

Curriculum & Instruction Doctoral Program (C&I)

Advising Handbook

Doctor of Philosophy (Ph.D.)
Face to Face and Online Program

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

College of Health, Education, and Social Transformation
New Mexico State University

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Faculty List

The information and contact information for Faculty members in the School of Teacher Preparation, Administration and Leadership (TPAL) is located on our website: <https://tpal.nmsu.edu/faculty/faculty-and-staff-list.html>

TPAL Administrative Support

General Numbers: 575-646-4820 & 575-646-3825

Ms. Alma Meza; almeza@nmsu.edu; 575-646-4022

Ms. Dolorian Sanchez; dolorian@nmsu.edu; 575-646-1652

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) doctoral program at New Mexico State University (NMSU) 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.

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 NMSU 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, critical perspectives related to: 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 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 Doctor 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.

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. Seven courses serve as the foundational components of the doctoral program: EDUC 6110: *Curriculum for a Diverse Society*, and EDUC 6120: *Pedagogy of Learning for a Diverse Society* focus on curriculum, teaching and learning from a multicultural and critical perspective; and EDUC 6420: *Evaluation of Quantitative Research in Education*, EDUC 6430 *Quantitative Research II (Adv. Statistics)*, EDUC 6440: *Qualitative Research I*, and EDUC 6230: *Research as Praxis: Qualitative Research II* (comprising the two research sequence courses); and EDUC 6910: *Dissertation Seminar (Qualitative Research)*. These foundational courses provide doctoral students with an introduction to academic research and the tools and abilities needed for research. These five courses are required of all C&I doctoral students and provide rich, multi-perspective approaches to educational 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 Program Admissions Policy

The Ph.D. in Curriculum & Instruction will only admit students to the doctoral program during the spring semester with coursework beginning the following summer term. 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. Each of the nine items listed below must be included at the time of submission (including letters of reference). An incomplete portfolio submission by the deadline may result in disqualification of the Doctoral Intake Application. All completed applicant portfolios are reviewed by professors comprising part of the Doctoral Intake Committee. Applicants who have submitted portfolios accepted for further consideration will be invited to interview with additional faculty members of the 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 interview via video conference call.

Admission to the doctoral program in Curriculum & Instruction is selective, attempting to serve doctoral students who will most benefit from our 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 regarding 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).

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, and e-mail.
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. Contact information for three 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 or related experiences (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? 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.

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

Online

Please note that an MA degree is a prerequisite. If that degree is not an MA in Education, or if courses equivalent to basic core prerequisites are absent or outdated, necessary prerequisites may be added to the doctoral program of study.

The online doctoral program is a distance education program. This means that distance education courses from NMSU are delivered using the most innovative technology and methods available.

Applicants who are accepted in the spring semester prior begin in the summer, immediately after being accepted. During all semesters, classes are taught using the NMSU learning management system and other asynchronous and synchronous technologies (Adobe Connect, Microsoft 360, etc.)

For one of the five weeks during the summer session, students attend face-to-face classes in residence at the Las Cruces campus: 1) This is typically during the 3rd week of June (Orientation/FAQ follow-up is on Saturday prior to face-to-face during Monday-Friday); 2) This is a three-summer obligation; 3) All cohort members are required to attend the On-line Doctoral Program Orientation meeting on the Saturday prior to the week of classes on-site at NMSU.

*Please note students are responsible for all the costs associated with travel, meals, lodging, and so forth that accrue from summer program attendance in Las Cruces.

Notification of Admission/Acceptance

We notify all applicants of their admission status no later than May 1st of each application year. The Graduate School provides formal admission for those who are accepted and processes their applications. The new incoming cohort can begin taking classes the following summer.

Mandatory Student Orientation

The Saturday 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 information on the use of the learning management system, that serves as the course platform supporting the online portion of each course. Additionally, students receive guidance on using the NMSU library and requesting items remotely, receive information about how to register for courses, and may meet with professors. 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://studentlife.nmsu.edu/conduct/index.html>]

Online Doctoral Program of Study

The School of TPAL 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 NMSU 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 degree plan is designed to meet doctoral students' needs and maintain a sequence of courses for students to follow for successful professional growth. The online program sequence is for students who intend to commit to six (6) credit hours each semester. There are 48 credits of required coursework and 18 credits of dissertation hours. Doctoral students will be allowed to transfer six (6) credits from a previous graduate coursework.

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.

Face to face Doctoral Program Schedule

First Year

FALL CREDITS

EDUC 6110 Curriculum for a Diverse Society:3 credits

EDUC 6440 Qualitative Research:3

Choose one of the following:3

EDLT 6230 Technology, Society, and Education

bled 6110 Acquiring Emancipatory Discourses: TESOL/BIL

EDUC 6220 Praxis and Reflexivity

ECED 6110 History and Philosophy of Early Childhood Education

READ 6110 Critical Issues in Literacy Education

Total credits: 9

SPRING CREDITS

EDUC 6120 Pedagogy of Learning in a Diverse Society:3

EDUC 6420 Evaluation of Quantitative Research in Education:3

Choose one of the following:3

EDLT 6210 Current Research in Learning and Technology

bled 6130 Literacy / Biliteracy Assessment and Evaluation

EDUC 6210 Curricular Mediation for Democratic Communities

ECED 5510 Advanced Teaching and Learning of Literacy

READ 6130 Multiculturalism, Literature, and Inquiry

Total credits: 9

Second Year

FALL CREDITS

EDUC 6320 Social Justice Issues in Education;3 credits

EDUC 6430 Advanced Statistics:3 credits

Choose one of the following:3 credits

EDLT 6110 Foundations of Learning Design & Technology

bled 6120 Multiple Critical Literacies

EDUC 6330 Critical Race Theory & Storytelling in Educational Spaces

ECED 5520 Literacy Development in Early Childhood

Total credits:9

SPRING CREDITS

EDUC 6230 Research in Praxis: Qualitative Research II:3 credits

EDUC 6410 Current Research in Educational Practice:3 credits

Choose one of the following:3

EDLT 6998 Advanced Fieldwork

bled 6310 Critical Theory and Pedagogy

EDUC 6310 Critical Theory and Pedagogy

ECED 6996 Selected Topics in Early Childhood Education

READ 6210 Ethnography of Reading and Writing

Total credits: 9

Third Year

FALL CREDITS

EDUC 6340 Theoretical Frameworks and Research Design Topics:3 credits

EDUC 6910 Dissertation Seminar:3 credits

EDUC 7000 Doctoral Dissertation:18 credits

Total credits: 24

Total Credits for completion of degree: 60

Online Doctoral Program Schedule

(On Campus) First Summer I – Two Classes, 6 credit hours

EDUC 6110 – Curriculum for a Diverse Society

EDUC 6420 – Evaluation of Quantitative Research in Education (Research)

First Summer II – Online, One Class, 3 credit hours

EDUC 6320: Social Justice Issues in Education

Fall 2018 – Two classes, 6 credit hours

bled 6110 – Acquiring Emancipatory Discourses

EDLT 6230 – Technology, Society, & Education

Spring I – Two classes, 6 credit hours

EDUC 6440 – Qualitative Research

EDUC 6120 – Pedagogy of Learning in a Diverse Society

Second Summer (On Campus) Two Classes, 6 credit hours

EDUC 6340 Theoretical Frameworks and Research Design Topics

CEPY 6430 – Advanced Statistical Methods

Fall II – Two classes, 6 credit hours

RDG 6110 – Critical Issues in Literacy Education

EDUC 6410 – Current Research in Educational Practice

Spring II – Two classes, 6 credit hours

EDUC 6230 – Research as Praxis: Qualitative II

EDUC 6210 – Curricular Mediation for Democratic Communities

Third Summer (On Campus): One Class, 3 credit hours

EDUC 6910 – Dissertation Seminar

Plus 18 hours of EDUC 7000 for Doctoral Dissertation

14 courses x 3 credits = 42 credit hours

18 hours of EDUC 700 = 60 credit hours [TOTAL credit hours]

TPAL Minors

For information about minors:

<https://catalogs.nmsu.edu/nmsu/health-education-social-transformation/tpal/#minorstext>

Educational Leadership Doctoral Minor

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 comprehensive exam, dissertation proposal, and final dissertation defense each student selects a dissertation chair to replace the general advisor. After you have selected a dissertation chair, you 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.

Course Registration

The Curriculum & Instruction online doctoral program utilizes a cohort model and accepts one group of students to commence a degree plan. This model was chosen based on research related to higher student completion rates (Lei, Gorelick, Short, Smallwood, & Wright-Porter, 2011) along with efforts to retain 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 intended to be helpful by ensuring support, pace, evolution and direction for students in respective programs (Suleiman & Whetton, 2014).

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/chair to determine appropriate conferences for you 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 registration form, (2) proof of paid registration, (3) copy of presentation information and (4) copy of name badge. Any other documentation will be considered supplemental.

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 can be directly related to 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 dissertation chair to confirm these requirements have been met.

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 the dissertation chair. These requests are handled and approved on a case-by-case basis in consultation with departmental leadership.

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 the [NMSU Academic Calendar](#)). 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 NMSU Policy, to obtain an "Incomplete", the student must be passing the course at the requested time. Incompletes can be requested via the I Grade Information Form from the Student Records Website (https://records.nmsu.edu/_files/sro-forms/I%20Grade%20Information%20Form.pdf).

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 Administrative Rules and Procedures (ARP), including grade reports and the NMSU grading system (<https://arp.nmsu.edu/chapter-4/4-55.html>). 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 may be required to repeat any coursework that places the GPA at 3.0 or lower. And, at that point, earn at minimum, a "B" grade in the repeated course. Please note that the next offering of any course may be a semester or more away. And, if a lack in meeting minimum grade requirements continues, an academic review process with the student's advisor and departmental leadership will be completed.

Additionally, students who have a cumulative grade point average (GPA) of less than 3.0 at the end of any semester will be informed and placed on Academic Probation I by the Graduate School. If, during the next enrollment period, a student remains below a semester GPA of 3.0, the student will be placed on Academic Probation II. If the graduate student cannot maintain a semester GPA of 3.0 or higher and the cumulative GPA remains below 3.0 under Academic Probation II, 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 of 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. [<https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicstandingandprobationtext>]

If you feel that a grade you received was incorrect, you may appeal the grade. Please see ARP 5.14 for Graduate Student Academic Grievances including the grade appeal process (<https://arp.nmsu.edu/chapter-5/5-14.html>).

Leave of Absence

If students are not enrolled for one year, their admission is rescinded and they need to reapply to return. To avoid this, students can submit a Leave of Absence request found at <https://apply.nmsu.edu/register/?id=e46e54d5-1bec-445f-8297-bb5b41107348>

[NMSU Catalog - Withdrawal]

- 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 degree plan for 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 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 Director. 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 7000 (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 Director.
- 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 advisor and leadership.
- 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.

[<https://studentlife.nmsu.edu/conduct/index.html>]

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 members 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 at least four members. All dissertation committee members must hold Graduate Faculty Status as awarded by the NMSU Graduate School and listed on its directory. 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 your field of 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. The Dean’s representative is responsible for submitting required graduate school paperwork, conducting the vote, and verifying that the exam was conducted fairly.

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 completed through synchronous video conference methods (e.g. Teams, or Zoom).

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 a majority or more committee members so vote. Students receive a “fail” if fifty percent 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 for students. 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’). Please be mindful of all exam deadlines and important dates on the NMSU Graduate School Calendar.

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, program area expertise, research knowledge, and may include a pre-proposal for dissertation research as part of the written exam.

You will work closely with your dissertation chair and committee members to organize the details of your intended research: 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 entire comprehensive exam document at least **ten (10) working days** before the scheduled exam meeting. In preparing for the oral exam, 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

comprehensive oral exam. While Committee Members are still reading the written exam, you will arrange a mutually agreed upon time and room for the oral exam (this should be coordinated through the Executive Assistant for Graduate Programs).

The dissertation committee will participate in a two-hour comprehensive oral 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.

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

Review Panel

After four regular session semesters of taking EDUC 700 hours and a student has not held a dissertation proposal hearing, a Review Panel will be convened to determine a degree completion plan. At this time, in collaboration with the Review Panel, you will discuss the best course of action for continued academic progress. For example, courses may be added to your program of study for the purpose of guiding dissertation research agenda or a timeline may be developed to support completion.

Dissertation Proposal Process

The Dissertation Proposal provides formal documentation of the doctoral candidate's intended research. The capstone course (EDUC 6910, Dissertation Seminar) 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 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 value 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 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.

It is the responsibility of the Dissertation Committee Chair to work with the candidate until the proposal is ready to defend. The proposal document must conform to the most current American Psychological Association (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. In conjunction with the chair's approval, you will schedule an oral defense with the committee to propose the fully developed research study. 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 fewer than **ten (10) working days** before the defense – the candidate must provide a final copy of the Proposal to each committee member. And, 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.

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 dissertation proposal. A discussion follows at which time the doctoral candidate and student chair take notes on comments made by Committee members and by the candidate. Many of these comments may be recommendations requiring revisions to the proposal. 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 may 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.

At the end of the meeting, the committee votes on whether you are ready to begin the dissertation research and informs you of the next steps. If the proposal is accepted and approved, internal documentation will be submitted into your official file indicating you have completed this phase of your research planning. Next, you may submit a request to the NMSU Institutional Review Board (IRB) for research compliance for approval. For details on the IRB/Human Subjects application process and all relevant details see the Research Integrity and Compliance Page (<http://compliance.nmsu.edu/>). After the NMSU IRB approves the research, the student may then begin to work on the remaining dissertation chapters. 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.

Completing the Doctoral Degree

Completing a doctoral degree involves a commitment of time. The dissertation process requires perseverance, patience and the ability to negotiate. The Curriculum & Instruction Program supports doctoral research with an intentionality to guide candidates toward a successful completion of their degree. The dissertation presents a research process brought to conclusion and reviewed by NMSU professors as worthy of demonstrating expertise in a field of study.

The research and writing of the dissertation are merely an introduction to the importance of research in everyday life for doctoral 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 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.

Negotiation as related to your dissertation requires the development of negotiation practices with research participants and/or research sites, as well as, with committee members. In the process of researching, analyzing and writing, your inquiry is negotiated and balanced with the dissertation chair and committee's views and expertise, leading 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 expectations become familiar.

The dissertation study will be a work of original research and 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. While the doctoral 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 dissertation research proposal.

Traditional Five Chapter Dissertation

Writing a traditional five-chapter dissertation requires the doctoral candidate to select a topic of interest within the field of curriculum & instruction. The selection process is often guided by consultation with an academic supervisor, wherein the doctoral candidate conducts a comprehensive literature review to understand existing research and identify gaps or areas for exploration. A general outline of the five-chapter is:

1. **Introduction:** This chapter sets the stage by introducing the research topic, stating the research problem or questions, and providing an overview of the dissertation structure. It also includes the purpose of the study, significance of the study and the author's objectives.
2. **Literature Review:** This chapter critically reviews relevant literature and theoretical frameworks that inform the research. Chapter two synthesizes existing knowledge, identifies gaps, and justifies the need for the current study. The literature review demonstrates the candidate's understanding of the field and provides a foundation for the research design.
3. **Research Methods:** This chapter describes and justifies the research methods and/or methodologies chosen to explore the research questions or hypotheses. Chapter three explains how data were collected or generated, the sampling strategy, data analysis techniques, and any tools or instruments used. The steps include selecting an appropriate paradigm (qualitative, quantitative, or mixed methods), specific analysis approaches that are aligned with the research question(s). This chapter ensures the research is conducted with a systematic and rigorous process.
4. **Findings (Results or Data Analysis):** This chapter presents the findings of the research based on the data collected and the process proposed for analysis. Chapter four may include tables, figures, or graphs to illustrate key findings supported by a written explanation. The main findings are presented in response to the dissertation's research questions and/or hypotheses.
5. **Conclusion & Discussion:** This chapter interprets the findings in the context of the research questions, theoretical framework, and existing literature. Chapter five explores the implications of the findings, discusses limitations, and suggests recommendations for future research or practice. This chapter aims to demonstrate the candidate's critical thinking and contribution to the area of curriculum & instruction. This final chapter summarizes the key findings of the study, restates the research problem or questions, and discusses the broader implications of the research. The candidate highlights the significance of the findings and may suggest practical applications or policy implications based on the research outcomes.
6. **References & Appendices:** This section lists all sources cited in the dissertation using a consistent citation style (e.g., APA). The references and appendices demonstrate the breadth of literature reviewed, supports the credibility of the research, and presents additional data supporting the findings.

Dissertation by Publication

Publication as an approach for dissertation completion demonstrates expertise in a field of research. Depending on student professional goals, faculty advisor support, and NMSU policy TPAL faculty seek to assist doctoral candidates in the complexities of dissertation by publication. The process of writing a thesis by publication focuses on writing individual articles with a requirement to assemble research articles into a cohesive narrative. The concept of publication in the context of demonstrating professional expertise refers specifically to academic papers intended for academic journals or presses. The structure of research articles into a doctoral dissertation in educational research requires students to work more collaboratively with their advisor/committee leading to more sequential research results, presentations, and peer-reviewed acceptance leading to publication (Nygaard & Solli, 2021).

Dissertation Process

The dissertation is the last step before earning a doctoral degree. While working on the dissertation, the student is enrolled for dissertation credits (EDUC 7000 hours). To complete the doctoral degree, students must successfully complete a minimum of 18 credits of EDUC 7000 Doctoral Dissertation. It is common for students to take more than these minimum hours to complete the dissertation. EDUC 7000 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 making progress will receive a grade of “S” (satisfactory), whereas lack of progress is designated with a “U” (unsatisfactory) grade. Students who accumulate two semesters of “U” grade will be placed on Academic Probation I. Students who receive three semesters of “U” grades will be dismissed from the Graduate School.

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 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 in the Graduate School Calendar [<https://gradschool.nmsu.edu/CurrentStudents/GraduateSchoolCalendar.html>].

Dissertation Defense

The last step in the doctoral degree 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 oral 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 **ten (10) working days** 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 required NMSU Graduate School paperwork.

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.

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. After approval from the Chair, the candidate follows the guidelines provided by the NMSU Graduate School to complete publication of the dissertation. [<https://gradschool.nmsu.edu/current-students/graduating-thesis-and-dissertation-students.html>]. In a timely manner, in accordance with the NMSU Graduate School calendar, the candidate submits a final copy of the Dissertation to the Graduate School.

NMSU Graduate Student Resources

Graduate School (575) 646-5746 Educational Services

Building

<https://gradschool.nmsu.edu>

Find out important academic information specifically for graduate students, including academic regulations and policies specific to graduate coursework. Here you can also find details on graduate funding opportunities, forms, calendars, and resources specifically about graduation and dissertation requirements and processes.

Graduate School Assistantships

ELA has a limited number of Graduate Assistantships available for our students through funding from the Graduate School. 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 by NMSU, and be in academic good standing. To apply for a Graduate Assistantship in ELA, please contact Alma Meza at almeza@nmsu.edu. All Graduate Assistantships are governed by the NMSU and United Electrical, Radio, and Machine Workers of America-Collective Bargaining Agreement (CBA). Please visit the Graduate School website for more information on the CBA at the following link: <https://gradschool.nmsu.edu/ga-and-union/collective-bargaining-agreement.html>.

Graduate Workers United

<https://nmsugrads.ueunion.org/>

We are an interdepartmental, interdisciplinary group of graduate workers from New Mexico State University, dedicated to fighting for fair working conditions for all graduate workers at NMSU. To that end, we are organizing a union as members of the UE: The United Electrical, Radio and Machine Workers of America. The UE is a democratic, member-led union.

NMSU General Student Resources American Indian Program

(575) 646-4207

American Indian Student Center, MSC 3AISC

Las Cruces, NM 88003-8001

<https://aip.nmsu.edu>

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.

The Associated Students of New Mexico State University (ASNMSU) (575) 646-4415

Corbett Center Student Union, First Floor, Room 106 <http://asnmsu.nmsu.edu/>

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.

NMSU Bookstore (575) 646-4431

1400 East University

<https://www.bkstr.com/nmsustore/home>

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

Black Programs (575) 646-4208 Corbett Center

Student Union

Room 234 <https://blackprograms.nmsu.edu>

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.

Latin American Programs (575) 646-4206 Garcia Center, Room 138

<https://latinamericanprograms.nmsu.edu/>

Latin American Programs supports students of ALL ethnic/racial backgrounds. However, for the purposes of our work, the word “Latino” 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. Latin American Programs at NMSU is a support service that promotes and empowers all student success through education, advocacy and development of cultural literacy.

Crimson Connection

<https://studentlife.nmsu.edu/crimson-connection/index.html> <https://crimsonconnection.nmsu.edu/organizations>

Crimson Connection is a platform used to assist NMSU students in getting involved on campus through student organizations, events and opportunities.

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) 646-2306 Second floor
of the NMSU Bookstore <https://idcard.nmsu.edu>

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.

LGBT+ Programs (575) 646-7031

Corbett Center, Room 208 <https://lgbt.nmsu.edu>

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.

Military and Veterans Programs (575) 646-4524 Corbett Center,
Room 244 <https://mvp.nmsu.edu/index.html>

New Mexico State University (NMSU) is a military and veteran-friendly university that strives to provide the best possible service for our military, veteran, and their dependents as they pursue their educational goals. Military and Veterans Programs (MVP) promotes lifelong learning and professional development

myNMSU

<https://my.nmsu.edu>

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.

NMSU Academic Calendar

<https://records.nmsu.edu/faculty-and-staff/academic-calendar.html>

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

NMSU Student Handbook

<https://studenthandbook.nmsu.edu>

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.

Student Involvement & Leadership Programs (575) 646-3200 Corbett Center, Room 205 <https://studentlife.nmsu.edu/silp/index.html>

The Office of Student Involvement and Leadership Programs offers outside the classroom involvement, an essential complement to the student's academics. Our program/services are non-academic and are provided directly to the student. The goal of Student Involvement and Leadership Programs is to promote involvement, interpersonal and leadership development, service learning, and civic responsibility by providing educational/developmental programs and activities to the students, therefore enhancing outside the classroom learning. Leadership and personal growth opportunities are offered through involvement in Student Organizations, Fraternity & Sorority Life, and more.

Student Union (575) 646-4411 Corbett Center

Student Union <https://ccsu.nmsu.edu>

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.

University Student Records (575) 646-3411 <https://records.nmsu.edu>

Phone, email and Live CHAT options are available

Online services include updating and/or restricting your contact information, applying for graduation, and requesting transcripts. You can also access important forms, catalogs, schedules, and calendars.

Writing Center (575) 646-0111

<https://writingcenter.nmsu.edu>

The Writing Center offers free one-on-one tutoring for all NMSU students and faculty, from undergraduate to PhD. We work with our clients on all types of writing, including writing for classes, presentations, and scholarships, as well as writing for other purposes, such as creative writing or assignment guidelines. If you have general questions about tutoring, workshops, or other Writing Center activities, you're invited to email consult@nmsu.edu. There are in-person, online synchronous, and online asynchronous options.

Financial Support

Financial Aid and Scholarships (575) 646-4105 Educational Services

Building, Suite 600 <http://fa.nmsu.edu/>

The Financial Aid Office provides assistance and information on scholarships, grants, student loans, and work-study employment.

University Accounts Receivable (575) 646-4911 <https://uar.nmsu.edu>

Educational Services Building, Room 701

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

Campus Services

Campus Tutoring Services (575) 646-6050 Corbett

Center Student Union Room 206

<https://campustutoring.nmsu.edu>

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.

Center for Academic Advising and Student Support (575) 646-2941 Educational Services Center, Suite 200

<https://advising.nmsu.edu>

Career exploration, career advising, and academic advising go hand-in-hand. If you're looking for ways to improve your resume, cover letter, interviewing success, digital profile(s), and networking skills, log in to Handshake to find Workshops or schedule an appointment.

Disability Access Services (575) 646-6840 Corbett

Center, Room 204

<https://studentlife.nmsu.edu/disability-access-services1/index.html>

Disability Access Services (DAS) provides accommodations, education, consultation and advocacy for qualified students with disabilities at New Mexico State University. DAS works with students at NMSU & DACC, across New Mexico and around the world.

Health & Wellness Aggie Fit

(575) 646-2907

<https://recsports.nmsu.edu/about-aggiefit/index.html>

This program offers:

- Access to the Activity Center and Aquatic Center
- 10% off NMSU programs: Summer Sports Camp, Outdoor Rentals
- Health Screenings at Aggie Health and Wellness Center
- Access to Group Fitness Classes
- Eligible for Intramural Sports (Full and Part-Time Students Only)

Aquatic Center (575) 646-3518

<https://recsports.nmsu.edu/facilities/aquatic-center.html>

Aquatic Center, on Stewart Street between Locust and Williams Ave. The Aquatic Center houses an indoor 6-lane 25-yard pool and outdoor 50-meter Olympic sized pool.

Aggie Health & Wellness Center (575) 646-1512

The main entrance is located on the northeast corner of the building, at the corner of McFie Circle and Breland Drive, 3080 Breland Dr.

<https://wellness.nmsu.edu>

The Aggie Health and Wellness Center (AHWC) provides integrated comprehensive medical and psychological services to the students of New Mexico State University.

The AHWC is a nationally accredited out-patient ambulatory facility offering services in:

- Employee Assistance Program (EAP)
- Health education, outreach, and programming
- Immunizations (travel and preventative)
- Medical clearance for NMSU research, education, and employment purposes
- Medical illness and prevention
- Mental health and counseling
- Treatment and case management of workers compensation injuries
- Reproductive Health/Sexual Health
- Women's health

Fee Schedule: <https://wellness.nmsu.edu/healthcare%20services/healthcare.html>

Counseling Services (575) 646-1512 Aggie

Health & Wellness Center

<https://wellness.nmsu.edu/Counseling%20Services/counseling.html>

The Aggie Health and Wellness Center provides counseling services with a staff of counselors and psychologists that are here to assist students with crisis, mental health, and personal growth and well-being issues. Services are free and confidential to NMSU main campus students. We strive to create a safe and affirming climate where students can feel comfortable exploring the importance of their identity and life experiences regarding diversity and how this might relate to the issues and concerns students may want to address in counseling.

Recreational Sports/Activity Center (575) 646-2907 <https://recsports.nmsu.edu>

New Mexico State University's Recreational Sports programs and facilities enhance your college experience by promoting healthy lifestyles and building communities that enable student success. We offer a variety of recreation, fitness, and sports opportunities that include:

- Aquatics
- Intramurals
- Group Fitness
- Outdoor Recreation

Library Services

NMSU Libraries (575) 646-1508

<https://library.nmsu.edu>

NMSU Libraries offer over 1 million volumes in 2 locations on campus: Zuhl Library and Branson Hall Library. Graduate students can check out an unlimited number of items for a loan period of 120 days. Some items have up to two renewal periods.

Parking & Transportation

Crimson Cab (575) 888-

7777

<https://asnmsu.nmsu.edu/our-services/crimson-cab.html>

Crimson Cab is a program offered here at NMSU to ensure the safety of our students by offering a safe ride. With your NMSU Student ID, Crimson Cab will take you and your friends anywhere within the Las Cruces City Limits. Reservations recommended for doctor appointments, going to Greyhound or El Paso/LA Limo bus stations ONLY. Please call to schedule at least 1 day in advance between 10:00 am and 5:30 pm. There will be no on-campus transportation offered between 2:00 AM - 6:00 PM

Parking Department (575) 646-2306

1400 E. University Ave. 2nd floor (Corner of Jordan St.) Inside the NMSU Bookstore,

<https://park.nmsu.edu>

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 have many options for parking, learn about them here <https://park.nmsu.edu>

Pete's Pickup (575) 646-1111 <https://asnmsu.nmsu.edu/our-services/petes-pick-up.html>

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 Pick Up for a safe escort to your car or dorm. Just call 575-646-1111 and within minutes a driver will be there to safely pick you up.

Computer & Technical Services

Accounts and Passwords (575) 646-

1840 <https://myaccount.nmsu.edu>

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 "First Time Users."

ICT Customer Service and Helpdesk (575) 646-

1840 Hardman Jacobs 105

<https://ict.nmsu.edu>

Zoom ID: icthelpdesk

ICT Customer Service provides assistance for NMSU's voice, video, data, network and Information Technology, software and desktop computer issues at NMSU. Get information on their drop in zoom hours at <https://inside.nmsu.edu/help/> or get assistance by emailing help@nmsu.edu or for software issues email software@nmsu.edu for assistance.

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/>

Campus Safety

In an emergency, always dial 911.

Fire Department (575) 646-2519

<https://fire.nmsu.edu>

1510 Wells Street

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.

NMSU Police (575) 646-3311

725 College Drive, Las Cruces, NM 88003

<http://www.nmsupolice.com>

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.