>41</b>

# TEACHER EDUCATION PROGRAMS

## EARLY CHILDHOOD EDUCATION

### Associate of Arts

76\* credit hours

This degree program is designed to prepare the student to work with young children in a variety of day care settings and/or to prepare the student to work toward a Bachelor degree in Early Childhood Education. Upon completion, students will be able to:

- Demonstrate understanding of promoting children's health and safety through awareness, effective practices, and health education.
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems and make decisions.
- Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. Students will development, implement, and evaluate an integrated curriculum that focus on children's development and interest, using their language, home experiences, and cultural values.
- Adapt content to meet the needs of each child, including the development of individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members.

**NOTE:** GPA 2.75 is required.

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Prep. Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 35 minimum hours

ECED 1110 – Child Growth, Development & Learning (3)  
ECED 1115 – Health, Safety, and Nutrition (2)  
ECED 1120 – Guiding Young Children (3)  
ECED 1125 – Assessment of Children and Evaluation of Programs (3)  
ECED 1130 – Family and Community Collaboration (3)  
ECED 2110 – Professionalism (2)  
ECED 2115 – Introduction to Language, Literacy, and Reading (3)  
EDUC 2116C – Structured Observations of Teaching and Learning (3)  
ECED 2120 – Curriculum Development through Play, Birth thru Age 4 (PreK) (3)  
ECED 2121 – Curriculum Development

through Play, Birth-Age 4 (PreK) Practicum (2)  
ECED 2130 – Curriculum Development and Implementation Age 3 (PreK) through Grade 3 (3)  
ECED 2131 – Curriculum Development and Implementation Age 3 (PreK) through Grade 3 Practicum (2)  
MATH 2625 – Elementary Mathematical Concepts II (3)

#### Program requirements below may be used to satisfy NMGEC

##### Communications (6)\*

ENGL 1120 and COMM 2150

##### Mathematics (3-4)

MATH 2610 – Elementary Mathematical Concepts I (3)

##### Lab Science and Flexible nine (8)\*

BIOL 1110/L or BIOL 2110/L and CHEM 1110C or GEOL 1110/L or GEOL 1120/L

##### Creative and Fine Arts (3)\*

ARTH 1110 or MUS 113

##### Humanities and Flexible nine (6)\*

HIST 1110 and HIST 1120, or HIST 1150 and HIST 1160

##### Social and Behavioral Sciences and Flexible nine (6)\*

ECON 1110 and POLS 1120

*\*May be used to satisfy the content area in NMGEC.*

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 3-4 hours

MATH 1130, 1220, 1230, 1510, 1520, 2610.

##### Science – 4 hours

Choose one from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

Choose one from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

Choose one from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses** from: Any course from the NMGEC and/or BUSA 1110

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## PATHWAY

### Early Childhood Education Associate of Arts 76 credit hours

Fall Semester I			credit	Fall Semester II			credit
ECED	1110		3	ECED	1130		3
ENGL	1110		3	ECED	2110		2
FYEX	1110		3	NMGEC Math			4
MATH	1216		4	NMGEC Creative & Fine Arts			3
NMGEC Communication (COMM)			3	NMGEC Science			4
total for semester			16	total for semester			16
Spring Semester I			credit	Spring Semester II			credit
ECED	1120		3	ECED	1115		2
ECED	1125		3	ECED	2115		3
NMGEC Communication (ENGL)			3	MATH	2625		3
NMGEC Social/Behavioral Science			3	NMGEC Flexible nine			3
EDUC	2116C		3	NMGEC Flexible nine			3
NMGEC Flexible nine			3	NMGEC Humanities			3
total for semester			18	total for semester			17
Summer Semester I			credit	Summer Semester II			credit
ECED	2120		3	ECED	2130		3
ECED	2121		2	ECED	2131		2
total for semester			5	total for semester			5
				Total for degree			76

## TEACHER EDUCATION PROGRAMS

### ELEMENTARY/SPECIAL EDUCATION

#### Associate of Arts

60 minimum credit hours\*

The Associate of Arts degree in Elementary/Special Education will allow students to enter a Bachelor's program leading to teacher certification in the state of New Mexico.

Upon completion of the degree students will be able to:

- Analyze and discuss educational issues, theories, and research.
- Examine and evaluate effective teaching strategies and techniques, effective planning approaches, motivation strategies, and classroom management.
- Observe, create and execute a lesson using current research strategies.
- Evaluate students' diversities and individual learning differences.
- Demonstrate how the proper integration of technology facilitates student learning.
- Analyze ones' own qualifications and commitment to becoming a teacher.

*NOTE: GPA 2.75 is required.*

**Talk to advisor about concentrations Elementary/Special Education majors planning to transfer to ENMU Portales.**

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 19 hours

EDF 210 – Human, Growth and Development for Educators (3)  
EDUC 2116C – Structured Observation of Teaching and Learning (3)  
MATH 2625 – Elementary Mathematical Concepts II (3)  
SPAN 1110 – Spanish I (4)  
or any Foreign Language  
Electives – 6 credit hours (see advisor to pick course for subject matter/minor)

#### Program requirements below may be used to satisfy NMGEC

##### Communications (6)\*

ENGL 1120 and COMM 2150

##### Lab Science and Flexible nine (8)\*

BIOL 1110/L or BIOL 2110/L and CHEM 1110C or  
GEOL 1110/L or GEOL 1120/L or  
PHYS 113/L or PHYS 151/L.

##### Creative and Fine Arts (3)\*

ARTH 1110 or MUS 113

##### Mathematics (3-4)

MATH 2610 – Elementary Mathematical Concepts I (3)

##### Humanities and Flexible nine (6)\*

HIST 1110 and HIST 1120, or  
HIST 1150 and HIST 1160

##### Social and Behavioral Sciences and Flexible nine (6)\*

ECON 1110 and POLS 1120

*\*May be used to satisfy the content area in NMGEC.*

*Revised June 2022*

#### New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)

##### Communications – 6 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 3-4 hours

MATH 1130, 1220, 1230, 1510, 1520, 2610.

##### Science – 4 hours

Choose one from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Humanities – 3 hours

Choose one from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### Creative and Fine Arts – 3 hours

Choose one from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### Flexible nine – 9 hours

**Choose three courses from:**

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Elementary/Special Education Associate of Arts 60 minimum credit hours		
Fall Semester I		credit
NMGEC Creative & Fine Arts (ARTH 1110 or MUS 113)		3
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Social/Behavioral (ECON 1110)		3
<b>total for semester</b>		<b>16</b>
Spring Semester I		credit
EDF	210	3
Elective		3
NMGEC Communication (COMM)		3
NMGEC Flexible nine (History)		3
NMGEC Math 2610		3
<b>total for semester</b>		<b>15</b>
Fall Semester II		credit
NMGEC Communication (ENGL 1120)		3
NMGEC Flexible nine (POLS 1120)		3
NMGEC Flexible nine (Science)		4
SPAN	1110	4
<b>total for semester</b>		<b>14</b>
Spring Semester II		credit
EDUC	2116C	3
Elective		3
MATH	2625	3
NMGEC Humanities (HIST)		3
NMGEC Science		4
<b>total for semester</b>		<b>16</b>
<b>Total for degree</b>		<b>60</b>

# TEACHER EDUCATION PROGRAMS

## SECONDARY EDUCATION

### Associate of Arts

61 minimum credit hours\*

The Associate of Arts degree in Teacher Education Transfer Program will allow students to enter a Bachelor's program leading to teacher certification in the state of New Mexico.

Upon completion of the degree students will be able to:

- Analyze and discuss educational issues, theories, and research
- Examine and evaluate effective teaching strategies and techniques, effective planning approaches, motivation strategies, and classroom management
- Observe, create and execute a lesson using current research strategies
- Evaluate students' diversities and individual learning differences
- Demonstrate how the proper integration of technology facilitates student learning
- Analyze ones' own qualifications and commitment to becoming a teacher

*NOTE: GPA 2.75 is required*

**Talk to advisor about concentrations for Secondary Education majors planning to transfer to Portales.**

*\*Additional hours may be required for program requirements for transfer students who are NMGEC complete.*

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### **Institutional and Related Requirements – 10 hours**

ENGL 1110 – Composition I (3)

FYEX 1110 – First-year Seminar (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### **Program Requirements – 53 hours**

EDF 210 – Human Growth and Development for Educators (3)

EDUC 2116C – Structured Observations of Teaching and Learning (3)

MATH 1350 – Introduction to Statistics (4)

SPAN 1110 – Spanish I (4)  
or any Foreign Language

#### **Elective – 3 credit hours**

**See advisor to pick course for subject matter/minor**

**Program requirements below may be used to satisfy NMGEC**

#### **Communications (6)\***

ENGL 1120 and COMM 2150

#### **MATH (3-4)\***

MATH 1130 or 1220

#### **Lab Science and Flexible nine (8)\***

BIOL 1110/L or BIOL 2110/L and CHEM 1110C or

GEOL 1110/L or GEOL 1120/L or

PHYS 113/L or PHYS 151/L.

#### **Creative and Fine Arts (3)\***

ARTH 1110 or MUS 113

#### **Humanities and Flexible nine (6)\***

HIST 1110 and HIST 1120 or

HIST 1150 and HIST 1160

#### **Social & Behavioral Sciences and Flexible nine (6)\***

ECON 1110 and POLS 1120

*\*May be used to satisfy content requirement in NMGEC.*

#### **New Mexico General Education Curriculum (NMGEC) – 31 Hours (as itemized below)**

##### **Communications – 6 hours**

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### **Mathematics – 4 hours**

MATH 1130, 1220, 1230, 1510, 1520.

##### **Science – 4 hours**

**Choose one** from\* ANTH 1120C; BIOL 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### **Social and Behavioral Sciences – 3 hours**

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### **Humanities – 3 hours**

**Choose one** from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### **Creative and Fine Arts – 3 hours**

**Choose one** from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### **Flexible nine – 9 hours**

**Choose three courses** from:

Any course from the NMGEC and/or BUSA 1110

Revised June 2022



## PATHWAY

<b>Secondary Education Associate of Arts 61 minimum credit hours</b>		
<b>Fall Semester I</b>		<b>credit</b>
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (COMM)		3
NMGEC Creative & Fine Arts (ARTH 1110 or MUS 113)		3
<b>total for semester</b>		<b>16</b>
<b>Spring Semester I</b>		<b>credit</b>
EDF	210	3
EDUC	2116C	3
Elective		3
NMGEC Communication (ENGL 1120)		3
NMGEC Flexible nine (Science)		4
<b>total for semester</b>		<b>16</b>
<b>Fall Semester II</b>		<b>credit</b>
MATH	1350	4
SPAN	1110	4
NMGEC Humanities (History)		3
NMGEC Social (ECON 1110)		3
<b>total for semester</b>		<b>14</b>
<b>Spring Semester II</b>		<b>credit</b>
NMGEC Science		4
NMGEC Flexible nine (History)		3
NMGEC Math		4
NMGEC Flexible nine (POLS 1120)		3
<b>total for semester</b>		<b>14</b>
<b>Total for degree</b>		<b>61</b>

## UNIVERSITY STUDIES

### Associate of Arts

65 credit hours

The Associate of Arts degree in University Studies is designed for students who want to experience a broad spectrum of course offerings. It includes the core curriculum that will allow a student to transfer to a four-year university to complete the final two years of a Bachelor's degree. Maximum transferability can be assured when students carefully coordinate education requirements with the four-year institution of their choice. Successful completion of the degree will be attained when the student can transfer to a four-year institution as a junior.

Upon completion, students will be able to:

- Demonstrate the ability to use critical thinking.
- Use effective communication skills both in speaking and writing.
- Participate responsibly in the social and political environment.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

#### **Institutional and Related Requirements – 10 hours**

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Prep. Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### **Concentration – 15 hours**

#### **Electives – 6 hours**

#### **Choose a concentration – 15 hours**

##### **Business**

Choose from at least two different areas  
ACCT, BUSA, ECON, FIN, HRTM, IS, MGMT.

##### **Early Childhood Education**

ECED, FCS, EDUC, EDUF, BLED, ELED, RED, SED, SPED.

##### **English**

ENGL

##### **General Science**

BIOL, CHEM, GEOL, PHYS.

##### **Humanities**

Choose from at least two different areas  
ENGL, FREN, GRMN, HEB, HIST, HUMN, PHIL, RELG, SPAN.  
Human Services  
HMSV

##### **Information Systems**

IS

##### **Social Science**

Choose from at least two different areas  
ANTH, CJUS, ECON, PSCI, PSYC, SOCI.

#### **New Mexico General Education Curriculum (NMGEC) – 31 hours (as itemized below)**

##### **Communications – 6 hours**

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### **Mathematics – 4 hours**

MATH 1130, 1220, 1230, 1510, 1520.

##### **Science – 4 hours**

Choose one from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### **Social and Behavioral Sciences – 3 hours**

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### **Humanities – 3 hours**

Choose one from ENGL 1410, 2520, 2610, 2620, 2630, 2640; HIST 1110, 1120, 1150, 1160, 2110; HUMN 1110, 2110; PHIL 2110; SPAN 1110, 1120.

##### **Creative and Fine Arts – 3 hours**

Choose one from ARTH 1110; ENGL 2310; MUSC 1130; THEA 1210.

##### **Flexible nine – 9 hours**

**Choose three courses** from: Any course from the NMGEC and/or BUSA 1110

## PATHWAY

University Studies Associate of Arts 65 credit hours		
Fall Semester I		credit
Concentration		3
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
NMGEC Communication (COMM)		3
<b>total for semester</b>		<b>16</b>
Spring Semester I		credit
Concentration		3
Electives		3
NMGEC Communication (ENGL)		3
NMGEC Flexible nine		3
NMGEC Math		4
<b>total for semester</b>		<b>16</b>
Fall Semester II		credit
NMGEC Science		4
NMGEC Creative and Fine Arts		3
Concentration		3
Concentration		3
NMGEC Flexible nine		3
<b>total for semester</b>		<b>16</b>
Spring Semester II		credit
Concentration		3
Elective		3
Elective		3
NMGEC Humanities		3
NMGEC Flexible nine		3
NMGEC Social/Behavioral Science		3
<b>total for semester</b>		<b>18</b>
<b>Total for degree</b>		<b>65</b>

WELDING TECHNOLOGY

Certificate of Completion

16 credit hours

The Certificate of Completion in Welding Technology is designed to equip the student with the skills and knowledge needed to enter the welding industry by providing an introduction and orientation to the welding industry and the various cutting processes used.

The program is designed with multiple welding processes which may include:

- Oxyacetylene Torch Cutting and Welding (OFC/OFW).
- Shielded Metal Arc Welding (SMAW).
- Gas Metal Arc Welding (GMAW).
- Flux Core Arc Welding (FCAW).
- Gas Tungsten Arc Welding (GTAW).

Upon completion of the certificate students will be able to:

- Demonstrate proper weld joints and weld positions.
- Identify proper names of the parts of a weld and be able to analyze welds to determine good verses defective.
- Apply understanding of basic metal identification and metallurgy and names of common metal shapes.

Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.

Institutional and Related Requirements –

Not applicable

Technical Requirements – 16 hours

- WELD 110 – Intro to Welding (4)
- WELD 125 – Gas Metal Arc/Flux Core (6)
- WELD 131 – Beginning Arc I (4)
- WELD 289 – Internship Training (2)

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Welding Technology Certificate of Completion 16 credit hours		
Fall Semester I		credit
WELD	110	4
WELD	131	4
total for semester		8
Spring Semester I		credit
WELD	125	6
WELD	289	2
total for semester		8
Total for certification		16

WILDLAND FIRE SCIENCE PROGRAMS

WILDLAND FIRE SCIENCE

Certificate of Completion

19 credit hours

The Certificate of Completion in Wildland Fire Science will prepare students to immediately pursue employment with private, municipal, state or federal wildland firefighting organizations and provides a stepping-stone to advanced training in wildland fire suppression strategies and fireline leadership. This one-year program emphasizes a core curriculum in fire suppression theories, techniques, and basic fire behavior. Upon completion students have the required training to apply for entry level positions as wildland firefighters. Classroom sessions in Technical Course work are followed by fieldwork in all areas.

Upon completion of the certificate students will be able to:

- Demonstrate and apply knowledge of basic wildland fire suppression strategies.
- Display knowledge of basic wildfire behavior.
- Maintain personal fitness and required conditioning for extended and multi-day wildfire assignments.
- Display basic knowledge of entry-level equipment use and land navigation.

Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.

Institutional and Related Requirements –

Not applicable

Technical Requirements – 16 hours

- EMS 101 – Basic Life Support Provider (CPR) (1)
- FWCE 2110 – Principles of Fish and Wildlife Management (3)
- WILD 100 – Intro to ICS (1)
- WILD 130 – Firefighter Training (3)
- WILD 180 – Human Factors in the Wildland Fire Service (1)
- WILD 190 – Intro to Wildland Fire Behavior (1)
- WILD 211 – Portable Pumps and Water Use (2)
- WILD 212 – Wildland Fire Chainsaws (3)
- WILD 260 – Interagency Incident Business Management (2)
- WILD 270 – Basic Air Operations (2)

Note: If technical requirements are met by approved prior learning assessment, additional electives in the technical area will be needed to meet the residency requirements of the degree.

New Mexico General Education Curriculum

(NMGEC) –

Not applicable



## PATHWAY

Wildland Fire Science Certificate of Completion 19 credit hours		
Fall Semester I		credit
EMS	101	1
FWCE	2110	3
WILD	100	1
WILD	130	3
WILD	180	1
total for semester		9
Spring Semester I		credit
WILD	190	1
WILD	211	2
WILD	212	3
WILD	260	2
WILD	270	2
total for semester		10
Total for certification		19

# WILDLAND FIRE SCIENCE PROGRAMS

## WILDLAND FIRE SCIENCE

### Associate of Applied Science

60 credit hours\*

This program is designed to prepare students for entry into a career in wildland firefighting with private, municipal, state or federal wildland firefighting organizations. The two-year program includes basic and intermediate wildland fire suppression strategies, a foundation of forest science courses, as well as general education requirements.

Students with training and/or experience obtained previously through government agencies may receive credit-for-prior-learning and be eligible to receive a degree in an accelerated pathway. Students will have completed many prerequisite courses allowing transfer to a Bachelor degree program.

Upon completion of the degree students will be able to:

- Demonstrate and apply knowledge of basic and intermediate wildland fire suppression strategies.
- Apply basic leadership skills required to move towards supervision on active wildfire suppression efforts and oversight of fireline activities.
- Assess personal fitness level and understand the required conditioning for extended and multi-day wildfire assignments.
- Utilize knowledge and skills required to make critical medical decisions for patients in remote locations.
- Utilize foundational knowledge of forest ecology and wildfire behavior to plan and prepare for potential wildland fire incidents.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program. Please contact an advisor prior to registration.*

#### Institutional and Related Requirements – 10 hours

BUSA 1130 – Business Professionalism (3)

ENGL 1110 – Composition I (3)

MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Technical Requirements – 36 hours

EMS 101 – Basic Life Support Provider (CPR) (1)

FIRE 117 – Hazardous Materials Awareness and Operations (3)

FIRE 124 – Fire Service Instructor 1 (3)

FWCE 2110 – Principles of Fish and Wildlife Mgmt (3)

OSH 200 – Occupational Safety and Health for Emergency Services (3)

WILD 100 – Intro to ICS (1)

WILD 130 – Firefighter Training (3)

WILD 180 – Human Factors in the Wildland Fire Service (1)

WILD 190 – Intro to Wildland Fire Behavior (1)

WILD 211 – Portable Pumps and Water Use (2)

WILD 212 – Wildland Fire Chainsaws (3)

WILD 219 – Firing Operations (2)

WILD 260 – Interagency Incident Business Mgmt (2)

WILD 270 – Basic Air Operations (2)

WILD 280 – Followership to Leadership (2)

WILD 286 – Basic Land Navigation (1)

WILD 290 – Intermediate Wildland Fire Behavior (3)

*Note: If technical requirements are met by approved prior learning assessment, additional electives in the technical area will be needed to meet the residency requirements of the degree.*

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; and COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*See course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one course** from:

Any course from the NMGEC and/or BUSA 1110

*\*see course descriptions for English and Science course prerequisites.*

## PATHWAY

Wildland Fire Science Associate of Applied Science 60 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	101	1
ENGL	1110	3
MATH	1216	4
WILD	100	1
WILD	130	3
WILD	180	1
WILD	190	1
total for semester		17
Spring Semester I		credit
NMGEC Communication		3
NMGEC MATH		4
OSH	200	3
WILD	211	2
WILD	260	2
WILD	270	2
total for semester		16
Fall Semester II		credit
FIRE	117	3
FWCE	2110	3
NMGEC Science		4
WILD	212	3
WILD	219	2
WILD	290	3
total for semester		18
Spring Semester II		credit
FIRE	124	3
NMGEC Flexible three		3
NMGEC Social/Behavioral Science		3
WILD	280	2
WILD	291	3
NATR	121	3
total for semester		16
Total for degree		60

WIND ENERGY PROGRAMS

WIND ENERGY PRE-APPRENTICESHIP

Certificate of Completion

10 credit hours

The Certificate of Completion in Wind Energy Pre-Apprenticeship is designed with a specific focus on workforce pre-apprenticeship to provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Demonstrate safety practices common to the wind industry.
- Demonstrate job hazard assessment and resolution to hazards.
- Demonstrate knowledge of climbing, rescue, and emergency medical techniques and procedure necessary for the wind industry.
- Communicate effectively and work collaboratively in a variety of wind related industrial settings.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

<b>Institutional and Related Requirements –</b> Not applicable	<b>New Mexico General Education Curriculum (NMGEC) –</b> Not applicable
<b>Program Requirements – 16 hours</b> BUSA 1130 – Business Professionalism/Writing (3) EMS 100 – HeartSaver/CPR First Aid (1) WIND 100 – Introduction to Wind Energy (3) WIND 102 – Wind Turbine Climber Training (3)	

## PATHWAY

Wind Energy Pre-Apprenticeship Certificate of Completion 10 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
WIND	100	3
WIND	102	3
total for semester		10
Total for certification		10

WIND ENERGY PROGRAMS

WIND ENERGY APPRENTICESHIP

Certificate of Completion

19 credit hours

The Certificate of Completion in Wind Energy Apprenticeship is designed with a specific focus on workforce apprenticeship to provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Demonstrate knowledge of electrical equipment and operation.
- Demonstrate knowledge of mechanical equipment and operation.
- Apply safety procedure in industrial environment including those applicable to hand & power tools.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 19 hours

- BUSA 1130 – Business Professionalism (3)
- EMS 100 – HeartSaver/CPR First Aid (1)
- EMS 103 – Wilderness First Aid (1)
- OSH 105 – Regulations in Construction (3)
- OSH 107 – Electrical Safety Training (1)
- OSH 110 – Confined Space/Lock Out (1)
- WIND 100 – Introduction to Wind Energy (3)
- WIND 102 – Wind Turbine Climber Training (3)
- WIND 103 – Wind Turbine Fall Protection (3)

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Wind Energy Apprenticeship Certificate of Completion 19 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
OSH	105	3
OSH	107	1
WIND	100	3
total for semester		11
Spring Semester I		credit
EMS	103	1
OSH	110	1
WIND	102	3
WIND	103	3
total for semester		8
Total for certification		19



WIND ENERGY PROGRAMS

WIND ENERGY SPECIALIZATION

Certificate of Completion

37 credit hours

The Certificate of Completion in Wind Energy Specialization is designed with a specific focus on job advancement and provide students with the skills necessary to pursue a career in the industry.

Upon completion of the certificate students will be able to:

- Demonstrate knowledge of mechanical systems that of wind turbines.
- Demonstrate capability to fixed programs related to electrical circuits.
- Apply understanding of electronic controls and security of mechanical/electronic software.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

Institutional and Related Requirements –

Not applicable

Program Requirements – 37 hours

- ACCT 1110 – Business Application in Accounting (3)
- BUSA 1130 – Business Professionalism (3)
- EMS 100 – HeartSaver/CPR First Aid (1)
- EMS 103 – Wilderness First Aid (1)
- ENGL 2210 – Professional & Technical Communication (3)
- OSH 105 – Regulations in Construction (3)
- OSH 107 – Electrical Safety Training (1)
- OSH 110 – Confined Space/Lock Out (1)
- IS 260 – SCADA Cyber Security Certificate (6)
- CNST 110 – Basic Electrical Circuits (3)
- WIND 100 – Introduction to Wind Energy (3)
- WIND 102 – Wind Turbine Climber Training (3)
- WIND 103 – Wind Turbine Fall Protection (3)
- WIND 121 – Wind Turbine Mechanical Systems (3)

New Mexico General Education Curriculum (NMGEC) –

Not applicable

## PATHWAY

Wind Energy Specialization Certificate of Completion 37 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
OSH	105	3
OSH	107	1
WIND	100	3
ENGL	2210	3
<b>total for semester</b>		<b>14</b>
Spring Semester I		credit
EMS	103	1
OSH	110	1
WIND	102	3
WIND	103	3
CNST	110	3
<b>total for semester</b>		<b>11</b>
Fall Semester II		credit
ACCT	1110	3
IS	260	6
WIND	121	3
<b>total for semester</b>		<b>12</b>
<b>Total for certification</b>		<b>37</b>

# WIND ENERGY PROGRAMS

## WIND ENERGY

### Associate of Applied Science

68 credit hours

The Associate of Applied Science in Wind Energy is designed with a specific focus on workforce pre-apprenticeship and apprenticeship training to provide students with the skills necessary to pursue a career in the industry.

Upon completion of the degree students will be able to:

- Demonstrate safety practices common to the wind industry.
- Demonstrate job hazard assessment and resolution to hazards.
- Demonstrate knowledge of climbing, rescue, and emergency medical techniques and procedures necessary for the wind industry.
- Communicate effectively and work collaboratively in a variety of wind related industrial settings.
- Demonstrate knowledge of electrical equipment and operation.
- Demonstrate knowledge of mechanical equipment and operation.
- Apply safety procedure in the industrial environment including those applicable to hand & power tools.
- Demonstrate knowledge of mechanical systems that of wind turbines.
- Demonstrate capability to fixed programs related to electrical circuits.
- Apply understanding of electronic controls and security of mechanical/electronic software.

*Any student who is ineligible for state, national, or industry licensure or certification is ineligible for entry into this program.*

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#### Institutional and Related Requirements – 10 hours

ENGL 1110 – Composition I (3)  
FYEX 1110 – First-year Seminar (3)  
MATH 1216 – Preparatory Algebra (4)

*Note: If institutional/related requirements are waived, additional elective courses will be needed to meet the minimum hours required for the degree.*

#### Program Requirements – 43 hours

ACCT 1110 – Business Application in Accounting (3)  
BUSA 1130 – Business Professionalism (3)  
CNST 110 – Basic Electrical Circuits (3)  
EMS 100 – HeartSaver/CPR First Aid (1)  
EMS 103 – Wilderness First Aid (1)  
ENGL 2210 – Professional & Technical Communication (3)  
IS 260 – SCADA Cyber Security Certificate (6)  
OSH 105 – Regulations in Construction (3)  
OSH 107 – Electrical Safety Training (1)  
OSH 110 – Confined Space/Lock Out (1)  
WIND 100 – Introduction to Wind Energy (3)  
WIND 102 – Wind Turbine Climber Training (3)  
WIND 103 – Wind Turbine Fall Protection (3)  
WIND 121 – Wind Turbine Mechanical Systems (3)  
WIND 204 – Introduction to Hydraulics (3)  
WIND 219 – Wind Turbine Operation (3)

#### New Mexico General Education Curriculum (NMGEC) – 15-17 hours (as itemized below)

##### Communications – 3 hours

ENGL 1120, 2210; or COMM 1130, 2120, 2150.

##### Mathematics – 4 hours

MATH 1130, 1220, 1230, 1510, 1520.

##### Science – 4 hours

**Choose one** from\* ANTH 1120C; BIOL 1110/L, 1133C, 1215/L, 2110/L, 2210/L, 2310/L, 2610/L; CHEM 1215/L, 1225/L; GEOL 1120/L.

*\*see course description for Math prerequisite*

##### Social and Behavioral Sciences – 3 hours

CJUS 1110, 2140, 2360; ECON 1110, 2110, 2120; GEOG 1130; POLS 1120; PSYC 1110, 2110, 2120, 2130, 2140, 2260; SOCI 1110, 2310.

##### Flexible Three – 3 hours

**Choose one courses** from:

Any course from the NMGEC and/or BUSA 1110

## PATHWAY

Wind Energy Associate of Applied Science 68 credit hours		
Fall Semester I		credit
BUSA	1130	3
EMS	100	1
ENGL	1110	3
FYEX	1110	3
MATH	1216	4
WIND	100	3
<b>total for semester</b>		<b>17</b>
Spring Semester I		credit
ACCT	1110	3
CNST	110	3
EMS	103	1
NMGEC Communication		3
OSH	105	3
WIND	102	3
WIND	103	3
<b>total for semester</b>		<b>19</b>
Fall Semester II		credit
ENGL	2210	3
NMGEC MATH		4
NMGEC Science		4
WIND	121	3
WIND	204	2
<b>total for semester</b>		<b>16</b>
Spring Semester II		credit
IS	260	6
OSH	107	1
OSH	110	1
NMGEC Flexible three		3
NMGEC Social/Behavioral Science		3
WIND	219	3
<b>total for semester</b>		<b>17</b>
<b>Total for degree</b>		<b>68</b>

# COURSE DESCRIPTIONS

## ACCOUNTING (ACCT)

### ACCT 1110 – Business Application in Accounting (3)

Provides an essential foundation of the complete accounting cycle for a small business enterprise and a practical understanding of business financial statements. Includes an overview of the preliminary analysis of financial statements including the balance sheet, the income statement, and the statement of cash flows.

#### Student Learning Outcomes

- Identify and define financial and accounting terminology.
- Define and characterize account types such as: asset, liability, owners' equity, revenue, and expense accounts.
- Define debits and credits and understand their role in double-entry accounting using T-accounts as a tool.
- Record transactions in the basic and expanded accounting equation.
- Set up and determine appropriate accounts for companies chart of accounts.
- Demonstrate transactional analysis and use of key accounts according to the rules of debit and on credit.
- Journalize transactions: provide analysis and record business transactions into a general journal, and special journals.
- Demonstrate posting process.
- Complete the adjusted trial balance worksheet and prepare the income statement and balance sheet sections of the worksheet.
- Explain adjusting and closing entries, journalize adjusting entries.
- Define, identify, and demonstrate the impact of adjusting entries on financial statements.
- Complete the accounting cycle including trial balance, worksheet, adjustments, and closing entries for a small business.
- Demonstrate use of journalizing and posting using special journals and subsidiary ledgers.
- Identify the form and function of the schedule of accounts receivable and accounts payable.
- Record and post cash receipts and payments transactions.
- Reconcile the bank statement and complete subsequent journal entries.
- Explain the articulation between financial statements using financial statement analysis.
- Identify common performance measures from the financial statements.

- Compare financial statement information of a small business to industry standards. .

### ACCT 1210 – Income Taxation (3)

Federal income taxation of individuals, sole proprietorships, partnerships, corporations, trusts, and estates with particular reference to CLU, life insurance and annuities.

#### Student Learning Outcomes

- Demonstrate their familiarity with the Federal Individual Income Tax System.
- Demonstrate their familiarity with the Federal Income System for sole proprietorships, partnerships, corporations, trusts, and estates.
- Explain and demonstrate gross income, deductions and losses and how they relate to Federal Individual Income tax returns.
- Demonstrate their ability to calculate basic gains and losses on property transactions.

### ACCT 2110 – Principles of Accounting I (3)

An introduction to financial accounting concepts emphasizing the analysis of business transactions in accordance with generally accepted accounting principles (GAAP), the effect of these transactions on the financial statements, financial analysis, and the interrelationships of the financial statements.

#### Student Learning Outcomes

Should be able to: *Required*

- Analyze business transactions, their effects on the financial statements and the interrelationships of the financial statements involving the following:
  - Cash transactions
  - Receivables and Net Realizable Value
  - Operational assets and Depreciation
  - Inventory
  - Current Liabilities
  - Long-term Liabilities
- Define, identify and demonstrate the impact of adjusting entries on financial statements.
- Explain and demonstrate the differences between cash and accrual basis accounting.
- Define and identify generally accepted accounting principles.
- Required to be included in either Principles of Accounting I (Financial) or Principles of Accounting II (Managerial)
- Analyze equity ownership transactions and their effect on the financial statements.
- Identify the cash flow statement activities and explain the purpose of the cash flow statement.

- Perform ratio analysis to evaluate financial statements.

### **ACCT 2115 – Survey of Accounting (3)**

Designed to provide a basic understanding of accounting procedures for small businesses. Provides a foundation of the accounting cycle for a small business enterprise and a practical understanding of business financial statements.

#### **Student Learning Outcomes**

- Explain basic accounting concepts and terminology.
- Perform the basic steps in the accounting cycle for a small business.
- Prepare bank reconciliations.
- Prepare payroll journals and calculate withholding deductions.

### **ACCT 2120 – Principles of Accounting II (3)**

An introduction to the use of accounting information in the management decision making processes of planning, implementing, and controlling business activities. In addition, the course will discuss the accumulation and classification of costs as well as demonstrate the difference between costing systems.

#### **Student Learning Outcomes**

Students should be able to: *Required*

- Identify the difference between financial and managerial accounting.
- Illustrate the accumulation of costs in cost accounting systems.
- Describe the basic elements of the budgeting process, its objectives and budget preparation.
- Define and classify cost behavior.
- Perform cost-volume-profit analysis for decision making.
- Perform differential (incremental) analysis for business decision making.
- Explain the cause of the variance and its effect on the income statement.
- Explain and demonstrate the difference between traditional costing and activity-based costing.
- Required to be included in either Principles of Accounting I (Financial) or Principles of Accounting II (Managerial)
- Analyze equity ownership transactions and their effect on the financial statements.
- Identify the cash flow statement activities and explain the purpose of the cash flow statement.
- Perform ratio analysis to evaluate financial statements.

### **ACCT 2210 – Spreadsheet Accounting (3)**

This course is a hands-on spreadsheet accounting course designed to help students apply previous knowledge and processes of financial and managerial accounting to a computerized environment using popular spreadsheet software. It will include microcomputer accounting applications, integrating spreadsheets, word processing, graphics, and database.

### **ACCT 2410 – Personal Tax Preparation (3)**

Introduces basic federal and state tax codes for preparing individual income tax returns. Emphasis on use of tax software. Students will be required to pass a certification exam and assist in preparing individual tax returns for low income and elderly taxpayers.

***Prerequisite: Acct 1210. Co-requisite: ACCT 2420.***

#### **Student Learning Outcomes**

- Explain basic personal income tax filing status requirements.
- Use appropriate tax software to prepare simple income tax returns for individuals.
- Answer basic tax questions.
- Demonstrate personal and professional interview skills in an environment that demands confidentiality issues at all levels.

### **ACCT 2420 – Volunteer Income Tax Internship (1)**

Apply the skills and expertise learned in ACCT-2410 by assisting eligible taxpayers in satisfying their tax responsibilities through the VITA/TCE program by providing free tax return preparation using software.

***Co-requisite: 2410.***

#### **Student Learning Outcomes**

- Acquire an enhanced appreciation and understanding (via applicable experience) for the existence of the Volunteer Income Tax Assistance (VITA) Program and the benefits it provides to eligible taxpayers.
- Apply prior knowledge regarding the requirements for utilization of various tax forms.
- Apply prior understanding of the basic tax law regarding filing status, personal and dependency exemptions reportable income, allowable deductions and available tax credits through actual tax preparation procedures.
- Continue to develop and practice utmost personal and professional interview skills in an environment that demands confidentiality issues at all levels.



- Prepare simple individual tax returns for the low-income public to be provided free of charge using the appropriate step and procedures.
- Utilize understanding of tax software in the preparation and filing of basic tax returns.

### **ACCT 2993 – Workshop in Accounting (1-9)**

As announced

#### **Student Learning Outcomes**

Learning Outcomes be developed depending upon nature of workshop.

### **ACCT 2996 – Topics in Accounting (1-9)**

Special topics are offered occasionally and the selection is different every semester. Special Topic courses do not repeat material presented by regular semester courses. The purpose of special topics is to provide students with new, one-time, and developing information in accounting.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ACCT 215 – Certified Bookkeeper (3)**

Certification prep course including fundamental accounting principles and concepts, procedures in data accumulation, presentation and preparation of and adjustments to financial reports. Payroll, payroll laws and payroll tax processing are covered. Detailed examination of accounting for inventory, depreciation, internal controls, and fraud.

***Prerequisite: ACCT 2110 or consent of instructor.***

### **ACCT 289 – Internship (1-9)**

Students working in related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

#### **Student Learning Outcomes**

Varies

## **AGRICULTURE (AGRI)**

### **AGRI 2993 – Workshop in Agriculture (1-3)**

As announced. (May be repeated for maximum of 4 credit hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **AGRI 2996 – Topics in Agriculture (1-3)**

As announced. (May be repeated for maximum of 4 credit hours).

## **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **AGRI 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

***Prerequisite: Consent of instructor.***

## **ANTHROPOLOGY (ANTH)**

### **ANTH 1115 – Introduction to Anthropology (3)**

Anthropology is the systematic study of the humanity both past and present. The course introduces students to the four subfields of anthropology, which include archaeology, biological, linguistic and cultural anthropology. Students will learn about the concepts and methods that anthropologists use to study our species and gain a broader perspective on the human experience.

#### **Student Learning Outcomes**

- Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology.
- Explain and analyze conceptual and ethical arguments in the four subfields of anthropology.
- Effectively communicate content, perspectives, and ideas in four subfields of anthropology.
- Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

### **ANTH 1120C – Introduction to Archaeology Lecture & Lab (4)**

Archaeology is the study of human past through the analysis of material remains humans have left behind. This course explores the basic theoretical and mythological underpinnings of the discipline, as well as the techniques world, produce data, and interpret how people lived in the past. Examples of archaeological research from around the world will be used to increase students' understanding of concepts presented in lecture and in the laboratory portion of the course.

#### **Student Learning Outcomes**

- Understand the history of archaeology, with an emphasis on processual archaeology.
- Understand and apply fundamental theoretical and methodological concepts on the archaeology discipline.



- Provide hands-on experience with archaeological data collection and analysis methods.
- Develop skills that will enable students to serve as crew members for supervised archaeological field and laboratory work.
- Provide students with the tools to describe the nature of archaeological remains.
- Synthesize archaeological data to make informed and educated interpretations.
- Effectively comprehend and communicate knowledge about archaeological ethics and contemporary heritage management efforts, and organizations.

### **ANTH 1140 – Introduction to Cultural Anthropology (3)**

This is an introductory course that provides an overview of cultural anthropology as a subfield within the broader discipline of anthropology and as a research approach within the social sciences more generally. The course presents core concepts and methods of cultural anthropology that are used to understand the ways in which human beings organize and experience their lives through distinctive cultural practices. More specifically, this course explores social and cultural differences and similarities around the world through a variety of topics such as: language and communication, economics, ways of making a living, marriage and family, kinship and descent, race ethnicity, political organization, supernatural beliefs, sex and gender, and globalization. This course ultimately aims to present a broad range of perspectives and practices of various cultural groups from across the globe.

#### **Student Learning Outcomes**

- Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts, such as culture and society, which form the pillars of the discipline (e.g., cultural relativism, cultural persistence and change, world view and enculturation).
- Comprehend the importance of studying cultural anthropology.
- Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected (e.g., globalization and modern world system).
- Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures.

- Understand how beliefs, values and assumptions are influenced by culture, biology, history, economic, and social structures.
- Gain a sense of relationship with people possessing different experiences from their own.
- Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines that study.

### **ANTH 1993 – Workshop in Anthropology (1-3)**

As announced. (May be repeated for a maximum of 6 hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ANTH 1996 – Topics in Anthropology (1-3)**

As announced. Prerequisites: Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ANTH 1998 – Internship (1-9)**

As announced. Prerequisites: Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **ART EDUCATION (ARTE)**

### **ARTE 2110 – Arts & Crafts for Elementary Teachers (3)**

Application of techniques, methods, and materials of arts and crafts in the teaching of subject matter by the elementary class-room teacher. Additional art supplied will be required.

## **ART HISTORY (ARTH)**

### **ARTH 1110 – Art Appreciation (3)**

This course introduces and explores visual arts, providing an awareness of the significance of the arts at personal, societal and historical levels including both fine and applied arts.

#### **Student Learning Outcomes**

- Trace the development of diverse art and architecture styles.
- Compare and contrast the major art and architectural styles.
- Use art terms and explain basic art concepts.
- Analyze the visual elements and design principles in masterworks of art.

- Describe masterpieces objectively, with emphasis on contemporary works.
- Gain general knowledge of the history of artistic production.
- Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music.
- Distinguish the elements and principles of design and explain how they are being used in a given piece of art.

### **ARTH 2110 – History of Art I (3)**

This survey course explores the art and architecture of ancient pre-historic cultures through the end of the fourteenth century. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of artworks to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development.

#### **Student Learning Outcomes**

- Identify major artworks from a variety of regions and time periods.
- Investigate the methods of producing various works of art.
- Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
- Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
- Compare works across a range of historical styles and periods.

### **ARTH 2120 – History of Art II (3)**

This survey course will explore the architecture, sculpture, ceramics, painting, drawings, and glass objects from the 14th century to the modern era. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of art works to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development. A continuation of ART 2110.

#### **Student Learning Outcomes**

- Identify major artworks from a variety of regions and time periods.
- Investigate the methods of producing various works of art.
- Articulate an understanding and appreciation

for the political, social, spiritual, intellectual, and cultural contexts of art forms.

- Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
- Compare works across a range of historical styles and periods.

## **ART STUDIO (ARTS)**

### **ARTS 1240 – Design I (3)**

This course introduces the fundamentals of two-dimensional design as it applies to fine art and commercial contexts. Emphasis will be on basic color theory, elements of dynamic composition, vocabulary of visual arts and design, and development of visual conceptual skills. Student will use a variety of materials and techniques.

#### **Student Learning Outcomes**

- Produce art works that apply and organize the elements of two-dimensional form (line, shape, value, texture, color and space).
- Produce artworks that apply the principles of two-dimensional design (harmony, variety, repetition, balance, rhythm, proportion, dominance, movement, and economy).
- Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation.
- Use visual art vocabulary in the development and critique of work.
- Explore concepts and ideas: from conceptual, realistic/referential to non-representational.

### **ARTS 1250 – Design II (3)**

This course introduces the basic formal (aesthetic), spatial, and physical aspects of 3-D form as they can be applied to sculptural and functional design. Techniques that explore structure, mass, volume, scale, surface, form, and function are covered, along with various media, which may include paper, wood, clay, and/or metal.

***Prerequisite: ART 1240 or consent of instructor.***

#### **Student Learning Outcomes**

- Apply the artistic qualities of the elements of art and principles of design to three-dimensional form.
- Create 3-dimensional form using varied sculptural methods, construction techniques and media.
- Produce 3 D design projects safely with proper use of equipment and materials.

- Apply realistic, referential, and abstract concepts and ideas to projects.
- Demonstrate knowledge of 3-D related art vocabulary, origin and trends in sculpture, and 3-D design fundamentals.

### **ARTS 1310 – Introduction to Ceramics (3)**

The course introduces the technical processes and conceptual concerns of working with ceramic material. Various methods of forming functional and expressive works, out of clay are explored. Methods used include hand building and throwing, basic clay bodies, slip and glaze, and atmospheric firing.

#### **Student Learning Outcomes**

- Explain the transformation of the ceramic material from raw clay form to glazed ceramic object.
- Demonstrate proficiency of technical ceramic skills.
- Explain larger concepts and design principles.
- Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media.
- Create ceramic works of art based on conceptual prompts.
- Critically evaluate a variety of artwork.
- Gain an understanding of the history of ceramic art from a multicultural perspective.

### **ARTS 1410 – Introduction to Photography (3)**

This course introduces the making of photographic images from a broad viewpoint to consider both as an art practice and a cultural practice. The course covers technical information on camera use and functionality, composition and visual design, digital workflow and editing, professional functions of manipulating and enhancing images, and printing correctly and effectively. The historical aspects of photography are also covered.

#### **Student Learning Outcomes**

- Gain fluency with basic camera function as well as a working knowledge of other photographic equipment and software to produce technically competent photographs.
- Have a familiarity with current image-editing software to enhance images as well as developing a digital workflow for the management of digital images.
- Be able to develop creative solutions to visual photographic problems.
- Gain awareness of contemporary issues in contemporary art photographic practice that

can be applied to the one's own individual practice.

- Develop the ability to critically analyze and discuss photographic images.
- Print and produce a final project that demonstrates synthesis of ideas presented in the course reading, critiques, and individual research.
- Demonstrate photographic terminology, and the many ways photographs function in society, both currently and historically.

### **ARTS 1520 – Digital Media I (3)**

This course provides an introduction to two of Adobe's major software applications, Illustrator and Photoshop, which are essential in creating artwork, designed promotional materials, websites and more. Part of the course deals with creating a variety of documents using the major tools of each program, gaining an understanding of the contemporary graphic design industry, basic elements, and principles of design.

#### **Student Learning Outcomes**

- Demonstrate appropriate skills in configuring and navigating computer systems software applications as appropriate to digital image making needs including organization of files using keywords and running batch processes.
- Exhibit an understanding of a layer-based bitmap editing program, through photo retouching, precise using of selection tools, and color adjustment techniques.
- Create imagery using a vector-based illustration program which demonstrates an understanding of vector based drawing tools.
- Integrate the use of bitmap and vector images using bitmap and vector-based image making applications to demonstrate a basic understanding of composition, color, and appropriate image size and resolution.

### **ARTS 1530 – Digital Media II (3)**

This course introduces one of the major software applications in Adobe Creative Cloud, InDesign, with emphasis on obtaining a working knowledge of this software to create publications and documents of all kinds, promotional materials, press releases, newsletters, website, and more.

**Prerequisite:** ARTS 1520.

#### **Student Learning Outcomes**

- Demonstrate an understanding of the software.
- Gain knowledge in the main features of the software and how to apply them for different styles of documents.

- Demonstrate an understanding of what constitutes a press-ready document.

### **ARTS 1610 – Drawing I (3)**

This course introduces the basic principles, materials, and skills of observational drawing. Emphasis is placed on rendering a 3-D subject on a 2-D surface with visual accuracy. Other topics include historical and contemporary references as well as an investigation of linear perspective, line, value, shape, space, and composition.

#### **Student Learning Outcomes**

- Produce drawings that demonstrate techniques and mechanics of observational drawing.
- Demonstrate competency in the following practices; measuring and sighting, gesture, contour line, negative space, shape, value, space, volume, place and texture.
- Create drawings primarily from observation with black and white traditional drawing media.
- Demonstrate effective verbal or written response to one's own art and art of others.

### **ARTS 1620 – Life Drawing I (3)**

This course introduces the study of the human form as a primary vehicle for addressing formal and conceptual issues in drawing, using a variety of media to master proportion, structure, and visual expression of the figure.

#### **Student Learning Outcomes**

- Apply the proportional canons to draw a human figure in space.
- Produce drawings that utilize a variety of traditional anatomical rendering concepts, including accurate skeletal and muscular structures of the human form using a variety of drawing media.
- Employ the figure to visually express ideas or narrative.
- Use life drawing vocabulary to critique work created by oneself and classmates.

### **ARTS 1630 – Painting I (3)**

This course introduces the tradition of painting as a medium for artistic expression. Students will investigate materials, tools, techniques, history, and concepts of painting. Emphasis is placed on developing descriptive and perceptual skills, color theory, and composition.

**Prerequisite:** ARTS 1610 or consent of instructor.

#### **Student Learning Outcomes**

- Produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting.

- Construct a variety of support structures and grounds on which painting are created.
- Examine the historical origins and practices of painting from the personal, social and cultural perspective.
- Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints.
- Apply basic color theory to representational and non-representational painting.

### **ARTS 1840 – Sculpture I (3)**

This course introduces the student to a variety of medium and techniques used in the production of sculpture; along with the historic, conceptual, and aesthetic foundations of the sculptural process.

**Prerequisite:** ARTS 1240.

#### **Student Learning Outcomes**

- Create a series of pieces that demonstrate a working knowledge of a variety of materials and techniques used in the creation of sculpture.
- Demonstrate the ability to experience and analyze a sculpture, and how to communicate those analyses in a comprehensible manner.
- Produce objects and analysis that demonstrate a cursory knowledge of historic, and contemporary art practices.
- Through the creation of a body of work begin to define one's own personal vocabulary in the visual language.

### **ARTS 2310 – Ceramics II (3)**

This course continues the students' instruction in ceramics, with an emphasis given to the continuing development of form, surface and firing processes, expanded critical awareness, and the development of a personal aesthetic.

#### **Student Learning Outcomes**

- Demonstrate intermediate techniques in wheel throwing, hand building, glazing, and kiln firing.
- Prove through class work an intermediate understanding of both the nomenclature and the use of a variety of ceramics equipment.
- Be able to utilize principles of design, and aesthetic judgment to create and analyze a body of work consisting of both functional and sculptural ceramic objects.
- Use of create familiarity with historical and contemporary ceramic sources, ideas, and materials in the discussion and creation of a unique body of ceramic works.



### **ARTS 2420 – Visualizing Ideas (3)**

The course is dedicated to teaching how to visualize ideas within the photographic medium by combining theoretical content and aesthetic form to create a conceptually rich body of work. It explores advanced digital photography, including perfecting use of the camera and relevant digital software, and honing inkjet printing skills. We will explore new techniques and workflows, and use them to respond to a variety of themes and concerns. We will look at a number of contemporary photographic practitioners, and discuss a multitude of historical and contemporary approaches to the same ideas we will be probing.

#### **Student Learning Outcomes**

- Perfect use of the camera, other photographic equipment, and software in order to produce technically successful photographs.
- Apply issues of contemporary fine art photographic practice to your own work.
- Critically analyze and discuss photographic images.

### **ARTS 2610 – Drawing II (3)**

This course introduces color and colored media as an element of composition while emphasizing descriptive and perceptual drawing skills and conceptual approaches contemporary drawing.

***Prerequisites: ARTS 1610, or consent of instructor.***

#### **Student Learning Outcomes**

- Create drawings in wet and dry color media.
- Practice analyzing and visually translating observed subjects from realistic, referential, and/or objective form, to non-representational or abstract imagery in drawings.
- Compose fully developed drawings that include a conceptual or historical basis.
- Engage in effective written and oral critique in response to one's own art and the art of others.

### **ARTS 2620 – Life Drawing II**

This course introduces color and colored media as an element of composition while emphasizing descriptive and perceptual drawing skills and conceptual approaches to contemporary drawing.

#### **Student Learning Outcomes**

- Create drawing in wet and dry color media.
- Practice analyzing and visually translating observed subjects from realistic, referential, and/or objective form, to non-

representational or abstract imagery in drawings.

- Compose fully developed drawing that include a conceptual or historical basis.
- Engage in effective written and oral critique in response to one's own art and the art of others.

### **ARTS 2630 – Painting II (3)**

This course focuses on the expressive and conceptual aspects of painting, building on the observational, compositional, technical, and critical skills gained previously. Students will investigate a variety of approaches to subject matter, materials, and creative processes through in-class projects, related out-of-class assignments, library research or museum/gallery attendance, written responses, and critiques.

***Prerequisites: ARTS 1610 and ARTS 1630 or consent of instructor.***

#### **Student Learning Outcomes**

- Produce paintings building on the skills and techniques learning in Painting I.
- Solve unique format, support, ground, over and under texturing surface challenges.
- Practice analyzing and translating observed subjects form realistic, referential, and/or objective form, to non-representational imagery.
- Create paintings that explore personal content, stylization, symbolism, narrative, and/or iconography.

### **ARTS 2993 – Workshop (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ARTS 2996 – Topics in Art Studio (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcome**

Learning Outcomes will vary depending upon topic.

### **ARTS 2998 – Internship in Art (1-9)**

Upon recommendation of the instructor, the student may be placed in art studio, museum, art gallery, or foundry. This opportunity provides the student with actual work experience in a professional setting. One credit per 60 hours of approved job experience.

**Prerequisites:** 18 credit hours in ART, a minimum of GPA of 3.0 and instructor's approval.

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ARTS 242 – Sculpture II (3)**

Continued exploration of 3-D concepts with emphasis on mixed media, special problems and an introduction of casting. Additional art supplies will be required.

**Prerequisite:** ARTS 1840.

## **ASTRONOMY (ASTR)**

### **ASTR 1115 – Introduction to Astronomy (3)**

This course surveys observations, theories, and methods of modern astronomy. The course is predominantly for non-science majors, aiming to provide a conceptual understanding of the universe and the basic physics that governs it. Due to the broad coverage of this course, the specific topics and concepts treated may vary. Commonly presented subjects include the general movements of the sky and history of astronomy, followed by an introduction to basic physics concepts like Newton's and Kepler's laws of motions. The course may also provide modern details and facts about celestial bodies in our solar system, as well as differentiation between them – Terrestrial and Jovian Planets, exoplanets, the practical meaning of “dwarf planets”, asteroids, comets, and Kuiper Belt and Trans-Neptunian Objects. Beyond this we may study stars and galaxies, star clusters, nebulae, black holes, clusters of galaxies and dark matter. Finally, we may study cosmology – the structure and history of the universe.

### **Student Learning Outcomes**

- Upon successful completion of the course,
- Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
- Students will list and apply the steps of the scientific method.
- Students will describe the scale of the Solar System, Galaxy, and the Universe.
- Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
- Students will describe the formation scenarios and properties of solar system objects.

- Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
- Students will describe methods by which planets are discovered around other stars and current results.
- Students will describe the structure, energy generation, and activity of the sun.

### **ASTR 1115L – Introduction to Astronomy Laboratory (1)**

Introduction to Astronomy Lab will include hand-on exercises that work to reinforce concepts covered in the lecture, and may include additional components that introduce students to the night sky.

### **Student Learning Outcomes**

- Upon successful completion of the course,
- Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
- Students will list and apply the steps of the scientific method.
- Students will describe the scale of the Solar System, Galaxy, and the Universe.
- Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
- Students will describe the formation scenarios and properties of solar system objects.
- Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
- Students will describe methods by which planets are discovered around other stars and current results.
- Students will describe the structure, energy generation, and activity of the sun.
- Students will compare our sun to other stars and outline the evolution of stars of different masses and its end products, including black holes.
- Students will describe the structure of the Milky Way and other galaxies and galaxy clusters.
- Students will describe the origin, evolution, and expansion of the universe based on the Big Bang Theory and recent Astronomical observations.

- Students will describe conditions for life, its origins, and possible locations in the universe.

## BILINGUAL EDUCATION (BLED)

### BLED 2110 – Introduction to Bilingual and ESL Education (3)

This course provides a historical overview of bilingual and ESL education including a emphasis on present trends and practices. Discussions of the aspects of bilingualism at both an individual and a societal level are included.

#### Student Learning Outcomes

Course objectives are related to competencies for teachers adopted by the New Mexico State Board of Education. As a result of this course, students should be able to:

#### Culture

The bilingual teacher:

- Develops awareness in the learner of the value of cultural diversity.
- Prepares and assists students to interact successfully in cross cultural settings.
- Recognizes and accepts different patterns of child development within and between cultures in order to formulate realistic instructional strategies.
- Recognizes the similarities and differences between mainstream American and other cultures and the potential conflicts and opportunities they may create for students.
- Demonstrates knowledge of the effects of culture and socio-economic variables in learning styles.

#### English Language Development

The bilingual teacher:

- Demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relation of language to society and culture.
- Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
- Instructional Methodology
- Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for second language learners.
- Demonstrates knowledge of theories of first and second language acquisition.
- Utilizes teaching methods appropriate to various age and language groups.

### BLED 268 – Workshop in Bilingual Education (1-9)

As announced. (May be repeated for credit).

### BLED 289 – Internship (1-9)

As announced. Prerequisite: Consent of instructor.

### BLED 293 – Topics in Bilingual Education (1-9)

As announced. (May be repeated for credit with consent on instructor and administrative approval).

## BUSINESS COMPUTER INFORMATION SYSTEMS (BCIS)

### BCIS 1115 – Introduction to Computers (3)

This is a lecture and hands-on course on different technologies commonly used in business and different agencies like computer, printer and other computer devices. It includes introduction to hardware, operating software, and MS Office applications like Excel, Word, Access, PowerPoint, Publisher, & other MS Office Tools. The class will include an overview of the history of technology and its future, as well as giving a fundamental introduction to industry-standard application software for word processing, spreadsheet, database management, and graphics. Basic computer use, files and file structure, windows, the Internet, programming, ethics, and security will also be addressed.

#### Student Learning Outcomes

- Students will learn the basics of computer concepts and different technologies used by home users, small office/home office users, mobile users, power users, and enterprise users, operate and name different components of a computer.
- Students will be able to access the web and utilize the resources and explain evolution of internet, purposes of IP address and its relationship to domain name, benefits and risk of social networking sites, describe uses of various types of websites, search engines, online social networks and other information sites.
- Students will be able to describe the characteristics and uses of desktop, laptops, tablets and handheld computers, types of server, cloud computing, smartphones, digital cameras, portable media players, e-book readers and game devices.
- Students will have a better understanding on the importance of Digital safety and Security and cybercrime and other issues related to information accuracy, intellectual property rights, codes of conduct, and green computing.



- Students will have a basic understanding on how to use Microsoft Office 2013 Application like Word, Excel, PowerPoint, Publisher, Access & other applications.

### **BCIS 2310 – Spreadsheets and Data Analysis (3)**

Evaluation of and advances applications of electronic spreadsheets. Basic concepts of business statistics, data analysis, and management science integrated in a contemporary spreadsheet environment. Emphasizes practical applications and business decision making.

**Prerequisite:** MATH 1350.

#### **Student Learning Outcomes**

- Develop and work with professional-looking worksheets
- Integrate Microsoft Excel with other Microsoft programs
- Work with multiple worksheets and workbooks
- Perform what-if analyses
- Enhance Microsoft Excel with Visual Basic
- Use Microsoft Excel to perform statistical analyses

## **BIOLOGY (BIOL)**

### **BIOL 1110 – General Biology (3)**

This course introduces non-science majors to basic biological concepts including, but not limited to, the properties of life, biochemistry, cell biology, molecular biology, evolution, biodiversity, and ecology.

**Concurrent enrollment in BIOL 1110L required.**

#### **Student Learning Outcomes**

- Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.
- Explain how chemical and physical principles apply to biological processes at the cellular level.
- Understand basic concepts of cell biology.
- Understand that all organisms share properties of life as a consequence of their common ancestry.
- Understand fundamental processes of molecular biology.
- Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.
- Understand the criteria for species status and the mechanisms by which new species arise.

- Understand methods for inferring phylogenetic relationships and the basis for biological classification.
- Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.
- Explain the importance of the scientific method for addressing important contemporary biological issues.

### **BIOL 1110L – General Biology Lab (1)**

This laboratory course for non-science majors compliments the concepts covered in the associated general biology lecture course. Students will learn quantitative skills involved in scientific measurement and data analysis. Students will also perform experiments related to topics such as biochemistry, cell structure and function, molecular biology, evolution, taxonomic classification and phylogeny, biodiversity, and ecology.

**Concurrent enrollment in BIOL 1110 required.**

#### **Student Learning Outcomes**

- Employ critical thinking skills to judge the validity of information from a scientific perspective.
- Apply the scientific method to formulate questions and develop testable hypotheses.
- Analyze information/data and draw conclusions.
- Operate laboratory equipment correctly and safely to collect relevant and quality data.
- Utilize mathematical techniques to evaluate and solve scientific problems.
- Recognize biodiversity in different ecological habitats and communities of organisms.
- Communicate effectively about scientific ideas and topics.

### **BIOL 1133C – Introduction to Wildlife and Fisheries Science (4)**

Lecture: This course is an introduction to the fundamental principles of animal populations, communities and ecosystems, as well as the conservation and management of wild animals and their habitats. Lab: This laboratory course involves scheduled field visits to local sites of interest in wildlife and fisheries management and/or science. Includes an emphasis on field identification and record keeping.

#### **Student Learning Outcomes**

Students will:

- Demonstrate an understanding of basic wildlife and fishery systems and organization, including habitats and habitat management.

- Display knowledge of ecology and basic population dynamics.
- Exhibit familiarity with the physiology of wildlife and fishes as well as basic animal behavior.
- Demonstrate an understanding of data collection and use in the fields of wildlife and fisheries management.
- Exhibit knowledge of endangered species, wildlife legislation and law enforcement.

### **BIOL 1141 – A Survey of Anatomy and Physiology for Allied Health (3)**

Anatomy and Physiology for Allied Health integrates diseases and disorders within each body system to maximize learning. Easy-to-understand language and numerous illustrations make the course ideal for learners in an introductory anatomy and physiology course with little or no science background or learners continuing their education in Allied Health. Highlights and class discussions that emphasize clinical applications help keep the material interesting and new. A review of Medical Terminology in each chapter helps fine tune medical language skills. Infection Control and Standard Precautions chapter emphasizes the importance of maintaining health and safety in the health care work environment. This course approaches the learning of anatomy and physiology through a “System Approach” which provides a good, basic understanding of the subject. A&P for Allied Health utilizes case studies, discussions and various other methods to help the student understand the relationship of anatomy and physiology to the patient in the medical setting. This course will also assist the student in developing a better understanding and interest in the medical field.

#### **Student Learning Outcomes**

Students will:

- Analyze the relationship between structure and function within each body system.
- Demonstrate an understanding of how each system helps to maintain homeostasis.
- Build an anatomical/physiological vocabulary that is essential to success in this course and in future careers in healthcare.
- Demonstrate an understanding of human development and apply that knowledge to the healthcare setting.
- Apply the scientific method when thinking and learning about human anatomy and physiology.

### **BIOL 1215 – Biology for Environmental Sciences (3)**

An introduction to ecology, current environmental problems and control measures. Emphasis on human impact, modern technology, natural

ecosystems, social, political, and economic processes. The student will have the knowledge to become environmentally responsible and contribute to the quality of human life. This course is intended for non-biology majors in their first year (100 level) of their college career.

***Concurrent enrollment in BIOL 1215L required.***

#### **Student Learning Outcomes**

After successfully completing this course the student should be able to:

- Explain the importance of environmental sciences in every day's life.
- Recount historic events that shaped the environmental sciences placing them in the socioeconomic and political context.
- Explain the relationship among the different components of the ecosystem.
- Explain and apply the scientific method in case studies or new situations of scientific enquire.
- Describe the influence of chemistry in the functioning of life and ecosystems.
- Explain what factors affect population dynamics.
- Explain species interactions and community dynamics.
- Explain bio-geochemical cycles and its relevance on the ecosystem.
- Describe energy cycles and its relevance on the ecosystem.
- Compare and contrast energy sources for human activities in terms of their impact on their environment.
- Explain how human activities affect water and air quality and how they affect life of humans and other organisms.

### **BIOL 1215L – Biology for Environmental Sciences Lab (1)**

This course investigates relevant environmental science principles with emphasized analysis of water, soil, and air pollutants. Part of the course requires potential field trips and dissection.

***Concurrent enrollment in BIOL 1215 required.***

#### **Student Learning Outcomes**

- Apply the scientific method to ecological problems by generating observations in the laboratory and field, formulating hypotheses based on observations, and test these hypotheses.
- Use techniques and methods similar to those used by professional ecologists to collect data in the field and in laboratory.

- Formulate an ecological profile of habitats, including characteristics.
- Identify impacts of man as they relate to ecological value, such as prediction of the susceptibility to stress.
- Identify and apply the principles of population ecology with respect to species in general and the human population in particular.
- Perform and interpret basic ecological tests related to environmental quality.
- Identify species through the use of dichotomous keys.
- Recognize major ecosystem types in the field.

### **BIOL 2110 – Principles of Biology – Cellular and Molecular Biology (3)**

This course introduces students to major topics in general biology. The course focuses on the principles of structure and function of living things at the molecular, cellular and organismic levels of organization. Major topics including are introduction to the scientific process, chemistry of cells, and organization of cells, cellular respiration, photosynthesis, cell division, DNA replication, transcription, and translation.

**Concurrent enrollment in BIOL 2110L required.**

#### **Student learning Outcomes**

- Apply the scientific method to develop and evaluate hypotheses and propose an experiment to test a scientific hypothesis related to cell biology and molecular biology.
- Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids). (HED Area 3, Competency 3).
- Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells.
- Understand how organisms maintain homeostasis in the dynamic environment.
- Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms. (HED Area 3, Competency 3).
- Describe membrane structure and function.
- Describe and analyze the nature of bio-energetics transformations and metabolism within the cell.
- Describe the processes of cellular respiration and photosynthesis.
- Analyze with specific detail the processes of DNA replication, transcription, and translation.

- Analyze with specific detail the types, mechanisms, and regulation of cellular division.
- Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes. (HED Area 3, Competency 1,3,4,5).

### **BIOL 2110L – Principles of Biology: Cellular and Molecular Lab (1)**

This course introduces students to major topics in general biology. This course focuses on the principles of structure and function of living things at the molecular, cellular and organismic levels of organization. Major topics included are introduction to the scientific process, chemistry of cells, organization of cells, cellular respiration, photosynthesis, cell division, genetics, DNA replication, transcription, and translation.

#### **Student Learning Outcomes**

- Describe and apply the scientific method to solve problems in biological context.
- Demonstrate knowledge of laboratory safety skills and procedures.
- Practice principles of scientific method while conducting laboratory activities and experiments.
- Perform laboratory activities using relevant laboratory equipment, chemical reagents, and supplies to observe biological specimens, to measure variables, and to design and conduct experiments.
- Operate light microscopes, prepare wet mount slides, and use stains.
- Exhibit ability to use pipettes and other volumetric measuring devices, chemical glassware, balances, pH meters or test papers, spectrophotometers, and separation techniques, such as chromatography and/or electrophoresis to perform activities relevant to other course competencies.
- Analyze and report data generated during laboratory activities and experiments.

### **BIOL 2120 – Cellular and Molecular Biology (3)**

This course takes a detailed look at the principles of cellular biology with an emphasis on the structure, physiology, bio-energetics, cell division, and gene expression of microbe, plant and animal cells. Major topics include the diversity of organic molecules and macromolecules, metabolism, cellular respiration, photosynthesis, cell division, DNA replication, and protein synthesis. Major modern research tools will also be explored. This course is intended for science majors.

**Concurrent enrollment in BIOL 2120L required.**

### **Student Learning Outcomes**

- Structure and function in prokaryotic and eukaryotic cells.
- Major macromolecules basic structure and uses.
- Membrane structure and function and its roles in intra and inter cellular communication and cellular function.
- Nature of bio-energetics transformations and metabolism within the cell.
- Cellular respiration and photosynthesis.
- Mechanism and regulation of cellular division.
- DNA replication.
- Relationship between genetic information and protein structure.
- To interpret scientific data, formulate a scientific hypothesis, and propose an experiment to test a scientific hypothesis.

### **BIOL 2120L – Cellular and Molecular Biology Lab (1)**

This course introduces the scientific method, with an emphasis on cellular structures and functions, and physiology. Laboratory demonstrations, experiments and exercises on molecular and cellular biology and organismal physiology.

#### **Student Learning Outcomes**

- Understand the scientific method and how to use it to make hypotheses about cell processes.
- Communicate scientific information and apply quantitative analysis of the scientific problems.
- Apply scientific thinking to real world problems and be able to communicate those concepts through oral presentations.
- Learn cell biology techniques that are widely used in modern research laboratories.
- Be able to use different microscopes correctly and safely.

### **BIOL 2210 – Human Anatomy and Physiology I (3)**

This course is the first of two that serve as an introduction to human anatomy and physiology for biology majors and allied health students. The course entails describing, explaining, and analyzing structure and function from the submicroscopic to the organism level with emphasis on anatomic, directional, and sectional terminology, basic cellular structure and metabolism, tissue differentiation and characteristics, and organ system structure and function; specifically the integument, skeletal, muscular, and nervous systems.

**Concurrent enrollment in BIOL 2210L.**

**Prerequisite: BIOL 2110/2110L.**

### **Student Learning Outcomes**

- Describe and apply anatomical terminology.
- Describe multi cellular organization.
- Distinguish and describe major tissue types.
- Describe the structure and function of the integumentary system.
- Describe the structure and function of the skeletal system.
- Describe the structure and function of the muscular system.
- Describe the structure and function of the nervous system.
- Describe the structure and function of the special senses.
- Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.

### **BIOL 2210L – Human Anatomy & Physiology I Laboratory**

This is the first in a series of two laboratory courses designed to introduce laboratory practices and techniques for human anatomy and physiology, from the basic cell structure through the organ system level; specifically the integumentary, skeletal, muscle, and nervous systems.

#### **Student Learning Outcomes**

- Apply the scientific method correctly.
- Collect, analyze, and interpret scientific data.
- Use laboratory equipment, such as a microscope, correctly and safely.
- Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.
- Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
- Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
- Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems.

### **BIOL 2225 – Human Anatomy and Physiology II (3)**

This course is the second of two that serve as an introduction to human anatomy and physiology



for biology majors and allied health students. The course entails describing, explaining, and analyzing structure and function from the submicroscopic to the organismal level with emphasis on specific cellular, tissue, and organ structure and physiology, and organ system structure and function; specifically the endocrine, cardiovascular, respiratory, urinary, and reproductive systems. Additionally, an analysis of these concepts is included: fluid and electrolyte balance, pregnancy, growth and development from zygote to newborn, and heredity.

**Concurrent enrollment in BIOL 2225L required. Prerequisite: BIOL 2210/2210L.**

### Student Learning Outcomes

- Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
- Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the human body.
- Explain how fluid and electrolyte balance is maintained in the human body.
- Compare and contrast the anatomy and physiology of male and female reproductive systems.
- Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.
- Explain heredity and genetic control.

### BIOL 2225L – Human Anatomy and Physiology II Lab (1)

This is the second in a series of two laboratory courses from designed to introduce laboratory practices and techniques for human anatomy and physiology, from the basic cell structure through the organ system level; specifically the endocrine, cardiovascular, lymphatic, respiratory, urinary, and reproductive systems.

**Concurrent enrollment in BIOL 2225 required.**

### Student Learning Outcomes

- Apply the scientific method correctly.
- Collect, analyze, and interpret scientific data.
- Use laboratory equipment, such as a microscope, correctly and safely.
- Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.

- Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
- Analyze the physiological processes of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.
- Analyze the physiological processes of fluid and electrolyte balance and acid base balance in the human body.
- Analyze heredity and genetic control.

### BIOL 2310 – Microbiology (3)

Introduction to the basic principles of microbiology, microbial pathogenesis, host defenses and infectious diseases. The course will emphasize concepts related to the structure and function of microorganisms, including their mechanisms of metabolism and growth. Host-parasite interactions will also be emphasized, including mechanisms of microbial pathogenesis and mechanisms of host defenses against infectious diseases.

**Concurrent enrollment in BIOL 2310L required. Prerequisites: BIOL 2110/2110L and CHEM 1215/1215L.**

### Student Learning Outcomes

- Describe and compare the structure and function of prokaryotic and eukaryotic cells.
- Describe and compare the techniques used for staining of and microscopic observation of bacteria including morphology.
- Describe the nutritional requirements for bacterial growth and the impact of environmental factors on bacterial growth (temperature, pH, oxygen, etc).
- Describe and compare the mechanisms of aerobic respiration, anaerobic respiration, and fermentative metabolism.
- Describe the mechanism of bacterial growth by binary fission, and laboratory methods used for observing and measuring bacterial growth.
- Describe the mechanisms of bacterial DNA replication, RNA transcription, and translation, and compare and contrast with eukaryotic cells.
- Describe the structure and replication strategies of viruses.
- Describe and contrast mechanisms of innate nonspecific immunity and adaptive specific immunity.
- Describe immune hypersensitivity reactions, autoimmune diseases, and immunodeficiency diseases.

- Differentiate between host microbe relationships, mechanisms, of microbial pathogenesis, differentiate between communicable and no communicable diseases and describe mechanisms of direct and indirect transmission of communicable diseases.

### **BIOL 2310L – Microbiology Lab (1)**

This course will emphasize both theory and hands on application of techniques used in microbiology laboratory for the growth and identification of bacterial species. Students will learn microscopy skills and staining techniques for the observation of bacteria. Students will also learn aseptic techniques used for isolation of bacteria, inoculation of cultures, and interpretation of selective and differential growth media for the identification of bacterial species.

**Concurrent enrollment in BIOL 2310.**

**Prerequisite: BIOL 2110/2110L and CHEM 1215/1215L.**

#### **Student Learning Outcomes**

- Demonstrate skills of microscopy.
- Demonstrate skills of bacterial staining.
- Demonstrate aseptic technique for inoculation of bacterial growth media.
- Interpret results from selective and differential media.
- Demonstrate appropriate use of diagnostic reagents.
- Interpret results of diagnostic assays.
- Identify unknown bacterial species through the use of a dichotomous key, inoculation and interpretation of laboratory assays, and application of the scientific method.

### **BIOL 2610 – Principles of Biology: Biodiversity, Ecology, and Evolution (3)**

This course is an introduction to the dynamic processes of living things. Major topics include the mechanisms of evolution, biological diversity, population genetics, and ecology.

**Pre- or co-requisite CHEM 1215/L. Concurrent enrollment in BIOL 2610L.**

#### **Student Learning Outcomes**

- Understand the scientific method and apply it to biological topics of genetics, evolution, ecology, and biodiversity.
- Apply quantitative reasoning and scientific thinking to real world problems.
- Identify and describe the basic principles of evolution.
- Analyze the relationships between the genetics of populations and evolution.

- Analyze the processes of speciation.
- Describe how the hierarchical classification scheme is used to categorize organisms.
- Describe how DNA research has modernized bio systematics.
- Compare and contrast the general characteristics of each of the living domains and kingdoms.
- Relate the structure of organism to the way they function.
- Explain how the life histories of organisms are adapted for different environments.
- Relate the complexity of behavior to the overall complexity of an organism.
- Describe the ecological roles played by organisms in each kingdom.
- Compare basic ecological principles at the population and community levels of organization.
- Describe and compare energy relationships and the cycling of materials in ecosystems.

### **BIOL 2610L – Principles of Biology: Biodiversity, Ecology, and Evolution Lab (1)**

This laboratory course is an introduction to the dynamic processes of living things. This course introduces students to the methods used in the study of evolution, ecology, and biological diversity. Designed for students continuing in life sciences.

**Concurrent in BIOL 2610.**

#### **Student Learning Outcomes**

- Describe and apply the scientific method of generate testable hypotheses in evolution and ecology.
- Design and conduct laboratory experiments using relevant laboratory equipment and methods.
- Analyze and report data generated during laboratory activities and experiments.
- Communicate scientific results from experiments in evolution, ecology, and biodiversity.

### **BIOL 2625 – Introduction to Ecology (3)**

This course is an introduction to how organisms sustain themselves, maintain health and reproduce in the ecosystem in which they reside. Includes an introduction to how living things interact with their environment, including other organisms, and how organisms respond to including other organisms, and how organisms respond to the physical conditions of the habitat in which they live.

### Student Learning Outcomes

- Students will describe the organization of living systems and trophic interactions.
- Students will explain how organisms respond to and interact with the physical (abiotic) environment.
- Students will exhibit knowledge of ecosystems and ecosystem function, including the flow of energy and materials.
- Students will demonstrate an understanding of basic population ecology, interactions between and among populations, and community function.
- Students will examine evolutionary ecology, co-evolution and symbiotic relationships.

### BIOL 2626C – Ecology of Southwest Uplands Lecture & Lab (4)

The Ecology of the Southwest Uplands provides a basic overview of ecological principles as applied to the various life zones of southwest New Mexico including the organisms that characterize these areas and species prevalent in certain zones. This is a hybrid field-based course with both an online component and an intensive field experience. Emphases are placed on identification and record-keeping in the field. The laboratory section of this course consists primarily of field identification of flora and fauna native to the Sacramento Mountains and Tularosa Basin, and includes maintenance of a comprehensive field notebook as well as an oral presentation on a specific subject related to the course. Additional fees are associated with this offering.

### Student Learning Outcomes

- Students will demonstrate knowledge of the major life zones of New Mexico including species prevalent in particular areas.
- Students will accurately identify flora and fauna native to the Sacramento Mountains, Tularosa Basin and the Chihuahuan Deserts of southern New Mexico.
- Students will exhibit knowledge of basic ecological principles including interactions between and among organisms and trophic relationships.
- Students will accurately and appropriately translate field observations into written reports and oral presentations.
- Students will make scientific measurements; analyze data and present results in a variety of formats.

### BIOL 2630 – General Botany (3)

This course is an introduction to the fundamental principles of plant biology and botanical science.

Topics covered include plant biochemistry, plant and fungal cell biology, plant reproduction, plant morphology and anatomy, plant physiology, plant genetics, plant ecology, archaeon, bacterial, protestant, fungal, and plant evolution.

**Prerequisites:** *BIOL 2610/L. Concurrent enrollment in BIOL 2630L.*

### Student Learning Outcomes

- Be able to understand the cellular basis of plant life.
- Understand plant and fungal development, growth, morphology, structure, and interaction with other species.
- Describe basic cellular, morphological, and anatomical structure of representative plants and fungi.
- Describe the function of representative plants and fungi including basic cellular and molecular processes such as membrane transport, photosynthesis, cellular respiration, life cycle of the cell, and methods of reproduction.
- Understand the interrelationship of plants and fungi with their environment, how they adapt to their environment based on physiological requirements, and the role of plants and fungi in the ecosystem.
- Understand relationships between plant and fungal communities, animal communities, and the ecosystems where they reside.
- Hypothesize the directions of plant evolution and distribution based on interactions with pollination systems and the environment.
- Examine plants using observational tools, scientific techniques, and empirical analysis.

### BIOL 2630L – General Botany lab (1)

This course is the laboratory course associated with the general botany lecture course. It will include an introduction to laboratory techniques dealing with plant biochemistry, plant, bacterial, and fungal cell biology, plant reproduction, plant morphology and anatomy, plant physiology, plant genetics, and plant evolution.

**Concurrent enrollment in BIOL 2630.**

### Student Learning Outcomes

- Demonstrate appropriate skill levels in the use of the tools and technologies related to their major fields of study and obtain knowledge of the underlying theory and limitations of their use.
- Learn the proper and safe use of all laboratory equipment, such as the use and care for the compound and dissecting microscope.



- Learn to correctly measure, dispense and handle safely reagents and stains used in laboratory.
- Apply critical thinking skills in the analysis of data and formation of well-developed arguments.
- Be able to sort and assess the value of information and apply a variety of analysis techniques to arrive at rational answers to complex questions.
- Demonstrate a thorough, up-to-date knowledge of the central concepts, theories, facts, and issues of botanical science.

### **BIOL 2993 – Workshop in Biology (1-9)**

As announced. (May be repeated for a maximum of 4 hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **BIOL 2996 – Topics in Biology (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **BIOL 2998 – Internship (1-9)**

As announced. Prerequisites: Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **BREWING (BDAS)**

### **BDAS 1110 – Brewing I (3)**

Provides theory and hand-on application of raw materials selection and handling, malting, and wort production. Quality assurance and safety procedures are stressed at every step.

### **BDAS 1120 – Brewing II (3)**

Provides theory and hands-on application of cellar operations, packaging, storage, stock rotation. Quality assurance and safety procedures are stressed at every step: Introduces government regulations and tax issues pertaining to the brewing industry.

**Prerequisite:** BDAS 1110.

## **BUSINESS ADMINISTRATION (BUSA)**

### **BUSA 1110 – Introduction to Business (3)**

Fundamental concepts and terminology of business including areas such as management, marketing, accounting, economics, personnel,

finance, and the global environment in which they operate.

#### **Student Learning Outcomes**

- Explain how business and entrepreneurship affect the quality of life and the world around us.
- Explain the characteristics of the different forms of business ownership.
- Perform basic stakeholder analysis concerning accountability, ethics, and social responsibility of business.
- Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental, diversity, economic, technological, and global.
- Describe the purpose and functions of finance, operations, marketing, management, accounting, and information systems.
- Demonstrate basic skills such as use of common business terminology, information search skills, presentation and writing skills, and term skills.
- Describe the purpose and content of a business plan.

### **BUSA 1130 – Business Professionalism (3)**

Focuses on developing professional behavior appropriate for the business environment. Topics include life management, goal setting, workplace etiquette, job search skills, leadership, business communication and workplace interaction.

#### **Student Learning Outcomes**

- Communicate and interact in various business settings using professional etiquette.
- Leverage self-awareness in order to interact successfully with others in the business world.
- Prepare for a successful business career by using a variety of professional planning tools.
- Demonstrate effective life management skills such as goal-setting, leadership, stress & time management, organizational skills, and conflict resolution.
- Apply ethical decision-making in business situations.

### **BUSA 1180 – Business Math (3)**

Applied basic mathematical operations to business and accounting applications.

#### **Student Learning Outcomes**

- Select and interpret relevant information in narrative problems to solve a given business situation.
- Choose appropriate formulas to solve quantitative business-related problems.

- Use formulas accurately to solve quantitative business-related problems.

### **BUSA 2110 – Business Communications (3)**

Skill development in business writing with an emphasis on the preparation of letters and reports, and on presenting information in a logical, forceful and acceptable form. Including are strategies for effective oral communication in a professional environment.

#### **Student Learning Outcomes**

- Identify the key terms and major theories relevant to business and professional communication;
- Integrate communication and research skills to create a professional presentation;
- Produce effective business and professional writing (reports and memos) samples;
- Apply theory in order to effectively communicate as both a team member and as a leader;
- Apply effective writing and formatting techniques to the composition of email messages, routine letters/memos, goodwill messages, negative messages, and persuasive messages;
- Identify components of effective applications, resumes, and cover letters that demonstrate accurate English usage, employability skills, and overall interest and visual appeal;
- Recognize effective interviewing techniques and employment follow-up procedures;
- Distinguish business communication from personal and social communication;
- Use of technology to communicate in the business world; and
- Gain insights into ethics, etiquette, listening, teamwork, and nonverbal communication and make relevant observations.

### **BUSA 2137 – Employability Skills (2)**

This course is designed to help students/potential employees recognize and develop positive personal qualities in preparation for successful employment. It also focuses on the communications skills, including previewing and resume preparation, customer service skills, effective interpersonal skills, productivity, ethical standards and career development that are demand by employers.

#### **Student Learning Outcomes**

- Define ethics and its impact both personally and professionally.
- Explain ethics and its impact both personally and professionally.

- Describe appropriate professional etiquette in business situations.
- Describe the relationship among responsibility, accountability, teamwork and leadership.
- Define and describe personality and attitude and their influence in the workplace.
- Identify individual personality traits, values and learning styles.
- Describe the importance of goal setting and setting priorities.
- Create short-term and long-term goals.
- Explain the key principles of money management.
- Define quality and its importance of customers and customer service.
- Identify and describe the importance of customers and customer service.
- Describe the causes and signs for stress and the impact on workplace performances.
- List the techniques for effective time management.
- Create a professional networking list.
- Create a preliminary resume.
- Identify proper situational leadership and teamwork activities.
- Create the proper message of professionalism through personal appearance.
- State the key steps in conducting a job search.
- Identify interview process activities: pre-interview, during the interview, and post interview.
- Demonstrate the proper way to respond in an interview situation.
- Create a personal brand through written correspondence.
- Develop a standardized cover letter and resume.

### **BUSA 2210 – Small Business Management (3)**

The managerial functions and processes as related to the small business environment. These managerial functions include exploring entrepreneurial opportunities and analyzing new-venture activities needed for the successful operation of small firms. Students will also examine the benefits and risks of owning a small business. Topics include: facts about small business, essential management skills, how to prepare a business plan, financial needs, marketing strategies, and legal issues.

#### **Student Learning Outcomes**

- Recognize why entrepreneurship is important.

- Explain small business management.
- Recognize the general areas of management.
- Discuss how business works.
- Identify different ways to enter the business environment.
- Know how to search for information on the Web.
- Identify the difference different forms of business ownership.
- Discuss issues surrounding human resource management in a small business setting.
- Describe methods used to create break-even points for business.
- Compare and contrast creating a new business, purchasing an established business, or franchise.
- Specify the different organization and management styles used for business.
- Identify and describe the different financial statements.
- Understand the startup process for a small business.
- Explain the various types of security risks that can threaten businesses.
- Recognize the various types of communication and marketing technologies used by business.
- Discuss the commercial applications of information technology in business.
- Address contemporary trends and issues in the business world.
- Discuss how e-commerce has changed the way we do business.
- Use productivity software such as PowerPoint, Excel and Microsoft.
- Discuss issues surrounding entrepreneurship.

### **BUSA 2460 – Business Ethics (3)**

The course examines the underlying dimensions of ethics in business, investigating ethics in relationship to the organization and its culture, stakeholders, and society. Exploration of ethical issues from a historical perspective, analyzing actual events through the lens of ethical business decision-making, including legal/political, sociocultural, economic and environmental considerations will be undertaken.

#### **Student Learning Outcomes**

- Explain business ethics in the context of the varying demands and expectations of the organization's stakeholders.
- Analyze how an organization's leadership

impacts the ethical environment and culture of the workplace and the business decisions made by organizational members.

- Examine the difference between personal ethical values and those of the business organization.
- Discuss the ethical dilemmas presented by technology.
- Discuss the consequences of unethical and ethical business decisions.
- Examine the role of corporate social responsibility in the business enterprise.
- Recognize the variety of social/ethical norms exhibited by business organizations internationally.
- Develop a methodology for making ethical business decisions.

### **BUSA 2998 – Internship in Business Administration (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course may require additional projects or assignments.

***Prerequisite: Consent of instructor.***

#### **Student Learning Outcomes**

Varies

### **BUSA 206 – Today's Entrepreneur (3)**

This course is an introduction to the skills and personality traits needed to overcome the risks and efforts required to start and operate a new business. Topics also covered include the structure of ownership, sources of capital and information, dealing with diversity and uncertainty and the forces of changing social and economic conditions.

### **BUS 293 – Topics in Business Administration (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **BUSINESS FINANCE (BFIN)**

### **BFIN 2110 – Introduction to Finance (3)**

Introduces tools and techniques of financial management. Includes time value of money; financial planning, diversification and risk; debt and equity investment decisions; and financial statement analysis.

***Prerequisites: ACCT 2110, or consent of instructor.***

#### **Student Learning Outcomes**

- Explain the time value of money and its

application in decision-making, including calculating present and future values of single payment and series of payments.

- Identify the major sources of external long-term financing for corporations.
- Explain risk-return tradeoff as it relates to diversification.
- Differentiate the role of finance from other related disciplines such as accounting and economics.
- Demonstrate knowledge of capital markets and securities (debt and equity).
- Describe basic types of financial ratios and their uses.
- Demonstrate the ability to prepare cash flows and make qualitative judgments on the relevance of the changes from one time frame to another.

### **BFIN 2120 – Finance for Small Business (3)**

This course offers a general introduction to the study of financial management, with an emphasis on the small business. The course covers issues such as sources of capital, financial statement analysis, time value of money, budgeting financial structures and other factors that influence the financial decisions of small business management.

### **BFIN 2140 – Personal Finance (3)**

Introduces tools and techniques of personal financial management. Includes budgeting, credit, insurance, personal income tax, and retirement/estate financial planning.

**Prerequisites:** ENGL 1120, MATH 106.

#### **Student Learning Outcomes**

- Explain the importance and relevance of personal financial planning.
- Discuss personal financial goals, identify strategies for achieving personal financial goals, and develop a personal budget.
- Analyze the advantages and disadvantages of credit; determine the cost of credit; and explain how to protect credit and manage debt.
- Identify strategies for consumer purchasing and evaluate purchase options.
- Determine insurance needs and distinguish between the different types of policies and companies.
- Discuss personal income tax basics and select optimal tax strategies for financial planning.
- Describe retirement planning and its importance.

### **BFIN 2993 – Workshop in Finance (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **BFIN 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **BFIN 293 – Topics in Finance (1-9)**

As announced. (May be repeated for credit).

## **BUSINESS LAW (BLAW)**

### **BLAW 2110 – Business Law I (3)**

Survey of the legal environment of business and common legal principles including: the sources of law, dispute resolution and the U.S. court systems, administrative law, tort law, contract law, agency and employment law, business structure and governance, ethics and corporate social responsibility. Explores sources of liability and presents strategies to minimize legal risk.

#### **Student Learning Outcomes**

- Students should be able to: Required:
- Describe the sources of law.
- Describe and explain dispute resolution and the court systems in the United States.
- Describe the concepts of negligence, intentional torts and strict liability.
- Describe and apply the essential aspects of contracts from creation, performance, breach and remedies, including basic contract law from Article 2 of the Uniform Commercial Code.
- Explain the concept of ethics.

## **CHEMISTRY (CHEM)**

### **CHEM 1110C – Chemistry in Our Community Lecture and Lab (3)**

This course will introduce non-science majors to the basic chemistry required to understand topics of current interest affecting their communities, such as air and water quality, global climate change, use of fossil fuels, nuclear power, and alternative energy sources. Experiments will illustrate chemical principles and acquaint students with scientific methods, data processing, critical thinking and scientific writing.



**Prerequisites: MATH 1216 with a grade of "C" or higher or ACT math score of at least 21 or SAT math score of at least 550. Concurrent enrollment in CHEM 1110C.**

### **Student Learning Outcomes**

- Define and explain basic chemical terms, principles and concepts.
- Recognize simple compounds.
- Utilize the scientific method to analyze arguments.
- Interpret information from data presented in charts, graphs, tables and spreadsheets.
- Balance chemical and nuclear reactions and solve simple stoichiometry problems.
- Analyze the quality of an argument provided in support of a position.
- Identify reliable government and scientific websites for accessing data relevant to current local, national and international issues.
- Understand and explain the basic chemistry behind and major issues of debate concerning topics such as air and water quality, global climate change, use of fossil fuels, nuclear power, and alternative energy sources.

### **CHEM 1215 – General Chemistry I for STEM Majors (3)**

This course is intended to serve as an introduction to General Chemistry for students enrolled in science, engineering, and certain preprofessional programs. Students will be introduced in several fundamental concepts, including mole, concentration, heat, atomic and molecular structure, periodicity, bonding, physical states, stoichiometry, and reactions.

### **Student Learning Outcomes**

- Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science.
- Explain the structure of atoms, isotopes and ions in terms of subatomic particles.
- Understand the difference between physical and chemical changes in matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.
- Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermo-chemistry.

- Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.
- Describe the energy conversions that occur in chemical reactions and state changes, related heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction.
- Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity.
- Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms.

### **CHEM 1215L – General Chemistry I Laboratory for STEM Majors (1)**

General Chemistry I Laboratory for Science Majors is the first-semester laboratory course designed to complement the theory and concepts presented in General Chemistry I lecture. The laboratory component will introduce students to techniques for obtaining and analyzing experimental observations pertaining to chemistry using diverse methods and equipment.

**Concurrent enrollment in CHEM 1215.**

### **Student Learning Outcomes**

- Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.
- Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.
- Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).
- Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.
- Master basic laboratory techniques including, but not limited to weighing samples (liquid

and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration.

- Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements.
- Draw conclusions based on data and analyses from laboratory experiments.
- Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required.
- Relate laboratory experimental observations, operations, calculations, and finding to theoretical concepts presented in the complementary lecture course.
- Design experimental procedures to study chemical phenomena.

### **CHEM 1225 – General Chemistry II for STEM Majors (3)**

This course is intended to serve as a continuation of general chemistry principles for students enrolled in science, engineering, and certain pre-professional programs. The course includes, but is not limited to, a theoretical and quantitative coverage of solutions and their properties, kinetics, chemical equilibrium, acids and bases, entropy and free energy, electro-chemistry, and nuclear chemistry. Additional topics may include (as time permits) organic, polymer, atmospheric, and biochemistry.

**Prerequisites:** *CHEM 1215; MATH 1220 with a grade of “C” or higher. Concurrent enrollment in CHEM 1225L.*

#### **Student Learning Outcomes**

- Explain the intermolecular attractive forces that determine physical properties and phase transitions, and apply this knowledge to qualitatively evaluate these forces structure and to predict the physical properties that result.
- Calculate solution concentrations in various units, explain the effects of temperature, pressure, and structure on solubility, and describe the colligative properties of solutions, and determine solution concentrations using colligative property values and vice versa.
- Explain rates of reaction, rate laws, and half-life, determine the rate, rate law and rate constant of a reaction and calculate concentration as a function of time and vice versa, as well as explain the collision model of reaction dynamics and derive a rate law from a reaction mechanism, evaluating the consistency of a mechanism of a given rate law.

- Describe the dynamic nature of chemical equilibrium and its relation to reaction rates, and apply Le Chatelier’s Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures as well as describe the equilibrium constant and use it to determine whether equilibrium has been established, and calculate equilibrium constants from equilibrium concentrations and vice versa.
- Describe the different models of acids and base behavior and the molecular basis for acid strength, as well as apply equilibrium principles to aqueous solutions, including acid base and solubility reactions, and calculate pH and species concentrations in buffered and unbuffered solutions.
- Explain titration curves and speciation diagrams, as well as calculate concentrations of reactants from the former and determine dominant species as a function of pH from the latter.
- Explain and calculate the thermodynamic functions, enthalpy, entropy and Gibbs free energy, for a chemical system, and related these functions to equilibrium constants and reaction spontaneity; balance redox equations, express them as two half reactions and evaluate the potential, free energy and equilibrium K for the reaction, as well as predict the spontaneous direction.
- Construct a model of a galvanic or electrolytic cell; or describe organic reactions.
- Describe bonding theories, such as valence and molecular orbital theory.

### **CHEM 1225L – General Chemistry II Laboratory for STEM Majors (1)**

General Chemistry II Laboratory for Science Majors is the second of a two-semester sequence of laboratory courses designed to complement the theory and concepts presented in General Chemistry II lecture. The laboratory component will introduce students to techniques for obtaining and analyzing experimental observations pertaining to chemistry using diverse methods and equipment.

**Concurrent enrollment in CHEM 1225.**

#### **Student Learning Outcomes**

- Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.
- Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures

in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.

- Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).
- Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.
- Perform basic laboratory operations related to, but not limited to, gas behavior, colligative properties of solutions, calorimetry, chemical kinetics, chemical equilibria, acid/base titrations, electro-chemistry, metal reactivity, and qualitative analyses of ions.
- Draw conclusions based on data and analyses from laboratory experiments.
- Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes, as required.
- Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course.
- Design experimental procedures to study chemical phenomena.

### **CHEM 2996 – Topics in Chemistry (1-3)**

Specific subjects in Chemistry. These subjects will be announced in the ‘Schedule of Classes’. It may be repeated under different topics for a maximum of 12 credits.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **CHEM 268 – Workshop in Chemistry (1-3)**

As announced. (May be repeated for maximum of 4 hours credit).

### **CHEM 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

## **COMMUNICATION (COMM)**

### **COMM 1130 – Public Speaking (3)**

This course introduces the theory and fundamental principles of public speaking, emphasizing

audience analysis, reasoning, the use of evidence, and effective delivery. Students will study principles of communication theory and rhetoric and apply them in the analysis, preparation and presentation of speeches, including informative, persuasive, and impromptu speeches.

#### **Student Learning Outcomes**

- Demonstrate effective speech preparation.
- Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
- Analyze a potential audience and tailor a speech to that audience.
- Evaluate presentations according to specific criteria.
- Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
- Recognize diversity and ethical considerations in public speaking.

### **COMM 1150 – Introduction to Mass Communication (3)**

This course introduces students to the history, models, theories, concepts, and terminology of mass communication, focusing on various media and professions. The course will enable students to develop media literacy skills to interpret mass communication and understanding the effects of media on society and their lives.

#### **Student Learning Outcomes**

- Explain various applications of media literacy knowledge and skills.
- Identify components that guide the creation, distribution and exhibition of media.
- Describe the goals and methods of various media industries.
- Analyze current mass media issues, including ethical issues.
- Describe the evolution of media and its cultural, social, geopolitical and economic impact.

### **COMM 2120 – Interpersonal Communication (3)**

This course provides an introduction to the study of interpersonal communication. Students will examine the application of interpersonal communication in personal and professional relationships.

#### **Student Learning Outcomes**

- Define and describe basic interpersonal communication terms and concepts.
- Identify and analyze interpersonal communication across a variety of personal



and professional contexts in both face-to-face and mediated forms.

- Identify and demonstrate a variety of skills that will enhance interpersonal communication.
- Analyze a variety of purposes of and goals in interpersonal communication interactions.
- Recognize diversity and ethical considerations in interpersonal interactions.

### **COMM 2140 – Small Group Communication (3)**

Explores the principles and practices of effective participation in small groups, with emphasis on critical thinking, problem solving, organizational skills role theory, conflict resolution, and creative decision-making methods. It combines a theoretical foundation with practical application to help students better understand the dynamics of group communication in both professional and social contexts.

#### **Student Learning Outcomes**

- Apply basic group communication principles in a variety of contexts.
- Demonstrate effective group interaction skills in a variety of contexts.
- Identify and apply group communication strategies and skills that facilitate the achievement of group goals in a variety of contexts.
- Explain and apply the principles and practices of ethical communication in a variety of group contexts.

### **COMM 2150 – Communication for Teachers (3)**

This course will investigate and critically evaluate the influence of identity, communication, and culture on instruction, learning, engagement, classroom community, and the teacher-student relationship.

#### **Student Learning Outcomes**

- Define and demonstrate various components of effective classroom communication.
- Recognize one's own strengths and weaknesses in classroom communication and describe ways to improve.
- Recognize how culture shapes classroom communication strategies and describe ways to ethically connect and communicate with a diverse student population.
- Design communication strategies to achieve particular classroom goals.

### **COMM 2210 – Audio Production (3)**

Basic orientation of principles and techniques of radio and television audio production equipment.

Course includes technical and creative use of microphones, mixing consoles, music, sound effects and recorders for radio, television and film sound tracks.

#### **Student Learning Outcomes**

- Learn basic audio principles.
- Understanding signal flow and how the various modules work within the audio chain.
- Development of the student producer in the areas of pre-production planning, and production techniques, and basic trouble shooting.
- Cultivating additional producer skills such as field recording, music recording (studio and field).

### **COMM 2230 – Digital Photography (3)**

This course provides instruction in digital photography, emphasizing the relationship between new digital imaging processes and color photographic techniques. Assigned reading and class discussion will address contemporary issues in art and digital photography. Examination of the functions of light and color, crucial elements in the context of image capture, will be central to the course. Assignments will require the generation and alteration of digital photographs, with some emphasis on montage techniques. The course includes instruction in camera operation, scanning processes, lighting, image editing software, digital workflow, and output for print.

#### **Student Learning Outcomes**

- Students will create digital images, applying concepts relating to digital photographic processes, color theory and the history and process of photomontage.
- Students will assess and evaluate the creative work of their peers through both written and verbal critique.
- Students will research and analyze the creative work of a contemporary artist and write a scholarly paper.
- Students will choose and develop proposals for two photography portfolios, which they will create, one as a group, and individually.

### **COMM 2250 – Newspaper Practicum (3)**

Practical experience through work on student newspaper or yearbook as staff writers or editors under the supervision of the instructor. (May be repeated for a maximum of 4 hours).

#### **Student Learning Outcomes**

- A general understanding of the nature, elements, and principles of interpersonal communication including: universal processes, and the impact of culture, perception, self-awareness and listening.

- An understanding of messages – verbal and nonverbal.
- An understanding of interpersonal relationships including: stages and theories; growth and deterioration: friendship, love, and workplace relationships and an awareness of interpersonal conflict and the principles of power and influence.
- An awareness of interpersonal conflict and the principles of power and influence.

### **COMM 2993 – Workshop in Communication (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **COMM 2996 – Topics in Communication (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **COMM 2998 – Internship (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **COMM 204 – Foundational Writing for the Communication Field (3)**

Teaches the fundamentals of writing for the communication field by focusing on identifying, evaluating, constructing, and organizing effective persuasive arguments; conducting research and ethically documenting sources; and producing, efficient writing styles that can be adapted to various writing situations and industry standards within the communication field.

**Prerequisites:** ENGL 1110 and ENGL 1120.

### **COMM 205 – Beginning Reporting (3)**

Introduces students to fundamentals of news writing for all forms of mass media. Focuses on essential news gathering skills including interviewing, cultivating sources, generating story ideas, information-gathering strategies, reporting, writing, story components, news values, reporting principles, and Associated Press Style. Combines a theoretical foundation with practical application.

### **COMM 231 – Argumentation Theory (3)**

Techniques of broadcast announcing, voice development, microphone techniques and practical experience with various material in broadcast situations.

### **COMM 250 – Techniques of Listening (3)**

Students learn principles and techniques of listening to improve their concentration level, interpersonal relationships and job effectiveness. Attitudes, behaviors and habits of effective listening are explored.

### **COMM 260 – Workshop in Communication (1-9)**

Introduction to the theory and practice of public relations, including its functions in organizations and society, as well as issues, concepts and theories. Emphasis on practical applications. Lab fee required.

## **COMPUTER SCIENCE (CS)**

### **CS 121 – Computing Concepts (3)**

Introduction to computing disciplines, computer science and computer information systems. Topics may include: computer organization, programming languages, algorithms and problem solving.

**Prerequisites:** MATH 1216 or ACT math score of at least 21 or SAT math score of a least 550.

#### **Student Learning Outcomes**

- Describe the usage of computers and why computers are essential components in business and society.
- Utilize the Internet Web resources and evaluate on-line e-business system.
- Solve common business problems using appropriate Information Technology applications and systems.
- Identify categories of programs, system software and applications. Organize and work with files and folders.
- Describe various types of networks network standards and communication software.

### **CS 123 – Programming Fundamentals (3)**

This class is a requirement for the Computer Technology, Associate of Applied Science degree. It is also useful for anyone interested in learning Programming Logic and Design fundamentals leading to programming. Students will become familiar with the fundamentals of programming logic and design, flow charting, pseudo code, Microsoft Visio Professional, and JAVA. Concepts to the practice and theory of Computer Science: I/O, operators and expressions, control structures, functions and arrays.

**Prerequisite:** MATH 1216.

#### **Student Learning Outcomes**

- Understand and application of the fundamentals of programming structure.
- Understand and application of modules, hierarchy charts, and documentation.

- Understand and application of making decisions, looping, control breaks and arrays.
- Understand and application of designing and writing a complete program.
- Basic understanding and application of Notepad++, NetBeans IDE and JAVA.

### **CS 123/L – Programming Fundamentals Lab (1)**

Lab provides students hands on programming using JAVA NETBEANS environment. This allows students to gain hands on experience of developing, testing, debugging and production programming processes.

#### **Student Learning Outcomes**

- Understand and application of the basic fundamentals of programming structure.
- Understanding and application of modules, hierarchy charts, and documentation.
- Understand and application of making decisions, looping, control breaks and arrays.
- Understand and application of designing and writing a complete program.
- Basic understanding and application of Notepad++, NetBeans IDE and JAVA.

### **CS 234 – Intermediate Programming (3)**

Concepts and application of programming technique fundamentals using JAVA in the practice and theory of Computer Science: Using I/O, operators and expressions, control structures, functions, and arrays as part of coding, testing and implementing JAVA programs.

**Prerequisite:** CS 123 Programming Fundamentals.

#### **Student Learning Outcomes**

- Understand the basic fundamentals of logic, syntax and programming.
- Develop Java programs with proper coding practices and techniques.
- Understand Object Oriented Programming (OOP) concepts and apply in proper program design.
- Show effective troubleshooting techniques for identifying/rectifying issues with the logic and syntax.
- Analyze Integrated Development Environment (IDE) software options and become proficient in its use.

## **CONSTRUCTION TRADES (CNST)**

### **CNST 101 – Math for Construction Trades (3)**

Fundamental mathematics necessary to a board range of building construction applications. Includes measurement, decimals, fractions, areas, volumes and angles.

### **CNST 102 – Tool and Equipment Safety (1)**

An introduction to the proper and safe use of carpentry related equipment with special emphasis on power tools.

### **CNST 104 – Introduction to Engineering (1)**

Fields and functions of engineering; the engineering approach to problem solving; use of electronic calculations; graphical presentations; spoken and written communications; professionalism.

### **CNST 110 – Basic Electrical Circuits (3)**

This course will give students a fundamental understanding of electrical circuits, basic components of an electrical circuit, electricity flow and an explanation of the basic units used to measure electricity. This course will cover principles of AC, DC electricity and basic rules for calculating voltage, current, resistance and power. Students will examine the basic principles of interpreting electrical prints, and will be given an overview of various meters used in electrical maintenance.

### **CNST 111 – Basic Woodworking for Constructors (3)**

An introduction to the safe and correct use of hand and power tools commonly used in the construction trades.

### **CNST 121 – Blueprint Reading (1)**

An introduction to the various architectural drawings and symbols with emphasis on extracting information and specifications from drawings.

**Prerequisite:** CNST 101.

#### **Student Learning Outcomes**

- Navigate blueprint/construction drawing pages.
- Identify the basic views commonly displayed in a technical drawing.
- Identify and describe common numbers and symbols on blueprints/construction drawings.
- Recognize and describe various lines in a blueprint/construction drawing.
- Use scale to interpret and modify drawings.
- Use appropriate blueprint/construction drawing terminology.

### **CNST 131 – Construction Estimating (3)**

An introduction to various methods of cost estimation in residential construction and includes budgets and bid presentations. Prerequisite: CNST 101.

**Co-Requisite:** CNST 121.

### **CNST 141 – Residential Building Construction I (3)**

An introduction to terminology and methods used

to construct residential footings, foundations, stem walls, floors and walls.

**Co-requisite: CNST 121.**

### **CNST 205 – First Aid w/CPR (2)**

A thorough overview of first aid skills and knowledge including simple drawing needed by contractors.

### **CNST 222 – Drafting for Constructors (3)**

An introduction to the terminology and methods used to produce simple drawings needed by contractors.

### **CNST 239 – GB98/GM2 Licensure Exam Preparations (3)**

Material covered includes licensing requirements, rules and regulations, business and law and other important aspects of owning and running a construction business. This capstone course is for students completing the Construction Trades apprenticeship program and anyone in the construction field with two years, full-time experience or more.

### **CNST 242 – Residential Building Construction II (3)**

A continuation of CNST 141 including more advanced wall framing techniques and roofs.

**Prerequisite: CNST 141.**

### **CNST 261 – Residential Plumbing (3)**

An introduction to the terminology and methods of the residential plumbing industry. Application of the basic fundamentals of residential plumbing including the importance of safety specific to the plumbing trades.

### **CNST 268 – Workshop in Construction Trades (1-9)**

As announced. (May be taken for credit with instructor and administrative approval).

### **CNST 271 – Residential Wiring (3)**

Application of the National Electrical Code, local codes, and regulations for installation of branch circuits, services, feeders, temporary services and associated materials and equipment for residential and light commercial applications.

**Prerequisite: CNST 101.**

### **CNST 289 – Internship Training (1-16)**

This internship is required to complete the AAS in Construction Trades. Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite: consent of instructor.**

### **CNST 293 – Topics in Construction Trades (1-9)**

As announced. (May be taken for credit with instructor and administrative approval).

## **CRIMINAL JUSTICE (CJUS)**

### **CJUS 1110 – Introduction to Criminal Justice (3)**

This course provides an overall exploration of the historical development and structure of the United States criminal justice system, with emphasis on how the varied components of the justice system intertwine to protect and preserve individual rights. The course covers critical analysis of criminal justice processes and the ethical, legal, and political factors affecting the exercise of discretion by criminal justice professionals.

#### **Student Learning Outcomes**

- Describe the history, structure and function of the criminal justice system in the United States.
- Discuss the role of law enforcement, court systems, corrections, and security in maintaining social order.
- Identify and describe crime causation theories, various measures of crime and their reliability and victimization theories.
- Relate fundamental principles, concepts and terminology used in criminal justice to current events.
- Apply basic analytical and critical thinking skills in evaluating criminal justice issues, policies, trends and disparities.

### **CJUS 1120 – Criminal Law (3)**

This course covers basic principles of substantive criminal law including elements of crimes against persons, property, public order, public morality, defenses to crimes, and parties to crime.

#### **Student Learning Outcomes**

- Explain the concepts of substantive criminal liability in the United States, including actus reas, mens rea, causation, concurrence, and parties to crime.
- Define the differences between criminal law and civil law in the United States.
- Demonstrate basic knowledge of legal terminology as it relates to criminal law.
- Identify the elements of crimes against person, property, public order and the administration of justice, public morality, and the inchoate crimes.
- Describe the various defenses to crimes.

### **CJUS 1140 – Juvenile Justice (3)**

This course covers the diversity of the informal and formal juvenile justice system, the process of identifying delinquent behavior, the importance



of legislation, law enforcement, courts, diversion, referrals, and juvenile correctional facilities.

### **Student Learning Outcomes**

- Identify distinct aspects of the juvenile court system, law and procedure.
- Compare and contrast the juvenile justice system with the adult criminal justice system.
- Apply criminological theories in explaining juvenile crime.
- Outline the historical development juvenile justice.
- Describe the processes of informally and formally handling juveniles within the juvenile justice system.
- Explain the role and impact of community-based and institutional corrections within the juvenile justice system.

### **CJUS 2130 – Police and Society (3)**

This course presents a focused practical introduction to the key principles and practices of policing. Topics covered include issues of law enforcement fragmentation and jurisdiction, philosophies of policing, enforcement discretion, deployment strategies, use of force, personnel selection, socialization, tactics, and stress.

***Prerequisites: CJUS 1110 or graduation from New Mexico police or corrections certification academy.***

### **Student Learning Outcomes**

- Describe the historical development of the current issues in policing in America.
- Demonstrate knowledge of law enforcement, i.e., police role and function, police and community interaction, crime control, discretion, public perception, and preservation of democratic ideals within the criminal justice system.
- Identify the structure of law enforcement agencies at federal, state and local levels.
- Summarize police culture (e.g., discretion, ethics, corruption, blue wall of silence).
- Identify significant trends in law enforcement.
- Utilize the SRA model.

### **CJUS 2140 – Criminal Investigations (3)**

This course introduces criminal investigations within the various local, state, and federal law enforcement agencies. Emphasis is given to the theory, techniques, aids, technology, collection, and preservation procedures, which ensure the evidentiary integrity. Courtroom evidentiary procedures and techniques will be introduced.

### **Student Learning Outcomes**

- Identify development in investigation technology.

- Identify common types of criminal investigations and their key components.
- Apply proper crime scene investigative protocols.
- Explain proper evidentiary gathering and handing procedures, and utilize various interviewing techniques.
- Identify and compare different law enforcement agencies and the role they play in criminal investigations.
- Describe proper collection, evidence preservation, documentation, and court presentation.
- Develop effective search authorization.

### **CJUS 2215 – American Judicial System (3)**

Analysis of law and society with emphasis on the rights of the accused; the roles of the district attorney, the judge and the defense attorney; and legal terminology.

### **Student Learning Outcomes**

- Identify structures and functions of the dual court system.
- Explain roles of actors in the Criminal Justice System.
- Describe informal system processes (e.g., plea negotiation).
- Compare and contrast pretrial, trial, and appellate processes.
- Summarize varied sentencing processes.

### **CJUS 2225 – Introduction to Corrections (3)**

This class will be a basic introduction to the corrections system in the United States, to include the process of an offender in the system and the responsibilities and duties of guards.

### **Student Learning Outcomes**

- Describe the purpose of the corrections system and describe their functions.
- Explain the different components of the corrections system and describe their functions.
- Explain the goals of punishment and how different factors affect the sentencing process.
- Explain the legal rights of prisoners and the issues concerning prison violence.
- Describe the issues over capital punishment.

### **CJUS 2320 – Gangs in American Society (3)**

The study of juvenile and adult groups that have joined together to engage in delinquent and criminal acts.

### **Student Learning Outcomes**

The learner will demonstrate knowledge pertaining to the social factors that contribute to the development of gangs, the ongoing criminal activities of gangs, the racial and gender issues associated with gangs, and proposed actions to curb gang violence in America.

### **CJUS 2340 – Victimization in American Society (3)**

Study of crime victims to understand the physical, psychological and economic impact of crime upon victims, their families and society; review of how the American justice system responds to victims.

#### **Student Learning Outcomes**

- Explore the historical development of victimology and the victim's movement.
- Discuss the progress away from a victim justice system towards the development of a criminal justice system.
- Discuss the ways that crime impacts victims and the various methods developed to assist victims in dealing with the effects of crime and with the criminal justice system.
- Understand and evaluate research into various victim-related issues.
- Discuss the impacts of specific types of violent crimes of victims.
- Discuss the development of victim rights in the United States.
- Employ critical thinking and analytical skills in writing assignments and demonstrate advanced communication skills.

### **CJUS 2360 – Criminal Procedures (3)**

Criminal procedure, including laws of arrest, search and seizure, and leading case law.

#### **Student Learning Outcomes**

- Understanding completion of this course, students will be able to discuss the following topics giving them a better understanding of the law and policing strategies.
- Identify Constitutional limits on police actions to arrest or search including the history and development of the exclusionary rule and the impact of the 'due process revolution' on criminal procedure.
- Explain limits on field interviews and police interrogations of suspects.
- Describe trial court procedures that conform to the Constitution.
- Summarize Constitutional civil liability for police.
- Assess elements of judicial review in American courts to fact scenarios found in case law.

### **CJUS 2990 – Practicum (3)**

Supervised practical field experience in a Criminal Justice agency. A minimum of six (6) hours per week will be in direct service or contact. One (1) hour per week supervision and critique of activities.

**Prerequisites:** *CJUS 1110 and a minimum of nine credit hours in 200-level CJUS courses.*

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **CJUS 2993 – Workshop in Criminal Justice (1-9)**

An announced (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **CJUS 2996 – Topics in Criminal Justice (1-9)**

Police and Society. Three credit hours. A comprehensive look at the police industry and relevant issues in the United States, ranging from historical development of policing systems to analysis of the work of police officers and agencies. Issues of law enforcement fragmentation and jurisdiction will be explored along with specific topics related to community interaction, enforcement discretion deployment strategies, deviance, police mythology, use of force, personnel selection, socialization, tactics and stress. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **CJUS 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Instructor determines Job approval/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **DANCE (DANC)**

### **DANC 1110 – Dance Appreciation (3)**

This course introduces the student to the diverse elements that make up the world of dance, including a board historic overview, roles of the dancer, choreographer and audience, and the evolution of the major genres. Students will learn the fundamentals of dance technique, dance history, and a variety of dance aesthetics.



### **Student Learning Outcomes**

- Explain a range of ideas about the place of dance in our society.
- Identify and apply critical analysis while looking at significant dance works in a range of styles.
- Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.
- Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal.
- Expression, within the human experience across historical periods and cultures.
- Use dance to consider contemporary issues and modes of thought.

### **DANC 1130 – Ballet I (2)**

This course is the beginning level of ballet technique. Students learn the basic fundamentals and performance skills of ballet technique, which may include flexibility, strength, body alignment, and coordination, range of motion, vocabulary, and musicality.

#### **Student Learning Outcomes**

- Apply fundamental movements of ballet techniques.
- Enhance flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, range of motion, and musicality.
- Employ basic theories of classical ballet placement and proper alignment.
- Develop basic ballet terminology, variations in timing and changes of facing, and barre and center combinations.

### **DANC 1150 – Modern Dance (3)**

Introduction and development of basic modern dance technique and its history approached through academic study and participation.

### **DANC 2993 – Workshop in Dance (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **DANC 2996 – Topics in Dance (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **DANC 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved Job experience. Job approval is determined by Instructor/departmental review and course credit may require additional projects or assignments. Prerequisites: Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **EARLY CHILDHOOD EDUCATION (ECED)**

### **ECED 1110 – Child Growth, Development, and Learning (3)**

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotion, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

#### **Student Learning Outcomes (Course Competencies)**

- Incorporate understanding of development stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.
- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.
- Demonstrate knowledge of the significance of individual differences in development and learning.
- Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities.
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
- Demonstrate knowledge of the development sequence of language and literacy, including the influence of culture and home factors.

- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
- Use appropriate guidance to support the development of self-regulatory capacities in young children.

### **ECED 1115 – Health, Safety, and Nutrition (3)**

This course provides information related to standards and practices that promote children's physical and mental well-being sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

#### **Student Learning Outcomes (Course Competencies)**

- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs.
- Articulate and understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally).
- Use appropriate health appraisal and management procedures and makes referrals when necessary.
- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to situation, such as initiating discussions with families, referring to appropriate professionals, and in cases of suspected abuse or neglect, reporting to designated authorities.
- Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.
- Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6
- Implement health care and educational activities for children and families based on health and
- Nutritional information that is responsive to diverse cultures.
- Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.

### **ECED 1120 – Guiding Young Children (3)**

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

#### **Student Learning Outcomes (Course Competencies)**

- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize the children are best understood in the contexts of family, culture and society.
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
- Use appropriate guidance to support the development of self-regulatory capacities in young children.
- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs.
- Demonstrate knowledge and skill in building positive, reciprocal relationships with families.
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.
- Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies.
- Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in

development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this.

### **ECED 1125 – Assessment of Children and Evaluation of Programs (3)**

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process.

#### **Student Learning Outcomes (Course Competencies)**

- Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision-making.
- Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.
- Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP).
- Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). Apply

understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.

- Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional. The standards are collaborative and open with the goal of supporting diverse children and families.
- Demonstrate knowledge as assessment techniques, interpretation of assessment information in the Application of this data to curriculum development and/or intervention planning.
- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.
- Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total Environment for children, families, and the community.
- Use both self and collaborative evaluations as part of ongoing program evaluations.

### **ECED 1130 – Family and Community Collaboration (3)**

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

#### **Student Learning Outcomes (Course Competencies)**

- Demonstrate knowledge and skill in building positive, reciprocal relationships with families.
- Articulate an understanding of a safe and welcoming environment for families and community members.
- Develop and maintain ongoing contact with families through a variety of communication strategies.
- Demonstrate knowledge of and respect for various across cultures, in terms of family strengths, expectations, values, and child-rearing practices.
- Articulate understanding of the complexity and dynamics of family systems.

- Demonstrate understanding of the importance of families as the primary educator of their child.
- Involve families and community members in contributing to the learning environment.
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.
- Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity.
- Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance.

### **ECED 1135 – 45 Hour Early Entrance Level Course (3)**

The 45-Hour early Entrance Level Course is designed to give the student an introduction to the field of early care, education, and family support. Developmentally appropriate expectation and practices and the New Mexico Competencies provide the foundation for this course.

### **ECED 2110 – Professionalism (2)**

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness practice are examined.

#### **Student Learning Outcomes**

- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.
- Use both self and collaborative evaluations as part of ongoing program evaluations.

- Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality.
- Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age.
- Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
- Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.
- Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practices.
- Demonstrate knowledge in technology resources to engage in ongoing professional development.

### **ECED 2115 – Introduction to Language, Literacy, and Reading (3)**

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

#### **Student Learning Outcomes**

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.



- Develop partnerships with family members to promote early literacy in the home.
- Establish partnerships with community members in promoting literacy.
- Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development.
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.

### **ECED 2120 – Curriculum Development through Play Birth through Age 4 (PreK) (3)**

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

#### **Concurrent enrollment in ECED 2121L.**

#### **Student Learning Outcomes**

- Use appropriate guidance to support the development of self-regulatory capacities in young children.
- Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age.
- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for

children with diverse abilities through the team process with families and other team members.

- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experience.
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.
- Plan block of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning.

### **ECED 2121 – Curriculum Development through Play Birth through Age 4 (PreK) Practicum (2)**

The beginning practicum course is a co-requisite with the course Curriculum Development through Play Birth through Age 4. The field-based component of this course will provide

experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

**Concurrent enrollment in ECED 2120.**

**Student Learning Outcomes**

- Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
- Develop, implement and evaluate an integrated curriculum that focuses on children's development and interest, using their language, home experiences, and cultural values.
- Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

**ECED 2130 – Curriculum Development and Implementation Age 3 (PreK) through Grade 3 (3)**

The curriculum course focuses on developmentally appropriate curriculum content

in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

**Concurrent enrollment in ECED 2131.**

**Prerequisite: ECED 2121.**

**Student Learning Outcomes**

- Use appropriate guidance to support the development of self-regulatory capacities in young children.
- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- Demonstrate knowledge of that is important in each content area, why it is of value, and how it links with early and later understanding within and across areas.
- Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level.
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.



- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions of children and use these experiences to promote children's development and learning.
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning.

### **ECED 2131 – Curriculum Development and Implementation Age 3 (PreK) through Grade 3 (2)**

The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field-based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

#### ***Concurrent enrollment in ECED 2130.***

#### **Student Learning Outcomes**

- Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
- Develop, implement and evaluate an integrated curriculum that focuses on children's development and interest, using their language, home experiences, and cultural values.
- Provides and used anti-bias materials and literature, and experiences in all content areas of the curriculum.
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
- Demonstrate understanding that each child's creative expression is unique and can be

encouraged through diverse ways, including creative play.

- Plan blocks of uninterrupted time for children to persist at self-chosen activities both indoors and outdoors.
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

### **ECED 293 – Topics in Family and consumer Sciences (1-3)**

As announced. (May be repeated for credit).

## **ECONOMICS**

### **ECON 1110 – Survey of Economics (3)**

This course will develop students' economics literacy and teaches students how economics relates to the everyday life of individuals, businesses and society in general. The course will also introduce students to the roles different levels of governments play in influencing the economy. At the conclusion of the course, students will be able to identify economic courses for various political and social problems at national and international levels, and have a better understanding of everyday economic issue that are reported in media and public forums.

#### **Student Learning Outcomes**

- Gain and demonstrate a contextual understanding of economic terms and concepts.
- Recognize and analyze common economic issues, which relate to individual markets and the aggregate economy.
- Learn basic economic principles that influence global trading and challenges relating to globalization.
- Outline the implications of various economic policies on individuals and on economies.
- Demonstrate ability to use diagrams and graphs to explain economic principles, policies and their applications.
- Appreciate and understand how individual decisions and actions, as a member of society, affect economies locally, nationally and internationally.

- Explain the roles of governments in influencing buyer and seller behavior in the market and how government failure occurs when intervention fails to improve or actually worsens economic outcomes.
- Be able to apply course concepts to interpret, evaluate and think critically about economic events and policies, especially as regularly reported in the media and other public forums.

### **ECON 2110 – Macroeconomic Principles (3)**

Macroeconomics is the study of national and global economies. Topics include output, unemployment and inflation; and how they are affected by financial systems, fiscal and monetary policies.

#### **Student Learning Outcomes**

- Explain the concepts of opportunity cost, comparative advantage and exchange.
- Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
- Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
- Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
- Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
- Define fiscal policy and monetary policies and how these affect the economy.
- Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.

### **ECON 2120 – Microeconomics Principles (3)**

This course will provide a broad overview of microeconomics. Microeconomics is the study of issues specific to households, firms, or industries with an emphasis on the role of markets. Topics discussed will include household and firm behavior, demand and supply, government intervention, market structures, and the efficient allocation of resources.

#### **Student Learning Outcomes**

- Explain the concepts of opportunity cost.
- Demonstrate knowledge of the laws of supply and demand and equilibrium.
- Use supply and demand curves to analyze responses of markets to external events.

- Use supply and demand analysis to examine the impact of government intervention.
- Explain and calculate price elasticity of demand and other elasticities.
- Demonstrate an understanding of producer choice, including cost and break-even analysis.
- Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

## **EDUCATION (EDUC)**

### **EDUC 1120 – Introduction to Education (3)**

Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education.

#### **Student Learning Outcomes**

- Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, and special education.
- Describe how teachers use educational theory and the results of research of students' learning.
- Explain the techniques for establishing a positive and supportive environment in the classroom.
- Identify and describe instructional strategies supported by current research to promote thinking skills of all learners.
- Recognize the teachers' role and responsibilities in an increasingly diverse, multicultural society.

### **EDUC 1190 – Introduction to Education Practicum (1)**

Applies understanding of the field of teacher education in a field-based 45-hour practicum in the K-12 school-based setting in general or special education. Students will observe and apply understanding of educational theory to classroom practice. Students must successfully pass a background check to complete the course requirements.

#### **Student Learning Outcomes**

- Observe teaching and learning to identify the skills and dispositions of effective teachers.
- Demonstrate an understanding of personal attitudes and motivations for entering the field of education.

- Students will explore the development of curriculum as relates to student understanding and develop an original lesson that emphasizes transfer.
- Identify effective teaching strategies that enhance Student Learning Outcomes.
- Identify classroom management techniques and learning styles.

### **EDUC 2116C – Structured Observations of Teaching and Learning (3)**

Introduction to the study and practice of teaching and learning. For students interested in pursuing a career in teaching and learning. Required for advancement in the teacher education program. Must be completed with grade of “C” or higher.

#### **Student Learning Outcomes**

- Class discussions, assignments, and observation exercises are designed to provide students with the opportunities to meet the following objectives, which are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards as indicated in parentheses at the end of each objective.
- Identify, analyze, and discuss educational issues, theories, and research (InTASC 1-8)
- Enhance oral and written communication skills (InTASC 9),
- Examine and evaluate effective teaching strategies and techniques, effective planning approaches, assessment, motivation strategies, and classroom management (InTASC 1-8),
- Observe, create, and execute a lesson using current research strategies (InTASC 7 & 8),
- Discuss students’ diversities and individual learning differences by participating in large and small group discussions (INTASC 2),
- Determine how the proper integration of technology facilitates students learning by experiencing firsthand how technology is used in the classroom and planning for future learning experiences (InTASC 8),
- Identify the demands and rewards of teaching a diverse student population (InTASC 1 & 9), and
- Reflect and analyze ones’ own qualifications and commitment to becoming a teacher (InTASC 9 & 10).

### **EDUC 2380 – Introduction to Online Course Design (3)**

Introduction to learning management systems, course design, and online teaching and learning. Includes structure and organization of online

courses, design and implementation of online activities and assessments, and creation and moderation of effective online discussion.

#### **Student Learning Outcomes**

- Identify and discuss best practices in the design and development of an online course.
- Discuss the importance of facilitator presence and creating a sense of community in an online learning environment.
- Discuss the importance of timely, ongoing communication and constructive feedback to support student learning.
- Demonstrate the ability to adopt and develop course content, learning activities, and assessments suitable for the online environment.
- Apply the Quality Matters Rubric to self-assess and peer review online course content and learning activities.

## **EDUCATION FOUNDATION (EDUF)**

### **EDUF 2110 – Arts & Crafts for the Elementary Teacher (3)**

Application of techniques, methods, and materials of arts and crafts in the teaching of subject matter by the elementary classroom teacher. Additional art supplies will be required.

#### **Student Learning Outcomes**

Varies

### **EDUF 2380 – Introduction to Online Course Design (3)**

Introduction to learning management systems, course design, and online teaching and learning. Including structure and organization of online courses, design and implementation of online activities and assessments, and creation and moderation of effective online discussion.

#### **Student Learning Outcomes**

- Critical thinking: Analyze the difference between online instruction and live instruction in order to effectively create a course using Canvas tools and features. (Discussions, Assignments)
- Writing: Compose discussion questions and materials suitable for online instruction (Assignments)
- Computer Use: Navigate and utilize the course and Canvas tutorials to achieve course goals. Navigate and utilize Canvas course management tools and features to build a canvas course. Complete online quizzes (Discussions, Presentation)
- Group Work: Exchange ideas about and participate in discussions of online teaching and learning, as well as discussions

regarding Canvas tools and features.  
Peer Review of classmate presentations  
(Discussion).

### **EDUF 2993 – Workshop in Education Foundations (1-9)**

As announced. (May be repeated for a maximum of (6) in all education workshops).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **EDUF 2996 – Topics in Education Foundations (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **EDUF 2998 – Internship in Education Foundations (1-9)**

As announced. Prerequisites: consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **EDF 210 – Human Growth and Development for Educators (3)**

The development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on human growth and development as it impacts learning; including biological, social, emotional and intellectual aspects ten (10) hours of field experience required.

## **EMERGENCY MEDICAL SERVICES (EMS)**

### **EMS 100 – HeartSaver/CPR First Aid (1)**

The HeartSaver First Aid course teaches rescuers to effectively recognize and treat adult emergencies in the critical first minutes until emergency medical services personnel arrive. The course also provides a health and safety training solution for first aid, adult and pediatric CPR and AED.

### **EMS 101 – Basic Life Support Provider (CPR) (1)**

Covers the principles and techniques of basic cardiac life support, prudent living, risk factors and action for survival. Students will also acquire skills in airway and breathing management using adjuncts, and automatic defibrillator and initial management of life threatening situations. Upon completion, students are eligible for Basic Life

Support Certification by the American Heart Association. This course has required pre-course work which must be successfully completed and turned in on the first day of class. Students not completing this work will not be allowed to attend the course. Contact the EMS instructor for more information. (May be repeated for credit).

### **EMS 103 – Wilderness First Aid (1)**

Provides comprehensive information about how to deal with medical and traumatic emergencies when help is hours, even days away. This course is suitable for outdoor recreationists and people who work or live in remote locations. This course uses the National Green Cross curriculum.

### **EMS 105 – First Responder (3)**

Provides initial basic pre-hospital life-saving knowledge and skills. First responders are individuals trained to assess patients and provide emergency care.

### **EMS 106 – First Responder Refresher (1)**

Reviews and updates the knowledge base and skills of the First Responder. Prerequisite: Current First Responder care. (May be repeated for credit).

### **EMS 110 – Emergency Medical Responder to EMT (8)**

A continuation of the Emergency Medical Responder class. Upon successful completion, the graduate will have met all EMT requirements and will be eligible for licensure as an EMT. Prerequisites: Successful completion of New Mexico approved Emergency Medical Responder or Emergency Medical Responder Refresher course with 2 years, current BLS provider card, and satisfactory performance on a course pretest (administered on the first day of class).

**Concurrent enrollment in EMS 113.**

### **EMS 111 – EMT-Basic (6)**

Provides an introductory survey of emergency medical services with emphasis on intermediate care, aid and transportation of the sick and injured. Includes lecture, lab, clinical, and capstone.

### **EMS 111L – EMT-Basic Practicum (6)**

Local EMS facilities will be used for application and practice and skills learned in EMS 111. Local EMS facilities will also be used in conjunction with this lab to provide field and hospital experience in EMS.

**Concurrent enrollment in EMS 111.**

### **EMS 114 – Introduction to Emergency Medical Services (3)**

An orientation to the principles and practices of pre-hospital emergency medical services



including the history of EMS, EMT wellbeing, medical-legal, illness and injury prevention, ethics, survey of anatomy, physiology, life span development, communication skills, and a general overview of EMS.

### **EMS 130 – Out-of-State Transition (1-3)**

This course meets the requirements of the New Mexico injury Prevention and EMS Bureau for EMT-Basic and Intermediate requesting reciprocity for New Mexico licensure. Included in this course are NM rules and regulations, scope of practice issues, and preparation for NM state EMS exam. This course is offered each fall or upon request.

***Prerequisites: Students must apply for NM licensure and have received a confirmation letter from the NM IP/EMS Bureau.***

### **EMS 135 – EMS Refresher (1-5)**

This 24-hour course meets the refresher requirements of the New Mexico EMS Bureau and/or National Registry of EMT. EMTs and Advanced EMTs will receive a course completion certificate upon successful completion. Emergency Medical Responders will receive a course completion certificate and eight hours on continuing education.

***Prerequisites: Current EMT or Emergency Medical Responder License. Repeatable for credit.***

### **EMS 175 – Advanced EMT (AEMT) (6)**

Provides the EMT-B with information covering New Mexico EMS as it affects the EMT-1.

***Prerequisite: Acceptance to EMT-1 program.***

### **EMS 175L – Advanced EMT Lab (6)**

Uses local facilities for application of knowledge and practice of skills related to the intermediate care of patients learned in EMS 175.

***Concurrent enrollment in EMS 175 and 176L.***

### **EMS 176L – Advanced EMT Field/Clinical Practicum (1)**

Uses local clinical facilities for the clinical application of knowledge and the practice of skills related to the intermediate care of patients learned in EMS 175. Students may be required to travel to complete some clinical requirements.

***Concurrent enrollment in EMS 175 and 175L.***

### **EMS 177 – Advanced EMT Capstone (.5)**

This final course is for the Advanced EMT students to demonstrate competency on cognitive knowledge and psychomotor skills. Successful completion of this course will allow the student to receive an EMT course completion certificate

making them eligible to apply for licensing exams. Knowledge and skills from the core curriculum courses will be tested. Course may be repeated with instructor approval.

### **EMS 200 – Wilderness First Responder (3)**

This course provides students the knowledge and skills necessary to make critical medical decision about patient treatment and evacuation in remote locations. This is a face-to-face course with heavy emphasis on practical application of learned skills and backcountry scenarios.

### **EMS 203 – Human Pathophysiology (3)**

This course provides a survey of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis.

### **EMS 265 – Neonatal Resuscitation Program (NRP) (1)**

Consists of eight lessons designed to teach the knowledge and skills necessary to effectively resuscitate the newborn. Upon successful completion of the program, students will awarded a course completion card from the American Academy of Pediatrics and American Heart Association.

***Prerequisite EMT, LPN, RN, or RCP. (Repeatable for credit). \*This course has required pre-course work which must be successfully completed and turned in on the first day of class. Students not completing this work will not be allowed to attend the course. Contact the EMS Program for more information.***

### **EMS 270 – Teaching in EMS (3)**

Designed as an instructional methodology course which meets the 1994 National Standard EMT Basic Instructor Curriculum, including the learning process, adult learner, principles of learning, course development, lesson planning, course coordination, and student evaluation. After successful completion of the didactic portion, the student will be required to successfully complete an 80-hour (minimum) competency based internship. Completion of this course does not imply any commitment by ENMU-Ruidoso or any New Mexico Emergency Bureau (EMS) approved training program for employment.

***Prerequisites: New Mexico licensed EMT Intermediate or higher and a current AHS BCLS Instructor Card.***

### **EMS 271 – Management in EMS (3)**

Focuses on human resources, quality management, managed care, legal and regulatory aspects of

EMS, protocol development, EMS operations, patient account services and development, EMS operations, patient account services, and developing community support. Intended for EMS personnel desiring to come managers or who are already in management roles.

### **EMS 272 – EMS Communications (3)**

Focuses on system status control, telecommunications/radio communication technology, statewide EMS communications, medical priority dispatching, legal aspects of communication, and computer aided dispatching. Intended for EMS dispatching, management, and field personnel. It is not an Emergency Medical Dispatcher course.

### **EMS 273 – EMS Computer Applications (3)**

Introduces computer applications with an emphasis on those used in the Out-hospital environment. Focuses on word processing, hard-held computers, pen-chart applications, EMS data entry, and communication applications.

### **EMS 285 – EMS paramedic Refresher (3)**

Reviews and updates the knowledge base and skills of the currently certified EMT Paramedic. This course meets National Registry of EMTs and the New Mexico EMS Bureau requirements for a Paramedic Refresher. This course may meet in a traditional format, web-based, or in combination of the two. (Repeatable for credit).

**Prerequisite:** *Current EMT license.*

### **EMS 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

### **EMS 290 – Critical Care EMT-Paramedic (6)**

This course will consist of 80 hours (classroom/ skills). The content will include laboratory data collection, hemodynamic monitoring, 12 Lead EKG monitoring, implantable cardiovascular defibrillator and cardiac pacemakers, intra-aortic balloon pumps, feeding tubes, catheters and ostomies, ventilators, invasive lines, IV pumps, pressure infusers, and much more. Upon successful completion of this course the student will receive Critical Care EMT-Paramedic course completion certification from UMBC Emergency Health Services, which is valid for 3 years.

**Prerequisite:** *Paramedic or registered nurse who has worked in the capacity for two (2) years.*

### **EMS 293 – Topics in Emergency Medical Services (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **EMS 295 – Pediatric & Neonatal Critical Care (5)**

The Pediatric and Neonatal Critical Care Transport Program is designed to prepare paramedics, nurses and respiratory therapists to function as members of a pediatric and neonatal critical care transport team. Critical pediatric patients that must be transported between facilities require a different level of care from hospital or emergency field patients.

**Prerequisites:** *Current NRP and PALS Provider Card. Co-requisite: EMS 265 (if not a current NRP Provider).*

### **EMS 299 – Programmatic Capstone (1)**

In this course, students will demonstrate proficiency and attainment of the programmatic outcomes for the Emergency Medical services program as evidence by successfully completing the AEMT National Registry Written Exam. This course must be successfully completed the final semester prior to graduation.

## **ENGLISH (ENGL)**

### **ENG 097 – Preparatory Composition (3)**

Specific instruction in composing, with an emphasis on preparing students for college-level reading and writing. This course will emphasize critical reading strategies and will provide instruction in sentence and paragraph development, as well as an introduction to the essay and writing for academic purposes. Credit not applicable to associate degree.

### **ENG 097L – Preparatory Composition Lab (1)**

This lab offers self-paced computer-assisted instruction designed to reinforce the English and writing skills developed in ENG 097. Credit not applicable toward degree requirements.

### **ENGL 1110 – Composition I (3)**

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge of their reading and writing. They will also gain an understanding of how writing and



other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learning to workshop drafts with other writers, and practice techniques for writing, revising, and editing. Placement by College Placement Test score.

### **Student Learning Outcomes**

- Analyze communication through reading and writing skills.
- Employ writing processes such as planning, organizing, composing, and revising.
- Express a primary purpose and organize supporting points logically.
- Use and document research evidence appropriate for college-level writing.
- Employ academic writing styles appropriate for different genres and audiences.
- Identify and correct grammatical and mechanical errors in their writing.

### **ENGL 1120 – Composition II (3)**

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

**Prerequisite:** ENGL 1110.

### **Student Learning Outcomes**

- Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
- Employ writing processes such as planning, organizing, composing, and revising.
- Use a variety of research methods to gather appropriate, credible information.
- Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
- Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
- Integrate information from sources to effectively support claims as well as other purposes (to provide background

information, evidence/examples, illustrate an alternative view, etc.).

- Use an appropriate voice (including syntax and work choice.).

### **ENGL 1410 – Introduction to Literature (3)**

In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will identify common literary elements in each genre, understanding how specific elements influence meaning.

**Prerequisite:** ENGL 1110

### **Student Learning Outcomes**

- Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
- Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.

### **ENGL 2210 – Professional & Technical Communication (3)**

Professional and Technical Communication will introduce students to the different types of documents and correspondence that they will create in their professional careers. This course emphasizes the importance of audience, document design, and the use of technology in designing, developing, and delivering documents. This course will provide students with experience in professional correspondence and communicating technical information to a non-technical audience.

**Pre-requisite** ENGL 1110.

### **Student Learning Outcomes**

- Choose professional communication appropriate for audiences and situations.
- Write in different genres of professional communication.
- Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
- Employ appropriate design/visuals to support and enhance various texts.
- Demonstrate effective collaboration and presentation skills.
- Integrate research and information from credible sources into professional communication.

### **ENGL 2310 – Introduction to Creative Writing (3)**

This course will introduce students to the basic elements of creative writing, including short fiction, poetry, and creative nonfiction. Students

will read and study published works as models, but the focus of this “workshop” course is on students revising and reflecting on their own writing. Throughout this course, students will be expected to read poetry, fiction, and non-fiction closely, and analyze the craft features employed. They will be expected to write frequently in each of these genres.

### **Student Learning Outcomes**

- Participate in constructive conversation and community about creative writing.
- Read and critically engage with a variety of texts.
- Compose creative works in various genres of creative writing.
- Provide respectful, honest, and critical feedback to peers about their work.
- Revise creative work based on peer feedback and critique.
- Develop thoughtful workshop reflection on students’ own writing and writing process.
- Evaluate and engage with publication process.

### **ENGL 2520 (275) – Film as Literature (3)**

The purpose of this course is to teach students how to analyze film as a visual text. Students will learn to analyze films, film techniques, eras, and genres. Students will also identify significant trends and development in filmmaking examining the ways in which film reflects and creates cultural trends and values.

### **Student Learning Outcomes**

- Develop an understanding of the cultural, historical, and technical contexts for various films.
- Identify, define, and analyze basic film techniques used in different genres and time periods.
- Analyze how film uses literature by studying different sources of adaptation.
- Demonstrate an understanding of film in its various aspects by writing film analysis, reviews, and/or other projects.

### **ENGL 2610 – American Literature I (3)**

This course surveys American literature from the colonial period to the mid-nineteenth century. This course provides students with the contexts and documents necessary to understand the origins of American Literature and the aesthetic, cultural, and ideological debates central to early American culture.

**Prerequisite:** ENGL 1110.

### **Student Learning Outcomes**

- Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
- Demonstrate familiarity with a variety of major works by American authors.
- Explore the various influences and sources of American literature.
- Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

### **ENGL 2620 – American Literature II (3)**

This course surveys American literature from the mid-nineteenth century to the contemporary period. This course provides students with the contexts and documents necessary to understand American Literature and the aesthetic, cultural, and ideological debates central to American culture.

**Prerequisite:** ENGL 1110

### **Student Learning Outcomes**

- Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
- Demonstrate familiarity with a variety of major works by American authors.
- Explore the various influences and sources of American literature.
- Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

### **ENGL 2630 – British Literature I (3)**

This course offers a study of British literature from its origins in Old English to the 18th century. This survey covers specific literary works – essays, short stories, novels, poems, and plays – as well as the social, cultural, and intellectual currents that influenced the literature.

**Prerequisite:** ENGL 1110.

### **Student Learning Outcomes**

- Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
- Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry and dramatic literature.
- Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

### **ENGL 2640 – British Literature II (3)**

This course offers a study of British literature from the 18th century to the present. This survey covers specific literary works – short stories, novels, poems, and play – as well as the social, cultural, and intellectual currents that influenced the literature.

**Prerequisite:** *ENGL 1110.*

#### **Student Learning Outcomes**

- Read and discuss representative works of British writers from the 18th century to the present to understand cultural and historical movements, which influenced those writers, and their works.
- Identify the characteristic of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
- Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

### **ENGL 2720 – Mythology (3)**

This course is an introduction to the nature and function of mythology. In this class we will study and compare mythologies of different cultures, keeping an eye on the ways in which myths expresses the inexpressible. If one aspect of myth is that it tends to speak in the indigenous layer of the psyche (what Freud called “primary thinking”), then the fascination with myth can be understood, at least partly, as a fascination with the archaic (or archetypal) aspect of life. From that perspective, the study of myth is partly the study of inner life, the life of the imagination, which is why myth has been central to so many other disciplines. Although we will study myths analytically, the primary aim of the course is to learn to see and think mythically that is, to learn how to enter the mythic world.

#### **Student Learning Outcomes**

In addition, we will

- Explore ways both individuals and cultures use myth, ritual, and ceremony;
- Learn to read and interpret symbolic material;
- Master the basic theoretical issues involved in mythological studies;
- Recognize basic patterns and mythological motifs in both myths and in the presentation of everyday culture.

### **ENGL 2996 – Topics in English (1-3)**

Emphasis on a literary and/or writing subject chosen for the semester. Repeatable for unlimited credit under different subtitles.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ENGL 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor, departmental review and course credit. May require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **ENGL 268 – Workshop in English (1-9)**

As announced. (May be repeated for credit).

## **FAMILY AND CONSUMER SCIENCES (FCST)**

### **FCST 2993 – Workshop in Family and Consumer Sciences (1-3)**

As announced. (May be repeated for maximum of 6 hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **FCST 2996 – Topics in Family and Consumer Sciences (1-3)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **FERMENTATION (FSTE)**

### **FSTE 1110 – Fermentation I (3)**

Students will be introduced to an overview of the distilled spirits industry, covering industry outlook, economic impact, and key historical development. Students also will learn about key regulatory agencies and the regulations governing the industry, including spirits formulary, permits, labeling, advertising, and trademark.

### **FSTE 1120 – Fermentation Equipment & Mechanics (2)**

Students will get an overview of the operations functions of the distilled spirits industry. They will be exposed to and apply critical elements of planning, sourcing, producing, and distributing spirits.

## FILM (FDMA)

### FDMA 1525 – Filmmaking (1-9)

An introduction to the study and practice of filmmaking. Students will study the formal elements of film through close-reading of significant short films and relevant excerpts from feature-length films. Introductory study is enriched through the applied practice of hands-on filmmaking exercises.

#### Student Learning Outcomes

- Students will learn the basic elements of film.
- Students will learn how to effectively use HD cameras and consumer-level filmmaking software applications to demonstrate a basic comprehension of those elements.
- Student will learn how to better conceive, create and distribute short film projects.

### FILM 268 – Workshop in Film (1-9)

As announced. (May be repeated for credit).

### FILM 289 – Internship (1-9)

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisites:** *Consent of instructors.*

### FILM 291 – Directed Studies (1-3)

This course allows the students to investigate in depth some subject matter that is not covered in the courses regularly offered by ENMU-Ruidoso. Assignments must as a minimum require 30 hours of work per credit hour, in the form of a substantial research paper, study of project. (May be repeated for credit).

**Prerequisite:** *completion of Directed Studies Request Form, consent of instructor and administrative approval.*

### FILM 293 – Topics in Film (1-9)

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### FILM 294 – Practicum (3)

Supervised experience in film making. A minimum of six (6) hours per week are in direct service or contact. One (1) hour per week supervision and critique of activities.

## FIRE SCIENCE (FIRE)

### FIRE 101 – Introduction to Fire Science (3)

History and philosophy of fire protection, and review of statistics of loss of life and property

by fire. Introduction to agencies involved in fire protection and career orientation, recruitment and training for fire departments, pay, current related problems, and future of expanding fire service.

### FIRE 103 – Fire Protection Hydraulics and Water Supply (3)

This course provides the students the basics of water supply, through hydrants, drafting and water shuttles. The course will introduce the student to the basic skills and knowledge required to operate a fire pump that provides the necessary water supply while maintaining the mechanical soundness of the pump. The students shall learn the necessary skills and abilities to obtain water from sources other than hydrants at the fire ground, and operate a tanker shuttle to provide adequate water supply for firefighting operations.

### FIRE 104 – Intro to Origin and Cause Determination (1.5)

This course provides the student with education that explores the analytical and systematic approach relating to fire scene investigations involving crime scenes, accidental causes, and the collection of evidence. This course is designed to provide the entry-level student with the basic education needed to conduct and origin and cause determination, preserve evidence, and collect data relevant to basic fire causes, as outlines in NFPA 1001, 1021, and 1033. This course will assist in preparing the student for contemporary methods of fire investigations.

### FIRE 105 – Fire Investigation (3)

This course provides the student with education training to develop and enhance the fire investigator student's ability to consistently conduct a proper fire investigation. This course will focus on the relationship between the NFPA 921, and NFPA 1033, the identification of fire patterns, methods of evidence collection, documenting the fire scene, and utilizing the Scientific Method of Fire Investigation. This course is designed to meet all requirements of NFPA 1033, Standard for the Professional Qualifications of Fire Investigators.

### FIRE 107 – Hose and Hydrant Testing (1.5 0)

This short course provides the student with the skills and knowledge to understand the theory and practical skills necessary for hose and hydrant testing according to NFPA standards. Class will include documentation methods of testing and proper calculation of flows.

### FIRE 108 – Managing a Volunteer Fire Service (3)

An all-encompassing study of management needs and practices for volunteer fire



departments. Special emphasis is placed on funding, recruitment, retention, morale, and safety within the volunteer fire service. The needs and the future role of the volunteer fire service with in sociality are also discussed.

#### **FIRE 109 – Physical Fitness for Fire Fighters (1)**

This course teaches all aspects of fitness for the firefighter. Students will learn how to develop strength, cardiovascular endurance, and flexibility in a participatory learning environment. Students are coached through workouts designed to improve strength in target muscle groups and develop the students' cardiovascular ability and fitness.

#### **FIRE 111 – Structural Firefighter I (4)**

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives.

#### **FIRE 111L – Structural Firefighter I laboratory (2)**

This course is the lab portion of the Structural Firefighter 1 curriculum, and must be taken along with FIRE 111 Structural Firefighter 1. This lab course provides the student with the hands-on demonstration, training, and testing of fire protection and emergency services; organization and function of public and private fire protection services; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. Concurrent enrollment in FIRE 111.

#### **FIRE 112 – Structural Firefighter II (4)**

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives.

#### **FIRE 112L – Structural Firefighter II Laboratory (2)**

This course is the lab portion of the Structural Firefighter II curriculum, and must be taken

along with FIRE 112 Structural Firefighter 2. This lab course provides the student and advanced understanding, and master of firefighting skills with hands demonstration, training, and testing of fire protection and emergency services; organization and functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives.

#### **FIRE 114 – Fire Command Strategies and Tactics (3)**

This course examines strategies and tactics from the incident commander's viewpoint. The student will be challenged with decision making through a variety of occupancies as the student utilizes basic firefighting procedures and considerations from today's fire service. This course explores the company officer's role on the fire ground. Areas of study include fire behavior, truck company functions, engine company functions, safety, pre-fire planning and hazardous materials response.

#### **FIRE 116 – Basic Wildland Firefighting I (FFT2) (3)**

This course provides instruction in the primary factors affecting the start and spread of wildfire and recognition of potentially hazardous situations. Foundational skills universal to all Wildland firefighters will be taught and a mandatory, instructor-led field day exercise is also included. Concepts and skills that are taught in the course will be performed and evaluated on the field day exercise. This course makes the student eligible to become a Type 2 Wildland Firefighter. (Equivalent to NWCG L-180, S-130, AND S-190). Equivalent with NATR 171.

#### **FIRE 117 – Hazardous Material Awareness and Operations (3)**

This course provides the student with education and skills to operate at a Hazardous Materials Incident at the Awareness and Operations Level, as outlines in NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incident's and OSHA 29 CFR 1910.120. This course provides the student with the basic skills and abilities to identify hazardous materials, how to immediately address spills, leaks, and fires at hazardous materials incident, and how to setup and maintain a decontamination line/team to support hazardous materials technicians during large operations.

#### **FIRE 119 – Basic Auto Extrication (3)**

This course introduces the student to the basic concepts and skills of motor vehicle components, motor vehicle stabilization, motor vehicle extrication, and safety while operating within a motor vehicle accident scene.

**FIRE 121 – Fire Service Administration I (3)**

This course introduces the student to the duties and responsibilities of an entry level fire officer. This course provides the student with elementary concepts of leadership and basic management styles, company operations, and administration at the first-line supervisory level. Topics include human resource management, organization structure, and public relations and budget management. Upon successful completion of this course, the student will be able to find ways to effectively manage human resources; community/public relations; fire department organization and administration, including budgets, reports, and planning; fire inspection, investigation, and public education; emergency service delivery; and safety, per NFP Standard 1021, Fire Officer Professional Qualifications.

**FIRE 122 – Fire Service Administration II (3)**

This course provides the student with a more in-depth study of management principles, theories and techniques for leadership in a fire department. Topics include oral and written communications, group dynamics and safety practices relating to the fire service. This course designed to meet the requirements set forth by NFPA 1021, Fire Officer Professional Qualifications.

**FIRE 124 – Fire Service Instructor I (3)**

This course educates the students to be fire service instructors, including how to organize and teach a course effectively using existing lesson plans. This course educates the students on how to be more proficient in his or her work and how to use available resources. Also covers how to develop outlines, prepare classes, evaluate students and prepare tests. The student will participate in practice teaching, and be expected to be proficient in basic educational delivery prior to completion.

**FIRE 125 – Fire Service Instructor II (3)**

This course educated the student to use instructional methodologies that address various learning styles and teaching methods, and to plan and develop lessons and programs for the purpose of delivering instruction. Upon successful completion of this course, the student will be able to describe and define instructional terms; use reference materials; use various instructional methods and techniques; use instructional material and aids; evaluate learning; maintain training records and reports; describe concepts of learning; maintain training record and reports; describe concepts of learning; use communications methods and skills; and be aware instructor roles and responsibilities. This course is designed to train the student as outlines

in NFPA 1041, Fire Service Instructor Professional Qualifications.

**FIRE 148 – Introduction to Fire Based Geographic Information Systems (GIS) (3)**

Geographic information systems (GIS) are geospatially-referenced database that relate positions or points or areas to data and properties. This course introduce students to fundamental concepts and principles of maps and GIS and applies these technologies to natural resources and wildland fire management (No NWCG equivalent; may serve as preparation for NWCG S-341).

**FIRE 150 – Building Construction for Fire Prevention (3)**

This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting building, preplanning fire operations, and operating at emergencies.

**FIRE 152 – Advanced Fire Behavior and Combustion (3)**

This course will provide the student with an advanced understanding of the underlying principles involved in the movement and spread of structural fires. This course shall include an understand of the effects of as examine the dynamics of ignitions, flame spread, and room fire growth and development. Hazardous Materials/ Weapons of Mass Destruction Incidents and OSHA 29 CF 1910.120.

**FIRE 154 – Principles of Code Enforcement (3)**

This course provides the student with a focused study of the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and portable fire extinguishers. This course provides the student with advanced level training regarding the operation, maintenance, and testing of Fire Protection Systems.

**FIRE 156 – Fire Protection System (3)**

This course provides the student with a comprehensive understanding of structural fires and suppression tactics. This course introduces the student to essential subjects such a Fire Flow Formulas, Offensive and Defensive attacks, Strategy and Tactics, Direct and Indirect Attacks, Incident Command System, and fire ground Evaluations.

**FIRE 158 – Principles of Emergency Services (3)**

This course provides an overview to fire protection and emergency services; career



opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as a part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives.

### **FIRE 160 – Principles of Fire and Emergency Services Safety and Survival (3)**

This course introduces the basic principles of history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services.

### **FIRE 204 – Structural Firefighting Tactics and Strategies (3)**

This course provides the student with a comprehensive understanding of structural fires and suppression tactics. This course introduces the student to essential subjects such as Fire Flow Formulas, Offensive and Defensive Attacks, Strategy and Tactics, Direct and Indirect Attacks, Incident Command system, and Fire ground Evolutions.

### **FIRE 206/L – High Angle Ropes Rescue (4)**

The course covers rescue principles and techniques that blend with the skill sets used by those working in technical rope rescue, fire rescue, tower rescue, confined space rescue, search and rescue (SAR), mountain rescue, urban search and rescue (USAR), helicopter operations, swift water rescue, tactical maneuvers & rescue, industrial rope access, theatrical rope access, building & structure inspection or maintenance, rope rigging and general work-at-height.

### **FIRE 207 – Advanced Auto Extrication (3)**

This course covers advanced vehicle rescue utilizing the latest techniques and equipment, ranging from basic hand tools to hydraulic tools and power saws. Scene safety and victim stabilization will be emphasized. Implementation of the incident command system will be stressed.

### **FIRE 268 – Workshop in Fire Protection Technology (1-9)**

As announced. (May be repeated for credit).

### **FIRE 289 – Internship (1-9)**

Students working in related field may receive one credit per 60 hours of approved job experience.

Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

***Prerequisite: Consent of instructor.***

### **FIRE 293 – Topics in Fire Protection Technology (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **FIRST-YEAR EXPERIENCE (FYEX)**

### **FYEX 1110 – first-year Seminar (3)**

This course is designed to help students achieve greater success in college and in life. Students will learn many proven strategies for creating greater academic, professional, and personal success. Topics may include career exploration, time management, study and test-taking strategies to adapt to different learning environments, interpersonal relationships, wellness management, financial literacy, and campus and community resources.

#### **Student Learning Outcomes**

- Recognize the ways in which she is responsible for her/his own experience in education.
- Identify, locate, and utilize available campus resources essential for academic success.
- Create long – and short-term goals associated with student success and career planning.
- Implement time management techniques to organize the semester's workload.
- Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
- Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
- Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.
- Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs.
- Develop supportive relationships with members of the campus community.
- Develop essential reading, writing, and critical thinking skills used in study and in research.

- Demonstrate understanding of how to use the computer for academic purposes, including learning management systems, email communications, research databases, degree audit, and other online resources.

### **FYEX 1130 – Academic Skills for Mathematics (0.5)**

Emphasis on study skills for success in math, up to the calculus level, tailored to meet individual student needs. Topics include test preparation strategies, efficient time management and practice methods, and introduction to and practice with learning software. Consent of instructor required.

### **UNIV 104 – Composition Academics Lab (0.5)**

This course offers academic support to help students succeed in math and composition courses. Students will participate in tutoring sessions, success workshops, and group work.

### **UNIV 293 – Special Topics in University Studies (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrator approval).

## **FORESTRY (FORS)**

### **FORS 121 – Forestry (3)**

This course provides an introduction to the basic elements of forest ecology, natural resource stewardship and management and timber and woodlands management practices. Field visits are required.

## **FISH, WILDLIFE, CONS. ECO (FWCE)**

### **FWCE 2110 – Principles of Fish and Wildlife Management (3)**

This course is an introduction to the fundamental principles of animals populations, communities and ecosystems, as well as the conservation and management of wild animals and their habitats.

## **FRENCH (FREN)**

### **FREN 1110 – French I (4)**

Intended for students with no previous exposure to French, this course develops basic listening, speaking, reading, and writing skills aiming toward the ACTFL novice-high level. This is an introductory course designed to teach the student to communicate in French in everyday situations and to develop an understanding of French and Francophone cultures through the identification of cultural products and practices, of cultural perspectives, and the ability to function at a survival level in an authentic cultural content. This course will also develop the student's sense of personal and social responsibility through the identification of social issues.

### **Student Learning Outcomes**

- Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Students can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Students can write short messages and notes on familiar topics related to everyday life.
- Students can often understand words, phrases, and simple sentences related to everyday life.
- Students can recognize pieces of information and sometimes understand the main topic of what is being said.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students can sometimes understand the main idea of what they have read.
- Students can identify beliefs, behaviors and cultural artifacts of the French-speaking world.
- In English, students will engage with social issues confronting the French-speaking world to develop their sense of personal and social responsibility.

### **FREN 1120 – French II (4)**

A continuation of French I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading, and writing French aiming toward the ACTFL intermediate-low level. This course is designed to increase student fluency in French as applied to everyday situations. Students will also learn to recognize and understand various French and Francophone products, patterns, describing basic cultural viewpoints, and further developing their sense of personal and social responsibility through the investigation of cultural issues.

**Prerequisite: FREN 1110 or equivalent (consult with instructor).**

### **Student Learning Outcomes**

- Students can participate in conversations on a number of familiar topics using simple sentences.
- Students can handle short social interactions in everyday situations by asking and answering simple questions.
- Students can write briefly about most familiar topics and present information using a series of simple sentences.

- Students can understand the main ideas in short, simple messages and presentations on familiar topics.
- Students can understand the main idea of simple conversations that they overhear.
- Students can understand the main idea of short and simple texts when the topic is familiar.
- Students can describe and make comparison between decisions about beliefs, behaviors and cultural artifacts of the French-speaking world.
- Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility.

### **FREN 2110 – French III (3)**

In this third semester course, students will continue to develop a boarder foundation in skills gained during the first year, including understanding, speaking, reading and writing French aiming toward the ACTFL intermediate –mid level. This course is designed to teach the student to communicate in a more sustained way in areas of personal interest and in everyday situations. Students will engage in and analyze various French and Francophone products, practices, and perspectives, as well as continue to develop their sense of personal and social responsibility through comparison and contrast of cultural perspectives.

***Prerequisite: two semesters of Beginning French or equivalent (consult with instructor).***

#### **Student Learning Outcomes**

- Students can participate in conversations on familiar topics using sentences and series of sentences.
- Students can engage in short social interactions in everyday situations by asking and answering variety of questions. Students can usually say what they want to say about themselves and their everyday life.
- Students can write on a wide variety of familiar topics using connected sentences.
- Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
- Students can understand the main idea of conversations that they overhear.
- Students can understand the main idea of texts related to everyday life and personal interests or studies.

- Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and discuss the nature and value of French and Francophone products, practices, and perspectives.
- Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility.

### **FREN 2120 – French IV (3)**

In its fourth semester course, students will continue to broaden and refine skills gained during previous semesters, including understanding, speaking, reading and writing French aiming at the ACTFL intermediate-high level. This course is designed to teach the student to go beyond the everyday. Students will evaluate various French and Francophone products, practices, and create ways to demonstrate their sense of personal and social responsibility through participation in cultural interaction.

***Prerequisite: FREN 2110 or equivalent (consult with instructor).***

#### **Student Learning Outcomes**

- Students can participate with ease and confidence in conversations on familiar topics. They can usually describe people, places, and things. They can usually talk about events and experiences in various time frames.
- Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- Students can write about topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.
- Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies.
- Students can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. The student can sometimes follow what they hear about events and experiences in various time frames.
- Students can understand the main idea of texts with topics related to everyday life, personal interests, and studies, as well as sometimes follow stories and description about events and experience in various time frames.

- Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and recognize and discuss the representations and controversies of French and Francophone products, practices, and perspectives.

### **FREN 2993 – Workshop in French (1-3)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **FREN 2996 – Topics in French (1-3)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **GEOGRAPHY (GEOG)**

### **GEOG 1130 – Human Geography (3)**

This course serves as an introduction to the study of human geography. Human geography examines the dynamic and often complex relationships that exist between people as members of particular cultural groups and the geographical “spaces” and “places” in which they exist over time and in the world today.

#### **Student Learning Outcomes**

- Locate on maps, globes, and other technologies various geo-political spaces and places around the world, including in the United States.
- Describe the primary concepts, theories, methods and terms prevalent in the field of human geography.
- Apply core geographic concepts to the spatial patterns demonstrated in real-world scenarios.
- Identify the relationships that influence human-environment interaction in a specific location at a specific time.
- Define and utilize key concepts to explain human social and cultural change over time and across geographical space.
- Explain the geographic context of a current event or conflict.
- Identify a current event that illustrates a core cultural geographic concept.
- Think critically, discuss, and write about the relationships of the natural world to human geography.

### **GEOG 1140 – Humans Role in Changing the Face of the Earth (3)**

This course is a survey of social and scientific aspects of environmental issues related to the

degradation of land, air, and water resources from global, regional and local perspectives.

#### **Student Learning Outcomes**

- Survey major environmental issues facing humankind on global, regional and local scales.
- Evaluate the scientific method and its role in societies across the globe as it applies to the conflict between environment and society.
- Explain environmental systems and the services they provide for humans and other organisms.
- Evaluate economic worldviews and their impact on the environment.
- Analyze the concept of sustainability and its implications in both urban and rural settings.
- Develop effective communication skills over major environmental issues.

### **GEOG 2993 – Workshop in Geography (1-9)**

As announced. (May be repeated for a maximum of 6 hours with consent of instructor).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **GEOG 2996 – Topics in Geography (1-9)**

Specific subjects to be announced in the Schedule of classes

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **GEOG 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **GEOLOGY (GEOL)**

### **GEOL 1110 – Physical Geology (3)**

Physical Geology is an introduction to our dynamic Earth introducing students to the materials that make up Earth (rocks and minerals) and the processes that create and modify the features of our planet. The course will help modify the features of our planet. The course will help students learn how mountains are formed, how volcanoes erupt, where earthquakes occur, and how water, wind, and ice can shape the landscape. Students will also develop a basic understanding of the ways humans have altered the planet including our impact on natural resources and global climate change.



### **Concurrent enrollment in GEOL 1110L.**

#### **Student Learning Outcomes**

- Recall, describe or explain geologic vocabulary.
- Identify or explain aspects of the geologic time scale and compare the uses and limitations of relative and absolute dating.
- Recognize or explain the evidence used to support the theory of plate tectonics. Describe or identify how plate tectonics is related to the structure and features of the Earth.
- Describe the formation of, and describe, compare, and classify minerals.
- Identify or describe the three main rock types, how each forms in the context of the rock cycle and what each indicates about its environment of formation.
- Recognize or explain the fundamentals of surface and groundwater hydrology and discuss the impact of human activities on water quality and quantity.
- Describe or discuss the process that are responsible for specific geologic hazards (e.g., earthquakes, volcanic eruptions, mass movement, flooding, etc.).
- Recognize or describe the geologic processes involved in the formation and concentration of geologic resources.

#### **GEOL 1110L – Physical Geology Lab (1)**

Physical Geology Lab is the laboratory component of Physical Geology. Students will learn to identify rocks and minerals in hand samples, work with topographic maps, geologic maps, and geologic cross-sections, and apply stratigraphic principles to explore geologic time.

#### **Co-requisite: GEOL 1110.**

#### **Student Learning Outcomes**

- Use physical properties to identify mineral specimens.
- Describe, classify, and identify igneous, sedimentary, and metamorphic rocks and their textures.
- Utilize the principles of stratigraphy to provide an explanation of the geologic history portrayed in a photograph or cross-section.
- Explain how contour lines are used to represent topography, use map scales to measure distances on the ground, and construct topographic profiles.
- Identify landforms from images and topographic maps.
- Interpret geologic maps and construct geologic cross-sections.

- Acquire and communicate scientific data, ideas, and interpretations through written, oral, or visual means. Examples may include creating and describing graphs, maps and photos.
- Apply critical thinking skills such as inductive, deductive, and mathematical reasoning to solve geological problems.

#### **GEOL 1115C – Earth Resources (4)**

This course explores the history of resource usage through time and extraction, processing and use of Earth resources. A systematic review of fossil fuel, metallic, and nonmetallic resource formation and usage is a central theme. At the end of this course students will understand how resources have impacted the history and development of civilization from ancient times to today. Students will also understand the processes by which different types of resources are formed, extracted, processed, and utilized by modern society. This laboratory course is an introduction to mineral resource identification and analysis. The course begins with developing the basic techniques of mineral and rock identification. Students will then explore energy units and conversions, the identification of energy resources and how exploration data is used in the search of petroleum resources. Subsequent labs will explore the identification and use of a wide variety of metallic and nonmetallic resources. An important component of this lab is the analysis of resource data (reserves and production).

#### **Student Learning Outcomes**

- Recall, describe or explain geologic vocabulary related to resources.
- Describe aspects of resource usage from ancient to modern times.
- Recognize or describe the basic processes involved in the formation of different types of resources including how they are classified.
- Implement the use of physical properties to identify minerals, rocks and energy resources.
- Use mathematical reasoning to solve problems using energy units and mineral composition.
- Interpret stratigraphic data to construct a geologic cross-section and locate petroleum traps.
- Describe the primary use of various resources.
- Examine, organize and compare mineral resource data and report the results.
- Construct and describe graphs using mineral resource data.

- Compare and contrast information about resource reserves and production.

### **GEOL 1120 – Environmental Geology (3)**

This course is a survey of environmental geology with an introduction to problems of pollution, population, human relations to the environment, resource use, geologic hazards and environmental problems. The course covers the major components of the Earth system, i.e. atmosphere, lithosphere, hydrosphere, and biosphere, and how they are related. Environmental Geology addresses the mechanisms that drive these Earth processes, how different parts of the Earth are connected, how matter and energy flow through our environment, and how humans fit into the environmental systems. Emphasis is placed on the use of the scientific method and the development of critical thinking skills in understanding environmental issues.

**Concurrent enrollment in GEOL 1120L.**

#### **Student Learning Outcomes**

- Apply the scientific method to the field of environmental geology and differentiate between facts and opinions.
- Recognize or describe natural cycles, for example the rock cycle, hydrologic cycle, and carbon cycle.
- Discuss and explain the role humans play in environmental problems and in solutions to those problems; relate environmental geology to your life and its portrayal in the media.
- Recognize, discuss or explain geologic hazards and their impact on humans and how these impacts can be minimized.
- Recognize or explain a holistic approach to sustainability (mineral, energy, water and soil resources) on local to global scales while minimizing negative impacts on the environment.
- Recognize, discuss or explain global environmental issues, including climate change, and the varied responses to these issues.

### **GEOL 1120L – Environmental Geology Lab (1)**

Environmental Geology Laboratory is the lab component of Environmental Geology. This course is an introduction to geologic materials and processes as applied to the human environment. Included are practical exercises with rocks, minerals, topographic and geologic maps, and water, mineral and energy resources. Hazards associated with natural processes will be evaluated.

**Concurrent enrollment in GEOL 1120.**

### **Student Learning Outcomes**

- Apply the scientific method to the field of environmental geology.
- Identify or describe stream processes and features as part of the hydrologic cycle.
- Describe, classify, or identify minerals.
- Describe, classify, or identify igneous, sedimentary, and metamorphic rocks.
- Identify and discuss the importance of Earth resources.
- Obtain measurements and make calculations that lead to the graphical display and interpretation of data.
- Communicate (written and/or oral) interpretations of quantitative and graphical data to evaluate environmental problems.
- Interpret features on topographic maps.

### **GEOL 1996 – Topics in Geology (1-9)**

This course addresses the geological processes and hazards, resources, and environmental problems, including population growth, earthquakes, water resources and waste disposal. Laboratory sessions will apply topics from lecture to the laboratory/field setting and will emphasize the petrologic, maps reading/making in the field setting. (May be repeated for credit with permission of advocate).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **GEOL 2310 – The Dynamic Earth (3)**

Introduction to Earth systems. Geology and the solid Earth, geologic time and Earth history, water and the world oceans, atmosphere and weather, and the solar system. Community only.

#### **Student Learning Outcomes**

- To understand how scientific knowledge is created and evolves in the Earth sciences.
- To construct opinions based on limited geologic facts, scientific theories and various models of the Earth.
- To evaluate what scales of measurement should be used when making observations of nature and situations in everyday life.
- To identify the core facts related to describing the oceans and atmosphere (e.g., rock types, plate boundaries, types of clouds).

### **GEOL 2993 – Workshop in Geology (1-9)**

As announced. (May be repeated for maximum of 4 hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.



## **GEOL 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require projects or assignments.

**Prerequisite:** *Consent of instructor.*

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **GERMAN (GRMN)**

### **GRMN 1110 – German I (4)**

Intended for students with no previous exposure to German, this course develops basic listening, speaking, reading, and writing skills aiming toward the ACTFL novice-mid level. This is an introductory course designed to teach the student to communicate in German in everyday situations and to develop an understanding of German cultures through the identification of cultural products and practices, of cultural perspectives, and the ability to function at a survival level in an authentic cultural content. This course will also develop the student's sense of personal and social responsibility through the identification of social issues.

### **Student Learning Outcomes**

- Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
- Students can write lists and memorized phrases on familiar topics.
- Students can recognize some familiar word and phrases when they hear them spoken.
- Students can recognize some letters or characters.
- Students can understand some learned or memorized words and phrases when they read.
- Students can identify beliefs, behaviors and cultural artifacts of the German-speaking world.
- In English, students will engage with social issues confronting the German-speaking world to develop their sense of personal and social responsibility.

### **GRMN 1120 – German II (4)**

A continuation of German I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing German aiming toward the ACTFL novice-high level. This course is designed to increase student fluency in German as applied to everyday situations. Students will

also learn to recognize and understand various German products, practices, and perspectives, identifying common cultural patterns, describing basic cultural viewpoints, and further developing their sense of personal and social responsibility through the investigation of cultural issues.

**Prerequisite:** *GRMN 1110 or equivalent with instructor approval.*

### **Student Learning Outcomes**

- Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Students can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Students can write short messages and notes on familiar topics related to everyday life.
- Students can often understand words, phrases, and simple sentences related to everyday life.
- Students can recognize pieces of information and sometimes understand the main topic of what is being said.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students can sometimes understand the main idea of what they have read.
- Students can describe and make comparisons between decisions about beliefs, behaviors and cultural artifacts of the German-speaking world.
- Students will engage with social issues confronting the German-speaking world to continue to develop their sense of personal and social responsibility.

### **GRMN 2993 – Workshop in German (1-9)**

As announced. (May be repeated for credit).

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **GRMN 2996 – Topics in German (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## HEALTH (HLED)

### HLED 1130 – Concepts of Health & Wellness (3)

Introduces the student to the “Seven Dimensions of Wellness” (physical, emotional, intellectual, interpersonal, spiritual, environmental, and financial). This course addresses topics including fitness, exercise, nutrition, stress management and chronic lifestyle-related diseases.

#### Student Learning Outcomes

- Demonstrate the ability to make evidence-based decisions regarding health and wellness practices.
- Demonstrate the ability to engage in various forms of health-related fitness activities and discuss appropriate modifications to such activities to account for individual differences.
- Evaluate their current behavior and differentiate between health enhancing and health limiting behaviors.
- List some approaches to successful stress management.
- Demonstrate knowledge of appropriate behavior change strategies.
- Demonstrate knowledge of the “Seven Dimensions of Wellness” (physical, emotional, intellectual, interpersonal, spiritual, environmental, and financial).
- Identify nutritional requirements and components of a healthy diet.

### HLED 1510 – Medical Terminology (3)

Prefixes, suffixes, and root words of Greek and/or Latin origin frequently used in medical terminology. Word part combination practices, pronunciation, spelling and common medical abbreviations.

## HISTORY (HIST)

### HIST 1110 – United States History I (3)

The primary objective of this course is to serve as an introduction to the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. The elements of this course are designed to inform students on the major events and trend that are essential to the understanding of the development of the United States within the context of world societies.

#### Student Learning Outcomes

- Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from pre-colonial period to

the immediate aftermath of the Civil War.

**Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND**

- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.  
**Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE**
- Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. **Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY**
- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.  
**Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE**
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.  
**Bloom Taxonomy's Cognitive Process: CREATE, APPLY**
- Students will APPLY historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.” **Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE**

### HIST 1120 – United States History II (3)

The primary objective of this course is to serve as an introduction to the history of the United States from reconstruction to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

#### Student Learning Outcomes

- Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the reconstruction to the present.  
**Bloom Taxonomy's Cognitive process: REMEMBER AND UNDERSTAND**
- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

***Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE***

- Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. ***Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY***
- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. ***Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE***
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. ***Bloom Taxonomy's Cognitive Process: CREATE, APPLY***
- Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." ***Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE***

**HIST 1150 – Western Civilization I (3)**

This course is a chronological treatment of the history of the western world from ancient times to the early modern era. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Student Learning Outcomes**

- Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era. ***Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND***
- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. ***Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE***
- Students will SUMMARIZE and APPRAISE different historical interpretations and Evidence in order to CONSTRUCT past

***Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY***

- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. ***Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE***
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. ***Bloom Taxonomy's Cognitive Process: CREATE, APPLY***
- Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." ***Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE***

**HIST 1160 – Western Civilization II (3)**

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Student Learning Outcomes**

- Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era. ***Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND***
- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. ***Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE***
- Students will SUMMARIZE and APPRAISE different historical interpretations and Evidence in order to CONSTRUCT past events. ***Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY***
- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING

credibility, perspective, and relevance.

**Bloom Taxonomy's Cognitive Process:**  
**REMEMBER, UNDERSTAND, EVALUATE**

- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.  
**Bloom Taxonomy's Cognitive Process:**  
**CREATE, APPLY**
- Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." **Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE**

### **HIST 2110 – Survey of New Mexico History (3)**

The primary objective of this course is to serve as an introduction to the history of New Mexico from the pre-Columbian times to the present day. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of New Mexico within the context of the Americas.

#### **Student Learning Outcomes**

- Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era.  
**Bloom Taxonomy's Cognitive Process:**  
**REMEMBER AND UNDERSTAND**
- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.  
**Bloom Taxonomy's Cognitive Process:**  
**ANALYZE, REMEMBER, EVALUATE, CREATE**
- Students will SUMMARIZE and APPRAISE different historical interpretations and Evidence in order to CONSTRUCT past events. **Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY**
- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.  
**Bloom Taxonomy's Cognitive Process:**  
**REMEMBER, UNDERSTAND, EVALUATE**
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.  
**Bloom Taxonomy's Cognitive Process:**  
**CREATE, APPLY**

- Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." **Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE**

### **HIST 2114 – Lincoln County History (3)**

History of the Lincoln County region and the Mescalero reservation.

#### **Student Learning Outcomes**

- Explain how each town/city in Lincoln County developed
- Explain the Lincoln County War
- Discuss the region's key biographical figures
- Explain the development of the Mescalero community
- Identify cultural and historic sites in the region

### **HIST 2115 – Lincoln County War (3)**

History of the Lincoln County War includes origin of the war, related events, key figures and social context of war in the American West.

#### **Student Learning Outcomes**

- Students will be able to EXPLAIN the causes of the Lincoln County War considering class interests, masculinity, and violence.  
**Bloom Taxonomy's Cognitive Process:**  
**REMEMBER AND UNDERSTAND**
- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.  
**Bloom Taxonomy's Cognitive Process:**  
**ANALYZE, REMEMBER, EVALUATE, CREATE**
- Students will SUMMARIZE and APPRAISE different historical interpretations and evidence to CONSTRUCT events related to the war. **Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY**
- Students will IDENTIFY historical arguments in a variety of major texts and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.  
**Bloom Taxonomy's Cognitive Process:**  
**REMEMBER, UNDERSTAND, EVALUATE**
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience  
**Bloom Taxonomy's Cognitive Process:**  
**CREATE, APPLY**
- Students will APPLY historical knowledge and historical thinking to infer what drives



and motivates human behavior in both past and present. ***Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE***

### **HIST 2116 – Lincoln County War through Film (3)**

Film criticism of major films and documentaries related to the Lincoln County War.

#### **Student Learning Outcomes**

- Explain the aesthetic and narrative contributions of several major motion films
- Explain the historical and cultural context of several films
- Explain the significance of the LCW in history and film
- Discuss the war's key biographical figures
- Discuss how race, ethnicity, class, gender, religion, and violence factored into the war

### **HIST 2993 – Workshops in History (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **HIST 2996 – Topics in History (1-9)**

As announced. (May be repeated with credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **HIST 2998 – Internship (1-9)**

Students working in a related field may receive one credit per hours of approved job experience. Job approval is determined by instructor, departmental review and course credit. May require additional projects or assignments.

***Prerequisite: Consent of instructor.***

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **HOSPITALITY & TOURISM (HRTM)**

### **HRTM 105 – Liquor Law/Server Training (1)**

The alcohol seller-server training course provides the student with the necessary knowledge of laws regarding alcohol service and proven techniques needed to be a responsible seller of alcohol and for providing a safe environment for customers.

### **HRTM 170 – Beverage Analysis I (3)**

Introduces identification, production, and service of beverages common to the food service industry, including beer, wine, distilled beverages and cocktails, coffee, tea, and non-alcoholic

beverages. Development of sensory evaluation skills for visual, aroma, taste, and tactile components. Introduces basic food pairing techniques.

### **HRTM 175 – Beverage Analysis II (3)**

Focuses on advanced service and food paring techniques for beer and wine. Marketing, managing, and integrating a beverage program in variety of food service and hospitality operations.

### **HRTM 200 – Management of Food & Beverage Operations (3)**

Introduction to the unique atmosphere of the restaurant industry through real world exposure to what restaurant managers experience in daily operations. Topics covered include leadership styles, personnel management, customer service, purchasing and a professional development plant.

### **HRTM 220 – Special Attractions and Events Management (3)**

An introduction to organizing special events from concept through completion, including planning, coordinating, marketing, financing and risk management. Overview of the critical stages and function involved in staging and managing special events including meetings, conferences, entertainment, expositions, conventions, and sporting events.

### **HRTM 230 – Customer Service Management (3)**

This course includes a focus on courtesy, an essential function of the hospitality industry, emphasizing personal and interpersonal relationships in a work environment. Students acquire skills in human relations and methods of improving communications. Also included is an examination of the organization and management of the hotel front office and guest service operations.

### **HRTM 240 – Catering and Food Management (3)**

Restaurants and catering operations are multi-faceted and require a broad understanding of basic business principles. Topics discussed include operational procedures that are unique to the restaurant and catering industry, types of events and how to service efficiently, hands-on application of food set-up and menu design with emphasis on developing successful catering events.

### **HRTM 250 – Hotel/Resort Operations Management (3)**

This course includes a more detailed presentation of hotel and motel operations and management is specific areas including front desk operations, housekeeping and sanitation, food and beverage, and facility management.

### **HRTM 252 – Security and Loss Prevention for the Hospitality Industry (3)**

This course covers security issues that are key concerns at every property. It includes a discussion of physical security, asset protection, guest protection, security equipment, emergency management, and OSHA requirements.

### **HRTM 255 – Planning and Control for Food and Beverage (3)**

This course covers the principles and procedures involved in an effective food and beverage control system, including standards determining the operating budget, cost-volume-profit analysis, income and cost control, menu pricing, labor cost control and computer applications.

**Prerequisites:** *MATH 1218.*

### **HRTM 268 – Workshop in Hospitality and Tourism (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **HRTM 289 – Hospitality Internship (1-12)**

A practical experience required to complete the Hospitality Tourism degree. Presentation of a detailed work experience report will be required.

### **HRTM 293 – Topics in Hospitality & Tourism Management (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **HOSPITALITY AND TOURISM – CULINARY ARTS (HTCA)**

### **HTCA 151 – Introduction to Culinary Arts (3)**

An overview of a career in the culinary arts field. Introduction to the history of the industry, kitchen and cooking terminology, commercial kitchen equipment and atmosphere and basic food handling and preparation.

### **HTCA 260 – Sanitation and Safety (3)**

The primary focus of this course is on food service sanitation and food service safety. The student will learn food handling practices to avoid food borne illness of guest and employees, proper reactions if an incident should occur and provide and cultivate a safe working environment for all employee and guests.

### **HTCA 262 – Food Preparation I (3)**

This course is designed to prepare the student for either a career in the hospitality and tourism food service management field or culinary arts. It will involve discussions of various styles of cuisine and proper methods of food and equipment handling. Included is an introduction to kitchen

design, workflow, techniques and application of basic food production principles.

**Prerequisite:** *HTCA 151. Co-requisite: HTCA 262L.*

### **HTCA 262L – Food Preparation I Lab (1)**

Provides the student with hands-on experience in food preparation, kitchen design and workflow. Concurrent enrollment HTCA 262.

### **HTCA 263 – Food Preparation II (3)**

This course will involve a transition from basic to more advanced food skills. Sanitation practice will be re-emphasized and reinforced. The course will explore the culinary arts from a managerial perspective dealing with such subjects as menu planning, restaurant development, front of house service and beverage service.

**Prerequisite:** *HTCA 262. Concurrent enrollment in 263L.*

### **HTCA 263L – Food Preparation II Lab (1)**

Provides the student with hands-on experience in advanced food preparation as well as restaurant management applications.

**Concurrent enrollment in HTCA 263.**

### **HTCA 265 – Global Cuisine (3)**

This course builds on skills learned in Food Preparation I and II and adds an international appeal to cooking and presentation. The course includes planning and preparing complete intentional meals.

**Prerequisite:** *HTCA 262 and 263. Concurrent enrollment in HTCA 265L.*

### **HTCA 265L – Global Cuisines Lab (1)**

Reinforcement of skills learned in HTCA 265.

**Concurrent enrollment in HTCA 265.**

### **HTCA 266 – Specialty Cooking (3)**

This course covers the fundamentals of specialty positions in a commercial kitchen including baking, cold preparation, soups and fry cook. It will include exposure to commercial equipment and processes. It will include exposure to commercial equipment and processes.

**Prerequisite:** *HTCA 151.*

### **HTCA 266L – Specialty Cooking Lab (1)**

Provides the student with hands-on experience baking a variety of foods using commercial equipment and processes.

**Concurrent enrollment in HTCA 266.**

### **HTCA 268 – Workshop in Culinary Arts (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).



### **HTCA 270 – Beverage Management (2)**

This course provides the fundamentals of identification, production, purchasing and service of spirits, wine and beer products. Emphasis is on developing plans for marketing, menu developing and cost.

### **HTCA 271 – Wines of the World (1)**

This course will teach students about the beverage industry as it relates to the hospitality and tourism industry. Tastings will have an integral part of the class, with lecture and discussion of such topics as the history, production, storage, merchandising, marketing and appreciation for the various types of beverages.

*Prerequisite: Must be 21 and show proof of age.*

### **HTCA 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor, departmental review and course credit. May require additional projects or assignments.

*Prerequisite: Consent of instructor.*

### **HTCA 293 – Topics in Culinary Arts (1-9)**

As announced. (May be repeated for credit with the consent of the instructor and administrative approval).

## **HUMAN SERVICES (HMSV)**

### **HMSV 2140 – Introduction to Alcohol and Drug Abuse (3)**

This course provides broad overview of the field, including issues of alcohol and other drugs in history and society; definitions and prevalence of alcohol and drugs use misuse and addiction; major theoretical perspectives on the cause and remedies of substance abuse; major landmarks in alcohol and drug social policy; and the development and evolution of the alcohol and drug abuse counseling field.

#### **Student Learning Outcomes**

- The student will be able to explain public policy and its effect on drug use.
- The student will be able to describe ways drugs negatively affect the body and brain.
- The student will be able to describe patterns of both alcohol consumption and family dynamics in alcoholism.
- The student will be able to describe aspects (including forms of administration, acute/chronic effects, patterns of abuse) of the following: major stimulants, narcotics, hallucinogens, marijuana, inhalants, and depressants.

- The student will be able to describe effective components of prevention programs.

### **HMSV 2210 – Alcohol & Drug Abuse Counseling Families & Groups (3)**

This course emphasizes the techniques and skills required for counseling families and groups including systems theory, family intervention, employee assistance practice and group processes.

#### **Student Learning Outcomes**

- The student will be able to describe alcoholism as a disease that is often progressive and fatal, and that has genetic, environmental, and psychosocial causes.
- The student will be able to compare and contrast various aspects of individual, family and group counseling.
- The student will be able to describe the relationship between the successful development of interpersonal skills and one's risk for drug abuse and between the mastery of developmental tasks and the risk of drug abuse.
- The student will be able to describe prevention/intervention and risk factors for special populations and diverse cultures.

### **HMSV 2230 – Alcohol & Drug Abuse Counseling: Special Populations (3)**

This course emphasizes the techniques and skills required for counseling with special populations including women, minorities, youth and persons with co-occurring physical and mental disabilities and disorders.

#### **Student Learning Outcomes**

- Describe different theories, models and definitions related to substance abuse.
- Compare and contrast various aspects of intervention, prevention and public policy relating to substance abuse.
- Describe skills and techniques required for counseling special populations.

### **HMSV 2235 – Biopsychosocial Foundation of Alcohol and Drug Abuse (3)**

A comprehensive survey of the contributions of biology, medicine, psychology, sociology, anthropology and other disciplines to the understanding of substance use disorders and addictive disease. Research is presented from genetics, neurochemistry, learning theory, socialization and cultural views of addiction and recovery.

#### **Student Learning Outcomes**

- The student will be able to identify and describe a minimum of five (5) variables that influence substance use, abuse, and dependence.
- The student will be able to compare and contrast a minimum of three (3) models and/or theories of drug dependence and addiction.
- The student will be able to describe in detail a minimum of five (5) drugs including their different classifications, their height of dependence and addiction and how it affects the nervous system.
- The student will describe in detail a minimum of three (3) different early prevention approaches and describe how to do motivational interviewing.
- The student will be able to define co-occurring disorders and select a minimum of three (3) specific co-occurring disorders and describe how treatment is used with individuals of the selected disorders co-occurring with substance abuse.

#### **HMSV 2410 – Principles of Prevention & Research in Alcohol & Drug Abuse (3)**

This course provides a broad overview of the methods and effectiveness of primary, secondary, and tertiary prevention efforts. Emphasis is given to research supported strategies directed in individuals, communities and special populations. Prevention is examined from both risk factor and protective factor perspectives.

##### **Student Learning Outcomes**

- The student will be able to describe alcoholism research and prevention that is progressive to the understanding and treatment of alcohol disorders.
- The student will be able to describe the relationship between the successful development of research and prevention and be able to implement a cognitive behavioral approach to alcoholism.
- The student will compare and contrast research on genetics and environmental factors of alcohol abuse.
- The student will be able to describe recent and current research trends in alcohol use in the U.S.
- The student will be able to describe the relationship between alcohol and the following: violent crimes, aggression, sex and emotions.

#### **HMSV 2420 – Principles of Treatment & Recovery in Alcohol and Drug Abuse (3)**

This course defines the legal and ethical scope of practice for alcohol and drug counselors; surveys of research support for the effectiveness of alcohol and drug abuse treatments; provides an understanding of the processes of change, relapse, and recovery, and imparts skills in self-help facilitation, cognitive-behavioral techniques, and motivational interviewing approaches in individual counseling.

##### **Student Learning Outcomes**

- The student will be able to demonstrate the ability to conduct and document a biopsychosocial interview, identify target behaviors & behavioral patterns, develop an appropriate treatment plan and compose a discharge plan.
- The student will be able to demonstrate the ability to administer various assessments related to substance abuse.
- The student will be able to compare and contrast aspects of individual treatment, group therapy, adolescent treatment and the family program.

#### **HMSV 2990 – Practicum in Human Services (3)**

Supervised experience in Human Services Agency. A minimum of six hours per week will be in direct service or contact. One hour per week supervision and critique of activities.

##### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

#### **HMSV 2993 – Workshop in Human Services (1-9)**

As announced. (May be repeated for credit).

##### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

#### **HMSV 2996 – Topics in Human Services (1-9)**

As announced. (May be repeated for credit).

##### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

#### **HMSV 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours or approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite: Consent of instructor.**

##### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## HUMANITIES (HUMN)

### HUMN 1110 – Introduction to World Humanities I (3)

This course is an interdisciplinary introduction to the cultural contributions and expressions in ancient world civilizations such as Mesopotamia, Greece, Rome, Asia, Africa, and the Americas, emphasizing artistic expression, philosophical thought, and religious practices in these civilizations, as well as historical, scientific, and technological developments.

#### Student Learning Outcomes

- Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.
- Recognize and distinguish between ideas, contributions, and expressions of various culture and civilizations as well as identify connections.
- Demonstrate knowledge of particular examples introduced in the course.
- Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

### HUMN 2110 – Introduction to World Humanities II (3)

This course is an interdisciplinary introduction to the interrelationships of cultural contributions and values during the Renaissance, Baroque, Enlightenment, Romanic, and Modern eras in Europe as well as those during the same time periods in China, Japan, Africa, other parts of the Middle East, and Latin America. The course will emphasize artistic expression, philosophical thought, and religious practices in these regions, as well as historical and technological developments.

#### Student Learning Outcomes

- Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.
- Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.
- Demonstrate knowledge of particular examples introduced in the course.
- Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

### HUMN 2998 – Internship (1-9)

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by Instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

#### Student Learning Outcomes

Learning Outcomes will vary depending upon topic.

### HUMN 105 – Introduction to Women's Studies (3)

The history of women represented in popular culture, literature and art, and the female experience in relationships, education and employment. Emphasis on interactions of race, class and gender.

### HUMN 268 – Workshop in Humanities (1-9)

Varies (May be repeated for credit).

### HUMN 293 – Topics in Humanities (1-9)

As announced. (May be repeated for credit of instructor and administrative approval).

## INFORMATION SYSTEMS (IS)

### IS 101 – Essentials I: PC Hardware, Software, and Practical Applications (4)

Covers the fundamentals of computer hardware and software as well as advanced concepts. The basic of computer hardware and Network Operating Systems (NOS) technologies are introduced in a lab-oriented environment.

#### Student Learning Outcomes

- Analyze and evaluate basic computer hardware/software problems.
- Diagram logical and physical memory resources including IRQ's and DMA addresses.
- Categorize network problems and solutions following the to the OSI model.
- Demonstrate use of internet resources for hardware/software problem identification, solutions, analysis, and upgrades;
- Evaluate future computer developments and analyze computer.
- Demonstrate ability to build, repair, configure, optimize, upgrade and install hardware.
- Demonstrate ability to troubleshoot, upgrade and install software.
- Distinguish between hardware and software problems.
- Understand and apply security policies, practices, and standards in a PC environment.

- Successfully complete TestOut PC Pro certification essentials examination.

### **IS 121 – IT Essentials II: Network Operating Systems (3)**

This course covers the installation and administration of Network Operating Systems including Microsoft Windows and Linux. Students will be instructed in both lecture and hand-on labs, including sever setup, server configuration, basic administration of common networking services and security administration with an emphasis on network communication protocols.

#### **Student Learning Outcomes**

- Knowledge, skills, and ability to design and implement functional networks.
- Knowledge, skills, and ability to configure, manage, and maintain essential network devices.
- Knowledge, Skills, and ability to use devices such as switches and routers to segment network traffic and create resilient networks.
- Knowledge, Skills, and ability to identify benefits and drawbacks of existing network configurations.
- Knowledge, Skills, and ability to implement network security, standards, and protocols.
- Knowledge, Skills and ability to troubleshoot network problems.
- Knowledge, Skills, and ability to support the creation of virtualized networks.

### **IS 131 – Computer and Security Fundamentals (3)**

A comprehensive overview of network security concepts that include: remote access, e-mail, the Web, directory and file transfer, wireless data, common network attacks, cryptography, operational/organizational security, disaster recover, business continuity, and Cyber Ethics. Students are prepared and take the CompTIA Security + Exam.

#### **Student Learning Outcomes**

- Differentiate and distinguish between the different network design elements, components, ports and protocols, their respective threats and mitigation techniques.
- Identify and apply industry best practices for access control methods.
- Deploy various authentication models and identify the components of each.
- Conduct periodic audits of system security settings and discuss how to improve analysis by auditing network security procedures and carry out vulnerability assessments using common tools.

- Use monitoring tools on systems and networks and direct security-related anomalies.
- Determine the appropriate use of a network security tools to facilitate network security.
- Summarize the various authentication models and identify the components of each.

### **IS 136 – Guide to Business Continuity and Disaster Recovery (3)**

Presents methods to identify vulnerabilities and take appropriate countermeasures to prevent and mitigate failure risks for an organization. It will take an enterprise-wide approach to developing a disaster recovery plan.

#### **Student Learning Outcomes**

- Understand the key functions of the disaster plan and have the ability to implement disaster recovery procedures.
- Define and explain information security, basic concepts of risk management and how to conduct risk assessments and implement risk mitigation.
- Identify and define the components of contingency planning.
- Know some of the concerns and trade-offs to be managed when assembling the final IR plan, understand the elements of an incident recovery response, and be aware of the impact of selecting a reaction strategy, developing a notification mechanism, and the creation of escalation guidelines.
- Know and understand the relationships between the overall use of contingency planning and the subordinate elements of incident response, business resumption, disaster recovery, and business continuity planning.
- Recognize what critical elements compose the response phase of the DR plan.
- Know the methodology used to construct the business continuity policy and plan, and be able to participate in such a planning process when required.
- Understand the CSET risk assessment tool and how to performance assessment using the tool.

### **IS 140 – Introduction to WEB Design & Management (3)**

This course focuses on creating and managing Web sites, the tasks and tools involved in building and maintaining a WEB site, and the WEB administrator's roles, responsibilities and challenges.

#### **Student Learning Outcomes**



- Create an Information Architecture document for a web site.
- Construct a web site that conforms to the web standards of today and includes e-commerce and web marketing.
- Publish the website to a remote server using FTP.
- Perform regular web site maintenance (test, repair, and change).

### **IS 153 – Introductions (Foundations) of Information Systems (3)**

Information systems are an integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems—people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. Through the knowledge of how IS provides a competitive advantage students will gain an understanding of how information is used in organizations and how IT enables improvement in quality, speed, and agility. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society. The course introduces Information Assurance and INFOSEC process. Includes participating in the National Cyber League Competition.

#### **Student Learning Outcomes**

- Demonstrate understanding of history of computers, current computer technology and terminology.
- Understand computing disciplines: computer science and information systems.
- Understand networking and the Internet.
- Demonstrate knowledge of the Systems.
- Development Life Cycle process how technology is used in business.
- Understanding of INFOSEC processes and methodology and computer, network security and some of the societal implications of computers and related technology.

### **IS 160 – Overview of Operating Systems and Utilities (3)**

This course is an overview of computer operating systems from PCs to mainframes. Including OS theory and structure as well as an introduction to systems control parameters, utilities, services

and command language. The main goal of this course is to provide you with a comprehensive understanding of the multiple operating systems commonly found in the Information Technology field today. Students will learn the theory behind operating systems and some basic to advanced components of each operating system. This course walks you through current hardware and how it interacts with operating systems. You will learn basic functions and design of file systems found in Windows, UNIX, Linux, and Macintosh operating systems. The course discusses how operating systems interface with input, output, and storage devices. Students learn basic network theory and how to setup network resources through the multiple versions of software. There are many hands-on projects and case projects that provide you with real experience in supporting multiple operating systems.

**Prerequisite: IS 153.**

#### **Student Learning Outcomes**

- Understand PC Operating System Theory, Hardware and interaction with the Operating System.
- Understand and apply Installing and Upgrading Operating Systems and hardware.
- Understand File systems, network Connectivity and Resource Sharing Over a Network.
- Understand Standard Operating and Maintenance Procedures.
- Understand Virtual Operating Systems and applying that knowledge in administration and operations.
- Understanding and ability to apply systems security for operating systems environments.

### **IS 170 – Systems Analysis & Design (3)**

This course discusses the processes, methods, techniques, and tools that organization use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solutions.

#### **Student Learning Outcomes**

- Understand the types of business needs that can be addressed using information technology-based solutions.

- Initiate, specify, and prioritize information systems projects using formal project management methods like SDLC and to determine various aspects of feasibility of these projects.
- Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted, while Incorporate principles leading to high levels of security and user experience from the beginning of the systems development process.
- Within the context of the methodologies learned, write clear and concise business requirements documents and convert them into technical specifications.
- Articulate various systems acquisition alternatives, including the use of packaged systems (such as ERP, CRM, SCM, etc.) and outsourced design and development resources.

### **IS 241 – Introduction to Web Design (3)**

This course provides students with an introduction to the HTML language's structure and syntax. The course examines supporting tools such as CSS. Basic fundamentals of Internet related technologies and their impact. Effective design of World Wide Web pages using current WWW publishing language. The course provides the basics in creating a web page of updating and maintaining an existing web site. Students will become familiar with the element of HTML and Cascading Style Sheets.

**Prerequisite:** *CS 123* .

#### **Student Learning Outcomes**

- Understand the basic fundamental of the internet and related technologies.
- Recognize proper use of web page design on the Web as well as identify areas of improvement.
- Illustrate the process of effective web page design through a semester-long case study.
- Develop HTML web sites with proper web page design and coding techniques (including HTML5 compatible syntax).
- Apply CSS style rules to HTML web sites with proper syntax and coding techniques.
- Show effective troubleshooting techniques for identifying/rectifying issues with the HTML web site.
- Analyze and select an HTML editor and be able to become proficient in its use

### **IS 242 – Advanced Web Design and XML Languages (3)**

This course provides students with an introduction to the XML language's structure and syntax. The course examines supporting tools such as XSL and CSS. This course is an intermediate web design course that goes into some scripting and dynamic page rendering.

**Prerequisites:** *CS 123 and IS 241*.

#### **Student Learning Outcomes**

- Develop HTML web sites with proper web page design and coding techniques (including HTML5 compatible syntax).
- Apply CSS style rules to HTML web sites with proper syntax and coding techniques.
- Demonstrate ability to create web sites that can dynamically store user information.
- Demonstrate knowledge of server-side programming languages for scripting, page generation, and database interaction.
- Demonstrate working knowledge of and ability to write HTML, JavaScript, and cascading style sheets.
- Show effective troubleshooting techniques for identifying/rectifying issues with the HTML, JavaScript, and cascading style sheets.

### **IS 250 – IT Infrastructure (3)**

This course provides an introduction to IT infrastructure issues for students majoring the Information Systems. It covers topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. The course focuses strongly on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance.

#### **Student Learning Outcomes**

- Describe fundamentals of procedural and object-oriented programming.
- Explain business programming concepts such as requirements and technical specifications.
- Gather business requirements and develop programs that meet the requirements.
- Use programs to manipulate files, handle execution errors, and manage data.
- Write scripts to automate tasks while working with computers

### **IS 253 – Firewalls and How They Work (3)**

This course introduces students to the design and implementation of firewalls. The course



covers such topics as firewalls using CISCO Routers, Microsoft server platform and UNIX platform. Focuses on how firewalls function in these environments and the basic steps to plan and implement firewalls.

**Prerequisite:** *IS 131 or Instructor's permission.*

#### **Student Learning Outcomes**

- Understand the types of business needs that can be addressed using information technology-based solutions.
- Initiate, specify, and prioritize information systems projects using formal project management methods like SDLC and to determine various aspects of feasibility of these projects.
- Using at least one specific methodology for analyzing a business I conducted, while Incorporate principles leading to high levels of security development process.
- Within the context of the methodologies learned, write clear and concise business requirements documents and convert them into technical specifications.
- Articulate various systems acquisition alternatives, including the use of packaged systems (such as ERP, CRM, SCM, etc.) and outsourced design and development resources.

#### **IS 254 – National Cyber League (NCL) (0)**

This course offers engaging, entertaining, measurable, and scalable methods of learning to enlist a new generation of cybersecurity professionals. These games will be created and optimized for individuals and teams and are designed to provide hands-on experiences and challenges to help students to develop and improve cybersecurity skills and problem-solving abilities. All games will be conducted remotely, in virtual cyber stadiums, equally accessible to all.

#### **Student Learning Outcomes**

- Providing an inclusive individual and team competitive sport experience Enriching the classroom learning experience.
- Enriching the classroom learning experience by creating a fun, experiential learning opportunity where students demonstrate skills/knowledge sets.
- Promoting proficiency for specific cybersecurity skills.
- Preparing students in team environments to solve cybersecurity tasks.
- Develop skills tied to curriculum, industry needs, and professional Certifications, I.E. CompTIA A+, Network+, Security+.

- Knowledge, Skills, and Abilities to perform NICE Work Roles.

#### **IS 257 – Ethical Hacking, Computer and Network Defense and Counter Measures (3)**

This course examines the tools, techniques and technologies used in the technical securing of information assets. Students will receive in-depth information about the software and hardware components of Information Security and Assurance. This class will immerse the students into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will begin by understanding how perimeter defenses work and then be lead into scanning and attacking their own networks, no real network is harmed. Students learn how intruders escalate privileges and what steps can be taken to secure a system. Students will also learning about Intrusion Detection, Policy Creation, Social Engineering, DDoS Attacks, Buffer Overflows and Virus Creation. This course prepares you for EC-Council ANSI accredited Certified Ethical Hacker exam 312-50.

**Prerequisite:** *IS 131.*

#### **Student Learning Outcomes**

- Application of technical strategies, tools and techniques to secure data and information for a customer or client.
- Adherence to a high standard of ethical behavior.
- Assess ethical and legal requirements of security assessment and penetration testing and determine a strategy of comply with these requirements.
- Analyze different phases of hacking and recommend the strategy to use ethical hacking for assessing the security of various components of an information system.
- Compare and contrast different hacking techniques and analyze the legal implications of hacking.
- Examine different vulnerabilities, threats, and attacks to information systems and recommend the countermeasures.
- Analyze cryptography algorithms and encryption techniques, and design implementation strategies for securing information.
- Compare and contrast various network security assessment and hacking tools.
- Assess various network security techniques and tools and implement the appropriate

level of information security controls based on evidence, information, and research.

- Strengthen network control by managing security events and demonstrate ability to compete in the NCL Cybersecurity Competitions.

### **IS 258 – Cyber Ethics, Professionalism, and Career Development (3)**

This course exposes the student to the topics of Cyber Ethics, Professionalism, and Career Development. The course provides students seeking a career in Cyber security insight on professional behavior required in a security job and how to develop a professional career in Cyber Security.

### **IS 260 – SCADA Cyber (6)**

This course provides a foundational set of standardized skills and knowledge for industrial cybersecurity professionals. The course is designed to ensure that they workplace involved in supporting and defending industrial control systems is trained to keep the operational environment safe, secure, and resilient against current and emerging cyber threats.

#### **Student Learning Outcomes**

- Better understand various industrial control systems and their purpose, application, function, and dependencies on network IP and industrial communication.
- Work with control network infrastructure design (network architecture concepts, including topology, protocols, and components) and their relation to IEC 62443 and the Purdue Model.
- Run Windows command line tools to analyze the system looking or high-risk items.
- Run Linux command line tools (ps, IS, netstat, ect) and basic scripting to automate the running of programs to perform continuous monitoring of various tools.
- Work with operating systems (system administration concepts for Unix/Linux and/or Windows operating systems).
- Better understand the systems' security lifecycle.
- Better understand information assurance principles and tenets (confidentiality, integrity, availability, authentication, non-repudiation).
- Use your skills in computer network defense (detecting host and network-based intrusions via intrusion detection technologies).
- Implement incident response and handling methodologies.

- Map different ICS technologies, attacks, and defenses to various cybersecurity standards including NIST Cyber Security Framework, ISA/IEC 62443, ISO/IEC 27001, NIST SP 800-53, Center for Internet Security Critical Security Controls, and COBIT.

### **IS 268 – Workshop in Computer Information Systems (1-9)**

As announced. (This course may be repeated for credit).

### **IS 270 – Data and Information Management (3)**

The course will also include coverage of basic database administration tasks and key concepts of data quality and data security. In addition to developing database applications, the course helps the students understand how large-scale packaged systems are highly dependent on the use of DBMSs. Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella.

- Understand and use at least one conceptual data modeling technique (such as entity-relationship modeling) to compute the information requirements for an enterprise domain.
- Understand the basic mechanisms for accessing relational databases from various types of application development environments and ability to design high-quality relational databases.
- Understand the purpose and principles of normalizing a relational database structure.
- Implement a relational database design using an industrial strength database management system, including the principles of data type selection and indexing.

### **IS 272 – Introduction to Human-Computer Interaction (3)**

This course provides an introduction to the field of human-computer interaction (HCI), an interdisciplinary field that integrates cognitive psychology, design, computer science and others. Examining the human factors associated with information systems provides the students with knowledge to understand what influences usability and acceptance of IS. This course will examine human performance, components of technology, methods and techniques used in design and evaluation of IS. Societal impacts of HCI such as accessibility will be discussed.

### IS 274 – Introduction to Threat Intelligence and Threat Hunting

This course focuses on the fundamentals and the application of threat intelligence to cybersecurity. This is the first course in a sequence of four courses towards a Threat Intelligence pathway that is mapped to the Threat Analyst work role. The course lectures are supplemented with hands-on exercises to reinforce the learning process. The outline is built upon the National Institute of Standards and Technology (NIST) guidelines documented in the following Special Publications (SP): 800-181 rev 1 (NICE Cybersecurity Workforce Framework).

#### Student Learning Outcomes

- Provides subject matter expertise to the development of cyber operations specific indicators (T0585)
- Assist in the identification of intelligence collection shortfalls (T0589)
- Monitor and report on validated threat activities (T0749)
- Report intelligence-derived significant network events and intrusions (T0805)
- Coordinate with enterprise-wide cyber defense staff to validate network alerts (T0043)

### IS 276 – Advanced Threat Intelligence and Threat Hunting

This course focuses on advanced concepts and applications of cyber threat intelligence. This is the third course in a sequence of four courses towards a Threat Intelligence pathway that is mapped to the Threat Analyst work role. The course lectures are supplemented with hands-on exercises to reinforce the learning process. The outline is built upon the National Institute of Standards and Technology (NIST) guidelines documented in the following Special Publications (SP): 800-181 rev 1 (NICE Cybersecurity Workforce Framework.)

#### Student Learning Outcomes

- Provide subject matter expertise to the development of cyber operations specific indicators (T0585)
- Assist in the identification of intelligence collection shortfalls (T0589)
- Identify threat tactics, and methodologies (T0708)
- Monitor and report on validated threat activities (T0749)
- Report intelligence-derived significant network events and intrusions (T0805)
- Coordinate with enterprise-wide cyber defense staff to validate network alerts (T0043)

- Perform event correlation using information gathered from a variety of sources within the enterprise to gain situational awareness and determine the effectiveness of an observed attack (T0166)
- Determine tactics, techniques, and procedures (TTPs) for intrusion sets (T0290)

### IS 281 – Spreadsheets and Data Analysis (3)

Evaluation of and advanced applications of electronic spreadsheets. Basic concepts of business statistics, data analysis, and management science integrated in a contemporary spreadsheet environment. The course emphasizes practical applications and business decision making.

**Prerequisite:** MATH 1350.

#### Student Learning Outcomes

- Understanding of why use Spreadsheets for Data Analysis and application of Advanced Tools for Understanding Data.
- Understand a comparison of Spreadsheets to Statistical Analysis Software.
- Understand and apply the many paths to Data Acquisition, the levels of measurement, data coding, basic data entry, creating data entry forms, downloading data, and Web-Based Data Retrieval).
- Understand how to select various data samples, data cleaning, data error methods, frequency distributions and histograms methods.
- Understand and apply descriptive statistics, statistical inference and hypothesis testing and Bivariate Statistics.

### IS 283 – IT Audit and Controls (3)

This course introduces the fundamental concepts of the information technology audit and control function. The main focus of this course is on understanding information controls, type types of controls and their impact on the organization, and how to manage and audit them.

#### Student Learning Outcomes

- Develop a thorough understanding of the attest function.
- Understand Generally Accepted Auditing Standards and the professional and ethical responsibilities of the independent public accountant.
- Understand risk assessment and its importance in the audit function.
- Demonstrate the ability to plan and document the planning of the audit including the initial risk assessment, calculation

of materiality and preparation of audit programs.

- Understand the concepts, processes and assessment of internal control.
- Demonstrate knowledge of the substantiation of balances and collection of audit evidence and preparation of audit work papers.
- Understand and demonstrate the ability to report the results of the audit.
- Have knowledge of other attestation and assurance services performed by CPAs as well as other types of services, which independent auditors may or may not perform.
- Demonstrate the ability to research auditing and accounting issues and respond to current developments and changes in the accounting and auditing profession due to legislation, new pronouncements by regulatory and standard-setting bodies and forces of current events in the business world.
- Develop an understanding of the ethical decisions than an auditor must make I the conduct of the audit from the client acceptance phase throughout the audit to the reporting process.

### **IS 284 – Innovation and New Technologies (3)**

New IS technologies are being used to change how organizations operate, produce products and services, and communicate both internally as well as with external new and innovative technologies and examine how these powerful systems have fundamentally reshaped modern organizations along with our society.

#### **Student Learning Outcomes**

- Understand the issues around defining 'technology', innovation' and 'innovation management'.
- Recognize the diversity of types of innovation, innovator and innovation settings.
- Understand the nature and extent of technological change and innovation.
- Critically assess and explain key current issues in our understanding of innovation as a field of study.

### **IS 287 – Application Development (3)**

The purpose of this course is to introduce the students to the fundamental concepts and models of application development so that they can understand they key processes related to building functioning applications and appreciate the complexity of application development. Students will learn the basic concepts of program design, data structures, programming, problem

solving, programming logic, and fundamental design techniques incorporate the program development life cycle: gathering requirements, designing a solution, implementing a solution in a programming language, and testing the completed application.

### **IS 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignment.

#### **Student Learning Outcomes**

- Understand the types of business needs that can be addressed using information technology-based solutions.
- Initiate, specify, and prioritize information systems projects using formal project management methods like SDLC and to determine various aspects of feasibility of these projects.
- Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted, while incorporating principles leading to high levels of security and user experience from the beginning of the systems development process.
- Withing the context of the methodologies learned, write clear and concise business requirements documents and convert them into technical specifications.
- Articulate various systems acquisition alternatives, including the use of packaged systems (such as ERP, CRM, SCM, etc.) and outsourced designed and development resources.

### **IS 293 – IT-Topics in Computer Information Systems (1-9)**

As announced. (This course may be repeated for credit with consent of instructor and administrative approval).

### **IS 297 – Cyber Security Technician Apprenticeship (18)**

*(Description to come)*

### **IS 298 – Programmatic Capstone/Cybersecurity Challenge Elective Course (3)**

This course offers engaging, entertaining, measurable, and scalable methods of learning to enlist a new generation of cybersecurity professionals. These games will be created



and optimized for individuals and teams and are designed to provide hands-on experiences and challenges to help students to develop and improve cybersecurity skills and problem-solving abilities. All games will be conducted remotely, in virtual cyber Stadiums, equally accessible to all.

**Prerequisite:** *Faculty Approval.*

#### **Student Learning Outcomes**

- Providing an inclusive individual and team competitive sport experience enriching the classroom learning experience.
- Creating a fun, experiential learning opportunity where students demonstrate skills/knowledge sets.
- Promoting proficiency for specific cybersecurity skills.
- Preparing students in team environments to solve cybersecurity tasks.
- Develop skills tied to curriculum, industry needs, and professional.
- Certifications, I.E. CampTIA A+, Network+, Security+.
- Knowledge, Skills, Abilities to perform NICE Work Roles.
- Successful completion of NICE Challenge Labs competency assessment.

#### **IS 299 – Programmatic Capstone (1)**

In this course, students will demonstrate proficiency and attainment of the programmatic outcomes for their chosen field of study. This course must be successfully completed the final semester prior to graduation.

**Prerequisite:** *Consent of instructor.*

#### **Student Learning Outcomes**

- Use and understand the IS concepts studied in the program courses.
- Understand and application of advanced degree and or employer requirements and opportunities in Information Systems.
- Demonstrate knowledge of systems and business professional report and white paper development used by Information System professionals.

### **MATHEMATICS (MATH)**

#### **MATH 094 – Pre-Algebra (4)**

Review of fractions, decimals, and percents. Operations in algebra, real number operations, first-degree equations and inequalities, exponents. Credit not applicable to associate or baccalaureate degrees.

**Co-requisite:** *MATH 094L.*

#### **MATH 094L – Pre-Algebra Lab (1)**

Tutorial session designed to reinforce the mathematics skills developed in MATH 094. Credit not applicable toward degree requirements.

**Co-requisite:** *MATH 094.*

#### **MATH 097 – Basic Math (3)**

This course is intended as a mathematics refresher for students prior to taking MATH 104 or MATH 113. Students will review properties of whole numbers, fractions, decimals and percentages, and their relationships to one another. An examination of data, graphs and other rudimentary statistics is included. Geometric relationships such as volume and surface are covered. Credit not applicable toward degree requirements. Grade of “C” or higher required.

#### **MATH 097L – Basic Math Lab (1)**

Tutorial session designed to reinforce the algebra skills developed in MATH 094. Credit not applicable toward degree retirement.

**Co-requisite:** *MATH 097.*

#### **MATH 1130 – Survey of Mathematics (4)**

This course will develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning. Topics include financial mathematics used in everyday life situations, statistics, and optional topics from a wide array of authentic contexts.

#### **Student Learning Outcomes**

- Construct and analyze graphs and/or data sets.
- Gather and organize information.
- Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
- Interpret results through graphs, lists, tables, sequences, etc.
- Draw conclusions from data or various graphical representations.
- Use and solve various kinds of equations.
- Understand the purpose of and use appropriate formulas within a mathematical application.
- Solve equations within a mathematical application.
- Check answers to problems and determine the reasonableness of results.
- Understand and write mathematical explanations using appropriate definitions and symbols.

- Translate mathematical information into symbolic form.
- Define mathematical concepts in the student's own words.
- Use basic mathematical skills to solve problems.
- Demonstrate problem solving skills within the context of mathematical applications.
- Show an understanding of a mathematical application both orally and in writing.
- Choose an effective strategy to solve a problem.
- Gather and organize relevant information for a given application.

### **MATH 1170 – Tech Math (3)**

This course is designed for students in technical trade, Allied Health, and Tech Prep programs. There is an expectation for minimal background in mathematics (meet high school graduation requirements). For some of you, several topics may be “easy,” for others these same topics may present challenge, especially if it has been some time since you have done mathematical calculations and solved problems algebraically. We will begin with basic arithmetic operations on real numbers (whole numbers, fractions, decimals). We will delve into measurement in both the American Standard and International (metric) systems. We will do some algebra and work with geometric formulas. There are also sections on trigonometry and statistics. All of this will give you an overview of the types of mathematics you will likely use in technical and health fields.

#### **Student Learning Outcomes**

- Upon completion of this course, students will demonstrate competence (70% or better) in the following areas:
- Course Goal #1: Communication
- Students will use correct mathematical notation and terminology.
- Students will correctly interpret graphical representations of information.
- Students will explain (orally and/or in writing) the steps needed to solve a problem.
- Students will analyze solutions to equations and formulas, and give them contextual meaning.
- Course Goal #2: Real Number Arithmetic
- Students will correctly add, subtract, multiply, and divide common fractions.
- Students will correctly add, subtract, multiply, and divide decimal fractions.
- Students will correctly add, subtract, multiply, and divide integers.

- Students will correctly evaluate exponents and radicals.
- Students will correctly perform calculations and solve problems in which some values are percents.
- Students will correctly convert between common fraction, decimal fraction, and percent notation.
- Students will correctly use the Order of Operations.
- Students will correctly solve proportional equations.
- Course Goal #3: Measurement
- Students will correctly use tools to find accurate measurements in both the American Customary and Metric measurement systems.
- Students will correctly convert between units within and between both the American Customary and Metric measurement systems.
- Students will correctly interpret significant digits from recorded measurements.
- Course Goal #4: Basic Algebra
- Students will correctly solve for a variable in linear and quadratic equations.
- Students will correctly solve for the indicated variable in a formula.
- Students will correctly add, subtract, multiply, and simplify algebraic expressions.
- Students will correctly convert contextual statements (word problems) into algebraic expressions and equations.
- Students will correctly complete calculations with scientific notation.
- Course Goal #5: Plane Geometry and Solid Figures (2-D and 3-D)
- Students will correctly compute perimeter, circumference, area, volume, and surface area of 2-D and 3-D geometric figures.
- Students will correctly measure various attributes of 2-D and 3-D geometric figures.
- Students will correctly solve contextual problems involving 2-D and 3-D geometric figures.
- Course Goal #6: Triangle Trigonometry
- Students will correctly use the Pythagorean Theorem to solve problems as applied to right triangles.
- Students will correctly use basic trigonometric ratios to solve problems as applied to right triangles.



- Students will correctly use the Law of Sines and/or the Law of Cosines to solve problems as applied to oblique triangles.
- Course Goal #7: Statistics
- Students will correctly read and construct graphs from data.
- Students will correctly calculate measures of central tendency.

#### **MATH 1215 – Intermediate Algebra (4)**

A study of linear and quadratic functions, and an introduction to polynomial, absolute value, rational, radical, exponential, and logarithmic functions. A development of strategies for solving single-variable equations and contextual problems.

##### **Student Learning Outcomes**

- Students will build their knowledge of linear and quadratic functions and will begin to build an understanding of absolute value, polynomial, rational, power, radical, exponential and logarithmic functions in the following contexts:
- Demonstrate appropriate use of basic function language and notation.
- Convert between equivalent forms of algebraic expressions.
- Solve single-variable equations of the types listed above.
- Interpret and communicate algebraic solutions graphically and numerically.
- Demonstrate contextual problem-solving skills that include setting up and solving problems, and interpreting solutions in context.
- Apply appropriate problem solving methods from among algebraic, graphical, and numerical.

#### **MATH 1216 – Preparatory Algebra (4)**

Graphing, equations, inequalities, functions, and factoring. Focused preparation for MATH 1220 College Algebra.

##### **Student Learning Outcomes**

- The student will use technology to perform operations and analyze data.
- Use a calculator to work with fractions and decimals.
- Use a calculator to simplify exponents and roots.
- Use a calculator to perform operations with scientific notation.
- Interpret scientific notation on calculator display.

- The student will be able to understand different number systems.
- Round to a variety of decimal places.
- Distinguish between precise vs. rounded and the practicality of each.
- Categorize numbers in the Real Number System and locate them on a number line.
- Graph a given inequality on a number line and describe the solution with interval notation.
- Compare complex and pure imaginary numbers.
- Find a common denominator using numerical terms.
- Find a common denominator using variable terms.
- The student will be able to apply the laws of exponents and perform operations using polynomials.
- Identify and use properties of Real Numbers.
- Simplify expressions using the properties of exponents.
- Convert between Standard Form and Scientific Notation.
- Simplify expressions using Order of Operations.
- Simplify polynomials.
- Combine like terms.
- Add, subtract, and multiply polynomials.
- Multiply polynomials using the distributive property.
- Factor polynomials by using greatest common factor.
- Factor polynomials by using grouping.
- Factor polynomials by sum/product method (AC Method).
- Factor special polynomials: difference of squares and perfect square trinomials.
- The student will be able to solve linear and quadratic equations.
- Solve linear equations, including ones with fractions.
- Solve formulas for a specific variable.
- Use reasoning/analysis to determine what happens to independent/dependent variables when you solve for different variables.
- Solve application problems involving formulas and inverse relationships.
- Solve quadratic equations by factoring completely and then using the zero factor property.

- Solve application problems that involve factoring.
- Solve quadratic equations by using the quadratic formula.
- Solve quadratic equations by using the square root property.
- The student will be able to solve systems of linear equations.
- Solve systems of two linear equations in two variables by conducting a graphical investigation and an algebraic investigation using the addition or substitution method.
- Discuss whether a given ordered pair is a solution to a given system or not.
- Solve application problems using a system of linear equations.
- The student will be able to simplify expressions containing rational expressions.
- Simplify complex fractions with numerical terms in the denominator.
- Simplify complex fractions with variable terms in the denominator.
- The student will be able to simplify expressions containing radicals.
- Simplify radical expressions.
- Evaluate radical expressions.
- The student will be able to understand the basic language and notation of a function.
- Evaluate linear and quadratic functions.
- Use x|y tables to generate ordered pair solutions for linear and quadratic functions.
- Explore intercepts, vertex point, line of symmetry, maximum and minimum values, increasing/decreasing intervals, and domain/range of functions.
- Discover that the left/right location of the vertex is halfway between the origin and the other x-intercept for quadratic functions of the form  $fx=ax^2+bx=c$ .
- Conclude that the relationship between the vertex point and x-intercepts is generalized for quadratic functions of the form  $fx=ax^2+bx=c$ .
- Plot points to graph linear and quadratic functions and use appropriate scaling.
- Determine if given ordered pair lies on a given graph of a function.
- Convert between function notation and standard form.
- Use the vertical line test to determine if an equation is a function or not. Use the x|y table to determine if an equation is a function or not.

- Determine domain and range of given function.
- Identify independent/dependent variable in application problems.
- Interpret what happens to independent/dependent variables when you find the inverse of a function.
- Calculate and compare (increasing/decreasing: positive negative, zero, undefined) slopes of linear functions and relations.
- Explore and analyze what slope is.
- Graph linear functions using slope and y-intercept.
- Graph vertical and horizontal lines.
- Write the equation of a line given a slope and the y-intercept.
- Determine if linear functions are parallel or perpendicular to each other.
- Determine x- and y-intercept(s) of functions.
- Determine vertex point, maximum and minimum values, and line of symmetry for quadratic functions.
- Solve application problems modeled by functions.
- Interpret what the domain/range and intercepts mean in context.

#### **MATH 1218 – Foundations of Statistics (4)**

Gives the student a deeper understanding of mathematics through classroom and group interaction. Students will read and understand the relevant scenarios from non-technical fields and be able to justify their findings and conclusions in multiple ways. An understanding of mathematical notation and equation solving will be emphasized. Students will use technology throughout the course to research, collect and analyze data as well as to make predictions and present findings.

##### **Student Learning Outcomes**

- The student will use language of statistics and apply the key elements to any statistical problem.
- The student will utilize different methods for describing sets of data.
- The student will develop an understanding of statistical probability as a measure of uncertainty.
- The student will develop the notion of a random variable.

#### **MATH 1220 – College Algebra (4)**

The study of equations, functions and graphs, reviewing linear and quadratic functions, and

concentrating on polynomial, rational, exponential and logarithmic functions. Emphasizes algebraic problem-solving skills and graphical representation of functions. Prerequisite: MATH 1216 with a grade of "C" or higher.

**Prerequisite:** *completed within the last two years of satisfactory score on the math placement test taken in the last year.*

#### **Student Learning Outcomes**

- Use function notation; perform function arithmetic, including composition; find inverse functions.
- Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations, and explain the connections between these representations.
- Graph and interpret key features of functions, e.g., intercepts, leading term, and behavior, asymptotes.
- Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.
- Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.
- Communicate mathematical information using proper notation and verbal explanations.

### **MATH 1230 – Trigonometry (3)**

A study of plane trigonometry including the definitions of the fundamental trig functions using right angle triangle and unit circle approaches. Trig functions of any real number will be evaluated and the functions graphed along with their transformations. Trigonometric identities will be developed and demonstrated including multiple angle identities and identities developed from them. Inverse Trigonometric functions will be developed and used to solve trigonometric equations. Trigonometric applications will be solved using right angle trigonometry and the laws of sines and cosines. Trigonometric methods will be applied to complex numbers and the use of 2D vectors dot products.

**Prerequisite:** *Satisfactory ACT/SAT score or MATH 1220.*

#### **Student Learning Outcomes**

- Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of  $x$ ,  $y$ , and  $r$ ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly

used ( $0^\circ$ ,  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$ ) angles and using a calculator.

- Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.
- Students will be able to solve non-right triangles using the law of sines and the law of cosines.
- Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas.
- Students will be able to graph the six trigonometric functions, their transformations and their inverses.
- Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.
- Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.
- Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.
- Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula.

### **MATH 1350 – Introduction to Statistics (4)**

This course discusses the fundamentals of descriptive and inferential statistics. Students will gain introductions to topics such as descriptive statistics, probability and basic probability models used in statistics, sampling and statistical inference, and techniques for the visual presentation of numerical data. These concepts will be illustrated by examples from a variety of fields.

#### **Student Learning Outcomes**

- Explain the general concepts of statistics.
- Explain and evaluate statistics used in the real world (from a news article, research project, etc).
- Use statistical vocabulary appropriately.
- Distinguish between descriptive and inferential statistics.
- Distinguish between qualitative and quantitative data.

- Distinguish between populations and samples, and parameters and statistics.
- Give examples of independent and dependent variables.
- Presentation and description of data.
- Present data graphically using histograms, frequency, curves and other statistical graphs.
- Interpret graphs of data, including histograms and shapes of distributions.
- Summarize data using measures of central tendency and variation.
- Calculate and interpret the mean, median, and mode to describe data.
- Calculate and interpret range, variance, and standard deviation to describe data.
- Present the concepts of probability.
- Interpret basic probability.
- Calculate probabilities using compound probability rules and the binomial distribution.
- Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
- Determine if the binomial distribution can be approximated with the normal distribution.
- Describe the relationship between the sampling distribution and the population distribution.
- Use the central limit theorem to approximate the probability distribution and calculate probabilities.
- Compute point and interval estimates.
- Determine the confidence interval for a parameter.
- Interpret the confidence level and margin of error.
- Determine whether a statistical technique is appropriate under stated conditions.
- Perform hypothesis tests.
- Determine whether a statistical test is appropriate under stated conditions.
- Identify null and alternative hypothesis.
- Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant.
- State the conclusion of a hypothesis test.
- Interpret a p-value as compared to a significance level.
- Explain why a test can lead us to reject a null hypothesis, not accept one.

- Distinguish between Type I and Type II errors.
- Analyze data using regression and correlation.
- Explain the difference between correlation and causation.
- Construct and interpret scatter plots.
- Calculate and interpret the linear correlation coefficient.
- Determine and use the equation of a least-squares regression line between two variables to make predictions.
- Interpret the meaning of the coefficient of determination.
- Optional topics.
- Inter-quartile range, box-plots, stem-and-leaf plots.
- Combinations and permutations.
- The Poisson distribution.
- Statistical power.
- Chi-square.
- Analysis of variance.

### **MATH 1430 – Applications of Calculus I (3)**

An algebraic and graphical study of derivatives and integrals, with an emphasis on applications to business, social science, economics and the sciences.

**Prerequisite:** *MATH 1220.*

#### **Student Learning Outcomes**

- Find limits algebraically and graphically, and use limits to analyze continuity.
- Find the derivative of a function by applying appropriate techniques (limit of the difference quotient, general derivative rules, product rule, quotient rule, chain rule, and higher order derivatives).
- Perform implicit differentiation. Use implicit differentiation to solve related rate application problems.
- Use the derivative to describe the rate of change and slope of a curve in general and at particular points.
- Compare and contrast average rate of change to instantaneous rate of change.
- Find the maxima, minima, points of inflections, and determine concavity of a function by applying the first and second derivatives. Use these results to sketch graphs of functions and to solve optimization problems in context.
- Find the antiderivative and indefinite integral functions to include integration



by substitution. Apply the Fundamental Theorem of Calculus in computing definite integrals of functions.

- Approximate the area under the curve using Riemann sums.
- Use the integral to determine the area under a curve and to find the accumulated value of a function in context.
- Solve contextual problems by identifying the appropriate type of function given the context, creating a formula based on the information given, applying knowledge of algebra and calculus, and interpreting the results in context.
- Communicate mathematical information using proper notation and verbal explanations.

#### **MATH 1510 – Calculus I (4)**

Introduces the intuitive, numerical and theoretical concepts of limits, continuity, differentiation and integration. Includes the study of extrema, curve sketching, and applications involving algebraic, exponential, logarithmic and trigonometric functions. Designed for mathematics, science and engineering majors.

**Prerequisites:** *MATH 1220 and 1230 both with a grade of “C” or better or satisfactory ACT/ SAT scores.*

##### **Student Learning Outcomes**

- Limits
- Use limit notation.
- Compute limits or determine when a limit does not exist.
- Use limits to decide if a function is continuous.
- Use limits to decide if a function is differentiable.
- Use limits to determine asymptotes
- Derivatives
- Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
- Determine the derivatives of algebraic and transcendental functions of using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
- Describe the meaning of the derivative as rate of change in a variety of contexts.
- Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting

these to features found algebraically, such as intercepts and asymptotes.

- Compute local linear approximation.
- Integrals
- Compute definite integrals using the limit definition and sigma notation.
- Approximate definite integrals using finite sums.
- Compute indefinite integrals by identifying them with antiderivatives.
- Compute definite and indefinite integrals using substitution.
- Describe the meaning of the integral in a variety of contexts.
- Applications of calculus
- Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration.
- Compute area bounded by functions and vertical lines.
- Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

#### **MATH 1520 – Calculus II (4)**

Continues course of study begun in Calculus I. Covers integration techniques, numerical integration, improper integrals, some differential equations, sequences, series and applications.

**Prerequisite:** *MATH 1510.*

##### **Student Learning Outcomes**

- Integration
- Determine the indefinite integrals and compute definite integrals of algebraic and transcendental functions using various techniques of integration including integration by parts, trigonometric substitution, and partial fraction decomposition.
- Compute improper integrals using the appropriate limit definitions.
- Solve problems involving separable differential equations.
- Sequences and Series
- Compute the limit of sequences.
- Compute the sum of a basic series using its  $n$ th partial sum.
- Compute the sum of geometric and telescoping series.
- Determine if a series converges using the appropriate test, such as the  $n$ th term, integral,  $p$ -series, comparison, limit



comparison, ratio, root, and alternating series tests.

- Determine if a series converges absolutely, converges conditionally or diverges.
- Properties of power series
- Compute the radius and interval of convergence of a power series.
- Compute the Taylor polynomials of functions.
- Compute basic Taylor series using the definition.
- Compute Taylor series using function arithmetic, composition, differentiation, and integration.
- Compute limits with Taylor series.
- Approximate definite integrals with Taylor series and estimate the error of approximation.
- Determine the sum of a convergent series using Taylor series.
- Applications of integration
- Compute volumes and areas of surfaces of solids of revolution.
- Compute length of curves.
- Apply integration using alternative coordinate forms and using a parameter.

#### **MATH 2530 – Calculus III (4)**

Continuation of Calculus II including multivariate and vector calculus, level curves and surfaces, partial derivatives, gradient, directional derivatives, tangent planes, optimization, multiple integrals in Cartesian, cylindrical and spherical coordinate systems.

**Prerequisite:** MATH 1520.

##### **Student Learning Outcomes**

- Vectors in 3-dimensional space
- Use vector notation correctly.
- Perform vector operations, including dot product, cross product, differentiation and integration, and demonstrate their geometric interpretations.
- Functions of multiple variables
- Identify and graph the equations of cylinders and quadratic surfaces in 3-dimensional space.
- Determine the domain of continuity of a vector valued function and of a function of multiple variables.
- Applications of differentiation
- Compute partial derivatives, generally and at a point, and sketch their graphical representation on a surface in space.
- Recognize when the chain rule is needed

when differentiating functions of multiple variables, parametric equations and vector valued functions, and be able to use the chain rule in these situations.

- Compute curvature of a parameterized vector representation of a curve in 2- and 3-dimensional space and be able to explain its meaning.
- Compute the unit tangent and unit normal vectors to a curve and be able to sketch them with the curve.
- Computationally move among position vector, velocity vector, speed, and acceleration vectors; recognize and demonstrate their use as applied to motion in space.
- Determine the equation of the tangent plane to a surface at a point.
- Use the tangent plane to a surface to approximate values on the surface and estimate error in approximation using differentials.
- Compute directional derivatives and represent them graphically relative to the inherent surface.
- Compute the gradient vector; represent it graphically relative to the inherent surface and use it to maximize or minimize rate of change of the function.
- Locate local and global maxima and minima of a function.
- Use Lagrange multipliers to maximize output with one or two constraints.
- Application of Integration
- Compute arc length and be able to explain its derivation as a limit.
- Calculate double and triple integrals independently and with their geometric representations as surfaces, areas and volumes.
- Calculate iterated integrals in polar, cylindrical and spherical coordinate systems.

#### **MATH 2610 – Elementary Mathematical Concepts I (3)**

The fundamental operations; an intuitive development of whole numbers, integers, and rational numbers; elementary number theory; introduction to problem-solving strategies; and introduction to functions and modeling.

##### **Student Learning Outcomes**

- Students will deepen their knowledge of mathematics and general pedagogy through problem solving, research and discussion.

- Students will be exposed to the concept development of students' learning of mathematical content.
- Students will participate in worthwhile mathematical tasks that engage their intellect and develop mathematical understanding and skills: problem formulation and solving, reasoning, communication and representation.
- Students will participate in mathematical discourse, analyzing multiple representations for problem solving.

### **MATH 2625 – Elementary Mathematical Concepts II (3)**

Development of rational numbers, real numbers, functions of various degrees, statistics, and probability. A continued emphasis on building problem-solving ability.

**Prerequisite:** MATH 2610.

#### **Student Learning Outcomes**

- Making it a habit of mind to use Mathematical Practices, students in Mathematics 262 will acquire the in-depth content knowledge and skills necessary to facilitate student learning in Grades 3-5. The concept domains for these grades are indicated in the CCSSM and are listed as:
- Operations and Algebraic Thinking: Represent and solve problems using the four basic operations, properties of operations, and identifying patterns.
- Number and Operations in Base Ten: Place value in developing algorithms for operations on multi-digit numbers.
- Number and Operations – Fractions: Develop understanding of proper fractions as numbers.
- Measurement and Data: Identify measurable attributes, relative size, time, money, perimeter, area.
- Geometry: Attributes defining categories, composition and decomposition of polygons – particularly as they relate to understanding fractions.

### **MATH 2993– Workshop in Mathematics (1-9)**

As announced. (May be repeated for maximum of 6 hours).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **MATH 2996 – Topics in Mathematics (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **MANAGEMENT (MGMT)**

### **MGMT 2110 – Principles of Management (3)**

An introduction to the basic theory of management including the functions of planning, organizing, staffing, leading, and controlling; while considering management's ethical and social responsibilities.

#### **Student Learning Outcomes**

- Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.
- Recognize major developments in the history of management thought.
- Describe the basic managerial processes including decision-making and other key skills necessary for managers to perform their roles.
- Identify an organization's stakeholders and the importance of social and ethical responsibility of managers.
- Explain the formulation and implementation of strategic planning, including the relationship between goals, plans, vision statements, and mission statements.
- Describe the strategies managers use to help organizations adapt to changing internal and external environments.
- Explain organizational change, forces for change, sources of resistance to change, and the techniques managers can use to implement and facilitate change.

### **MGMT 2993 – Workshop in Management (1-9)**

As announced. \*May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **MGMT 2998 – Internship**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** Consent of instructor.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **MARKETING (MKTG)**

### **MKTG 1220 – Small Business Marketing (3)**

An overview of public relations principles,

practices and purposes as applied to small business. Topics include basics of news writing, media awareness, development and maintenance of a positive public image, branding, ethical marketing, and the relationships of public relations with advertising and marketing. Methods and practices used in small business are explored.

#### **Student Learning Outcomes**

- Explain the importance of creating and sustaining a positive public awareness and image.
- Identify public relations practices as they relate to the management and marketing processes.
- Define branding and discuss its importance for small business.
- Describe the value of business event management and promotion for small business.
- Discuss how media relations, public relations, advertising and marketing efforts are interrelated and the importance of each.

#### **MKTG 2110 – Principles of Marketing (3)**

Survey of modern marketing concepts and practices focusing on the marketing mix: products, pricing, promotion, and distribution strategies. Topics include the marketing environment, consumer behavior, marketing research, target marketing, and the ethical and social responsibilities of marketers.

#### **Student Learning Outcomes**

- Describe the professional, ethical, and social responsibilities of marketers.
- Explain the role of the product in the marketing mix, including the product life cycle, the relevance of product innovation, and product classifications.
- Illustrate the role of promotion in the marketing mix, including the communication process and the promotional mix.
- Explain the role of price in the marketing mix, including pricing objectives, pricing policies, and pricing methods.
- Describe the operation of channels of distribution and supply chains, including functions of intermediaries and degrees of coverage.
- Define the concepts of target markets and market segmentation with respect to elements of the marketing mix.
- Explain the importance of market research and information systems in supporting marketing decision-making.

- Describe the dynamic environment(s) in which marketing decisions must be made.

#### **MKTG 268 – Workshop in Marketing (1-9)**

As announced. (May be repeated for credit).

#### **MKTG 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

#### **MKTG 293 – Topics in Marketing (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **MUSIC (MUSC)**

#### **MUSC 1130 – Music Appreciation: Western Music (3)**

This course explores the ideas of music in society and its cultural relevance and is designed to increase the students' appreciation of music as well as to enhance their listening skills. Students are introduced to various periods, styles, and composers of music and become acquainted with knowledge and appreciation of Western music from various cultures and times.

#### **Student Learning Outcomes**

- Develop a vocabulary of musical terms, and be able to describe music using those terms.
- Demonstrate knowledge of composers, their music and their relationship to historical periods.
- Recognize how music played and plays a political, social, and cultural function.
- Identify well-known pieces and the historical and social context in which they were composed.
- Demonstrate basic understanding of music notation and musical communication.

#### **MUSC 101 – Music Reading (3)**

For non-music majors. Notations, note, values, meters, scales, key signatures, intervals and chords. Exercises in music reading and aural perception. Recommended for elementary classroom teachers and for others wanting to develop skills in reading music. Also a basic course for music majors deficient in musical backgrounds.

#### **MUSC 119 – Fundamentals of Guitar (1)**

Basic guitar skills, including both classical and folk styles. For students with little or no previous training in guitar. (May be repeated for credit).

#### **MUSC 120 – Intermediate Guitar (1)**

A continuation of MUS 119.

### **MUSC 163 – Literature of Music (3)**

A survey of music through listening and score study emphasizing musical styles, form a works of composers.

### **MUSC 268 – Workshop in Music (1-9)**

(May be repeated for credit).

### **MUSC 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

### **MUSC 293 – Topics in Music (1-3)**

As announced. (May be repeated for credit).

## **NURSING ASSISTANT (NA)**

### **NA 111 – Nursing Assistant (2)**

Includes fundamental of patient care, technical procedures and ethics. Prepares the student to perform in the hospital, nursing home or home care setting. Grading is on a pass/fail basis.

**Concurrent enrollment in NA111L.**

#### **Student Learning Outcomes**

- Have the necessary knowledge of body systems functions including normal ranges for vital signs so that they are able to, assess and report patient's/resident's status to nursing staff.
- Complete state and healthcare facilities background screening requirements for employment eligibility.

### **NA 111L – Nursing Assistant Lab (2)**

Practice, especially in the hospital or nursing home setting, utilizing techniques learned in NA 111. Grading is a pass/fail basis.

**Concurrent enrollment in NA 111.**

#### **Student Learning Outcomes**

- Care for people who are ill or have impaired self-care capabilities.
- Provide basic patient care such as feeding, bathing, range of motion exercises, transfer patients, change linens, mouth and dental care and repositioning.
- Provide all indirect care as required by state guidelines including patient safety, patient rights and preferences, infection control and patient/resident comfort.

### **NA 114 – Phlebotomy (6)**

This 10-week phlebotomist' training program includes 40 hours of classroom or online learning and 100 hours in clinical labs. Both theory and

clinical practice include anatomy and physiology of the circulatory system, specimen collection, processing, and handling, as well as current laboratory operations. Students will practice venipunctures on each other and are required to have all vaccinations up to date.

#### **Student Learning Outcomes**

- Demonstrate knowledge of terminology, precautions, procedures, practices, and programs for healthcare settings, especially related to phlebotomy agencies.
- Demonstrate competence in NAACLS (National Accreditation Agency for Clinical Laboratory Sciences) Entry Level expectations.
- Demonstrate basic knowledge of the terminology, structures, functions, organization, and processes of the human body's systems.
- Demonstrate professional abilities and knowledge such as patient-centered verbal and nonverbal communication, personnel levels, quality assurance, and legal aspects of the phlebotomy setting.
- Identify general laboratory safety rules and elements of the OSHA Bloodborne Pathogens Standards.
- Demonstrate safe operation of needles, syringes, tubes, and blood collection equipment, additives, and order of draw.

### **NA 268 – Workshop in Nursing Assistant (1-9)**

As announced. (May be repeated for credit).

### **NA 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

### **NA 293 – Topics in Nursing Assistant (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **NURSING (NURS)**

### **NURS 1114 – Human Nutrition (3)**

This course provides an overview of nutrients, including requirements, digestion, absorption, transport, function in the body and food sources. Dietary guidelines intended to promote long-term health are stressed.

#### **Student Learning Outcomes**

- Evaluate sources of nutrition information for reliability.



- Identify elements of a nutritious diet.
- Describe the digestion, transport, and absorption of nutrients.
- Describe the importance of nutrition in weight control and health.
- Identify nutritional needs as they relate to the life cycle and performance.
- Describe behavior modification techniques that promote good health.
- Evaluate popular nutrition trends for scientific accuracy and effectiveness.
- Develop skills in the planning and assessing of healthy meal plans.
- Describe the role of food choices in the development of chronic disease.
- Describe the role of food in the promotion of a healthful lifestyle.

## OCCUPATIONAL SAFETY AND HEALTH TECHNOLOGY (OSH)

### OSH 1111 – Workplace Safety (1)

This course focuses on workplace safety, health, and inspection. Throughout this course you will learn what workplace safety is, why it is important and how it affects a business.

### OSH 1112 – Forklift Operation and Safety I (1)

This course is designed to cover the current safety training requirements. The training is intended to cover forklift safety rules and regulations for all types and classifications of Powered Industrial Trucks. The purpose of this class is to help you become a qualified Powered Industrial Truck (Forklift) operator who has the knowledge and skills to operate a Powered Industrial Truck in a safe and professional manner.

### OSH 101 – Total Quality Management for Safety (3)

The study of integrating work processes using team participation through employee empowerment and teamwork emphasizing the philosophy of customer service and satisfaction.

### OSH 105 – Regulations in Construction (3)

A study of Occupational Safety and Health Administration (OSH 1926) regulations pertinent to the construction industry. Designed for industrial, manufacturing and technical workers where state/federal regulations require industrial safety training.

### OSH 107 – Electrical Safety Training (1)

This course covers hazards associated with electrical installations and equipment. Course topics include single and three-phase systems, cord-and plug-connected and fixed equipment,

grounding, ground fault circuit interrupters, and safety-related work practices. Students will participate in workshops on the safe and correct use of electrical testing equipment.

### OSH 109 – Physical Hazard Control (3)

A study of the common physical hazards in industry and methods of workplace design and redesign to control hazards. Emphasis on the regulation codes and standards associated with the control of physical hazards.

### OSH 110 – Confined Space/Lock Out (1)

The overall objective of this course is to protect those entering or working around a confined space. In this course, you will learn the physical, chemical, and biological principles related to safe working with confined spaces.

### OSH 113 – Accident Prevention/Investigation (3)

Principles and practices providing a basis for understanding the nature of occupational hazard recognition, accident prevention, loss reduction, inspection techniques, and accident investigation analysis.

### OSH 121 – Fire Protection Systems (3)

Study of fire protection systems and their applications with emphasis on the National Fire Protection Association prevention codes and standards.

### OSH 200 – Occupational Safety Occupational Safety and Health for Emergency Services (3)

This course provides the student with an introduction into the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk and hazard evaluation and control procedures for emergency service organizations.

### OSH 201 – Regulations –General Industry (3)

A study of Occupational Safety and Health Administration regulations pertinent to general industry (OSHA 1910). Designed for industrial, manufacturing and technical workers where state/federal regulations require industrial safety training.

### OSH 205 – Ergonomics/Human Factors in Safety (3)

A study of the relationship of human behavior and ergonomics as applied to workplace safety.

### OSH 209 – Safety Program Management (3)

Examine the major safety management issues that affect the workplace including safety awareness, loss control, regulatory issues, and human behavior modification.



### **OSH 230 – Safety Management (3)**

Leadership and its relationship to management. Prepares the student with safety leadership communication skills needed to motivate and identify safety leadership styles.

## **PHYSICAL EDUCATION (PHED)**

### **PHED 1110 – Dance: Aerobic Dance (1)**

This course introduces the basic principles of aerobics fitness dance, stressing the five components of physical fitness. Students experience a variety of training techniques specifically designed for the beginning exerciser. The emphasis is on injury prevention, health benefits, and weight control.

### **PHED 1230 – Individual Sport: Racquetball (1)**

Students will practice various skills and concepts of racquetball in activities and games. The course promotes wellness and exercise activity through proper racquetball techniques and increases the performance of the cardiovascular, respiratory, and muscular systems.

### **PHED 1230 – Individual Sport: Golf (1)**

Introduces students to the basic skills, fundamentals, and techniques of golf, including strategies of play, knowledge of rules, and understanding of etiquette.

### **PHED 1280 – Volleyball (1)**

Introduction to the sport of volleyball will include rules, concepts, and fundamentals incorporated into game play.

### **PHED 1320 – Aqua Fit: Water Aerobics (1)**

Introduces the student to water aerobics and is designed as a comprehensive water exercise regimen. Students practice various aquatic exercises and techniques in a safety environment to develop strength, endurance, and flexibility.

### **PHED 1430 – Pilates: Gentle Pilates (1)**

Designed to introduce students to movements and breathing patterns based on techniques developed by Joseph Pilates. Students will learn how to develop core strength, stability, muscle tone, proper body alignment, flexibility, balance, and coordination and how to facilitate relaxation. Emphasis is placed on proper breathing patterns as well as the flow of the movements.

### **PHED 1510 – Training: Weight Training (1)**

Designed for students who desire to increase cardiovascular fitness, flexibility, and muscular endurance in an aerobic format utilizing kicking, jumping, and boxing movements. Emphasis will be on safe exercise progression and technique in a format utilizing aerobic kickboxing.

### **PHED 1620 – Fitness: Group Strength I (1)**

Group Strength will give you a new way to make the most of your valuable time similar to personal training in a group setting. Increase your strength, flexibility, balance, power, and endurance using free weights, stability balls, steps, plyometric, boot camp techniques with fun and motivating music. This class will be challenging for both athletes and beginners alike.

### **PHED 1620 – Fitness: Indoor Fitness Cycling (1)**

Designed for individuals of various fitness levels who would like an aerobic conditioning class on stationary bicycles. Focus will be placed on enhancing one's cardiorespiratory fitness as well as muscular endurance, using music and visualization.

### **PHED 1830 – Running: Walking & Jogging (1)**

Teaches techniques of walking and jogging through specific exercises and techniques. Students will be introduced to the benefits of walking and jogging.

### **PHED 1910 – Outdoor Experience: Hiking (1)**

#### **HPE 108 – Dance Aerobics – Wild (1)**

#### **HPE 110 – Latin Dance Aerobics – Mild (1)**

#### **HPE 112 – Latin Dance Aerobic – Wild (1)**

#### **HPE 115 – Personal Defense (1)**

#### **HPE 123 – Stretch and Tone (1)**

#### **HPE 125 – Social Dance (1)**

#### **HPE 127 – Aquatic Exercise (1)**

#### **HPE 128 – Lifelong Wellness (1-2)**

#### **HPE 134 – Intermediate Hiking (1)**

#### **HPE 135 – Group Resistance Training (1)**

#### **HPE 146 – Swim for Fitness (1)**

#### **HPE 155 – Basic Horsemanship (1)**

#### **HPE 221 – Weight Training (1)**

#### **HPE 222 – Intro to Skiing (1)**

#### **HPE 223 – Intro to Snowboarding (1)**

#### **HPE 232 – Golf II (1)**

## **PHILOSOPHY (PHIL)**

### **PHIL 1115 – Introduction to Philosophy (3)**

In this course, students will be introduced to some of the key questions of philosophy through the study of classical and contemporary thinkers. Some of the questions students might consider are: Do we have free will? What is knowledge? What is the mind? What are our moral obligations to others? Students will engage with and learn to critically assess various philosophical approaches to such questions.

### **Student Learning Outcomes**

- Comprehend components of arguments.
- Acquire a general understanding of the essential logical concepts needed for argument analysis, such as validity, soundness, deduction, and induction.
- Critically assess arguments with an aim toward identifying what constitutes effective and reasonable argument strategies.
- Learn to identify common logical fallacies.
- Apply knowledge of argumentation principles to philosophical and scholarly texts.

### **PHIL 1120 – Logic, Reasoning, & Critical Thinking (3)**

The purpose of this course is to teach students how to analyze, critique, and construct arguments. The course includes an introductory survey of important logical concepts and tools needed for argument analysis. These concepts and tools will be used to examine select philosophical and scholarly texts.

### **Student Learning Outcomes**

- Comprehend components of arguments.
- Acquire a general understanding of the essential logical concepts needed for arguments analysis, such as validity, soundness, deduction, and induction.
- Critically assess arguments with an aim toward identifying what constitutes effective and reasonable argument strategies.
- Learn to identify common logical fallacies.
- Apply knowledge of argumentation principles to philosophical and scholarly texts.

### **PHIL 2110 – Introduction to Ethics (3)**

This course introduces students to the philosophical study of morality and will explore questions concerning our human obligations to others and related issues. Students may be asked to relate various approaches to ethics to present-day ethical debates and their own lives.

### **Student Learning Outcomes**

- Differential between various ethical theories, which may include virtue ethics, deontology, and consequentialism.
- Critically evaluate various ethical theories and positions.

### **PHIL 2993 – Workshop in Philosophy (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **PHIL 2996 – Topics in Philosophy (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **PHIL 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

## **PHYSICS (PHYS)**

### **PHYS 1115 – Survey of Physics (3)**

Overview of the concepts and basic phenomena of physics. This course provides a largely descriptive and qualitative treatment with a minimum use of elementary mathematics to solve problems. No previous knowledge of physics is assumed.

**Co-requisite:** *PHYS 1115L.*

### **Student Learning Outcomes**

- Upon completion of this course, the student will be able to:
- Apply concepts of classical mechanics (such as velocity, acceleration, force, inertia, momentum, torque, work, energy) to simple static and dynamic systems.
- Apply concepts of thermodynamics (such as heat, temperature, internal energy, entropy) to simple processes.
- Apply concepts of electricity and magnetism (such as fields, potential, charge conservation, static and dynamic induction) to simple circuits, motors, and other simple electrical contrivance.
- Apply simple geometric and wave optics in simple situations.
- Optional Student Learning Outcomes
- Apply quantum theory in simple situations such as the Bohr model of the atom, dual nature of light, atomic spectra.
- Apply simple concepts of relativity.

### **PHYS 1115L – Survey of Physics Laboratory (1)**

A series of laboratory experiments associated with the material presented in PHYS 1115.

**Co-requisite: PHYS 1115.**

### **Student Learning Outcomes**

- Test ideas using modern laboratory equipment.
- Estimate experimental uncertainties.
- Use computers to analyze and report laboratory results.
- Draw appropriate conclusions from quantitative scientific observations.
- Accurately and clearly communicate the results of scientific experiments.

### **PHYS 2115 – General Physics (3)**

You will study optics and modern physics.

**Prerequisite: MATH 1220. Co-requisite: PHYS 2115L.**

### **Student Learning Outcomes**

- Relativity (time dilation and length contraction)
- Blackbody radiation
- Atomic spectra
- Photoelectric effect
- Particle physics and wave particle duality
- Uncertainty principles
- Nuclear physics
- Cosmology (time permitting)
- Lenses
- Refraction and reflection
- Interference

### **PHYS 2115L – General Physics Lab (1)**

You will engage in laboratory experiences supportive of PHYS 2115, for which this course is a co-requisite.

**Co-requisite: PHYS 2115.**

### **Student Learning Outcomes**

- Relativistic simulations
- Lenses and focusing
- Refraction and reflection
- Interference

### **PHYS 2996 – Topics in Physics (1-9)**

Topics to be announced in the Schedule of classes. May be repeated for a maximum of 12 credits.

### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **PHYS 152 – General Physics II (3)**

Continuation of PHYS 2115.

**Prerequisites: PHYS 2115/2115L; MATH 1220. Co-requisite: PHYS 152L.**

### **PHYS 152L – General Physics Laboratory II (1)**

Continuation of PHYS 2115L. Meets three hours per week.

**Co-requisite: PHYS 152.**

### **PHYS 268 – Workshop in Physics (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **PHYS 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite: Consent of instructor.**

## **POLITICAL SCIENCE (POLS)**

### **POLS 1110 – introduction to Political Science (3)**

This course covers fundamental concepts in political science, such as political theories, ideologies, and government systems.

### **Student Learning Outcomes**

- Construct reasoned civic discourse to advocate a stance or examine alternate positions.
- Identify fundamental concepts and theories in political science.
- Analyze data and information in order to gain a deeper understanding of the material.
- Articulate how the public influence and are influenced by politics.
- Identify and compare government systems from democracy to authoritarian, as well as models of analysis of contemporary international relations.

### **POLS 1120 – American National Government (3)**

This course explains the role of American national government, its formation and principles of the Constitution; relation of state to the national government; political parties and their relationship to interest groups. This course also explains the structure of the legislative, executive, and judicial branches.

### **Student Learning Outcomes**

- Explain the historical and political foundations of the government of the United States;
- Explain the precursors to, and the development and adoption of the United States Constitution;
- Explain the United States federal system, the basics of federalism, and the changing

relationship of state and federal power;

- Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy;
- Explain the development and role of political parties and interest groups;
- Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and
- Describe the role of demographics, public opinion and the media in American politics.

### **POLS 2160 – State and Local Government (3)**

This class is an introductory course designed to familiarize students with the institutions, politics, and policies of state and local governments in the United States. An underlying assumption of this course is that states and localities are the center of a stable and viable democracy. As such, a major objective of the course is the empowerment of each student through knowledge; that is, to provide students with the understanding, analytical and political skills, and motivation to become an active and knowledgeable part of state and local government and politics. The problem addressed at the state local levels are usually highly contentious and controversial because they hit people close to their homes. Through this class, students will learn how to become effective solvers of those problems.

#### **Student Learning Outcomes**

- Understand general ideals, values, rights, and responsibilities of US citizenship.
- Explain the content of history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions.
- Explain the US federal system, the basics of federalism, and the changing relationship of state and federal power.
- Describe similarities and differences withing the power, structure and operation of the main institutions of federal, state, and tribal governments.
- Gain skills, knowledge and motivation to become an active part of the state and local government and politics.
- Explain the power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.

### **POLS 2996 – Topics in Political Science (1-9)**

Specific topics to be announced in Schedule

of Classes. Community Colleges only. May be repeated for a maximum of 12 credits.

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **POLS 268 – Workshop in Political Science (1-3)**

As announced. (May be repeated for a maximum of 6 hours if topics are different).

### **POLS 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

## **PSYCHOLOGY (PSYC)**

### **PSYC 1110 – Introduction to Psychology (3)**

This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology.

**Prerequisite or concurrent enrollment in ENGL 1110.**

#### **Student Learning Outcomes**

- Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
- Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
- Explain how information provided in this course can be applied to life in the real world.
- Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

### **PSYC 2110 – Social Psychology (3)**

This course is an introduction to the scientific study of human social influence and interaction, and explores how an individual's actions, emotions, attitudes and thought processes are influenced by society and other individuals.

**Prerequisite or Concurrent enrollment in ENGL 1110.**

#### **Student Learning Outcomes**

- Identify concepts, theories, scientific methods, and research findings relevant to social psychology.



- Explain how situational, social, and individual factors influence behavior.
- Apply social psychological concepts to real-life events, current social issues and problems, and one's own life.

### **PSYC 2120 – Developmental Psychology (3)**

Study of human physical and psychological change and stability from a lifespan development perspective.

***Prerequisite or Concurrent enrollment in ENGL 1110.***

#### **Student Learning Outcomes**

- Explain theories, methods and research findings of lifespan developmental psychology.
- Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
- Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
- Identify factors that influence psychological development across the lifespan.
- Apply basic principles of developmental psychology to one's own life experiences.
- Analyze historical and cultural factors that influence development across the lifespan.

### **PSYC 2130 – Adolescent Psychology (3)**

Study of human physical and psychological change and stability from adolescence through the emerging adulthood years.

***Prerequisite or Concurrent enrollment in ENGL 1110.***

#### **Student Learning Outcomes**

- Explain how scientific methodologies are applied to the study of adolescent psychology.
- Describe major theories explaining adolescent behavior.
- Identify the relationships between sociocultural factors and adolescent behavior.
- Evaluate the impact of family structure, teachers, and peers on development during adolescence.
- Describe the influence of cognitive development on adolescent behavior.

### **PSYC 2140 – Child Psychology (3)**

Study of human physical and psychological change and stability from conception through the late childhood years.

***Prerequisite or Concurrent enrollment in ENGL 1110.***

#### **Student Learning Outcomes**

- Interpret infant and child behavior in terms of developmental norms.
- Describe physical and psychological milestones and issues pertaining to infants and children.
- Explain major theories of infant and child development.
- Analyze sociocultural factors contributing to the development of infants and children.
- Explain the impact of family structure, teachers, and peers on development of infants and children.
- Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

### **PSYC 2260 – Positive Psychology (3)**

This course provides students with an introduction to the scientific study of factors contributing to optimal human functioning and well-being.

***Prerequisite or Concurrent enrollment in ENGL 1110.***

#### **Student Learning Outcomes**

- Explain the aim and scope of positive psychology.
- Describe central research questions, theories, concepts, and methodologies used in the study of positive psychology.
- Evaluate psychological factors that contribute to a sense of well-being.
- Demonstrate applications of core concepts of Positive Psychology in their personal lives.

### **PSYC 2330 – Psychology of Human Sexuality**

Exploration of the psychological, physiological, cultural, social and individual factors that influence sexual behavior, sex roles, and sex identity.

#### **Student Learning Outcomes**

- Describe central research questions, theories, concepts, and methodologies used in the study of human sexuality.
- Distinguish between myths and realities related to sexuality.
- Explain changes in sexuality across the lifespan.
- Describe the interactions of biological, psychological, and sociocultural dimensions in human sexuality.
- Identify issues related to sexual health.



- Explain complex and diverse issues related to human sexuality.

### **PSYC 2996 – Topics in Psychology (1-9)**

Varies (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic

### **PSYC 268 – Workshop in Psychology (1-9)**

As announced (may be repeated for the maximum of four credits).

### **PSYC 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

*Prerequisite: Consent of instructor.*

## **READING (RED)**

### **RED 094 – Basic Reading Skills (3)**

Developmental course designed to improve reading skills by emphasizing word attack, comprehension, vocabulary, reference skills following directions and listening skills. Credit not applicable toward degree requirements.

*Co-requisite: RED 094L.*

### **RED 094L – Basic Reading Skills Lab (1)**

This lab offers self-paced computer-assisted instruction designed to reinforce threading skills developed in RED 100. Credit not applicable toward degree requirements.

*Co-requisite: Red 094.*

### **RED 097 – College Reading Skills (3)**

Presents guided practice to help students identify and assess the different types of reading skills required in college courses. Students will learn a variety of reading/study strategies to apply to college-level textbooks, increase reading rate, improve comprehension skills and expand vocabulary. Credit not applicable toward degree requirements.

*Prerequisite: Placement test or ACT scores.*

### **RED 097L – College Reading Skills Lab (1)**

This lab serves to reinforce the reading skills developed in Red 097. Credit not applicable toward degree requirements.

### **RED 216 – Literacy through Children's and Adolescent Literature (3)**

Development of children's and adolescent literacy

explored through literature. Literature-based curriculum and student response to literature examined in relation to current K-12 standards. Ideology, theme, content and genre in literature presented as aspects of literacy pedagogy.

### **RED 268 – Workshop in Reading (1-9)**

As announced. (May be repeated for credit).

### **RED 293 – Topics in Reading (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **RELIGION (RELG)**

### **RELG 1110 – Introduction to World Religions (3)**

This course introduces major world religions and the scholarly methods of the academic study or region. Religions covered may include: Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, Islam, and/or New Religious Movements.

#### **Student Learning Outcomes**

- Students will demonstrate knowledge of the origins, history, development, and characteristics of each religion.
- Recognize and distinguish the beliefs, practices, and features of each religion.
- Analyze various primary religious texts.

### **RELG 1123 – Hebrew Bible (3)**

An introduction to the history, beliefs, practices, and development of the Hebrew and later Jewish religion as reflected in the Hebrew Biblical Scriptures, using a historical and critical approach, with attention given to understanding its socio-cultural and political environment.

#### **Student Learning Outcomes**

- Trace the chronology of the myths, history, and ideas found in the Hebrew Bible emphasizing significant events, personalities, and cultural settings.
- Identify the various literary genres present in the Hebrew Bible.
- Identify aspects of the different moral, ethical, and theological messages of the Hebrew Bible.

### **RELG 1126 – New Testament (3)**

An introduction to the history, beliefs, practices, and development of the early Christian religion as reflected in the New Testament, using a historical and critical approach, with attention given to understanding its sociocultural and political environment.

#### **Student Learning Outcomes**

- Students will demonstrate knowledge of the chronology of the history of early Christian belief and practice, emphasizing significant events, personalities, and diverse cultural settings as they influenced the development of the faith.
- Students will be able to identify and explain core theories, methods, and approaches to study of the New Testament.
- Students will be able to identify and explain aspects of the moral, ethical, and theological messages of the New Testament.

### **RELG 1510 – Life of Christ (3)**

The life of Christ is a course that examines the life of Christ with regard to the events and teaching of Jesus as recorded in the synoptic gospels namely, Mathew, Mark, and Luke. It is also an introduction in the field of textual and synoptic criticism.

#### **Student Learning Outcomes**

Learning outcomes correspond to assisting the students in understanding who Jesus Christ is, the events that took place in His life and His teachings according to the Synoptic gospel writers, recognizing the differences among the synoptic writers and the arrangement of events in Christ's life and empowering the students through resources.

### **RELG 2130 – History of Christianity (3)**

This course examines Christianity from its origins to the present. The course will focus on church doctrine, people, movements, and problems that have characterized Christianity over two millennia. Required for a major in Religion.

#### **Student Learning Outcomes**

- Students will demonstrate historical knowledge of the people, movements, and problems that comprise Christianity, and an understanding for the diversity of Christian expression over time.
- Students will demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

### **RELG 2140 – The Book of Acts (3)**

An examination of the work of Peter and other early Christian leaders, missionary journeys of Paul, and the spread of early Christianity as recounted in the Book of Acts.

#### **Student Learning Outcomes**

- Students will demonstrate knowledge of this stage in the development of the spread of the early Christian faith.
- Students will demonstrate critical skills in interpretation, discussion, and in composing

creative, analytical and/or objective responses to material.

### **RELG 2210 – Biblical Perspectives on Relationships (3)**

This course provides a fundamental knowledge of the biblical perspective on relationships by thoroughly covering the topics of marriage, family, and singleness from a Christian worldview. Current issues and movements are analyzed and discussed openly and honestly through the lens of the Scriptures. Moreover, the textbook intertwines the theological and the practical aspects of these ideals for the students' personal applications.

#### **Student Learning Outcomes**

- Identify and explain topics and issues of importance concerning various relationships from a biblical perspective.
- Develop and defend a proper thesis statement about an approved book for a critique.
- Compose journal entries of personal thoughts concerning corresponding reading assignments.
- Prove retention of class material through weekly quizzes and the midterm and final exams.

### **RELG 268 – Workshop in Religion (1-3)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

### **RELG 293 – Topics in Religion (1-3)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **AMERICAN SIGN (SIGN)**

### **SIGN 1110 – American Sign Language I (3)**

American Sign Language I is an introductory level language course in the language of the American Deaf Culture. Content includes ASL vocabulary and conversational skills, linguistic features of ASL; and skills in narrative/storytelling. In-class activities, comprehension and expressive examinations, narrative and storytelling assignments in addition to semester projects are venues for students to demonstrate their learning. In addition, Deaf Culture and Deaf Community issues are addressed.

#### **Student Learning Outcomes**

- Engage in basic conversations using ASL, such as introducing oneself, exchanging personnel information, and talking about one's surroundings.

- Demonstrate the use of grammatical structures, including spatial referencing, use of classifiers, role shifting, ASL syntax, and non-manual signals (NMS).
- Demonstrate clear sign production using an understanding of sign parameters: hand shapes, movement, location, palm orientation, and NMS in targeted lexicon.
- Demonstrate the use of basic ASL vocabulary and expressions necessary for conversations about real-life situations.
- Evaluate and provide feedback concerning peers' and one's own uses of ASL.
- Develop culturally-appropriate behaviors and conversation strategies within a variety of context for interacting with people who are Deaf.
- Demonstrate effective use of comprehension and expressive ASL skills through narrative and/or storytelling activities.
- Describe issues of the American Deaf community and Culture.

### **SIGN 1120 – American Sign Language II (3)**

American Sign Language II is a continuation course that builds on concepts and skills developed in American Sign Language I. Students gain further exposure to ASL structure and grammar, and Deaf Culture and the Deaf community. Emphasis is on increasing students' ability to comprehend other signers and express themselves with more elaboration when conversing or presenting in ASL.

**Prerequisite:** *SIGN 1110.*

#### **Student Learning Outcomes**

- Further develop basic conversational skills in ASL, taking on more complicated topics.
- Apply knowledge of ASL grammar, including classifiers, spatial referencing and agreement, role shifting, and non-manual markers.
- Develop ASL vocabulary, fingerspelling, number, narrative and storytelling skills.
- Evaluate and provide feedback concerning peers' and one's own used of ASL.
- Demonstrate effective use of comprehension and expressive ASL skills through conversation, discussion, narrative and/or storytelling activities.
- Demonstrate knowledge and appreciation of the American Deaf community and ASL.
- Through first-hand experience in the American Deaf community and ASL, relate and reflect on perspectives of the community.

### **SIGN 2110 – American Sign Language III (3)**

This is an intermediate level course in American Sign Language (ASL). Expected areas of intermediate skill and knowledge development include: language comprehension and production, conversational use, narratives, ASL language features and further knowledge of and interaction with Deaf culture and Deaf community.

**Prerequisite:** *SIGN 1120.*

#### **Student Learning Outcomes**

- Demonstrate intermediate ASL vocabulary, conversation and narrative/storytelling skills.
- Demonstrate fundamental ASL features including visual/spatial orientation, constructed dialogue and action, spatial referencing, classifiers, non-manual behaviors and syntax/word order.
- Demonstrate appropriate use of cultural behaviors and conversational strategies.
- Translate written and spoken English to ASL and vice versa.
- Self-evaluate and provide feedback to peers concerning ASL usage.
- Examine the culture of the American Deaf community through engaging in community activities and its language.

## **SOCIOLOGY (SOCI)**

### **SOCI 1110 – Introduction to Sociology (3)**

This course will introduce students to the basic concepts and theories of sociology, as well as to the methods utilized in sociological research. The course will address how sociological concepts and theories can be utilized to analyze and interpret our social world, and how profoundly our society and the groups to which students belong influence them. Students will be given the opportunity to challenge their "taken-for-granted" or "common sense" understanding about society, social institutions, and social issues. Special attention will also be paid to the intimate connections between their personal lives and larger structural features of social life. In additions, the implications of social inequalities, such as race/ethnicity, gender, and social class will be central to the course's examination of social life in the United States.

**Prerequisite or Concurrent enrollment in ENGL 1110.**

#### **Student Learning Outcomes**

- Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
- Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.

- Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.
- Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

### **SOCI 2240 – Sociology of Intimate Relationships and Family**

This course provides an overview of contemporary intimate relationships and families from sociological perspectives. We will examine intimate relationships and families as social constructions whose meanings have changed over time and from place to place. This course will aid students in developing a greater understanding of intimate relationships and families as institutions in contemporary U.S. society. Intersections of race, class, gender, sexual orientation, nationality, and other factors within these institutions will be addressed.

#### **Student Learning Outcomes**

- Explain the sociological approaches to researching intimate relationships and families.
- Describe important sociological research findings concerning intimate relationship and families.
- Explain how intimate and familial relationships are affected by multiple intersecting inequalities and ongoing events in other social institutions.

### **SOCI 2310 – Contemporary Social Problems (3)**

This course studies the nature, scope, and effects of social problems and their solutions. The course will concentrate on sociological perspectives, theories, and key concepts when investigation problems, such as inequality, poverty, racism, alienation, family life, sexuality, gender, urbanization, work, aging, crime, war and terrorism, environmental degradation, and mass media. This course is designed to build students' sociological understanding of how sociological approaches attempt to clarify various issues confronting contemporary life, as well as how sociologist view solutions to these problems.

***Prerequisite or Concurrent enrollment in ENGL 1110.***

#### **Student Learning Outcomes**

- Identify and explain major social problems in the United States, and how social problems become constructed as problems.
- Describe and analyze policy related solutions associated with social problems from various perspectives.

- Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
- Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

### **SOCI 2998 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

***Prerequisite: Consent of instructor.***

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic.

### **SOCI 268 – Workshop in Sociology (1-9)**

As announced. (May be repeated for credit).

### **SOCI 293 – Topics in Sociology (1-3)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **SPANISH (SPAN)**

### **SPAN 1110 – Spanish I (4)**

Designed for students with little exposure to Spanish, this course develops basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication at the Novice Level of proficiency based on ACTFL guidelines. During this course, students perform better and stronger in the Novice Mid-level while some abilities emerge in the Novice High range. This is an introductory course aimed at helping the student to communicate in Spanish in everyday familiar situations via recognition and production of practiced or memorized worlds, phrases, and simple sentences.

#### **Student Learning Outcomes**

- Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
- Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Students can write short messages and notes on familiar topics related to everyday life.



- Students can often understand words, phrases, and simple sentences related to everyday life.
- Students can recognize pieces of information and some-times understand the main topic of what is begin said.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students can sometimes understand the main idea of what they have read.

### **SPAN 1120 – Spanish II (4)**

Designed for students with some degree of exposure to Spanish in high school and/or at home, this course continues to develop basic listening, speaking, reading, and writing skills and basic intercultural competence in interpretive, interpersonal and presentational modes of communication based on ACTFL guidelines, although a few abilities may emerge in the Intermediate Low Level. Students in this course communicate in Spanish in familiar topics using a variety of words, phrases, simple sentences and questions that have been highly practiced and memorized.

**Prerequisite: SPAN 1110.**

#### **Student Learning Outcomes**

- Students can participate in conversations on a number of familiar topics using simple sentences.
- Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.
- Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.
- Students can write briefly about most familiar topics and present information suing a series of simple sentences.
- Students can understand the main idea in short, simple messages and presentation on familiar topics.
- Students can understand the main idea of simple conversations that they overhear.
- Students can understand the main idea of short and simple texts when the topic is familiar.

### **SPAN 1210 – Spanish for Heritage Learners I (3)**

This is a beginning-level Spanish course designed for students who have a cultural connection to the Spanish language. Some

students have had very little exposure to the language in the community and may understand some Spanish and speak at a basic level as a result. The objective is to draw upon the connection to the heritage language as a source of motivation and engagement for our learning communities. At the same time, we build upon the language base that students may already have as a result of their heritage learner experience in order to develop new proficiencies in Spanish and reactivate the Spanish that students have learned previously. By the end of this course, students will be able to describe their home, campus surrounding and common activities including cultural traditions. At the same time, students gain cultural competency and develop a critical understanding of their linguistic and cultural background.

**Prerequisite: SPAN 1310.**

#### **Student Learning Outcomes**

- Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways sing understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
- Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/ present/future (fictional) event to the reader.
- Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
- Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
- Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with subsequent courses.

### **SPAN 1220 – Spanish for Heritage Learners II (3)**

Spanish as a Heritage Language II is a second semester class designed for students who have developed some basic Spanish with the opportunity to develop their proficiency in the four language skills (speaking, listening, reading, and writing). Class activities are designed to strengthen oral communication skills (speaking and listening) through a variety of group activities. By the end of the course student will be able to understand and produce narrations of past events in oral and written Spanish. In order to foster a desire to revitalize and maintain the Spanish language in the US context we attempt



to raise students' critical awareness of what it means to be part of a specific speech community.

**Prerequisite:** SPAN 1210.

### **Student Learning Outcomes**

- Interpersonal Communication: students can engage in basic but authentic conversations through providing and obtaining information, expressing likes and dislikes, describing their daily lives, and narrating simple events in the past.
- Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language, and that describes a past (fictional) event to the reader.
- Interpretive listening: can identify the main idea in short conversations.
- Interpretive reading: Students can identify the topic and related information from simple sentences in sort informational and fictional texts.
- Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

### **SPAN 1310 – Elementary Spanish I for Hotel, Restaurant and Tourism Mangers (3)**

Beginning Spanish for HRTM majors only. Will count toward HRTM degree language requirement. Does not count towards language requirement for other majors.

### **SPAN 2110 – Spanish III (3)**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate Low Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with the target culture(s). this is an intermediate course aimed at helping the student to communicate in Spanish or familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions.

**Prerequisite:** SPAN 1110.

### **Student Learning Outcomes**

- Students can participate in conversations on familiar topics using sentences and series of sentences.
- Students can handle short social interactions in everyday situations by asking and answering a variety of questions.

- Students can usually say what they want to say about themselves and their everyday life.
- Students can make presentations on a wide variety of familiar topics using connected sentences.
- Students can write on a wide variety of familiar topics using connected sentences.
- Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies.
- Students can understand the main idea in conversations that they overhear.
- Students can understand the main idea of texts related to everyday life and personal interests or studies.

### **SPAN 2120 Spanish IV (3)**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication at the Intermediate High Level of proficiency based on ACTFL guidelines. Students accomplish real-world communicative task in culturally appropriate ways as they gain familiarity with the target culture(s). this is an intermediate course aimed at helping the student to communicate in Spanish or familiar topics about self, others and everyday life at the same time that they recognize and handle short social interactions in interactions in everyday situations by asking and answering a variety of questions.

**Prerequisite:** SPAN 2110.

### **Student Learning Outcomes**

- Students can participate with ease and confidence in conversations on familiar topics.
- Students can usually talk about events and experiences in various time frames.
- Students can usually describe people, places, and things.
- Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched.
- Students can make presentations on some events and experiences in various time frames.
- Students can write on topics related to school, work, and community in a generally organized way.

- Students can write some simple paragraphs about events and experiences in various time frames.
- Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
- Students can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed.
- Students can sometimes follow what they hear about events and experiences in various time frames.
- Students can easily understand the main idea of texts related to everyday life, personal interests, and studies.
- Students can sometimes follow stories and descriptions about events and experiences in various time frames.

### **SPAN 2210 – Spanish for Heritage Learners III (3)**

Spanish for Heritage Learners III is a third semester course designed for students who have been raised in a Spanish-speaking environment and speak, or understand, some Spanish as result of hearing it in the home, and in the community by family, friends, and neighbors. Students in this course will continue to develop their ability to narrate events in the past and will be able to describe hypothetical situations. Students will also develop their ability to express wishes, desires, and necessities. This course will help the student build confidence in their Spanish abilities and expand the language use in the areas of writing, reading, oral production and listening comprehension. In order to foster desire to revitalize and maintain the Spanish language we attempt to raise students' critical awareness of wider issues facing Spanish speakers in the US context.

#### **Student Learning Outcomes**

- Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence.
- Written expression: Students can produce writing in the target language that state their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- Interpretive listening: Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

- Interpretive reading: Students can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.
- Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

### **SPAN 2220 – Spanish for Heritage Learners IV (3)**

Spanish for Heritage Learners IV is a fourth-semester course designed for students who have been raised in a Spanish-speaking environment and speak, or understand, Spanish as a result of having heard it in the home and in the community. It is also for students with a cultural connection to heritage language speech communities or who have achieved proficiency from study in previous courses. This course will help the student build confidence in their Spanish abilities and expand the language use in the areas of writing, reading, oral production and listening comprehension. In addition to scaffolding skills that students already have, in this class they will expand their ability to describe abstract and hypothetical situations. Students will write essays, reaction papers, and creative pieces. Students will also examine formal and informal contexts of language use in speaking and writing. By studying the cultural and historical background shared by students as part of the program, students will develop an increased critical awareness of Spanish language speech communities.

**Prerequisite:** SPAN 2210.

#### **Student Learning Outcomes**

- Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives, narrate events in the past, describe future events and present a simple hypothetical situation with some degree of ease and confidence.
- Written expression: Students can produce writing in the target language that state their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- Interpretive listening: Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
- Interpretive reading: Students can usually follow the main message in various time

frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.

- Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent course.

### **SPAN 2993 – Workshop in Spanish (1-9)**

As announced. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic

### **SPAN 2996 – Topics in Spanish (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic

### **SPAN 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

## **THEATRE (THEA)**

### **THEA 1110 – Introduction to Theatre (3)**

This course provides an introduction to the study of theatre. Students will examine various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism.

#### **Student Learning Outcomes**

- Define and discuss basic theater terms and concepts.
- Discuss the fundamental elements of theatre, and the ways in which theatre differs from other art forms.
- Analyze and critique the elements of a live theatrical production.
- Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.

### **THEA 1210 – Acting for Non-Majors (3)**

This course gives non-majors experience in the depth and craft of the actor's art. Students will learn various terms, techniques, and practices of acting and will demonstrate their understanding

in class. Through exercises and improvisations, partnered scenes, and group work, students will be better able to appreciate the work of others as they learn techniques of performing.

#### **Student Learning Outcomes**

- Develop fundamental physical, vocal, analytical, and imaginative skills for acting for the stage.
- Apply fundamental techniques of voice and movement for the stage.
- Apply principles of play text analysis to understand story, character, and meaning.
- Gain a better understanding of an actor's approach to goals, tactics, and obstacles.
- Engage in character creation and development while preparing and performing monologues and scenes.
- Learn a common vocabulary to help discuss the process of acting.
- Employ collaborative methods of work with a partner and in groups.
- Observe and evaluate acting skills of other actors.

### **THEA 2993 – Theatre Workshop I (1-9)**

Required for all freshman and sophomore theatre majors, this course coordinates all processes within Theatre Arts, providing a forum for discussion and feedback. May be repeated up to 4 credits. (May be repeated for credit).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic

### **THEA 2996 – Topics in Theater (1-9)**

Specific subjects to be announce in the Schedule of Classes. May be repeated for a maximum of 9 credits. (May be repeated for a maximum of six credits with consent of instructor).

#### **Student Learning Outcomes**

Learning Outcomes will vary depending upon topic

### **THEA 289 – Internship (1-9)**

Students working in a related field may receive one credit per 60 hours of approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

**Prerequisite:** *Consent of instructor.*

## **VITICULTURE & ENOLOGY (VIEN)**

### **VIEN 1110 – Enology (3)**

This introductory course is designed to provide students with an understanding of winemaking

principles, including history, grape growing, chemistry, wine microorganisms, fermentation, and winery operations. It is intended for entrepreneurs to explore business opportunities and winery employees to gain career development.

### **VIEN 1120 – Enology II (3)**

During this course, students will understand how the winemaking practice works and learn the scientific background for any decisions made during the process of winemaking. At the completion of the course, students will understand winemaking calculations necessary for accurate, precise, and safe additions to the wine. This class emphasizes the practical aspects to growing grapes and making wine.

### **VIEN 1130 – Viticulture I (3)**

This course offers students the opportunity to learn the science of wine flavor and grape growing. Lecture topics include: flavor component in wine, wine evaluations and sensory science, terroir, and the health effects of wine.

### **VIEN 1140 – Viticulture II (3)**

Examines the environmental, physiological, and anatomical for vineyard management, plus all aspects of winemaking from harvest decisions, to fermentation, to bottling.

## **WELDING (WELD)**

### **WELD 101 – Employability Skills (1)**

Training in the skills necessary to obtain and hold a job. Including resume writing and interviewing techniques.

### **WELD 110 – Introduction to Welding (4)**

Provides a practical hands-on introduction and orientation to the welding symbols and transfer this knowledge to read and interpret blueprints and welding symbols and transfer this knowledge to the workplace with layout tools and measuring instruments.

### **WELD 115 – Print Reading (3)**

Provides students with the knowledge to read and interpret blueprints and welding symbols and transfer this knowledge to read and interpret blueprints and welding symbols and transfer this knowledge to the workplace with layout tools and measuring instruments.

### **WELD 120 – Oxyacetylene Welding (4)**

Provides students with basic techniques of oxyacetylene welding, brazing, and cutting on a variety of different materials and thicknesses in all positions. Provides basic study of the structure and properties of metals.

### **WELD 125 – Gas Metal Arc/Flux Core (6)**

Provides students with the basic theory of the MIG and Flux Core welding processes along with safety requirements. Welding will be done in all positions and students will participate in class projects.

### **WELD 131 – Beginning Arc Welding (4)**

Provides students with the basic techniques of arc welding. Includes electrode classification and welding nomenclature. Teaches the necessary metallurgy for these procedures and emphasizes the safety requirements of these techniques. Welding skill be developed through the use of practice welding along with shop projects.

### **WELD 132 – Beginning Arc Welding II (4)**

A continuation of WELD 131.

### **WELD 135 – Gas Tungsten Arc (6)**

Provides knowledge of the principles, terminology, gases, electrodes and polarities used in Gas Tungsten Arc welding along with proper safety. Welding in all positions on a variety of metal thicknesses, shapes, and types. Welding skills will be applied toward shop projects.

### **WELD 210 – Intermediate Arc/Cutting (6)**

Continuation of WELD 125 with a strong emphasis on WELD testing, testing procedures and code welding. Certification in the vertical and overhead position is expected. Arc metal cutting procedures such as SMAW Air Carbon Arc Cutting and Plasma Arc Cutting will also be covered. Along with practice exercises, students must participate in shot projects.

### **WELD 222 – Advanced Arc/Pipe II (4)**

A continuation of WELD 221.

### **WELD 268 – Workshop in Welding (1-9)**

As announced. (May be repeated for credit).

### **WELD 289 – Internship Training (1-3)**

Practical applications in a welding industry/work environment. (May be repeated for a maximum of 6 credit hours).

### **WELD 293 – Special Topics in Welding (1-9)**

As announced. (May be repeated for credit with consent of instructor and administrative approval).

## **WILDLAND FIRE SCIENCE (WILD)**

### **WILD 100 – Introduction to Incident Command Systems (1)**

This course provides firefighters with a solid working foundation of the Incident Command System. Included are the knowledge and skills required for system integration of resources on initial action incidents and expanding incidents.



**WILD 130 – Firefighting Training (3)**

This course provides entry-level training on the basics of wildland fire suppression strategies, equipment, and firefighter safety standards and guidelines. This is a hybrid course with field exercises.

**Prerequisite:** *WILD 100.*

**WILD 131 – Firefighter Type 1 (1)**

This course provides understanding of tactical decision-making principles for Firefighter Type 1 (FFT1).

**Prerequisite:** *Qualification as a Firefighter 2 (FFT2).*

**WILD 134 – Lookouts, Communications, Escape Routes, and Safety Zones (1)**

This course engages firefighters in the process of designing their own safety program. Students will discuss L, C, E, and S, creating performance standard providing for safe work practices during operational assignments.

**WILD 150 – Firefighter Fitness (2)**

This course has minimal classroom time, emphasis is on actual physical training. Instruction and workouts include core, aerobic, and muscle strength workout schedules. Provides firefighter conditioning needed for long daily and multi-day fire assignments and prepares for the Work Capacity Test.

**WILD 180 – Human Factors in Wildland Fire Service (1)**

This course introduces firefighters to their responsibilities in addressing human performance issues creating effective integration with other operational resources in high risk, dynamic work environments.

**WILD 190 – Introduction to Wildland Fire Behavior (1)**

This course provides entry-level firefighters basic instruction on how wildland fuels, weather and topography affect ignition and fire spread, including recognition of potentially hazardous situations. This course includes a unit on firefighter math.

**WILD 211 – Portable Pumps and Water Use (2)**

This course provides the knowledge and skills required to design and set up operational resources in high risk, dynamic work environments.

**WILD 212 – Wildland Fire Chain Saws (3)**

This course introduces firefighters to the function, maintenance and use of gas-powered chainsaws and their tactical application on wildland fires.

**Prerequisite:** *Qualification as a Firefighter 2 (FFT2).*

**WILD 219 – Firing Operations (2)**

This course introduces students to common characteristics, applications, and availability of firing services. It provides knowledge of planning, execution, safety, coordination, and evaluation of ignition operations.

**Prerequisite:** *Qualification as a Firefighter 2 (FFT2).*

**WILD 260 – Interagency Incident Business Management (2)**

This course addresses basic policy and direction to provide an understanding of interagency incident business management principles used on incident assignments.

**WILD 270 – Basic Air Operations (2)**

This course introduces aircraft types and capabilities, aviation management and safety for flying in and working with aircraft, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

**WILD 280 – Followership to Leadership (2)**

This course prepares firefighters for leadership roles on the fireline and introduces skills required by unit supervisors and fireline commanders.

**Prerequisites:** *WILD 190 and Qualification as a Firefighter 2 (FFT2).*

**WILD 286 – Basic Land Navigation (1)**

This course provides an overview of many types, geographic location systems and reading topographic maps. Firefighters learn compass, clinometer and Global Positioning Systems use.

**WILD 290 – Intermediate Wildland Fire Behavior (3)**

This course provides knowledge and analyzes conditions that create extreme fire behavior including long range spotting, crowning, fire whirls, and plume-dominated fire development.

**Prerequisite:** *WILD 190.*

**WILD 291 – Intermediate & Advanced ICS (3)**

This course emphasizes large-scale organizational development, roles and relationships of the command and general staff, and planning, operational, logistical, and fiscal considerations related to large and complex incident and event management. This course also describes the application of Area Command and the importance of interagency coordination on complex incidents and events. This course expands upon information covered in WILD 100.

**WILD 294 – Wildland Firefighting Experience (3)**

Wildland Firefighting Experience grants students credit for time spent operational incident assignments. Credit granted is at the discretion of the lead faculty member, but must be verifiable with an official task



book, and Resource Evaluation and/or verification by a fire line supervisor. It is recommended that you contract and work with a local volunteer Fire Department and/or apply to a land management (USFS, BLM, BIA, FWS, NPS or State) agency for summer employment. Credit will be granted at the rate of credit-hours per operational period (Initial Attack assignment or 1 day/8-16 hours on the fire line during a multi-day incident assignment).

## **WIND ENERGY (WIND)**

### **WIND 100 – Intro to Wind Energy (3)**

This course will explore the concept of harnessing naturally occurring winds to generate electricity. Wind powered mechanisms, wind farms, and the current status of wind energy utilization will be discussed. Horizontal Axis, Vertical Axis, and other Wind Turbine designs will be covered. The history of wind energy will be included.

### **WIND 102 – Wind Turbine Climber Training (3)**

This course introduces students to the environment of wind turbine. Students will obtain skills of proper identification, inspection, donning, and maintenance of personal protection equipment (PPE) and fall protection equipment. An initial climb test will be administered with a pass grade to proceed with Energy Technology plan of study.

### **WIND 103 – Wind Turbine Fall Protection (3)**

Focusing on planned approach to working at height, this course begins with basic fall protection theory, including the five methods of the fall protection hierarchy, and applicable local and state fall protection and rescue regulations and standards.

### **WIND 121 – Wind Turbine Mechanical Systems (3)**

This course is designed to familiarize students with the mechanical systems found within industrial wind turbines. These include turbine yaw drive systems pitch drive systems, primary drive gearboxes, and smaller mechanic systems.

### **WIND 204 – Introduction to Hydraulics (3)**

This course will introduce the basic elements and applications of hydraulic power. Additional emphasis will be given to circuits, pressure, flow, and control of hydraulic systems.

### **WIND 219 – Wind Turbine Operations (3)**

This valuable course is designed to introduce students to the general maintenance practices and procedures employed within the wind energy industry. The study of wind turbine mechanical system and subsystem fundamentals will be included in this course; as well as real-world troubleshooting scenarios, that may be encountered in the wind energy workplace.



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