

Curriculum & Instruction Doctoral Program (C&I)

Student Handbook

Doctor of Philosophy (Ph.D.)
Face to Face

School of Teacher Preparation, Administration, and Leadership
(TPAL)

College of Education
New Mexico State University

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<p><u>Azadeh F. Osanloo</u> Division Director of Educational Leadership and Administration Professor 575-646-5976 azadeh@nmsu.edu</p>	<p><u>Betsy Cahill</u> Division Director of Teacher Education Associate Professor 575-646-5702 bcahill@nmsu.edu</p>
<p><u>David Rutledge</u> Division Director of Educational Foundations, STEM Education, and Learning Design Associate Professor 575-646-5411 rutledge@nmsu.edu</p>	<p><u>Blanca Araujo</u> Director, Office for Teacher Candidate Preparation (OTCP) Associate Professor 575-646-5436 baraujo5@nmsu.edu</p>
<p><u>H. Prentice Baptiste</u> Distinguished Professor 575-646-2616 baptiste@nmsu.edu</p>	<p><u>Lynn Bagwell</u> College Assistant Professor (ECED) 575-646-1537 lynnb@nmsu.edu</p>
<p><u>Christopher Engledowl</u> Assistant Professor 575-646-1762 chriseng@nmsu.edu</p>	<p><u>Mary Fahrenbruck</u> Associate Professor 575-646-7625 mfahren@nmsu.edu</p>
<p><u>Tracey Gorham Blanco</u> College Assistant Professor (SEC. Education) 575-646-4161 tgblanco@nmsu.edu</p>	<p><u>Jeanette Haynes Writer</u> Professor 575-646-6334 jeanette@nmsu.edu</p>
<p><u>Anita Hernandez</u> Professor 575-646-4084 achernan@nmsu.edu</p>	<p><u>Cecilia M. Hernandez</u> College Associate Professor (ALT. Licensure) 575-646-1256 cecimh@nmsu.edu</p>
<p><u>Luis Huerta-Charles</u> Associate Professor 575-646-2939 luuertac@nmsu.edu</p>	<p><u>Leanna Lucero</u> Assistant Professor (ELEM Education) 575-646-2939 leannal@nmsu.edu</p>
<p><u>Rick Marlatt</u> Assistant Professor 575-646-5436 rmarlatt@nmsu.edu</p>	<p><u>Magdalena Pando</u> Assistant Professor 575-646-1665 mpando@nmsu.edu</p>
<p><u>Julia Parra</u> Assistant Professor 575-646-1652 juparra@nmsu.edu (Preferred Method)</p>	<p><u>Michelle Salazar Pérez</u> Associate Professor 575-646-7625 mSP@nmsu.edu</p>
<p><u>Xeturah Woodley</u> Assistant Professor 575-646-4820 xwoodley@nmsu.edu</p>	

School of Teacher Preparation, Administration and Leadership

Vision

We serve the State of New Mexico, borderlands and global communities with socially responsive scholarship, innovative programs, and collaborative initiatives in education that foster and enhance the capacity of educators and communities to advance equity, democracy, and social justice in education and society.

Mission

As a School within a land-grant and Hispanic Serving Institution, we support and advocate for equitable education for all, especially historically marginalized and multicultural/multilingual communities and students with exceptionalities. We accomplish this through teaching, scholarship, public service, the preparation of teachers and leaders, and collaborations across the disciplines and with our constituents.

Doctoral Studies in Curriculum & Instruction

The Curriculum and Instruction (C&I) program at New Mexico State University provides a complex, diverse, and professional environment for students to grow as socially responsive educators and professionals in a variety of disciplines by:

- Preparing teachers for schools, community agencies, post-secondary teaching and scholarship, and educational leadership through a critical multicultural lens;
- Providing a composition of diverse and experienced educational practitioners, scholars, and activists who support learners in a multiplicity of ways;
- Envisioning and enacting dispositions, competencies, and pedagogies to build and sustain social justice communities within geo-political, socio-cultural, and historical contexts;
- Demanding learning as activism fundamental for students and faculty to become responsible and committed professionals to create educational, cultural, and social change;
- Emphasizing how contexts inform how knowledge is shaped and represented, transforming classrooms, schools, agencies and communities.

The Department of Curriculum and Instruction recruits students who show potential and interest, both personal and professional, to embrace multicultural education and a social justice view of curriculum and pedagogy. The multicultural professional experience for undergraduates and graduates at New Mexico State University is intended to:

- Enable students to begin a process of learning about themselves, their social roles, and the necessity of process for their socio-cultural and socio-political transformations;
- Commit students to take risks in developing the knowledges, dispositions, competencies, and pedagogies to transform themselves, their classrooms, their schools, and their communities;

- Create change emanating from understanding the intersections of race, ethnicity, nationality, class, gender, language, gender orientation, sexuality, diverse abilities, and many other hidden or seemingly invisible manifestations.

The Philosophy and Organization of the C&I Doctoral Program

Curriculum & Instruction Faculty members want to facilitate a community of learners and teachers based on core understandings of the need for multicultural education, post-modern changes in curriculum, pedagogy and assessment, liberating uses of technology, broader and stronger approaches to educational research and the development of a vital learning community. Our goal is to build a community in which each of us is valued for our own unique abilities and value each other's abilities and expertise in different aspects of the educational enterprise. We believe students will gain from an open, critical, respectful sharing of these differing views and talents. Students and faculty are encouraged to work together for academic publications, presentations and participation in various seminars. Students are required to question, research, and assist faculty in real change efforts in the community while learning through their educational involvement with authentic tasks.

The faculty members and the program doctoral committee continually work to refine the doctoral program and process to provide a core foundation, develop well-articulated opportunities for specialization, provide additional opportunities for students to learn through internships and reflective practice, and to ensure we have a flexible program which can provide increased opportunities for interdisciplinary study and work.

The Doctorate of Philosophy (Ph.D.) is a rigorous degree requiring an intellectual and personal commitment. The doctoral degree asks for a lifelong commitment to teaching, learning and pedagogy, as well as, to research and service. The academic requirements for both degrees are similar and meet NMSU requirements.

Both the online and face-to-face doctoral degree pathways require a dissertation based on original research, grounded with an array of primary and secondary sources. Both degree pathways have required courses of study and have the possibility to be individualized based on the scholarly and academic expectations set by the doctoral student in collaboration with the dissertation committee.

Mandatory Journal Article Submission

Ph.D. students are required to prepare a manuscript for publication to a peer-reviewed academic research journal. At minimum, it must be in a manuscript draft format to be presented to the dissertation committee at the final defense. The focus of the manuscript must be the student's dissertation research. It can be sole authored or co-authored with a faculty member included as second author. For specific information, please consult with your chair once these requirements have been met.

Foundations

The first component of the doctoral program, "foundations," provides an opportunity for students to develop understanding related to the current state of curriculum, teaching and pedagogy. There are seven courses in the foundation's component: EDUC 603: *Curriculum for a Diverse Society*, and EDUC 604: *Pedagogy of Learning for a Diverse Society* focus on curriculum,

teaching and learning from a multicultural and critical perspective; and EDUC 613: *Evaluation of Quantitative Research in Education*, EDUC 636: , EDUC 576: *Qualitative Research Methodology*, and EDUC 606: *Qualitative Research II* (comprising the two research sequence courses); and EDUC 694 *Dissertation Seminar*. These foundational courses provide doctoral students with an introduction to academic research and the tools and abilities needed for research. These seven courses are required of all doctoral students regardless of their program areas and provide rich, multi-perspective approaches to educational study. The sixth foundational class is included within the Program Area in which the doctoral student will complete in the program of study.

Students in the C&I Doctoral Program

A doctoral student pursuing a Ph.D. in C&I will be:

- An ethical thinker and actor who uses the discourses of curriculum and pedagogy to address problems creatively and constructively in diverse socio-cultural contexts; and
- Will develop scholarship in:
 - course content;
 - participation in research with faculty, peers and independently;
 - participation in local, regional, national and international conferences; scholarly reading, writing and discussion beyond courses (broad approach);
 - use of technology and information resources;
 - submission of manuscripts for publication;
 - development of reading lists for comprehensive exams; and,
 - historical development of their own curriculum and pedagogy (autobiography, self-knowledge, etc.)

Doctoral study is an intellectual process and praxis engaging students in:

- scholarship (production/creation of knowledge);
- action (transformation of society); and,
- compassion (a disposition towards social justice and democracy)

Doctoral students will take action in these contexts:

- teaching apprenticeships in a variety of settings;
- participating in professional and community action groups;
- writing and managing grants; and,
- recognizing discourses and acts of racism, sexism, classism, homophobia, etc.

Doctoral students will foster compassion of doctoral study including:

- focusing on curriculum and pedagogy reflecting a broad worldview;
- building of a community of scholars in association with doctoral faculty;
- addressing social concerns in student and faculty research agendas;
- advising students in ways that are sensitive to their needs;
- building of mutual trust among faculty and students; and,
- interrupting discourses and acts of racism, sexism, classism, homophobia, etc.

The outcome of this conceptual praxis will be a completed dissertation manifesting scholarship, action and compassion as defined above.

Doctoral Admissions Policy

The doctoral program with an emphasis in Curriculum & Instruction will only admit students to the doctoral program during the spring semester. Applicants must submit a complete application through the on-line system from the main webpage at NMSU Graduate School (<https://gradschool.nmsu.edu>). The application must include specific items (see 1-9, below). **The portfolio submitted online must be complete.** Every item listed below must be included at the time of submission (including letters of reference). Failure to submit any of the listed items by the deadline may result in disqualification of the Doctoral Intake Application. Applicant portfolios are reviewed by the Doctoral Intake Committee. Potential students who have submitted portfolios accepted for further consideration will be invited to interview personally with a Doctoral Intake Committee. Potential students who reside at an extreme distance from the Las Cruces campus (typically more than 100 miles) may choose to participate in the oral interview via conference call or via Skype (preferred). Additional requirements for International students speaking English as a Second language: The Graduate School requires a TOEFL score of 550 [paper-based] or 197 [computer-based].

Admission to the doctoral program in Curriculum & Instruction is selective, attempting to serve students who will most benefit from our unique departmental programs and research interests. Curriculum & Instruction accepts only a limited number of doctoral students, dependent upon quality of applicants' credentials and departmental resources. The following criteria are used when considering applicants:

1. Submitted Materials and Writings - The Doctoral Intake Committee will judge data submitted with regard to minimum expectations for success in the doctoral program.
2. Teaching or Related Experience - Three years teaching, or equivalent experience, relevant to education is required. Students accepted into the doctoral program without appropriate prior work experience will be required to participate in an internship/practicum experience.
3. Doctoral Intake Oral Interview - This interview is offered to applicants who have met the qualifications for a satisfactory portfolio. The interview takes place between the applicant and members of the Doctoral Intake Committee (Graduate Faculty in the Department of Curriculum & Instruction).

Notification of Admission/Acceptance

We notify all applicants of their admission status no later than May 1st of each application year. The Graduate School applications of those who are accepted are then processed, and the new incoming cohort can begin taking classes.

Mandatory Student Orientation

The semester prior to your coursework, Curriculum & Instruction will provide introductory student orientation. Students will receive information about the Curriculum & Instruction program and about NMSU, as well as training on the use of CANVAS, which is the course platform that hosts the online portion of each course. After arriving on campus for the first summer session, there will be an orientation on the first Friday to review policies and procedures. Additionally, students receive guidance on using the NMSU library and requesting items remotely, receive information about how to register for fall courses, and meet with the

instructors of the courses. This is a mandatory meeting and students are expected to attend in order to remain active in the doctoral program.

Standards for Student Social Conduct: Core Values and Behavioral Expectations

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to professional standards may be subject to academic discipline. Faculty have the professional responsibility to treat all students with understanding, dignity, and respect. This behavior is designed to guide classroom discussion and to set reasonable limits on the manner in which faculty members and students' express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, language, sexual orientation, gender variance, and nationalities. For further information, please see the link below to the University Standards for Social Conduct. The department adheres to this code of conduct. <https://studenthandbook.nmsu.edu/student-social-code-of-conduct/part-iii-standards-for-student-social-conduct/>

Doctoral Intake Application Instructions

Applying to the Doctoral Program in Curriculum & Instruction is a two-step process. Please read all the instructions for the application carefully because you will need the same components for the graduate school application and the Curriculum & Instruction Intake Application Portfolio. First, you must apply to the NMSU Graduate School: <http://gradschool.nmsu.edu>. Second, you need to complete and submit the Doctoral Intake Application via the NMSU Graduate School application portal (see details below).

1. Letter of Application to the Doctoral Program addressed to:

Doctoral Program – Curriculum & Instruction
School of Teacher Preparation, Administration, and Leadership
New Mexico State University
MSC 3CUR
Las Cruces, NM 88003

2. Include in the letter your area of interest: Bilingual Education/TESOL; Critical Pedagogies; Early Childhood Education; Educational Learning Technologies; Language, Literacy & Culture; or Special Education. Also include your current address, phone number, e-mail and if you are applying to the **face-to-face** or **online** Program.
3. Your Curriculum Vitae (CV)/Resume
4. Transcripts of **all** college work (unofficial are acceptable for initial application). If you are accepted, your official transcripts are required by the Graduate School;
5. Three current letters of reference (not more than 24 months old);
6. A sample of your edited, scholarly writing (a term paper, published article, etc.);
7. Verification of teaching experience (copies of teaching evaluations, letters from supervisors, etc.);
8. Choose three research articles on the same topic; write a single *synthesis* paper, taking a position in relation to the findings of the three articles (limit: three (3) double-spaced pages). Attach one copy of each article into the online application;

9. Written responses to the following items (maximum of 10 pages total for items A-F). Each of the items below should have its own subheading for easy reference:
 - A. Brief professional autobiographical sketch, including a listing of academic preparation and professional career achievements.
 - B. What is your reason for wanting a doctorate in Curriculum & Instruction?
 - C. What is your major area of interest (concentration)? And why?
 - D. What is your philosophy of education?
 - E. What qualities do you find necessary in an effective teacher?
 - F. What is your knowledge and/or education experience regarding schooling for diverse student populations?
10. All applicants will sign a statement of authenticity (below), attesting that the submitted application is their own work (please print, sign, scan, and upload to the application)

NOTE: NMSU and TPAL offices send emails only to your NMSU student email account.

- Please check this account regularly to avoid missing important information regarding grades, course billing, deadlines, etc.

Concentration

The concentration a doctoral student chooses typically supports the professional perspective that a student wants to enhance as part of the program of study. Some concentrations simply allow a total of 18 credit hours in the designated concentration's coursework, whereas, some concentrations require a specific set of courses to be allowable for the minor (as negotiated by the faculty and the graduate school). Typically, the minor will include the required core course from the minor concentration with additional coursework added to this concentration in consultation with the advisor/chair and committee.

Doctoral Program of Study

The School of Teacher Preparation, Administration, and Leadership faculty members recruit students to the doctoral program in Curriculum and Instruction who show interest at both personal and professional levels to embrace diverse educational settings and a social justice view of curriculum. The doctoral professional experience at New Mexico State University is intended:

- To enable doctoral students to begin a process of learning about themselves, their social roles, and the necessity of that process for their socio-cultural and socio-political transformations.
- To commit doctoral students to take risks in developing their diverse dispositions, competencies, and pedagogies to transform themselves, classrooms, schools, and communities.
- To create change that emanates from understanding the intersections of race, ethnicity, nationality, class, gender, language, gender orientation, sexuality, diverse abilities, and many other hidden or seemingly invisible manifestations.

The Program of Study is designed to meet doctoral students' needs and maintain a sequence of courses for students to follow for successful professional growth. The Full-time sequence is for students who intend to commit to nine (9) credit hours each semester. The Part-time sequence is for students who intend to commit to six (6) credit hours each semester. There are 30 credits of

required courses, 18 credits of concentration courses, and 18 credits of dissertation hours. Doctoral students will be allowed to transfer nine (9) credits from a Master’s Degree in the concentration area. The course descriptions are below the program Full-time and Part-time sequences.

Research Sequence

Our research sequence provides doctoral students with a firm grounding in both quantitative and qualitative research methods, while allowing students to then additionally develop a deeper level of understanding specifically in either paradigm, or toward mixed methods.

FULL-TIME

Fall 2020	Spring 2021	Summer 2021
EDUC 603 EDUC 576 Concentration course	EDUC 604 EDUC 613 Concentration course	
Fall 2021	Spring 2022	Summer 2022
EDUC 637 EDUC 636 (CEP 636) Concentration course	EDUC 605 (Research Des.) EDUC 606 Concentration course	
Fall 2022	Spring 2023	Summer 2023
EDUC 698 (Research Dev.) EDUC 694 (Diss. Seminar EDUC 700 (3 credits)	EDUC 700 (3-9)	

PART-TIME

Fall 2020	Spring 2021	Summer 2021
EDUC 603 EDUC 576	EDUC 604 EDUC 613	
Fall 2021	Spring 2022	Summer 2022
EDUC 637 EDUC 636 (CEP 636)	EDUC 605 (Research Des.) EDUC 606	
Fall 2022	Spring 2023	Summer 2023
EDUC 698 (Research Dev.) EDUC 694 (Diss. Seminar	Concentration course EDUC 700 (3-9)	
Fall 2023	Spring 2024	Summer 2024
Concentration course EDUC 700 (3-9)	Concentration course EDUC 700 (3-9)	

C&I CORE COURSES (required of all doctoral students):	48 credit hours
	<u>Offered</u>
1. EDUC 603: Curriculum for a Diverse Society (3)	Fall
2. EDUC 576: Qualitative Research Methodologies (3)	Fall
3. EDUC 604: Pedagogy of Learning in a Diverse Society (3)	Spring
4. EDUC 613: Evaluation of Quantitative Research in Education (3)	Spring
5. EDUC 637: Social Justice Issues in Education (3)	Fall
6. EDUC 636: Quantitative Research II (Adv. Statistics) (3)	Fall
7. EDUC 605: Independent Study (Research Development) (3)	Spring
8. EDUC 606: Qualitative Research II (Research in Education) (3)	Spring
9. EDUC 698: Selected Topics (Research Design) (3)	Fall
10. EDUC 694: Qualitative Research Designs Seminar (3)	Fall
• EDUC 700: Dissertation Hours (18)	Fall-Spring

CONCENTRATION COURSES (Determined by Focus Area Faculty) **18 Credit hours**

Bilingual Education/TESOL Concentration

CONCENTRATION COURSES:	18 credits
(5 courses minimum must be taken from this section)	
BIL 616/RDG 616 Acquiring Emancipatory Discourses	3 credits
BIL 617/RDG 617 Multiple Critical Literacies	3 credits
BIL 621 Literacy/Biliteracy Assessment and Evaluation	3 credits
BIL 623 Critical Literacies for Democratic Communities	3 credits
BIL 637 Social Justice Issues in Education	3 credits
BIL 633 Praxis and Reflexivity	3 credits
BIL 630 Ethnography of Reading and Writing	3 credits
BIL 635 Critical Theory and Pedagogy	3 credits
EDUC 605 Independent Study	3 credits
BIL 640 Internship in Bilingual Education	3 credits

Critical Pedagogy Concentration

CONCENTRATION COURSES:	18 credits
(5 courses minimum must be taken from this section)	
EDUC 608: Issues in Multicultural Education, Curriculum and Teacher Education	3 credits
EDUC 614: Schooling for a Democratic Society	3 credits
EDUC 623: Curriculum and Instructional Leadership	3 credits
EDUC 632: Multicultural Education Curricular & Pedagogical Trends	3 credits
EDUC 635: Critical Theory & Pedagogy	3 credits
EDUC 637: Social Justice Issues in Education	3 credits
EDUC 633: Praxis & Reflexivity	3 credits
EDUC 602: Internship	1-6 credits

Early Childhood Concentration

CONCENTRATION COURSES:	18 credits
(5 courses minimum must be taken from this section)	
ECED 612: History & Philosophy of Early Childhood Education	
EDUC 602: Internship	3-6 credits
ECED 605: Independent Study Topics in Early Childhood Education	1-3 credits
ECED 607: Interdisciplinary Doctoral Seminar	3 credits
ECED 614: Early Childhood, Communities & Social Policy	3 credits
ECED 636: Teacher Education & Professional Development	3 credits
ECED 698: Selected Topics in Early Childhood Education	1-6 credits

Learning Design and Technology Concentration

CONCENTRATION COURSES:	18 credits
(5 courses minimum must be taken from this section)	
*EDLT/EDUC 610: Technology, Society & Education	3 credits
*EDLT 607: Current Research in Learning & Technology	3 credits
EDLT 612: Advanced Fieldwork (or EDUC 602)	3 credits
EDLT 620: Advanced Multimedia Curriculum Development	3 credits
EDLT 628: Designing Educational Resources on the Internet	3 credits
EDLT 633: Praxis & Reflexivity	3 credits
EDLT 673: Literacy & Technology	3 credits
EDLT 573: Critical Thinking & Technology	3 credits
EDUC 614: Schooling for a Democratic Society	3 credits
EDUC 600: Doctoral Research	3 credits
EDUC 601: Special Topics	3 credits
EDUC 605: Independent Study	3 credits
EDUC 623: Curriculum & Instructional Leadership	3 credits

Literacy, Language & Culture Concentration

CONCENTRATION COURSES:	18 credits
(5 courses minimum must be taken from this section)	
RDG 608: Critical Issues in Literacy Education	3 credits
RDG 621: Literacy/Biliteracy Assessment and Evaluation	3 credits
RDG 630: Ethnography of Reading & Writing	3 credits
RDG 639: Multiculturalism, Literature and Inquiry	3 credits
RDG 616: Acquiring Emancipatory Discourses	3 credits
RDG 617: Multiple Critical Literacies	3 credits
RDG 636: Special Studies in Literacy	3 credits
RDG 600: Doctoral Research in Literacy	3 credits
RDG 633: Praxis & Reflexivity	3 credits
RDG 640: Higher Education Teaching Apprenticeship	1-6 credits

RDG 673: Literacy & Technology	3 credits
RDG 698: Selected Topics in Literacy	1-6 credits
ECED 607: Interdisciplinary Doctoral Seminar	3 credits

Minor Programs

Reading

- RDG 608 Critical Issues in Literacy
- RDG 630 Ethnography of Reading and Writing
- RDG 639 Multiculturalism, Literature, and Inquiry

Educational Leadership Doctoral Minor

Admission Requirements

Doctoral students seeking to earn a minor in ELA must complete the following process:

Contact the Doctoral Programs Coordinator in ELA (TPAL) to express interest and go over the requirements below and answer any questions you may have about the program.

- Letter of recommendation from main advisor (in home department), which is also signed and acknowledged by department head of home department.
- Unofficial Transcripts
- Written response to essay questions – three questions
 - Why do you want a minor in ELA?
 - How do your coursework and/or professional plans align with the mission of ELA?
 - Define social justice and explain how it informs your academic and/or professional dispositions.

Then if advanced to next stage of admission, an in-person or Skype interview with ELA faculty. Included in the interview will be the ELA Department Head and two other faculty members.

Then a final decision is made. If accepted, an ELA Minor contract is signed (discusses sequence of courses, student code of conduct, and ELA code of conduct/expectations)

Once you are accepted as an ELA Minor, the Student Program Coordinator will contact you so you can complete the following process:

Notify the graduate school of acceptance and complete minor paperwork. Re-contact the ELA Doctoral Programs Coordinator that the process has been completed with the Graduate School.

Meet with the ELA faculty member (Executive Assistant for Graduate Programs will let you know which ELA faculty member) to discuss program and/or courses. NOTE: faculty will prescribe a plan of study for the minor that takes into consideration the career aspirations and goals of the student.

General Advisor(s) and Dissertation Chair(s)

In the first semester of the program, students will be assigned a “general” faculty advisor. This advisor is the first “go-to” contact when students have a question or a concern. The general advisor is the person who approves and disapproves conference requests for the PH.D. requirement (see *Required Research Conferences*, below). The general advisor is not necessarily meant to guide the student through the dissertation process.

For the dissertation and with input from the students, the program faculty will assign each student a dissertation chair to replace the general advisor. Once students have a dissertation chair, they will be able to contact that person for all academic and dissertation questions. The dissertation chair must be a currently employed full-time TPAL tenured/tenure-track or college faculty member with graduate faculty status. Dissertation chairs are typically selected in the fourth semester of course work.

Internships

The internships are applied experiences constructed through focused theoretical understandings. These understandings will be developed and practiced as a process through a series of interactions with the selected professor of record, research and/or leadership sites, and area(s) of continued academic engagement. The academic “habits of mind” to be honed during the internship must be inclusive of academic interests and the deepening of intellectual relationship to those curiosities to enable a rich doctoral experience. Decisions about the internships are to be made by the student’s advisor and program committee, and will vary dependent on student needs.

Course Registration

The Curriculum & Instruction doctoral program uses a cohort model, which means that we accept one group of students at a time and, for each semester of the program of study. We have chosen this model because it has been shown to be related to higher student completion rates (Lei, Gorelick, Short, Smallwood, & Wright-Porter, 2011). Efforts for retaining educational leaders in a doctoral program are based on professional standards, educational trajectory and relatively high institutional expectations (Suleiman & Whetton, 2014). The cohort model provides support systems not intended to be rigid, however helpful insuring support, pace, evolution and direction for students in respective programs (Suleiman & Whetton, 2014). Students will receive a copy of the Schedule of Course Offerings which lists the specific courses each semester offered to the cohort. You should register for courses in a timely manner, preferably weeks before the semester starts.

Required Program of Study Submission

Students who have completed 12 credits of doctoral work are required to file the “Program of Study” form for the doctorate before registering for additional courses. This form may be obtained from the NMSU Graduate School at: <https://gradschool.nmsu.edu/graduate-forms/>

Required Research Conferences

To graduate with a Ph.D. in C&I, you must attend and/or present at two research-focused academic conferences during your completion of the program. You will consult with your advisor to determine appropriate conferences to participate in during your course of study. Each

student must engage in the process to pay for conference expenses. There is often a process to request support to present at a conference and your advisor may be able to guide you. Conference costs include: registration fees, travel to and from the conference, housing, meals, transportation, and any other accrued expenses. The conferences are held in different cities each year, and thus the full cost to attend each conference will vary by location. It is your responsibility to notify your advisor when this requirement is met. Documentation of requirement completion will be placed in students' folders. Documentation required is (1) conference form, (2) Proof of paid registration, (3) copy of front cover and (4) copy of name badge. Any other documentation will be considered supplemental.

Change of Advisor

In the event the faculty member you select as dissertation chair is unable to meet the obligations of chairing the dissertation due to retirement, resignation, illness, or other extenuating circumstances, a student may need to change their chair. These requests are handled and approved on a case-by-case basis.

Incomplete Grades

Students may request an instructor to assign an "Incomplete" grade only if you are unable to complete the course due to circumstances beyond your immediate control that develop after the last day to withdraw from the course (see current Graduate Handbook for dates). Examples of appropriate circumstances include documented illness, documented death or crisis in the student's immediate family, etc. In no case is an "Incomplete" to be used to avoid the assigning of D, F, or Unsatisfactory grades for marginal or failing work. Per Graduate School Policy, to obtain an "Incomplete", the student must be passing the course at the requested time.

To assign an 'Incomplete' grade, the professor will state in writing the steps necessary to complete the remaining coursework. The student will sign this document and a copy will be provided. The agreed-upon work must be completed in a manner satisfactory to the instructor and needs to be completed within 12 months of the last official day of the class.

Academic Standing

TPAL adheres to all NMSU Graduate School policies. Commonly referred to policies include the maintenance of a minimum cumulative GPA of 3.0 to remain a graduate student in the department. Students who receive a "B-" grade or below will be required to repeat that course and earn, at minimum, a "B" grade in the repeated course. Courses in which a student earns a "B-" grade or below will not be counted toward graduation. Please note that the next offering of any course may be a semester or more away. Courses are scheduled according to designed Program of Study.

Additionally, students who have a cumulative grade point average (GPA) of less than 3.0 at the end of any semester will be so informed and placed on probation by the Graduate School. If, during the next enrollment period, a student remains below a cumulative GPA of 3.0 or lacks a show of substantial improvement in the quality of work, the student will be suspended from courses for one semester by the Graduate School. Students must re-apply to the Graduate School and to the School of TPAL if the student wishes to continue in the Curriculum & Instruction program after the semester suspension. If the GPA remains below 3.0 after readmission, the

student will be suspended for one year, and again, must reapply to both the Graduate School and to Curriculum & Instruction for readmission. Please see the Graduate School Handbook for complete details.

If you feel that a grade you received was incorrect, you may appeal the grade. Please see the Graduate School Handbook for the seven-step process to appeal a grade. Each step must be followed as described for the grade appeal to be considered by the Appeals Board.

Stepping Out

Students are encouraged to take all courses in-sync with their cohort. In rare circumstances, a student may need to withdraw from a course or step out of all courses for a semester. If you need to withdraw from courses in the first semester of the degree program, you may, with permission from the TPAL Director and faculty, be allowed to join the next accepted cohort and begin again then. To do so, you must, before taking leave, submit a letter of request to return.

- If you did not request to be included in the next admitted cohort at the time that you left the program, you will need to reapply to the program as a new student. There is no guarantee that students who reapply will be selected again. The number and quality of applications are different each year and the application will be considered in the same way as all new applications.
- If you need to withdraw from one or more courses once you have finished the first semester, you must communicate this to the instructor of the course(s) and your advisor. The student may be allowed to continue taking courses with the cohort in subsequent semesters but will need to wait to take the missed courses(es) until offered to the next cohort. This may mean that in a future semester, you will need to enroll in more courses than other cohort members in order to make up missed courses(es). Please note; Curriculum & Instruction only schedules courses to provide the program of study to existing cohort members. Make-up courses beyond these regularly scheduled cohort courses are not offered.
- If you need to withdraw from the university for two regular semesters (Fall and Spring), you should request a leave of absence from the Graduate School. The student must submit a formal letter through the TPAL department head to the Dean of the Graduate School. Emails will not be accepted. The request should include the beginning date and the anticipated ending date for the period of absence.
- A graduate student on leave of absence will be expected not to use university facilities and place no demands upon the university faculty and staff, and therefore will pay no fees. Time spent on leave of absence status will not be counted toward time limits. A graduate student who fails to register for one calendar year without obtaining a leave of absence from the Graduate School will be considered withdrawn from the university and must make a formal application to the Graduate School for readmission at least 30 days prior to the semester that the student plans to enroll. Please consult the Graduate Catalog for specific details.
- Students who do not enroll in coursework for two or more regular semesters (Fall and Spring) without formal leave will be considered to have withdrawn from the program. If the

student wishes to resume studies, there are two steps to complete for seeking readmission. First, you must formally petition the School of TPAL to return to the program. This petition should be a written letter to the Curriculum & Instruction faculty as a whole, explaining the ways in which you will be able to successfully finish if readmitted and what changes the student will make to ensure this success. The letter should be sent to your advisor. The advisor then requests that the petition be put on the next Curriculum & Instruction Faculty Meeting agenda for a discussion and vote. You will be notified of the decision by the advisor. Second, if you are accepted back into the Curriculum & Instruction doctoral program, you must then reapply to the Graduate School.

- Students who have finished coursework but not yet passed the comprehensive exam and are absent without Graduate School leave for two to four semesters must complete two steps in seeking readmission. First, students will be required to formally petition the Curriculum & Instruction faculty, in writing, to be allowed to return to the program. In the written petition, the student must explain why he or she is now able to complete the degree program. Faculty will make a ruling and the result will be communicated to the student by either the student's previous dissertation advisor or the TPAL Department Head. If the Curriculum & Instruction faculty allows the student to return to the program, the student must then reapply to the Graduate School.
- Students who have finished coursework, passed the comprehensive exam, and then stop enrolling in Curriculum & Instruction EDUC 700 (dissertation) hours for two to four regular semesters without requesting a formal leave of absence from the Graduate School (see Graduate Handbook for the steps) will need to formally petition the Curriculum & Instruction faculty, in writing, to be allowed to return to the program. In the written petition, the student must explain why he or she is now able to complete the degree program. Faculty will make a ruling and the result will be communicated to the student by either the student's previous dissertation advisor or the TPAL Department Head.
- Students who have finished coursework, passed the comprehensive exam, and then are absent without Graduate School leave for five to ten semesters must reapply to Curriculum & Instruction and in addition to taking the four courses listed earlier, may be required to retake additional courses or retake the comprehensive exam as specified by the Curriculum & Instruction faculty.
- If more than ten semesters have elapsed since the date of the comprehensive examination, the doctoral candidate will be required to retake the courses listed earlier and take another comprehensive examination before admission to the final examination.

Finally, students must complete the Curriculum & Instruction program of study within 14 semesters (seven years). Any coursework more than seven years old at the time of the final examination will not be included in the program and must be retaken.

Standards for Student Social Conduct: Core Values and Behavioral Expectations

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to

discipline. Faculty have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students' express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, language, sexual orientation, gender variance, and nationalities. For further information, please see the link below to the University Standards for Social Conduct. The Program adheres to this code of conduct.

<https://studenthandbook.nmsu.edu/student-social-code-of-conduct/part-iii-standards-for-student-social-conduct/>

Forming A Dissertation Committee

As you become familiar with the program and the faculty, selecting a dissertation committee chair and interviewing other committee members becomes very important. Students should seek a Chair who will assist and protect their scholarly and academic interests, but who will also make sure that serious needs in their scholarly and academic profile are met. It is important to remember that the chair/doc student relationship typically begins in a more formal setting and requesting someone to be your chair should be thoughtfully and respectfully considered. Faculty members have the responsibility to support doctoral students in the pursuit of a challenging education in both formal and informal settings. However, after considering many professors, doctoral students need to be aware that faculty members also have the right to decline the invitation to chair or to be on a committee.

Once you have selected a dissertation committee chair, you and your chair will work together to select faculty to be on the dissertation committee. This is the committee that will hear and assess your comprehensive exam, the dissertation proposal, and your final dissertation defense. Once the committee is selected and has met for the comprehensive exam, a change of committee member will be considered on a case-by-case basis based on extreme reasons (i.e., committee member illness, retirement, and academic sabbaticals).

The dissertation committee must be made up of four members. All dissertation committee members must hold Graduate Faculty Status as awarded by the NMSU Graduate School and listed on its website. In addition to the advisor, three other faculty members serve on a dissertation committee. One of the other three members must be a currently employed full-time faculty member with NMSU Graduate faculty status. A third committee member is usually also full-time faculty member with NMSU Graduate faculty status from your department. Under unique conditions, however, a third "departmental" committee member may be an expert who has specific expertise in the area of your research. To be considered, you need to submit to your dissertation chair a memo detailing the unique expertise you are seeking. This 'outside' member must be approved by the dissertation chair and hold or be granted "Graduate Faculty Status". The third person must be vetted for conflict of interest and may not serve in a direct supervisory roll over the student. The fourth member must be chosen from a department outside of faculty members teaching in Curriculum & Instruction and serves as the representative for the Dean of NMSU's Graduate School (aka Dean's rep). The Dean's rep is responsible for completing graduate school paperwork, conducting the vote, and verifying that the exam was conducted fairly.

When the four or more committee members have been selected, you complete and submit the “Program of Study and Committee for Doctoral Students” form (<https://gradschool.nmsu.edu/graduate-faculty/>). This Program of Study form includes your coursework completed and to be completed, in consultation with your advisor and/or chair. Finally, this form requires signatures from your chair, the department head, and minor faculty (if completing a minor) and becomes the official Program of Study Plan that is submitted to the Graduate School at NMSU.

All committee members must attend the comprehensive exam hearing, the proposal meeting, and the final dissertation defense. Each of these three meetings of the committee is scheduled for two hours. When necessary attendance can be through synchronous connection methods such as Skype.

At the end of each committee hearing, each member will vote to pass, fail, or adjourn the examination to a later date. Students will receive a “pass” if three or more committee members so vote. Students will fail if two or more members vote no. A third option is to adjourn the meeting. The meeting will be adjourned (postponed and rescheduled within three weeks of the date of the previous hearing) if there are at least two votes to adjourn.

Comprehensive Exam

All doctoral programs at NMSU are required to have a comprehensive exam. The goal of the comprehensive exam is for you to begin developing expertise in your area of interest and to convey this evolving knowledge. At the beginning of the semester prior to the taking the Comprehensive Exam, the student notifies the Chair of the decision to sit for the exam the following semester. In the semester after you complete your final regular courses, you are eligible to begin taking EDUC 700 (Doctoral Dissertation) hours and preparing for the comprehensive examination (‘comps’). For the Spring semester, the comprehensive exam must be taken by April 15th (or the Friday prior to April 15th for holiday or weekend). For the Fall semester, the comprehensive exam must be taken by November 15th (or the Friday prior to November 15th for holiday or weekend).

The comprehensive exam comprises both a written and oral component. The specific format of the exam is at the discretion of the examination committee. As part of the exam, components may cover coursework and include a proposal for dissertation research as part of the written exam.

You will work closely with your dissertation chair and advisors to flesh out the details of your dissertation’s problem statement, background to the topic, the purpose of the study, key areas of the literature review, and a detailed description of the research design (including selection of participants, research question(s) and/or hypothesis(es), and description of data analyses procedures). You must provide your committee with a copy of the comprehensive exam document at least **10** working days before the scheduled exam meeting. In preparing for the orals, you should keep in mind the critical comments from all Committee Members. You are encouraged to meet with each committee member to receive in-depth feedback in preparation for the orals. While Committee Members are still reading the written exam, you will arrange a

mutually agreed upon time and room for the oral examination (this should be coordinated through the Executive Assistant for Graduate Programs).

The dissertation committee will hold a two-hour comprehensive exam defense. In the defense session you will discuss the written portion of the exam, receive feedback on the direction of the dissertation, and the committee members will formally vote on whether or not you have passed the comprehensive exam. This vote is then sent to the Graduate School for documentation. Once your comprehensive exam receives a “pass,” the student’s status will change from “doctoral student” to “doctoral candidate. And, you can start work on your dissertation and remain enrolled in EDUC 700 hours until completing the dissertation and meeting all graduate school requirements.

If more than ten semesters have elapsed since the date of the completion of your comprehensive examination, you will be required to retake the comprehensive examination before admission to the final dissertation defense examination.

Review Panel

If after two years of taking EDUC 700 hours and you have not held your pre-proposal hearing, you must meet face-to-face with a Review Panel to determine a course of action. At this time, in collaboration with the Review Panel, you will discuss the best course of action for your academic progress. Additional courses may be added to your program of study should the committee deem it relevant for the purpose of your dissertation research agenda.

Dissertation Proposal Process

The Dissertation Proposal provides formal documentation of the doctoral candidate’s intended research. The Proposal is a blueprint, as well as the scaffolding, for the candidate’s dissertation work. The proposal requires thorough, in-depth conceptualization. The candidate’s prior and continuing extensive reading should clarify the conceptual directions in their field that are both of interest to the student and remain to be explored by new research. These conceptual directions in which the candidate is proposing to become expert are ideological (How do we value this knowledge?), epistemological (Who decides on which knowledge?), ontological (How does this knowledge affect me as a scholar in the making?) and axiological (What are moral implications of this knowledge?).

Expertise from each of the Committee members should be sought as the candidate continues to read widely and deeply, to analyze and to critique research, theory and practice. The bibliography of works and articles the candidate has developed in courses and examination preparation will serve to frame the research, support its significance and ground its theoretical premises. At this time, the candidate should formulate ideas in writing and the questions or hypotheses to address or test in the proposed dissertation research.

The Proposal serves as a contract between the you and your Committee members. The capstone course (EDUC 694) should also be a forum in which you can begin to develop the proposal, receiving feedback from the course professor and from peers. The Proposal defines your research goals and how you propose to conduct that research. The Proposal must be inherently flexible, for the research process is always evolving, yet, changes to the Proposal judged as major by the

Chair with, at least, consultation by one additional Committee member, must be re-negotiated with your Committee. As you develop the proposal, the committee, in particular the Chair, remains involved for guidance.

The Proposal has three main parts. The first part introduces the concepts under study and outlines the question(s) and/or hypotheses to be pursued. This part communicates the purpose, rationale and significance of the study and provides all necessary background information and definitions. The second part is an extensive literature review that is clearly linked to the purpose of the study. You should be able to defend each of the citations for its significance in the proposed study, its inter-relationships and its particular and holistic impact on the research. The citations in the literature review, and all other works cited in the proposal, should be included in a bibliography at the end of the proposal. The third part of the proposal describes the research design to be used, which must be thoroughly understood within the original context of the proposed study.

The proposal document must conform to the most current APA style rules. You will not be allowed to schedule the dissertation proposal hearing until the dissertation chair certifies that the document is ready to be evaluated by the dissertation committee. With the chair's agreement, you will schedule a meeting with the committee to propose the fully developed research study. All recommendations agreed upon by the committee in the comprehensive exam must be addressed in the final proposal document and how each change was addressed. At the end of the meeting, the committee votes on whether you are ready to begin the dissertation research. Once this committee votes yes, you may submit a request to the NMSU Institutional Review Board (IRB) for research compliance for approval. When the IRB gives its approval, the student may then begin to work on the remaining dissertation chapters.

In addition, the Proposal must include:

1. A title page;
2. A committee page;
3. An abstract; and
4. A table of contents

It is the responsibility of the Dissertation Committee Chair to work with the candidate until the proposal is ready to defend. Approval from your chair is required to formally present your Proposal to the committee. The Chair may ask for input from other Committee members if it is necessary. Two to four weeks prior to the date of the defense – no less than **ten working days** before the defense – the candidate must provide a final copy of the Proposal to each committee member. For details on the IRB/Human Subjects application process and all relevant details see the Research Compliance Page (<http://compliance.nmsu.edu/>)

Each Committee member is obligated to prepare for the Proposal Defense by reading the proposal and crafting questions that will help you refine the research analysis and theory under development. You will arrange a time and place for the Proposal Defense in collaboration with your chair and committee members.

At the Proposal Defense, you will make a brief presentation of the Proposal. A discussion follows at which time the Chair takes notes on comments made by Committee members and by

the candidate. Candidates who have revisions to the Proposal must make them before moving to the next step in the doctoral process. Candidates with minor revisions may show them to each member individually (with the approval of their Chair). Major revisions require an additional Committee meeting once the revisions are completed. At the Proposal Hearing, the candidate will be informed if that additional meeting will be necessary. After passing the Proposal Defense, the candidate is ready to conduct the research and write the dissertation.

While students may engage in pilot studies that help them formulate their proposed research design, the actual research may not begin until after the Proposal is officially approved by the Dissertation Committee and IRB approval is given.

Dissertation Process

The dissertation process requires perseverance, patience and the ability to negotiate. Negotiation as related to your dissertation requires the development of negotiation practices with research participants and/or research sites, and also with committee members. In the process of researching, analyzing and writing, your inquiry is negotiated and balanced with the Committee's views and expertise, leading ultimately to the successful Defense of the dissertation. More information will be provided throughout the program and faculty members are available to answer specific questions. It is highly encouraged to review previously completed dissertations (available from the NMSU library) over the course of the program so that the dissertation format becomes familiar.

Finally, it is understood that the dissertation study will be a work of original research and that the final bibliography will not only ground the present study, but also serve as points of departure for your future work and for the work of other doctoral students following you. The dissertation also requires a commitment of time. While the candidate is researching and writing the dissertation, Committee members should be critical of every aspect of the conduct of the study as delineated in the Proposal.

The research and writing of the dissertation are merely an introduction to the importance of research in everyday life for candidates who will become academics and/or educational practitioners. Although the topic of the dissertation may become a life-long passion for you, the Doctoral Dissertation is only one step, the first step, along the way to a research career. The dissertation should be thought of as part of the process of development into the world of inquiry, research interests and socially relevant research that can impact on an array of teaching and learning settings.

The Dissertation is the last step before earning a doctorate. While working on the Dissertation, the student is enrolled for dissertation credits (EDUC 700 hours). To complete the doctoral degree, students must successfully complete a minimum of 18 credits of EDUC 700 Doctoral Dissertation. It is common for students to take more than these minimum hours to complete the dissertation. EDUC 700 allows students to work with their dissertation chair on a one-on-one basis. Each chair will have different guidelines and procedures for students to follow. What a chair tells one student does not apply to other students with different chairs. Each chair determines how to assess the progress students are making on their dissertation work. Students who are deemed to not be making progress will receive a grade of "U" (unsatisfactory) instead of

“PR” (making progress). Students who receive three “U” grades may be dropped from the program at the request of the chair.

Committee members should be kept informed of your progress at key points scheduled by you (and as approved by your Chair). A more harmonious dissertation process occurs when all Committee members are consistently kept informed of the research and writing process so that the doctoral candidate can consider all comments and thoughtfully respond to them. You are responsible for managing much of the dissertation process while articulating the developing knowledge and new ways of thinking that stem from the dissertation process. Similarly, Committee members should know when their comments and suggestions may actually be of hindrance rather than of assistance and should act accordingly.

The semester you anticipate graduating you must apply for graduation at the Graduate School and the entire draft of the dissertation must be given to the chair and committee members. Each semester’s deadlines are published on the Graduate School website (https://gradschool.nmsu.edu/graduate_calendar/).

Dissertation Defense

The last step in the Doctoral process is the Defense of the Dissertation. Although each Committee member will attend the dissertation defense with questions for the candidate, any major concerns should have been addressed before the scheduled Defense. As with the Proposal, the candidate provides final copies of the Dissertation to each committee member preferably four (4) weeks prior to the date of the defense and no fewer than two (2) weeks prior. In consultation you will know when to plan your defense of the dissertation. After approval to proceed with the defense has been given, you will confer with the Administrative Assistant for Graduate Programs to assist with contingent paperwork. After a successful defense, recommendations are often made regarding the clarity of the dissertation and the final draft of the dissertation submitted to the Graduate School must address these changes.

Faculty and students at large are encouraged to attend the Final Dissertation Defense when invited. The date and location are to be posted publicly and shared with the Administrative Assistant for Graduate Programs for further distribution.

On the day of the dissertation defense, the Committee members meet with the candidate who presents the results of the dissertation. Next, during the defense portion of the exam, each committee member has the opportunity to ask questions of the candidate that relate to the dissertation. This discussion is, in fact, a hermeneutic celebration with interested colleagues. At the end of the meeting, the committee will vote on whether you have successfully completed this final exam and can now be called “Doctor.” This vote is submitted to the Graduate School for documentation.

In a timely manner, the candidate presents a copy of the Dissertation to the Graduate School. All revisions as suggested by Committee members must be completed by the candidate with the assistance of the Chair. After approval from the Chair, the candidate follows the guidelines provided by the NMSU Graduate School to complete publication of the dissertation. The guidelines are located here: <https://gradschool.nmsu.edu/doctoral-dissertation-students/>

NMSU Graduate **Student** Resources

[American Indian Program \(575\) 646-4207](#)

[American Indian Student Center](#)

3015 Andrew Wall Place

Las Cruces, NM 88003-8001

The American Indian Program (AIP) offers services that help American Indian students succeed and achieve their post-secondary goals. We are committed to supporting students on both a personal and an academic level. The AIP nurtures student success by connecting students to on-campus resources and support services, which help students acclimate to NMSU's diverse campus. The AIP provides students with guidance and academic advising, scholarship opportunities, employer recruiting visits, computer and social outlets, library resources, and referral to other campus resources designed to promote student success. <https://aip.nmsu.edu/aip-contact-info/>

[ASNMSU \(575\) 646-4415](#)

[2nd Floor Corbett Center](#)

The Associated Students of New Mexico State University (ASNMSU) was established as the student government in 1910 with, the purpose of serving the students of New Mexico State University. <http://asnmsu.nmsu.edu/>

Black Programs (575) 646-4208

Garcia Center, Room 135

The mission of Black Programs, is to unite students of African-American, Caribbean and African descent by increasing the awareness and appreciation of Black history through educational, cultural, social and academic programs. Our mission includes maintaining a vital support network to help students explore their chosen academic fields and succeed in completing their degree program. Black Programs gives the students the support and connections needed to help realize the full potential of each individual. We also deeply encourage students from all backgrounds to participate in our events and student organizations. It is very important for everyone, no matter what their racial/ethnic, religious background, or sexual preference to know they are welcome here and this is a safe place for them to study and have fun.

<http://blackprograms.nmsu.edu>

[Campus Activities \(575\) 646-3200](#)

[Corbett Center, Room 235](#)

Campus Activities offers out of the classroom involvement - an essential complement to the student's academics. Leadership and personal growth opportunities are offered through student

organizations, activity programming, Greek Life, and National Student Exchange and Union Program Council. <http://campusactivities.nmsu.edu/index.php>

Chicano Programs (575) 646-4206
Garcia Center, Room 128

Chicano Programs supports students of ALL ethnic/racial backgrounds. However, for the purposes of our work, the word “Chicano” in the name of our office, is intended to also include students who identify as Hispanic, Mexican-American, Latino, Puerto Rican, U.S. Cuban, etc. The program specializes in supporting first-generation/low income college students in navigating the university environment. Chicano Programs at NMSU is a support service that promotes and empowers all student success through education, advocacy and development of cultural literacy. <https://chicano.nmsu.edu>

[Graduate Catalog](#)

Find out important academic information specifically for graduate students. The catalog should be kept throughout coursework work at NMSU. It contains detailed information about degree requirements and course descriptions. <http://catalog.nmsu.edu/graduate/>

[Graduate School Assistantships](#)

TPAL has a limited number of Graduate Assistantships available for our students. The assistantship can be awarded up to 20 hours a week per semester. To qualify, students must be enrolled full-time (9 credit hours), not be otherwise employed, and be in academic good standing. To apply for a Graduate Assistantship, please contact Alma Meza in the TPAL office.

LGBT + Programs (575) 646-7031
Corbett Center, Room 204A

LGBT+ Programs is committed to the wellness and success of all students, faculty, and staff in their expression of gender and sexuality at NMSU. LGBT+ Programs provides advocacy, resources, education, and programming to the college community. We welcome all students to utilize our facility, which includes a computer lab, LGBT+ themed library, and lounge. LGBT+ Programs exists to meet the needs of our LGBT+ students and to welcome and encourage the expression and success of all NMSU students. We strive to help the campus community develop policies and strategies to meet the needs of our diverse students, faculty, and staff. Our mission is to promote inclusion and diversity at NMSU. <https://lgbt.nmsu.edu>

[Student Organizations](#)

You can find a list of various student organizations at NMSU. They are classified by the type of organization they are. Of particular interest is the Graduate Student Council, which is the student organization that represents graduate student issues in various NMSU administration committees.

<http://upc.nmsu.edu/charter/list.php?select=all>

[Student Union](#) (575) 646-4411
[Corbett Center Student Union](#)

The student union is home to various food facilities, post office, student government, game room, computer lab, study areas, ATMs, meeting room space and administrative offices.

<http://www.nmsu.edu/General/Maps/buildings/corbett.html>

[Writing Center](#) (575) 646-5297
[Clara Belle Williams Hall, Room 102](#)

The Writing Center provides one-on-one writing consultation, feedback and brainstorming assistance on any writing assignment for all undergraduate and graduate students.

<http://www.nmsu.edu/~english/resources/writingcenter/>

NMSU General Student Resources

[Barnes and Noble bookstore](#) (575) 646-4431
[1400 East University](#)

The NMSU Bookstore is one source for all course materials, official NMSU apparel and computer products at special discounted student prices.

<http://www.nmsubookstore.com/>

[Canvas](#)

Canvas is a web-based, interactive, e-learning management system used by NMSU. It allows for instructors to use the Internet to deliver a course and allows for distance education students to continue in their education without being physically on the NMSU campus.

<http://learn.nmsu.edu>

[Course Schedules](#)

The University's course schedule is posted on the NMSU website every semester and contains important information about classes, registration, tuition, and fees.

<http://www.nmsu.edu/course/>

[ID Card Services](#) (575) 646-4835
[First Floor Corbett Center Room 137](#)

All regularly enrolled students and Faculty/Staff are required to have an NMSU identification (ID) card. Students must present a valid ID card to university units and/or personnel to verify eligibility to access campus facilities, services, and privileges. Student ID cards also works as library cards. <http://www.nmsu.edu/~idsvs/>

[myNMSU](#)

myNMSU is a one stop site where students check nmsu.edu emails, register for classes, check on student employment, view their grade history and check on the status of their financial aid.

<http://my.nmsu.edu>

[NMSU Academic Calendar](#)

The calendar provides a list of important dates for all students, faculty, and staff of NMSU.

http://www.nmsu.edu/General/academic_calendar.html

[NMSU Student Handbook](#)

In the Handbook, you can find various student policies concerning academic and non-academic misconduct, discipline guidelines as well as guidelines for the appeal process.

<http://deanofstudents.nmsu.edu/student-handbook/>

[Office of the Registrar \(575\) 646-3411](#)

[Educational Services Building](#)

The Office of the Registrar handles all admissions for NMSU. One can apply for a degree through the office, as well as order duplicate diplomas or request transcripts.

<http://www.nmsu.edu/~registra/index.html>

[Office of the Registrar, Educational Services Building](#)

Official transcripts and academic records can be requested through the NMSU Registrar's Office. Student enrollment status is continually updated and unofficial transcripts and academic records are maintained for all past or present students. <http://www.nmsu.edu/~registra/transcripts/>

Financial Support

[Financial Aid and Scholarships \(575\) 646-4105](#)

[Educational Services Building](#)

The Financial Aid Office provides assistance and information on scholarships, grants, student loans, and work-study employment. <http://fa.nmsu.edu/>

[University Accounts Receivable \(575\) 646-4911](#)

[Educational Services Building](#)

University Accounts Receivable handles student tuition and fee billing and receivables.

<http://www.nmsu.edu/~uar/>

Campus Services

[Campus Tutoring Services](#) (575) 646-6050 or (575) 646-1342
[Student Success Center - Zuhl Library, 2nd Level](#)

Campus Tutoring Services provides afternoon, evening, and weekend tutoring to NMSU students at no charge. Online tutoring is also available. Appointments are not required. For specific information about subjects, hours, & locations, visit the website.

<http://ssc.nmsu.edu/zuhl/tutoring>

[Career Services](#) (575) 646-1631
[Garcia Annex, Room 224](#)

Career Services offers career fairs, career advising, on-campus recruiting, practice interview sessions, resume reviews, and workshops. All students are eligible to use services.

<http://careerservices.nmsu.edu/>

[Counseling Center](#) (575) 646-2731
[Garcia Annex, Room 100](#)

The Counseling Center provides individual and group counseling services for students at no charge. Counseling is available for issues such as stress, eating disorders, incest, gender, and family concerns. Crisis assistance is offered on a walk-in basis. All main campus students are eligible to use services. <http://www.nmsu.edu/~counsel/cc/index.html>

Military and Veterans Affairs (575) 646-4524
Corbett Center, Room 244

New Mexico State University (NMSU) is a military and veteran friendly university, striving to provide the best possible service to our current and former service members as they pursue their educational goals. Military and Veterans Programs (MVP) promotes lifelong learning and professional development for military, veterans, and their families by offering several benefits for military and veteran students. <https://mvp.nmsu.edu>

[Student Accessibility Services](#) (575) 646-6840
[Corbett Center, Room 244](#)

Services for Students with Disabilities is committed to providing reasonable accommodations for qualified students in accordance with state and federal laws. SAS offers a variety of services to students with documented physical, learning, or psychological disabilities. Students must bring in documentation supporting the needed accommodation, fill out our Student Information Form, and meet with the SSD Coordinator before accommodations can be made.

<http://www.nmsu.edu/~ssd/>

Health & Wellness

[Aggie Fit](#) (575) 646-2907

The program offers access to both the Activity Center & Natatorium and group fitness classes and participation in intramurals.

<http://wellness.nmsu.edu/aggiefit/>

[Aquatic Center](#) (575) 646-3518

[Aquatic Center, on Stewart Street between Locust and Williams Ave.](#)

The Aquatic Center is NMSU's aquatic resource center. It provides the venue for intercollegiate sports, intermural sports and recreational swimming.

<http://recsport.nmsu.edu/aquatics/>

[Campus Health Center](#) (575) 646-1512

[Corner of Breland and Stewart streets](#)

The Campus Health Center offers outpatient primary healthcare by a staff of physicians, nurse practitioners, and other healthcare professionals. Full and part-time NMSU undergraduate and graduate students with valid NMSU ID and verification of enrollment are eligible for services. Fees are charged for Lab, X-ray, or Pharmacy services, as well as for any medical supplies. Insurance claim filing assistance is offered with proof of insurance and receipts. Students may obtain additional information on supplemental health insurance through the SHC Insurance Office. <http://wellness.nmsu.edu/shc/>

[Recreational Sports/Activity Center](#) (575) 646-2907

Open recreation and weight room facilities are available to students with a full-time ID or paid activity pass. Intramurals, outdoor recreation, and Fitness/Wellness programming are available. Published open recreation and weight room hours are available at the center.

<http://www.nmsu.edu/~recsport/>

Library Services

[NMSU Libraries](#) (575) 646-2932

NMSU Libraries offer over 1 million volumes in 2 locations on campus: Zuhl Library and Branson Hall Library. Any permanent New Mexico resident can check out a total of 5 books at any one time from the NMSU Libraries.

<http://lib.nmsu.edu/index.shtml>

[Zuhl Library Copy Center](#) (575) 646-6910

[Zuhl Library, 1st floor](#)

The NMSU Zuhl Copy Center provides a fast, cost-effective and high-quality document duplicating and finishing service to the University community.

<http://lib.nmsu.edu/depts/accserv/copycenter.shtml>

Parking & Transportation

[Crimson Cab \(575\) 524-TAXI \(8294\)](#)

Crimson Cab provides a FREE cab ride with a valid NMSU ID. Call 575.524.TAXI 7 days a week from 9 pm to 5 am. Don't drink and drive.

<http://asnmsu.nmsu.edu/aggie-transportation/crimson-cab/>

[Parking Department \(575\) 646-1839](#)

[725 College Drive \(at the northeast corner of College Dr. & Union Ave.\)](#)

The NMSU Parking Department is responsible for administering the parking program for NMSU. This includes issuing parking permits, enforcing parking regulations, and maintenance and development of parking lots. The free lots are indicated by a brown color on the official parking map. Permits are not required to park in free lots. Visitors may use metered spaces, obtain a free weekly visitor parking permit from the Parking Department, or obtain a free daily e-permit on-line at <http://www.campusvisitor.com>.

<http://www.nmsuparking.com/>

[Pete's Pickup \(575\) 646-1111](#)

Campus can be a little scary late at night. Whether you've been studying late at the library, had a late extracurricular meeting, or if you're out late on campus for any other reason, you can always call Pete's Pickup for a safe escort to your car or dorm. Pete's Pickup will take you anywhere on campus.

<http://asnmsu.nmsu.edu/programs/petespickup/index.html>

Computer & Technical Services

[Accounts and Passwords \(575\) 646-1840](#)

Access to a variety of NMSU online services are based on usernames and passwords. NMSU students can activate the new credential by going to <http://my.nmsu.edu> and clicking on the "Register Now" button.

<http://ict.nmsu.edu/eaccounts.html>

[ICT Customer Service and Helpdesk \(575\) 646-1840](#)

[ICT Building \(Across from O'Donnell Hall, behind the New Science Hall\) Room 140](#)

ICT Customer Service provides assistance for NMSU's voice, video, data, network and Information Technology needs at NMSU. The ICT Helpdesk in Room 140 also provides walk-in support for many common software and desktop computer issues.

<http://ict.nmsu.edu/csc/index.html>

[Student Technology](#)

The Student Technology site is your one-stop source for information and instruction about technology at NMSU. The site can be used as a reference for computing-related questions.

<http://studenttech.nmsu.edu/>

[Student Information Management \(575\) 646-PETE \(7383\)](#) [Educational Services Building](#)

Student Information Management (Pete's one-stop-shop) works in partnership with the Division of Student Success and the NMSU community to provide functional, technical, and business intelligence support services for student administrative and reporting systems. Contact by email is available also: onestop@nmsu.edu or <http://sim.nmsu.edu/>

Campus Safety

[Fire Department \(575\) 646-2519](#)

[Corner of Wells St. and Research Ave.](#)

The NMSU Dept. of Fire & Emergency Services (DFES) provides emergency response for the NMSU main campus. DFES also provides fire prevention and various forms of public education related to emergency services. <http://www.fire.nmsu.edu/>

[NMSU Police \(575\) 646-3311](#)

[725 College Drive, Las Cruces, NM 88003](#)

The NMSU Police Department is a full service, 24-hour a day police agency, complete with its own enhanced 911 emergency dispatch center, criminal investigations section, and training staff.

<http://www.nmsupolice.com>