

Graduate

2019 - 2020



**academic
catalog**

Disclaimer: The University of the Southwest reserves the right to make changes in the course offerings, degree requirements, charges, regulations, and procedures contained herein as educational and financial considerations require, subject to and consistent with established procedures and authorizations for making such change.



Dear Prospective Graduate:

The University of the Southwest (USW) is a faith-based institution of higher education accredited by the Higher Learning Commission. Although we are not affiliated with any particular denomination, USW is a Christ-centered university and a member of the Council for Christian Colleges and Universities. Furthermore, as a member of the National Association of Intercollegiate Athletics (NAIA) and the Red River Athletic Conference (RRAC) we embrace the “Champions of Character” core values of respect, responsibility, integrity, servant leadership, and sportsmanship. We also celebrate a diverse student body that features students, faculty, and staff who are representative of a pluralistic society that varies by race, ethnicity, religion, creed, and national origin.

USW is committed to student development in Spirit, Mind, and Body. At the heart of the university experience is an emphasis on servant leadership that equips our graduates to make a meaningful impact on the professions they choose. Students will enjoy small classes led by engaging faculty who are dedicated to student intellectual development. And for those who choose to compete in athletics or individual fitness goals the university offers more varsity sports than any other university in its conference.

As a selective, private university USW offers a premium education at an affordable price. We pride ourselves on our commitment to student growth and success and the development of graduates who will lead their communities and workplace through faith, responsibility, and initiative.

USW is an excellent choice with great educational value. Thank you for having chosen the University of the Southwest and permitting us the opportunity to participate in the pursuit of your educational goals. Go Mustangs!

Quint Thurman, Ph.D., President

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University Profile

HISTORY

Located in Hobbs, New Mexico, the story of University of the Southwest is an inspiring one. It is a story of vision and dreams, faith and determination, work and wisdom. It encompasses countless numbers of hearts and hands who have joined together to build an institution that not only enriches human lives but also glorifies God. It is the story of one community's belief in the future.

The story begins, so it is told, in the early half of the century when "a young man on horseback scaled the heights near Cloudcroft and climbed the Wofford fire lookout tower to gain a panoramic view of 'The Land of Enchantment.' In prayerful meditation atop the tower, the youth was inspired to beseech God to give him New Mexico for Christian Education." Through the intervening years, we are told, "God made this young man ready to help answer his own prayer."

That young man was B. Clarence Evans, and he was destined to become the founder and first president of what was to eventually become University of the Southwest.

And so, after many prayers and dreams and plans, Clarence Evans finally saw his "college for Christian Education" become a reality. Hobbs Baptist College was chartered as a two-year junior college in 1956, and changed to New Mexico Baptist College when the school became a four-year college in 1958.

Within a few years, however, it became apparent that the college had grown beyond the original design, and the move to a larger, permanent location became a motivating force. By 1961, the present site north of Hobbs on the Lovington Highway was obtained.

In 1962, to reflect the expanded vision of the entire community that had now embraced this fledgling institution as their own, College of the Southwest was founded as an independent, non-denominational, four-year liberal arts college to serve the southeastern New Mexico and West Texas region, an approximately 21,000 square-mile service area.

In 2008, the Board of Trustees voted to change the name of College of the Southwest to University of the Southwest to better communicate the type of academic community into which the institution was evolving.

Mission and Purpose

University of the Southwest is a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative.

- Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in separation of church and state.
- University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive education community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;
- At University of the Southwest, students are instructed and mentored by faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and
- As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community service.

Honor Code

University of the Southwest is a community of students, faculty, and staff. All members of this community are assumed to have a shared interest built upon the tenets within our mission statement:

By entering into the Southwest community, whether as a residential, a commuter, or an on-line student, each person accepts the precepts that the institution is built upon. As such, the Honor Code is designed so that responsibility for upholding these tenets lies with each individual member of the Southwest community as well as the community as a whole. Any action that violates academic and social standards shall be considered a violation of the Honor Code and shall be grounds for an inquiry and appropriate follow-up.

Personal Responsibility

The Honor Code is not a list of rules; rather, it is a philosophy of conduct that guides our living, working, and studying together. The standards of honor at Southwest require that students act with honesty in all relationships, personal integrity, and respect for community members and the community as a whole.

Respect for Self

Students are expected to take full responsibility for their conduct as members of the Southwest community, both socially and academically. Ensuring integrity in all academic work, including all homework assignments, papers, and examinations is of utmost importance.

Respect for Others

It is expected that students will show concern for others, and if problems arise they will be dealt with in a spirit of mutual respect. Students living in on-campus Residence Halls are expected to respect those with whom they share the Residence Hall. Residential Life Staff are there to facilitate an environment that is conducive to learning. Residential students are expected to work out problems among themselves as much as possible without the intervention of Residential Life Staff. Residents on campus are responsible for the actions of their guests, ensuring that all campus guests show due respect for the Honor Code. Respectfully confronting those who do not respect the Honor Code, while difficult, maintains the foundations upon which Southwest and the Honor Code are premised.

The University of the Southwest maintains strict policies prohibiting abusive and unprofessional behavior, in any form (physical, mental, or verbal) exhibited by students, faculty or staff. As a private institution of higher learning, USW reserves the right to dismiss students for behavior deemed to be in violation of these policies. Violation of USW policy may result in dismissal from the university without the option to reapply for admission

Accreditations and Affiliations

University of the Southwest is an accredited member of the Higher Learning Commission (HLC) with headquarters in Chicago, Illinois, one of the six regional agencies that evaluate educational institutions. The accreditation process assesses such characteristics as governance and administration, financial stability, admissions and student personnel services, institutional resources, student academic achievement, institutional effectiveness, and relationships with constituencies outside the institution. This voluntary accreditation function has two fundamental purposes: quality assurance and institutional and program improvement.

University of the Southwest was granted accreditation in 1980, and has maintained continuous accreditation. The most recent HLC review took place during the 2013-2014 school year.

The College of Education at University of the Southwest operates under the auspices of the New Mexico Public Education Department. University of the Southwest is a member of the following organizations:

- American Association of Presidents of Independent Colleges & Universities (AAPICU)
- Association of Governing Boards of Universities & Colleges (AGB)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges & Universities (NAICU)
- National Association of Intercollegiate Athletics (NAIA)
- Council for Christian Colleges and Universities (CCCU)
- Hispanic Association of Colleges & Universities (HACU) Campus and Facilities
- Yes We Must Coalition

Facilities

The Scarborough Memorial Library (SML) is the University's learning resource center. Special collections include the Raymond F. Waters Collection on Southwestern Literature and History, the New Mexico Regional Textbook Evaluation Center and the Hatton W. Sumners Freedom Collection. Built in 1967, Scarborough Memorial Library was expanded in 1981 and 2000.

The Bill Daniels Campus Center, completed in the fall of 2001, features a cafeteria, a game room, as well as an informal area suitable for conversation, television viewing, or reading.

The Tucker Business Building (TBB), constructed in 1969, offers well-equipped laboratories and classroom space for the effective study of the world in which we live. An academic wing, the Kenneth J. Fadke Arts and Science Building (FAS), was added in the fall of 2000.

Constructed in 1976, the Mabee Southwest Heritage Center includes an auditorium, a seminar room, and a reception area. Designed to comfortably seat 238 people, the Center is available for such diverse events as musical and dramatic productions, lecture series, multimedia presentations, academic classes, and corporate training sessions.

Student housing at University of the Southwest includes five residence halls. Apartments in the Jane Adams Hall, built in 1978, and the Bob and Adele Daniels Hall, built in 1981, each contain three bedrooms, two bathrooms, a living area, and a kitchen. Our suite-style residence hall became available for occupancy in January 2004, and its twin, adjacent to it, was opened in August 2004.

Residence Hall South is a 96 bed facility consisting of three person suites. Each suite is comprised of one single and one double with a common area in between.

A private bath is included in each suite. Each room has a bed, desk and chair, end table, and storage under the bed. Elevators are available for access to the second floor. Washer and dryer facilities are provided on each wing upstairs and on the ground floor. A common area is provided for entertainment or study and a common kitchen is available for use on the ground floor. Each room is provided with cable and wireless access to the internet.

Constructed in 1980, the Mabee Physical Fitness Center includes a multipurpose gymnasium for playing basketball and volleyball, and a racquetball court. A soccer field on the north side of campus and a baseball field on the south side of campus were completed in 1985.

The Mabee Teaching and Learning Center (MTL) was completed in 2002, and houses the College of Education, the Learning Resource Center, the Play Therapy Room, the Testing Center, four

classrooms, a conference room, a student lounge, ten offices, and the Computer Services Center. The College of Education (COE) faculty calls this building home.

The newest building on campus is called the Jack & Mabel Maddox Student Life Center (SLC). The 30,000+ square foot building houses a number of social, community and athletic events with its full-sized basketball/volleyball court with bleacher seating, concessions, and locker rooms. Another section of the building is devoted to a chapel, allowing for small, intimate gatherings or religious services for the campus and area residents. The Jack & Mabel Maddox Student Life Center also houses a 3,500 square foot cardiovascular fitness room with free weights, plate loaded machines, treadmills, bicycles and elliptical machines.



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**Student
Services
Information**

Title IX Compliance

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”

Title IX of the Education Amendments of 1972

Title IX mandates the protection of all students – male and female – from unlawful sexual harassment in school programs and activities. Programs and activities which may be included are: admissions, recruiting, financial aid, academics, athletics, housing and employment.

Students, who experience behavior by a USW faculty or staff member or visitor that may be considered to constitute sexual harassment, sex discrimination, or sexual assault, should contact a member of the residence life staff, the Provost, the University President, and/or USW's Title IX Coordinator.

Student Activities

Organized activities are an important part of the college experience. The following activities, organizations, special awards, and publications comprise an integral network of social interaction and communication at University of the Southwest.

Distinguished Lecture Series

University of the Southwest hosts the semi-annual Jack Maddox Distinguished Lecture Series. Nationally prominent presenters are invited to the campus to visit informally with students, faculty, and staff and give a formal presentation to the University and the public free of charge. Lecturers in this series have included Oliver North, Tony Dungy, Dr. Robert Ballard, Laura Bush, Peyton Manning, General Colin Powell, Dr. Benjamin Carson, and Malcolm Gladwell.

Athletics

The USW Mustangs belong to the National Association of Intercollegiate Athletics (NAIA), and Red River Athletic Conference (RRAC) with the exception of Women's Golf, which compete in the Sooner Athletic Conference (SAC). At the present time, the Mustangs compete in:

Baseball	Men's Soccer
Men's Basketball	Women's Soccer
Women's Basketball	Softball
Cheerleading	Men's Tennis
Competitive Dance	Women's Tennis
Men's Cross-Country	Men's Track and Field
Women's Cross-Country	Women's Track and Field
Men's Golf	Women's Volleyball
Women's Golf	

Athletic scholarships are available for each particular sport. Additional information about intercollegiate athletics at University of the Southwest may be obtained by contacting the appropriate coach or the Athletic Director.

Ministries and Organizations

Alpha Chi National Honor Society

Members of this national scholarship organization are recognized for attaining superior quality scholarship. Membership is selected from those students in the top 10 percent of the junior and senior classes with a minimum 3.80 grade point average (GPA). In addition, membership will also recognize those students who have developed leadership qualities, character and good campus citizenship in addition to a strong scholarship record. Students inducted into Alpha Chi receive lifetime membership.

Student Government

The purpose of Student Government is to encourage communication and understanding between students and the Administration of the University. Student Government is responsible for many campus projects and activities. Every student at USW is encouraged and eligible to serve as a member of Student Government. Officers and representatives are elected by the students.

ENACTUS

USW Enactus, is a member of the Enactus international organization, putting the ENTrepreneurial mindset into ACTion USING a group of committed people in order to improve the quality of life and standard of living for others. Unlike any other servant leadership initiative, this group utilizes all majors and magnifies each individual's strengths through projects and presentations; locally, regionally, and internationally. Hands-on leadership training allows students to acquaint themselves with business leaders on the local level through the Fortune 500 level. Yearly competitions allow students to tout their accomplishments and be rewarded for their successes.

Fellowship of Christian Athletes (FCA)

University of the Southwest's chapter of Fellowship of Christian Athletes is a vibrant, dynamic group of student-athletes and non-athletes who meet weekly for spiritual growth through Bible study and discussion and fun fellowship. Our local chapter is affiliated with the National FCA Organization.

Sigma Tau Delta, Alpha Nu Chapter

Sigma Tau Delta is the International English Honor Society, whose purposes are to confer distinction for high achievement in English language and literature; to promote interest in literature and the English language on campus and in the surrounding community; and to foster the discipline of English in all its aspects, including creative and critical writing. Alpha Nu chapter sponsors a variety of activities, including writing competitions, awards ceremonies for the competitions, and book drives.

Alumni Association

USW graduates are inducted into the Association during their graduation ceremony.. Annual homecoming weekend activities include on-campus athletic events and awards for the Distinguished Young Alumni and Alumni of the Year. There is no membership fee.

Student Success Services

Student Success Services, under the umbrella of Academic Affairs, exists primarily for the purpose of assisting students in the achievement of their academic and career goals. Services are on an individual and small- group basis; offering academic success strategies. Cooperative special needs programs are also individualized but are initiated through the Office of Special Services. Weekly study halls and tutoring are available.

Additionally, Student Success Services conducts student status checks for every course at various intervals depending upon the duration of the class for each semester. USW faculty are asked to identify those students who are: in academic jeopardy, excessively absent, and/or not participating. These strategies include but are not limited to: tutoring, mentoring, counseling, study hall attendance, and more. If there is a signed FERPA agreement, more extensive measures can and will be taken in order to maximize the greatest resource support for the struggling student.

General Services and Policies

Because USW, in accordance with its Mission Statement, endeavors to provide an environment fostering Christian values, the principles of free enterprise, and respect for the foundations of our American heritage, all students are expected to uphold standards of high moral conduct, both on and off campus. Registration is regarded as a commitment by the student to comply with all regulations of the University and to reflect the standards of the University. The University reserves the right to suspend or dismiss students who do not comply with these standards when, in the judgment of University officials, the welfare of the school or other students is being compromised. Similarly, the University reserves the right to dismiss or restrict from campus any student whose continued enrollment or proximity to campus will be a threat to the physical and/or emotional state of any other student or group of students, the administration, the faculty, or the staff.

General student conduct standards are explained in the student handbook.

Campus Solicitations

All solicitations made and all posters placed on campus must have prior approval of the Director of Student Life.

Campus Calendar and Room Reservations

A master calendar of events and room use is maintained with the Campus Steward. All scheduled events, including club meetings, should be placed on the calendar and reservations made to use the desired facility. Reservations not made on the master calendar may not be honored. To reserve a room please contact the MBA Admissions and Student Support Director Operations Director - College of Business Administration.

Counseling Services

Short-term counseling is offered to all currently enrolled on-campus and in-state USW students free of charge.

Appointments are made with the USW on-campus counselor. Clients are accepted for counseling who have the capacity to resolve their own problems with the assistance of a counselor. Clients requiring more than 10 counseling sessions will be referred to other specialized counseling services available in the surrounding area. All counseling services are held in the strictest of confidence.

University of the Southwest supports and maintains confidentiality to the limits provided by New Mexico law and the professional ethics set forth by the National Board for Counseling Certification, the American Counseling Association, and the state board for licensing.

Student Complaints

The purpose of this policy is to provide a safe and organized way for students to voice complaints that they have. It is important that students have a wide-spread understanding of how to rectify situations that pertain to their experience at USW. When practiced well, the ability to biblically and respectfully resolve conflict is a restorative process for the individuals involved.

The University of the Southwest values the process of resolving complaints that may arise. Seeking resolution is the conscientious response to a grievance that one may have within any community.

Conflict resolution is often the necessary element to bring health back to a community. Complaints commenced through this process may bring about an inquiry and/or disciplinary action involving another member of the University community (student, faculty or staff). Student Life is committed to keeping a confidential and professional process that facilitates resolution within a safe environment, guarding against retaliation.

Steps

1. Initially, complaints should be resolved respectfully following the biblical model of addressing the person or department responsible for resolving your complaint. If you are unsure who that person is, please contact the Office of Student Life to get appropriate direction.
2. If step 1 is not successful in resolving your complaint, formal complaints may be registered with the Office of Student Life. Formal complaints may be registered by downloading the complaint form located on the student life link. Please complete this form and turn it in to the Office of Student Life for the Director of Student Life. This form will be kept confidential.
3. The Office of Student Life will act as a mediator between the student and party or parties named in the complaint. After your complaint is reviewed, you will receive a letter documenting the receipt and appraisal of your grievance from the office who is named in the document within ten days of receiving the complaint.
4. If the complaint is not resolved in steps 1-3, the Director of Student Life will determine if any further actions are required from the University in order for resolution to be made.

Students should seek resolution of complaints with the other party or parties involved. When unable to reach a resolution, students should register complaints, in writing, with the Dean for Student Life.

In accordance with the new Federal Program Integrity Rules effective July 1, 2011, the New Mexico Higher Education Department (NMHED) will review complaints which were unable to be resolved through the institution's internal complaint process.

Additional contact information for complaints:

NMHED/PPSD, 2044 Galisteo St.
Suite 4
Santa Fe, New Mexico 87505-2100
505-476-8442 or 505-476-8416
<http://www.hed.state.nm.us/institutions/complaints.aspx>

Textbook Purchases

Textbooks are offered in a variety of formats. Students must speak with each of their professors to ensure they are purchasing/accessing the correct textbook.

Scarborough Memorial Library Services

All students are encouraged to become acquainted with the library's holdings, online Catalog, online search services, and other services. At the beginning of each semester the library hours are posted. During operating hours, one or more full-time staff members are available to provide reference and other assistance. Holiday and summer hours vary and will be posted.

Library Collections

Scarborough Memorial Library houses over 56,000 items, most of which are to be found in the general stacks. There are three special collections housed in the Library: the New Mexico State Textbook Adoption Center with a collection of K-12 textbook samples; the Thelma A. Webber Southwest Heritage Room containing U.S. Southwestern history, literature, folklore, etc.; and the Hatton W. Sumners Freedom Collection specializing in items relating to entrepreneurship, free market economics, liberty, and freedom. All circulating Library materials are available for a three-week loan period. Materials may be renewed for an additional six weeks, as long as another patron has not placed a hold on the material in question.

The Library receives newspaper, journal, and periodical titles.

Library Services

Scarborough Memorial Library is part of a six-member library consortium, the Estacado Library Information Network (ELIN). The other members of the consortium are Hobbs Public Library, Lovington Public Library, Woolworth Community Library in Jal, Pannell Library at New Mexico Junior College in Hobbs, and Eunice Public Library. These libraries are linked electronically so that patrons may have access to all holdings.

Interlibrary loan is available for books and journals held by libraries throughout the United States.

Seventy electronic indexing and abstracting services are available on workstations throughout the Library made available through ELIN. These same services are available to students through their electronic devices when they complete an ELIN application. In addition, the library provides all students access to Proquest Business Premium Collection which indexes over 10,000 business journals and trade publications. SAGE Premier Collection which indexes approximately 1,000 magazines and journals in the arts and sciences and education curricular areas. The University Librarian and staff provide reference service and bibliographic instruction to both individuals and classes upon request.

Additional Library Facilities

As well as all library collections and services, Scarborough Memorial Library houses a computer classroom and four additional classrooms. A favorite study area, the two-story interior library atrium is also used for formal and informal campus and community activities.

Library Regulations

All persons wishing to borrow items from Scarborough Memorial Library, including students, faculty, staff, and community patrons, must have an Estacado Library Information Network (ELIN) application card on file or be a current student at USW. This card may be completed either in the Library on campus or at other libraries in the ELIN consortium and allows the holder access to any of the libraries in the consortium.

Overdue notices are sent out regularly, and fines are charged. Fines accumulate at a rate of \$.25 per day per circulating item and \$.50 per day for each reserve book. The current replacement price will be charged for any materials lost plus a \$10.00 processing fee. Overdue fines accumulate until the date the item is reported lost. Before a student may register for subsequent semesters or obtain a transcript, overdue materials must be returned to the Library with fines paid or replacement charges cleared.

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Admissions Information

ADMISSIONS PROCEDURES AND POLICIES

Graduate Online

Prospective students must apply online at www.usw.edu. Questions regarding admissions may be submitted by email to graduateadmission@usw.edu, or by contacting Enrollment Services at 1-833-USW-GRAD.

Master's Criteria

Admission to the master's graduate program is open to qualified applicants with a bachelor's degree from a college or university accredited by the appropriate regional accrediting association and recognized by USW. Applicants for admission must have earned a cumulative 3.0 grade point average (GPA) on a 4.0 scale on their conferred bachelor's degree. Applicants who have earned less than a 3.0 cumulative grade point average may be considered for conditional acceptance to a graduate program on an individual basis.

Applicants to the graduate program are evaluated on the individual merits of their academic achievements and their potential to complete graduate level coursework and curriculum requirements. USW seeks applicants for graduate study who are academically well-prepared, have shown dedication to their professions, and are highly motivated. The graduate program attempts to attract well-qualified students from various cultural backgrounds, geographic areas, economic levels, and age groups.

Doctorate Criteria

Admission to the doctoral graduate program is open to qualified applicants with a master's degree from a college or university accredited by the appropriate regional accrediting association and recognized by USW. Applicants for admission must have earned a cumulative 3.0 grade point average (GPA) on a 4.0 scale on their conferred master's degree. Applicants who have earned less than a 3.0 cumulative grade point average may be considered for conditional acceptance to a doctoral program on an individual basis.

Applicants to the doctoral program are evaluated on the individual merits of their academic achievements and their potential to complete graduate level coursework and curriculum requirements. USW seeks applicants for graduate study who are academically well-prepared, have shown dedication to their professions, and are highly motivated. The graduate program attempts to attract well-qualified students from various cultural backgrounds, geographic areas, economic levels, and age groups.

Process

Admission requirements vary depending on the program. All students are encouraged to contact their Director of Graduate Admissions & Student Support to ensure that the appropriate admissions documents are submitted and that their classes are taken in the proper sequence. Students seeking a second degree from USW at the same academic level must receive admission approval by the department dean.

Masters of Business Administration

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Business Administration Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of a bachelor's degree from a regionally accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word personal essay
- Submit a professional resume

Masters of Science in Education

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Education Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of the baccalaureate degree from the accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word essay
- Submit a professional resume

Masters of Science in Education (School Counseling)

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Education Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of a bachelor's degree from a regionally accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word essay
- Submit a professional resume
- Submit the signed policy statement

Master of Science - Biology (Specialization in Forensic Biology)

- Complete and submit the online Graduate Application
- Submit required transcript(s) to the College of Arts and Sciences Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of the baccalaureate degree from the accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a writing sample from undergraduate or previous graduate work .
- Submit a 500 word essay
- Submit two professional recommendation forms or letters; at least one academic reference is requested.

Masters of Science - Clinical Mental Health Counseling

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Arts and Sciences Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of a bachelor's degree from a regionally accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word essay
- Submit 3 Professional recommendation forms
- Submit the signed policy statement

Master of Science - Criminal Investigative Leadership

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Arts and Sciences Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of a bachelor's degree in Criminology, Criminal Justice, Psychology, Sociology, Political Science, or Anthropology from a regionally accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word personal essay
- Submit two professional recommendation forms or letters; at least one academic reference is requested
- Submit a writing sample from undergraduate or previous graduate work.

Master of Science - Health and Human Performance

- Complete and submit the online Graduate Application
- Submit required transcript(s) to the College of Arts and Sciences Director of Graduate Admissions & Student Support. For full admission, an official transcript that reflects conferral of the baccalaureate degree from the accredited undergraduate institution must be submitted before the first term of being registered for graduate courses.
- Submit a 500 word essay.
- Submit a professional resume.

Doctor of Business Administration (DBA)

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the Director of Graduate Admissions & Student Support for the College of Business Administration DBA Program. For full admission, an official transcript that reflects conferral of the master's degree from the regionally accredited graduate institution must be submitted by the application deadline.
- Three years, or more, of industry experience in the selected field of study. (Five or more years preferred)
- Submit program admission essay*
- Submit a professional resume/CV
- Two letters of reference

*Program admission essay is an opportunity to demonstrate to the committee why you wish to pursue a doctoral degree at the University of the Southwest and showcase graduate-level writing abilities for their consideration. The essay should be 1,000-1,500 words explaining what you hope to achieve by pursuing a doctoral degree, the personal strengths that will help you succeed in a doctoral program, and describe how obtaining a DBA will help you institute a positive social change within your chosen field or industry.

Full Admission

All of the above processes must be completed and all criteria met for full admission.

Conditional Admission

If the applicant fails to meet one or more of the requirements for admission, the student may be granted conditional admission with the understanding that the student has one (1) term to satisfy the deficiencies specified and enters the program under conditional academic warning. The student may take no more than three (3) term hours of graduate course work as a conditional admittee.

Application Process for Alternative Licensure

Any candidate who has earned a baccalaureate degree or higher from a regionally accredited

college and intends to teach in a public school may pursue teacher licensure or certification through the Teacher Education Program in the College of Education. To be eligible to take the required courses on a Licensure Plan, candidates with at least a bachelor's degree (hereafter referred to as "degreed" candidate) must:

- Apply for graduate admission to University of the Southwest as an alternative licensure candidate.
- Submit transcripts of ALL previous college work.

Non-Degree Admission

Students possessing a bachelor's degree may be permitted to enroll in graduate courses as non-degree seeking students. Preference will be given to degree-seeking students when enrollment is limited. The non-degree student may complete no more than 18 term hours of coursework. After completing 18 hours the non-degree student must apply to the graduate program or discontinue taking graduate classes. **Non degree seeking students are not eligible for financial aid.**

Re-Admission to the Graduate Program

A graduate student who has attended USW previously, but who has not attended for one or more academic years or has previously been suspended for a year or has officially withdrawn from USW, must reapply for admission and will be required to follow the current catalog and degree plans.

FINANCIAL AID POLICIES

Financial Assistance programs at University of the Southwest are funded through a variety of sources. Various financial assistance programs are used to recognize academic, athletic, or special achievement, meet financial needs, or provide self-help opportunities through work-study programs and parent/student loans. While it is not possible to guarantee funding will be available for every applicant, the financial assistance programs at University of the Southwest are designed to help cover the difference between the direct costs of attending USW and the student's own resources as determined by the results of the Free Application for Federal Student Aid (FAFSA). Each application is assessed individually to determine the type of resources that will best serve the student. The e-mail address of the Office of Financial Aid is financialaid@usw.edu.

The University endeavors to assist each student with educational costs which are categorized as direct and indirect costs. University of the Southwest packages financial aid awards based on the student's cost of attendance (COA), which include, but is not limited to, tuition, fees, books, room and board. Need is determined using the following formula: COA minus EFC (Expected Family Contribution from the FAFSA) equals need. In packaging an award, USW initially awards gift aid including federal and state grants. If a student's need still has not been met, federal or other loans, work-study, or institutional awards are offered. The actual amount of the gift aid and other assistance may vary according to the student's eligibility for certain assistance. A student may choose to finance all or a portion of indirect costs through Direct loans, Plus loans, or Alternative loans. Eligibility for these loans is determined by the individual student's circumstances and the University's educational costs.

The University encourages all graduate students to complete the FAFSA for Summer or Fall by April 1st and for Spring only by October 1st.

Satisfactory Academic Progress Policy

The Office of Financial Aid of USW administers student financial aid programs from federal, state, and institutional sources. The U.S. Department of Education (DOE) requires schools to develop and implement policies by which academic progress is evaluated and monitored for all students, even those who did not receive financial aid in prior terms at USW.

Students must meet Financial Aid Satisfactory Academic Progress (SAP) requirements to receive federal Title IV aid that includes Federal Pell Grant, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work Study, and Federal Direct Loans. USW also applies SAP policy requirements to monitor eligibility for state aid such as New Mexico Student Incentive Grant, and New Mexico Work Study. Students must meet SAP requirements for institutional scholarships and tuition waivers as well, and academic requirements may vary.

This policy describes the Financial Aid Satisfactory Academic Progress requirements and is in addition to and operates separately from the Academic Satisfactory Progress requirements for each academic program and department/division.

Evaluating SAP

Cumulative GPA is calculated by the Office of Financial Aid and includes all courses taken in the current program, including repeated courses. In order to meet the qualitative standards, students must meet the minimum cumulative GPA as determined by their classification.

Qualitative Standard

Cumulative GPA is composed of all coursework at the current academic level and is calculated by the Registrar’s Office. To meet the qualitative standards, students must meet the minimum cumulative GPA as determined by their classification and program.

<i>Student Classification</i>	<i>Required Minimum Cumulative</i>	<i>GPA for Program</i>
Masters Programs	3.0	3.0
Doctoral Programs	3.0	3.0

Additional academic progress criteria may exist for certain financial aid programs. Some private and institutional scholarships require a higher cumulative GPA than those listed above.

Quantitative Standard

In order to meet the quantitative standard, students must complete 66.67% of attempted coursework at the current level. Withdrawals, incompletes, repeated courses, failure grades, and transfer hours will count as attempted coursework. Example: For a student who has attempted 120 credit hours and earned 80 credit hours, the student would have completed 66.67% of their attempted credit hours ($80 / 120\% = 66.66\%$). Please note: completion rates will not be rounded up to meet progress. If a student has a completion rate of 66.66%, he/she are not meeting the minimum 66.67% federal requirement for financial aid SAP.

Maximum Time Frame

A student may not exceed a maximum number of attempted hours in any program even if aid was not received during that term or prior terms. Once the student reaches the maximum time frame allowed, the student will be ineligible to receive financial aid; students may appeal to the federal government on the basis of coursework not applicable to the current degree program. Maximum time frame is determined by multiplying the number of credit hours required for degree completion by 150%. Example: For a student whose degree plan requires 128 credit hours, the student may attempt up to 192 credit hours ($128 \times 150\%$).

Break in Enrollment

When a student has a break in enrollment and is readmitted, the SAP status for prior terms will apply. Example: If a student is placed on financial aid warning or suspension at the end of the Spring term, does not return in the Fall term, and is readmitted the next Spring term, the

student will continue in a financial aid warning or suspension status for that term or until SAP is established.

Financial Award Terms Defined

At USW, a traditional semester is referred to as a standard term by the Department of Education definition (e.g. Fall, Spring, and Summer).

For on-line graduate students, a standard term is two 8 week modules which comprise a semester. In an academic year, on-line graduate students are offered aid packages in the Fall, Spring, & Summer semesters.

A payment period, is a semester which is compiled of two eight week module.

SAP requirements are calculated based on the combined terms and modules as defined by USW.

Delay or Changes with Future Aid

Every institution offering federal aid must check for SAP at the conclusion of each payment period. In some cases, the grades are submitted on dates close to or during the subsequent semester or modules. This will delay the SAP review process and may affect aid in subsequent semester or modules for some students. Students who are affected will have aid in a pending status until grades are submitted and SAP is reviewed.

Withdrawals and Incompletes

Courses from which a student withdraws or receives a grade of incomplete will not be considered as satisfactorily completed. The courses, which will be considered attempted but not completed, will negatively affect eligibility for the next term. Withdrawals and incomplete grades will also factor into the measurement for the maximum time frame.

Return of Title IV Funds

Student Withdrawal and Return of Title IV Funds Policy

In accordance with the federal code of regulations 34 CFR 668.22, when a federal financial aid recipient withdraws from all classes (officially or unofficially, as defined by regulations) during a term, University of the Southwest must determine the withdrawal date and use a federally mandated calculation to determine the amount of grant and/or loan assistance that the student earned. If a student received less assistance than what was earned, s/he may qualify for those funds. If the student received more assistance than earned, the unearned "excess" funds must be returned by the school and/or aid recipient to the appropriate federal aid program.

Note: The Return of Title IV Funds calculation is different from the University of the Southwest tuition and fee refund calculations.

Academic Calendar

University of the Southwest operates on credit hours with standard semesters. Each semester contains modules.

Payment Period and Total Number of Calendar Days

A return of title IV funds (R2T4) is computed for a payment period. A payment period is either the

standard semester of Fall or Spring or the Summer trailer if applicable.

For R2T4, the total number of calendar days in a semester is defined by the student's scheduled course enrollment, i.e., start and end dates of courses, excluding scheduled breaks of at least five consecutive days. The days are counted from the start date of the earliest course to the end date of the last course scheduled to complete (i.e., has the latest end date), excluding scheduled breaks.

Scheduled Breaks

Scheduled breaks must be at least five consecutive days to be excluded in the R2T4 calculation. It includes periods when University of the Southwest is not scheduled in session, e.g., holidays, and when the student is not scheduled to attend a course within the term.

Treatment of Drop/Add Courses

In the count of total days in the payment period, a course that is officially dropped prior to a student ceasing attendance is not included as days that a student was scheduled to attend, unless the student remained enrolled in other courses for those days. A course that is officially added prior to the student ceasing attendance is included, even if the student never began attending. Note: There is more than one drop/add period in a semester due to modules.

Does Not Require Taking Attendance

University of the Southwest does not require attendance be taken, as federally defined.

Designated Official(s) or Office(s) to be Notified of College and Course Withdrawal

University of the Southwest has designated the Registrar's Office to be notified of a University or course withdrawal.

Withdrawal from the University

In accordance with the federal code 34 CFR 668.22(a)(2)(i), a student is considered to have withdrawn from a semester/module if the student does not complete all the days in the semester/module that the student was scheduled to complete.

Completed Scheduled Days – Not a University Withdrawal

A student has completed a term if:

- passing grades are received in all courses that the student was scheduled to attend during the term
- a non-passing grade in the last course or courses the student was scheduled to attend, and it can be documented to have been completed.

Did Not Complete Scheduled Days – University Withdrawal

For federal aid purposes, a student will be treated as a University withdrawal, unless determined otherwise, if a student:

- submits course withdrawal(s) from all courses scheduled for the semester/module.
- submits a course withdrawal from the last course or courses scheduled to attend, i.e., the course with the latest end date in the scheduled enrollment, whether or not any other course(s) was completed prior to ceasing attendance.
- takes all non-passing grades in the courses scheduled for the semester/module

- takes a non-passing grade in the last course or courses scheduled to attend

Withdrawal Date

For the purpose of calculating Return of Title IV Funds (R2T4), a student's withdrawal date depends on the type of withdrawal.

Student-Initiated Notification – Official Withdrawal

An official withdrawal occurs when a student withdraws (and/or drops) from:

- all courses in the term or
- all course(s) scheduled to complete for which a grade(s) is yet to be assigned.

The withdrawal date will be the date the Registrar's Office receives notification from a student of his or her intent to withdraw via personal, postal, electronic, or fax delivery, or a phone call. The written notification may be a University of the Southwest Course Withdrawal Form or a written request.

*The last day of official withdrawal from a course is included in the academic calendar of each term. See Academic Calendar.

No Student-Initiated Notification – Unofficial Withdrawal

An unofficial withdrawal occurs when a student:

- receives all non-passing grades in courses scheduled to complete
- receives a non-passing grade in the last course(s) scheduled to complete

The withdrawal date will be the midpoint of the term.

If there is no student-initiated notification because of circumstances beyond the student's control, i.e., illness, accident, grievous personal loss or other circumstances, the date related to the onset of that circumstance will be used as the withdrawal date. A student should file an appeal to the Financial Aid Office for special circumstances review committee consideration. The student will be notified of the committee's decision within 14 days.

Last Date of Attendance

The University may always use as the withdrawal date the date that is reported as the last date of attendance at an academically related activity by a faculty member on a class roster, grade roster/sheet, online grading system, or other documented source. The faculty member will maintain the documentation of the last date of attendance. The date will be stored in University of the Southwest's administrative database.

Date of Determination of Withdrawal

The date of determination that a student withdrew varies depending upon the type of withdrawal.

Student-Initiated Notification – Official Withdrawal

For an official withdrawal, the date of determination of withdrawal is the same date as University of the Southwest recorded as the withdrawal date.

No Student-Initiated Notification – Unofficial Withdrawal

For an unofficial withdrawal, the date of determination of withdrawal is the date of the report used to identify that a student had withdrawn. The date will be within 30 days of the end of the term.

If circumstances beyond a student's control cause an unofficial withdrawal, the date of determination is the date the Vice President of Student Finance's review committee for special circumstances makes a decision and establishes a university withdrawal date.

Calculation of Earned Title IV Assistance

Federal Aid Used in R2T4 Calculation

Federal aid used in the R2T4 calculation includes Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Iraq Afghanistan Service Grant (IASG), Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS loans that have been disbursed or are yet to be disbursed. Federal Work Study is excluded.

Percentage of Title IV Aid Earned

The amount of Title IV federal aid assistance earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student completed 30% of a term, 30% of the aid originally scheduled to be received funds would have been earned. Once a student has completed more than 60% of a term, all awarded aid has been earned.

Total Days Scheduled to Complete

Total days scheduled to complete is the denominator in the calculation of percentage of earned aid. The days are counted from the start date of the earliest course to the end date of the last course scheduled to complete (i.e., has the latest end date), excluding scheduled breaks of at least five consecutive days.

Total Days to Date of Withdrawal

Total days to date of withdrawal are the numerator in the calculation of percentage of earned aid. The number of days reported is the total from the start date of first course to the withdrawal date, excluding scheduled breaks of at least five consecutive days.

Amount of Title IV Aid Earned

After calculating the percentage of aid earned, a calculation of the amount of aid earned will be performed. The total aid disbursed and yet to be disbursed for the term is multiplied by the percentage earned rounded to the nearest dollar amount.

Post-Withdrawal Disbursements

If the total amount of the Title IV grant and/or loan assistance earned as of the withdrawal date is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event that there are outstanding charges on the student's account, University of the Southwest will credit the student's account for all or part of the amount of the post-withdrawal disbursement of grant assistance (not loan), up to the amount of the allowable charges (i.e., tuition, fees, and authorized book and other charges).

Post-Withdrawal Disbursement of Grant Funds

A post-withdrawal disbursement of grant funds is applied towards outstanding term charges on the student's account and may pay up to the amount of the allowable charges (i.e., tuition, fees, and authorized book and other charges).

Any remainder of grant aid is paid to the student. The student will be notified within 30 days of the date of determination of withdrawal of the post-withdrawal disbursement. A refund will be sent as soon as possible but no later than 45 days of the date that University of the Southwest determined that the student withdrew (officially or unofficially).

Post-Withdrawal Disbursement of Loan Funds

A post-withdrawal disbursement of loan funds may be paid if the student is eligible to receive the funds. The student (or parent if a PLUS loan) will be notified within 30 days of the date of determination of withdrawal that loan funds are available. The student will be given the opportunity to accept, decline, or reduce the amount of loan. Upon receipt of a timely response from the student (or parent), University of the Southwest will disburse the loan funds as soon as possible but no later than 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding term charges on the student's account. The funds may pay up to the amount of the allowable charges (i.e., tuition, fees, and authorized book and other expenses). Any remainder will be paid directly to the student (or parent).

University of the Southwest maintains the right to decide whether or not to make a post-withdrawal disbursement if the student (or parent if a PLUS loan) responds after 14 days of the date that the notification was sent. If University of the Southwest decides not to make the post-withdrawal disbursement, it will inform the student in writing within 15 days of the decision.

Return of Unearned Funds to Title IV

If the total amount of Title IV grant and/or loan assistance that was earned as of the withdrawal date is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the Title IV program(s) and no further disbursements will be made.

Funds Returned by University of the Southwest

Amount of funds to be returned:

If a student has received excess funds, University of the Southwest will return the entire amount of the excess funds to the appropriate aid program.

Order in which funds are returned:

The funds will be returned in the order below as prescribed by federal regulations, within 45 days from the date of determination that a student withdrew.

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants (FSEOG)

A student will be notified of any funds returned by University of the Southwest within 75 days of the date of determination that the student withdrew.

Unearned Aid Returned and Repayment by Student

All funds returned by University of the Southwest to Title IV programs will be charged back to the student's account at USW.

Enrollment After Title IV Funds Have Been Returned

When a student returns to the University within a semester/module after withdrawing, and unearned Title IV funds have been returned to their respective program accounts, the aid may be reinstated if University of the Southwest is able to recover the funds for disbursement and the student is eligible.

NOTE: The return of Title IV funds is separate from the College's tuition and fee refund policy.

Repeated Courses

Repeated courses are considered in the maximum time frame requirement. The course(s) will be considered as attempted each time the course is taken. USW will maintain compliance with the regulatory stipulations surrounding repeat course(s) and how they should be handled during a review of SAP.

A student may be repeatedly paid for repeatedly failing the same course (normal SAP policy still applies to such cases). If a student passes a course (any grade above an "F" is considered passing for Title IV purposes) and wishes to retake it, they may do so one time only. If a student withdraws before completing the course that they are being paid Title IV funds for retaking, then that is not counted as their one allowed retake for that course. However, if a student passed a class once and then is repaid for retaking it and fails the second time, that failure counts as their paid retake and the student may not be paid for retaking the class a third time.

Transfer Courses

Transfer courses are not considered in determining eligibility under the qualitative measure but are considered in the quantitative and maximum time frame measurements.

Graduate transfer students who are admitted to USW with a cumulative GPA lower than the qualitative measure of 3.0 will be placed on financial aid warning for one module and SAP will be reviewed at the end of the first module to determine aid eligibility.

If SAP is met, the warning status will be removed. If SAP is not met aid will be suspended.

Change in Major/Additional Degrees

When a student changes their major or seeks an additional degree, the student may appeal to the Office of Financial Aid to have courses attempted and earned that do not count toward the student's new major or degree excluded from the maximum time frame calculation for SAP.

Course Participation and Federal Aid Eligibility

Federal regulations require that students participate in their registered courses in order to receive federal financial aid funds. Eligibility for federal student aid is, in part, based on your enrollment status for the term in which you are enrolled. Students who register for courses, but do NOT attend or participate within two weeks of a course start date, will be reported for non-attendance and administratively withdrawn by the faculty member teaching the course. This will result in a reduction or cancellation of the student's federal financial aid. If the student received a refund prior to the discovery of the student not participating, the student is responsible for returning all unearned aid back to the University's Business Office.

Failure to Make Satisfactory Academic Progress

Students who fail to make SAP will be placed on financial aid warning. Students will remain on financial aid warning until their cumulative GPA and/or completion rate meet the minimum standards. After being placed on financial aid warning, students who fail to meet the qualitative and/or quantitative standards at the end of each semester or module (based upon the student's enrollment) will be placed on financial aid suspension and are considered ineligible for future financial aid until the deficiencies are resolved.

Re-Establishing Eligibility

Students may re-establish eligibility for financial aid by taking appropriate action that brings the student into compliance with the standards. Readmission to USW after Academic suspension or approval of an Academic suspension appeal does not reinstate Financial Aid eligibility after a Financial Aid suspension. Reinstatement of aid eligibility is not retroactive and will only affect current or future enrollment periods.

Appeals

A student who is placed on financial aid suspension may appeal this decision. To appeal the financial aid suspension, a student must submit to the Director of Financial Aid a signed and dated SAP Suspension Appeal Form explaining why the student was not academically successful, what has changed that will now allow the student to be academically successful, and any supporting documentation from an objective third party professional (e.g. physician, counselor, lawyer, social worker, teacher, religious leader, death certificate, divorce decree, etc.). Family members of the student, friends, and USW employees are not considered an acceptable third party.

The Office of Financial Aid will review the appeal and the student will be notified by email of the decision. All financial aid awards remain cancelled until the student follows these appeal procedures and receives an email notification of reinstatement. If a reinstatement is approved, the student will be placed on financial aid probation for one term (a semester, fall, spring, or summer). The student will also receive a Financial Aid Academic Plan to assist the student toward SAP. A student may receive aid while on financial aid probation. SAP progress will be reviewed at the term of warning (a semester Fall, Spring, and Summer) to determine continued aid eligibility.

During the period of an approved appeal, a student must satisfactorily fulfill the requirements of the Financial Aid Academic Plan.

The Academic Plan for the probationary period requires every graduate student to have a cumulative completion rate of 85% and a GPA requirement of 3.0 for the standard term (a module) of the approved appeal. This will ensure progress in making up the previous deficiency. Students will remain on probation until a student's cumulative GPA and completion rate meet the minimum standards.

Withdrawals are not allowed during this process.

Student Should Monitor Progress

Students are responsible to review their grades and compare their progress to the standards set forth in the Financial Aid SAP Policy to ensure that he/she are aware of their standing. As a student reviews their academic information, students are encouraged to proactively seek assistance. Example: Students could pursue additional help, arrange tutoring, or regularly discuss their academic work with their instructor(s). The student's responsibility to monitor their own academic progress is important especially as the evaluation may immediately affect their financial aid eligibility for the next term. Example: A graduate's failure to meet standards while on financial aid warning in the Spring term will immediately affect aid eligibility for the Summer and/or Fall

terms.

Sources of Assistance

To receive federal financial aid, students must be admitted to USW through the submission of:

- an official high school transcript showing graduation or GED documentation or
- home school state recognized documentation or
- an official college transcript showing earned hours of a minimum 60 credit hours.

Students must re-apply for financial assistance each academic year; awards are not automatically renewed. The University reserves the right to adjust the amount of aid a student may receive if there is a change in need, academic status, financial status, or availability of funds. At the discretion of the Director of Financial Aid, awards may be reduced or other aid substituted for Institutional Awards, according to the student's need, circumstances, or eligibility for other types of aid.

Some financial assistance programs have more stringent requirements than others. Students should carefully review the requirements for each program.

Sources of financial assistance at University of the Southwest include:

Federally Funded Assistance

Any loan adjustments must be submitted in writing to USW's Financial Aid Department.

- To receive federal aid, students must maintain a 3.0. GPA.

Legacy Scholarship -

This scholarship is for **doctorate-level students only**; a scholarship for students who graduated with a bachelor's degree from the University at least 10 years prior to the semester of application. Recipients will pay a flat-rate fee of \$5,000 to the University for one calendar year, and the recipient may take as many courses as possible up to full-time enrollment status. Annual tuition rates will be paid at the beginning of each academic year; if needed, a partial year tuition rate of \$2,500 may be charged if students meet partial-year parameter. This scholarship is only available for coursework; dissertation credits do not apply.

Graduate Assistant Policy

USW Graduate Assistant Position students are enrolled in at least half-time graduate studies per term in a USW Graduate School Program and assigned to learn from and assist with activities coordinated by a University employee in their assigned work area within the designated department. This position is only available for the Fall and Spring terms.

USW Graduate Assistant Positions are classified as Graduate Work Study positions. Funding for approved stipend awards for these positions is supplied from the institutional aid fund for work study. USW Graduate Assistant Positions will receive a Graduate School Tuition Waiver for the number of credit hours enrolled and a work stipend (pending funding availability) for a 10 month period from August 1st-May 31st of each academic year. USW Graduate Assistants may not exceed 20 hours of compensated work each week during their time of service in this role.

The rate of pay for approved USW Graduate Assistants will be \$8.00 per hour. Graduate Assistants will not be allowed to work more than twenty (20) hours per week. Each Graduate Assistant

will be required to submit work study timesheets to the Director of Payroll for payment. Tuition

waived in these cases should not likely result in any taxable benefits and those Graduate Students within this program will not be permitted to acquire more aid from the institution and other sources than exceeds their financial need as determined by the Financial Aid Office.

Selected candidates will be required to have earned an undergraduate degree from a regionally accredited four year University or College, have gained admittance into a USW Graduate School Program and enroll in a minimum of 3 USW Graduate School credit hours per term. Candidates must maintain a 3.0 GPA in order to receive the Graduate School Tuition Waiver and/or work stipend. Each GA must maintain required satisfactory academic progress as defined in Federal Financial Aid regulations to remain eligible as a GA.

Only one master's degree may be obtained utilizing USW's GA policy. All awards in total cannot exceed the cost of attendance, so once the stipend is added, the amount of loans the student qualifies for may have to be reduced.

Remember all awards in total cannot exceed the cost of attendance, so once the stipend is added, the amount of loans the student qualifies for may have to be reduced.

Veterans Benefits

University of the Southwest staff is available to assist you in using your VA educational benefits. Our office will forward all appropriate documents concerning the application for and usage of your benefits to the Muskogee Regional Office. If you have questions, contact our School Certifying Official (SCO) for assistance.

University of the Southwest
 Julie Hillard
 School Certifying Official
 6610 Lovington Highway St.510
 Telephone: (575) 492-2171 Fax: (575) 392-6006

Although we work to ensure VA regulations are met, we have no authority to determine your eligibility for a particular chapter of VA educational benefits. ONLY the Department of Veteran Affairs can determine eligibility.

Veterans benefits may affect a student's eligibility for Institutional Awards. Students receiving veterans benefits should contact the Office of Financial Aid to determine the impact on Institutional Aid.

Once determination has been made by the VA Benefit office, USW can certify you for any of the number of VA certifications:

- Chapter 30 Montgomery GI Bill ® for Active Duty
- Chapter 30 Montgomery GI Bill ® for Veterans
- Chapter 1606 Montgomery GI Bill ® for Selected Reserves
- Chapter 31 VA Vocational Rehabilitation Students
- Chapter 35 Survivors' and Dependents' Educational Assistance Program
- Chapter 32 VEAP - Post-Vietnam Era Veterans' Educational Assistance Program
- Chapter 33: Post-9/11 G.I. Bill ®

Students must also adhere to the following:

- Students must complete a Parent School Letter request form each semester. The student MUST inform the SCO if the student changes their courses, course section, or degree objective after completing the parent school letter request form.
- NO Parent School Letters will be issued without receipt of an enrollment schedule listing the courses the student is requesting to be approved for the Parent School Letter.

ADMISSIONS INFORMATION

- Students are strongly encouraged to utilize early enrollment periods for parent school letters. Non-USW degree seeking students will not be certified for USW courses until an APPROVED Parent School Letter is received from the degree granting institution.
- Military credit evaluations are free. You will also need to bring in your DD-214's and DD-295's, or any military certificates of completion (if not on the DD-214's and DD-295's etc.) to the SCO for the evaluation to be done. You may also supply an AARTS transcript, but please make sure that all courses are listed on the transcript.
- Air Force personnel need to have a CCAF (Community College of the Air Force) transcript sent to USW-Admissions. This is a fully accredited institution, and you should automatically be enrolled in CCAF as an Air Force member.
- Prior evaluated military credit will not be re-evaluated by USW. The university accepts evaluation that has been officially recorded on accredited institutions of higher education. Students must have a paid enrollment at USW before the military credit evaluation will be done.

Department of Veterans Affairs (Regional Office)
125 S. Main St.
Muskogee, OK 74401
1-800-827-1000
<http://www.benefits.va.gov/muskogee/>

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

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

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

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

TUITION AND FEES

Tuition	Semester	Annual
Full-time Undergraduate Students:		
12-18 credit hours	\$8,000	\$16,000
Over 18 credit hours	\$575	per credit hour
100% Online Undergraduate Student	\$470	per credit hour
Audit: Undergraduate Student	\$276	per credit hour
Dual Credit per semester hour	\$110	per credit hour
Part-time Undergraduate Student:		
1-11 credit hours	\$575	per credit hour
Full-time or Part-time Graduate Student:		
Doctoral Student	\$799	per credit hour
Graduate Student	\$625	per credit hour
Audit: Graduate Student	\$299	per credit hour
Directed Study Fee	\$200	per course

This change made for any course change(s) other than those required by the University

Student Service Fee (Undergraduate Student) term	\$100	per semester
Graduation Fee(Undergraduate Student)	\$70	
Graduation Fee(Master's)	\$90	
Diploma Replacement	\$50	
Room and Board (per semester)		
All Residence Halls		
Double Occupancy	\$2,350	
Single Occupancy	\$3,470	
Housing Fee	\$100	
14 Meal Plan	\$1,935	
19 Meal Plan	\$2,055	
On-Campus Apartments(per semester rate)		
Double Occupancy	\$2,350	
Single Occupancy	\$3,470	
Other Fees		
Intern Teaching Fee	\$150	
Credit by Exam Fee	\$50	
Credit by Experience Fee	\$25	per credit hour
Return Check Fee	\$35	
Payment Plan Fee	\$50	
Refund Replacement Fee	\$33	
Late Payment Fee	\$30	
Processing Fee(late registration)	\$50	
Vehicle Registration Fee	\$10	
Housing Fob Replacement Fee	\$20	

Course Fees

Laboratory fees are listed in the course descriptions

NOTE: University of the Southwest reserves the right to make changes, without notice, in tuition, fees, and charges as deemed necessary.

Payment Plan

Graduate students should contact the Graduate Center (833-USW-GRAD ext 708) or visit the Business Office website at <https://www.usw.edu/Student-Life/Student-Services/Business-Office> for details.

Payment of Charges

University of the Southwest operates on a term system for payment of tuition, fees, board and housing. Payment is accepted by the Cashier located in the J.L. Burke Hall Administration Building, Monday – Friday from 8:00 am – 5:00 pm Mountain Standard Time (MST) or through SelfService using a credit or debit card.

All charges for tuition and fees are due and payable one week before the start of classes.

If in any case these financial obligations are not cleared before the end of week 3 of the term.

- Student will not be allowed to attend class.
- Student will not be allowed to participate in their sport.
- Student will not be allowed to enroll in subsequent terms.
- Further transactions (including transcripts and grades information) will be suspended until the student clears all financial obligations to the University.

The University reserves the right to administratively cancel registration of any student who fails to pay his or her debts to the University. Academic credits, transcripts, and diplomas will be withheld until all financial obligations are paid. Any student who gives a check for insufficient funds to the University will be subject to a \$35 Non-Sufficient Funds Charge and disciplinary action.

Late Payments

All charges of tuition and fees are due payable one week before the start of classes. If you have a payment plan agreement, payments must be received monthly on the date due. Late payments will be charged \$30 for each payment past due. Students who do not make the appropriate payments to the school will be subject to the following actions from the end of week 3 of the term:

- 15 days from the end of week 3 meal service will be suspended and a student will be prevented from participating in his or her sport until financial obligations are met.
- 20 days from the end of week 3 the student will be asked to leave the premises.

Academic credits, class attendance will be interrupted, participating in final exams will not be allowed, transcripts and diplomas will be withheld until all financial obligations are paid.

Refund Policy

Schedule Changes

Students will receive a 100 percent refund of tuition for classes dropped no later than 5:00 p.m. Mountain Standard Time the Friday after classes begin for the regular terms and the second day after classes begin for the shorter terms. Specific dates are published in the official academic calendar. There will be **NO REFUND** from withdrawal of classes after the add/drop period. Please contact the Business Office for the refund information.

Dropped Classes

Students will receive a 100 percent refund of tuition for classes dropped no later than 5:00 p.m. Mountain Standard Time the Friday after classes begin for the regular terms and the second day after classes begin for the shorter terms. Specific dates are published in the official academic calendar. There will be **NO REFUND** from withdrawal of classes after the add/drop period. Please contact the Business Office for the refund information.

Active Academic Participation Policy

Federal Financial Aid Regulations require that all students demonstrate **active academic participation** in order for the institution to distribute federal loans and grants. In order to comply with these regulations, **all student must actively participate by Week 2 of an 8 or 16 week course and by Week 1 of a 5 Week course**. Failure to participate in Week 1 academic assignments prior to midnight Sunday will result in the student being dropped from the course. This policy will be consistently applied.

Withdrawal from the University

Students completely withdrawing from the University on or before the 60 percent point of the semester will receive a pro-rated refund of tuition, fees (excludes change fee), room and board. There will be **NO REFUND** from withdrawal of any charges after the last day of the day to drop / add during the first week of classes.

Student completely withdrawing from the university on or before the last day of the first week of classes of any term less than 8 weeks in duration will receive a 50% refund of their tuition, fee, room, and board. There will be NO REFUND from withdrawal of any charges after the last day of the first week of classes

Repayment Distribution Policy

The University will return the Student Financial Aid (SFA) portion of the repayment to programs in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct Loan Plus (Parent or Graduate Student)
- Pell Grant
- FSEOG
- TEACH Grant
- Other Title IV Programs

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**General
Academic
Information**

Directory Information

The University designates the following as Directory information: Student's name, address, telephone number, major field of study, participation in officially recognized University activities and sports, dates of attendance, degrees and awards received, and most recent school attended. The University may disclose any of the previous information without prior written consent, unless the student notifies the University in writing that he or she does not wish this information to be disclosed.

Student Rights with Regard to Education Records

The Federal Educational Rights and Privacy Act (FERPA) is a federal law designed to protect students' privacy by limiting who may have access to student records. At USW, educational records refers to any records (in handwriting or print, on tapes or film, or in other media) maintained by the University which pertain directly to the student. Exceptions are as follows:

- A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed to another person;
- An employment record of an individual whose employment is not contingent upon the fact that he or she is a student;
- Alumni records that contain information about a student when he or she no longer is in attendance at USW, and the records do not relate to the former student as a student.

Right of the University to Refuse Access

University of the Southwest reserves the right to refuse to permit a student to inspect the following records:

- Financial statement(s) of the student's parent(s);
- Letters and statements or recommendation(s) for which the student has waived his or her right of access, or that were placed on file before January 1, 1975;
- Records connected with an application to attend the University;
- Records excluded from FERPA's definition of educational records.

The University's Right to Refuse to Provide Copies

University of the Southwest reserves the right, in the following situations, to deny to student transcripts, copies of records that FERPA does not require:

- the student has unpaid financial obligations to the University
- there is an unresolved disciplinary action against the student
- the student has not completed the federal loan exit interview

Location of Records

The following records are maintained in the Office of Registrar:

- Admission records
- Cumulative academic records
- Placement records

Other records kept on campus include:

- Financial aid records are kept in the Office of Financial Aid.
- Disciplinary records are maintained in the Office of Student Life.
- Housing records are maintained in the Housing Office.
- Athletic health and injury records are maintained in the Athletic Trainer's office.

Disclosure of Educational Records

The University will disclose information from a student's educational records only with written consent of the student, except when:

- School officials who have legitimate educational interest in the information request the records;
- An official of another school where the student seeks or intends to enroll requests that the records be transferred, in which case the student will be informed in writing of the transfer of records;
- Certain officials of the U.S. Department of Education or state or local authorities, in connection with certain state or federally supported education programs, require the information;
- A student requests or receives financial aid, and it is necessary to determine the student's eligibility for financial aid;
- Organizations conduct certain studies for or on behalf of the University;
- Accrediting organizations require the information;
- It is necessary to provide the information in order to comply with a judicial order or lawfully issued subpoena;
- Appropriate parties require the information in response to health or safety emergencies.

Availability of Records of Requests for Disclosure

The University maintains for five (5) years a record of all requests for disclosure of a student's educational information. This record may be viewed by the student.

Correction of Educational Records

If a student believes his or her educational records are inaccurate, misleading or violate his/her privacy rights, the student may request that the records be corrected. The procedures for correction of records are as follows:

- A student must make a request, in writing, to the appropriate official of the University that a record be amended. In the request, the student must identify the part(s) of the record that he or she believes ought to be changed and must specify why he or she believes that part of the record to be inaccurate, misleading, or in violation of the student's privacy rights
- The University will make a decision to comply or not. If it decides not to comply, the University must notify the student of the decision and advise the student of his/her right to a hearing
- Upon the student's written request, the University will schedule a hearing and notify the student in advance of the date, place, and time
- The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the University. At the hearing, the student will be afforded a full and fair opportunity to present evidence and may be assisted by another individual, including an attorney
- After the hearing, the hearing officer will prepare a written decision, based solely on the evidence the student has presented, and the reasons for the decision
- If the hearing officer decides that the information the student has challenged is not inaccurate, misleading, or in violation of the student's right of privacy, the student will be notified that he or she has a right to place in the record a statement commenting on the challenged information
- The statement will be maintained in the student's records as long as the contested portion is maintained. If the hearing officer discloses the contested portion of the record, he or she also will disclose the statement
- If the hearing officer determines that the information is inaccurate, misleading, or in violation of the student's right of privacy, the record will be amended and the student notified, in writing, that the record has been amended.

Drop/Withdrawal Policy

Definitions

- A schedule change is dropping a class, adding a class, or a combination of adding and dropping a class during the published add/drop period.
 - Student initiated schedule changes originate with a request from the enrolled student.
 - Administrative schedule changes originate with a request from a Dean to split a class or combine classes.
- A withdrawal occurs when a student either:
 - drops one or several classes, but not all classes after the drop/add period, or
 - withdraws from all classes and “withdraws from the university”.
- Withdrawals are initiated by the student except for discipline or medical reasons when the appropriate university official may withdraw a student.
- The Automatic “W” period permits a student to withdraw from a course(s) without instructor approval.
- Attendance types:
 - For non-attendance submissions:
 - ◊ Attended
 - ◊ Never Attended
 - F2F- did not show up to class
 - Online- did not submit participation assignment or log in
 - For weekly submissions:
 - ◊ Absent
 - F2F- unexcused absence
 - Online- did not submit weekly assignment(s)
 - ◊ Excused
 - F2F- athletic travel or prearranged absence as discussed with and approved by instructor
 - Online- prearranged absence as discussed with and approved by instructor
 - ◊ Present
 - F2F- attended class
 - Online- submitted weekly assignment(s)

General Drop Information

- Students who are administratively dropped from a single course or all courses in a semester/term:
 - may lose their eligibility for residential status or athletic competition if their status drops them below full-time.
 - may experience changes in financial aid eligibility as a result of the drop. Because financial aid eligibility is based on many factors, financial aid changes related to a drop will vary. Students must be informed that their administrative drop may have an impact on their Financial Aid awards and/or student visa status.

Student Initiated Schedule Changes

- Schedule changes are processed by the student through the Director of Admissions & Student Support, during the add/drop period.
- A student who wishes to drop all classes and withdraw from the University should be referred to the Registrar’s Office website to complete the Drop/Withdraw Request Form, where the request will be completed and processed.

Administrative Schedule Changes

- An Administrative Schedule Change enables one or more departments to change the student’s schedule.
 - An email notification will be sent to the student alerting of any administrative

- schedule changes made.
- All administrative Schedule Change forms processed after the census date must have documentation attached supporting the reason for late add or drop.

Administrative Drops for Non-Attendance

- If a student is submitted to the Registrar's office by the instructor or director of the college as "never participated" by the end of Week 2 of an 8 or 16 week course, and by the end of Week 1 of an 5 week course, the Registrar's Office will administratively drop the student from the course. The student will be notified of such action via email.
- If all of the student's courses are listed as "Never Attended", the Registrar's Office will administratively drop the student from all of their courses. The student will be notified of such action via email.
- In the event a student was listed in error as "Never Attended", the instructor will update the roster to "Attended" and the Office of the Registrar will reinstate the student back into the course(s).

Withdrawals Automatic "W" Period

- The student must initiate and complete the withdrawal request during the Automatic "W" Withdrawal period which is the first 60 percent of any term. The last day to withdraw will be the next working day after 60 percent of the specific term has elapsed.
- To initiate a withdraw, the student must submit a Drop/Withdraw Request Form via the web.
- Students withdrawing the only class in which they are enrolled, or all classes in which they are enrolled, should be referred to the Registrar's Office website to complete the Drop/Withdraw Request Form.
- If the withdrawal is completed within the "Automatic W" period, a grade of "W" will be assigned. After the withdrawal deadline, students will be unable to withdraw individual classes and will receive the grade earned in the course. (Costs will be refunded for withdrawals ONLY if the date falls within the published refund period as noted on the web).

Leave of Absence

- A Leave of Absence is permitted under the following headings: personal, military, and medical.
- Any student wishing to take a leave of absence must complete a "Leave of Absence Form." Students may complete the online form from home.
- Military: Students called for military service should fill out an on-line "Leave of Absence Form." Upon their return, they will meet with an academic advisor to discuss resuming their studies.
- Non-military leaves of absence are for at most one year and non-renewable during the student's career.
- Military leaves are variable depending on their orders.
- The student will provide the Registrar's Office a copy of military orders; however, a copy of the orders is not required before the student leaves.

Suspension, Dismissal or Termination

- After following due process, a University official may administratively withdraw a student for academic or disciplinary reasons. These types of withdrawal include:
 - academic suspension (mandated leave of absence)
 - academic expulsion (permanent dismissal from the University)
 - disciplinary suspension (mandated leave of absence)
 - disciplinary expulsion (permanent dismissal from the University)
 - termination (mandated withdrawal from a graduate program)

Distance Education Attendance/Participation

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

To review the current Federal Student Aid Handbook, please [click here](#).

Academic Renewal

An undergraduate student enrolling at USW after a four-calendar-year period of separation from any accredited institution of higher education may apply for Academic Renewal. To qualify, a student must earn at least a 2.00 GPA in the first 15 hours following re-enrollment. Thereafter, the student must meet the standard for continuation in the University's academic good standing policy. Grades will be forgiven only once during a student's career.

Renewal Procedures:

- Students must apply in the appropriate Director of Undergraduate Admissions and Student Success office for invocation of this policy after he/she has completed 15 hours following enrollment or re-enrollment at USW. This applies only to undergraduates.
- Developmental studies courses and non-academic vocational courses will not count toward the four-year separation requirements or the GPA requirement.
- Upon granting of the application, all courses prior to the four-year separation will be removed from consideration for a degree and will not count toward the GPA but will remain on the student's transcript.
- The student's transcript will be marked "Academic Renewal Granted."
- Courses that will not apply to the student's degree will be flagged on the USW transcript, whether earned at USW or at another institution.
- The student may not pick and choose which course(s) will be removed from consideration.
- Academic Renewal will be granted only once and is not reversible.

USW's Academic Renewal policy may not apply when a student's eligibility for certain programs, such as athletic programs, is being determined.

Transcripts

Transcripts can be ordered via the Internet 24/7 through Parchment (<http://www.parchment.com>). Walk-in transcript requests are welcome Monday-Friday, 8:00 am - 5:00 pm.

Graduation Policies

Requirements for graduation are listed in the catalog within each degree plan. A student's academic advisor will set forth graduation requirements once the student is admitted and a degree is determined. Each student is responsible for meeting their own specific graduation requirements in order to obtain a degree from University of the Southwest.

Students will be contacted through his/her USW email address.

Graduation Application

Candidates for graduation must file a Graduation Application via the students self-service. Applications are due by the end of the add/drop period of your final semester.

Graduation Fee

Fee must be paid at time of submitting the Graduation Application.

Graduation Ceremonies

Commencement ceremonies are held in May of each year. Students who complete their course work in the previous Summer or Fall sessions may participate in the following May graduation. Students may not participate in the commencement ceremony unless all requirements have been completed prior to the ceremony.

Special circumstances for students with no more than nine credit hours or three classes remaining towards completion of their degree may be appealed, and participation in May graduation may be granted. A student may be allowed to participate with approval from the Registrar.

Participation in commencement does not, in itself, mean that a student is considered a USW graduate. In order to receive a degree, a student must fulfill university requirements. The degree will reflect the graduation date when all requirements are met.

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**Graduate
Academic Policies
& Programs**

GRADUATE ACADEMIC POLICIES

At USW, our major concern is student success, and our primary focus is quality classroom instruction. The interaction between students and faculty is fundamental to the goals of the University and the success of each student. Therefore, academic policies are designed to assist each student in planning and successfully completing the course of study he/she selects. Familiarity with the published policies and frequent counseling with University personnel will contribute to a happy and productive college career.

Academic Advisement and Program Planning

Once admitted to graduate study, each student will be assigned a graduate advisor. The student and the graduate advisor will discuss the graduate degree or licensure plan to be followed. The graduate plan is to be reviewed prior to each term's registration to make certain satisfactory progress is being made. A copy of the student's graduate degree or licensure plan will be on file. All revisions to the graduate plan must be filed with these offices.

A graduate student may graduate under the requirements of the Catalog under which he/she entered, provided the Catalog is not more than 6 years old at the time of graduation, provided the student has been continuously enrolled, and provided no action has been taken that supersedes the requirements stated in the Catalog. When a student has not been enrolled for one calendar year, a new Degree Plan or Licensure Plan may be completed based on the Catalog in effect at the time of re-enrollment.

Any action taken by the New Mexico Legislature or the Secretary of Public Education that affects licensure supersedes requirements stated in this Catalog.

Graduate Academic Probation and Suspension Policy

Academic Good Standing

Students are considered in Good Standing if they maintain a cumulative grade point average (CGPA) of 3.00 (on a 4.0 scale) or greater.

Conditional Academic Warning

A student will be placed on Conditional Academic Warning for the first term when admitted conditionally. (Conditional admission is when the applicant fails to meet one or more of the requirements for admission. Additional details can be found in the Graduate Admissions Policies.) The student may take no more than three (3) term hours of graduate course work as a conditional admitee and his/her term GPA needs to be above 3.00 for good standing the next term. A conditional academic warning does not appear on the official academic transcript. If a student's cumulative GPA falls below a 3.00, the student will be placed on Academic Probation for the following term. Students are notified of this status with the admission into the program."

Academic Warning

A student will be placed on Academic Warning for the following 8-week term when his/her term GPA is below the minimum required for good standing, even though the institutional CGPA is at or above 3.00. If a student's cumulative GPA falls below a 3.00, the student will be placed on Academic Probation for the following term. Students are notified of their academic status via USW Mustang Mail by the Registrar. An academic warning does not appear on the official academic transcript. Students are notified of their academic warning status via USW Mustang Mail by the Registrar.

Academic Probation

If a student's cumulative GPA falls below a 3.00, the student will be placed on Academic Probation for the following 8-week term. Academic Probation will be indicated on the student's academic record. Students are notified of their academic probation status via USW Mustang Mail.

A student on Academic Probation is required to meet the following Academic Probation Requirements for the term:

- Earn a minimum term GPA 3.0.
- Meet with your academic advisor prior to registration.
- Register for no more than one-3 credit hour course per term.
- Maintain satisfactory progress towards graduation.

If a student on Academic Probation meets the Academic Probation Requirements but fails to achieve a CGPA of 3.00, the student will remain on Academic Probation and must continue to comply with all Academic Probation Requirements. Failure to comply with the Academic Probation Requirements after one 8-week term will result in Academic Suspension.

If at any time, a student's CGPA meets the minimum requirements of 3.00 overall the student will recover Academic Good Standing. A student's CGPA is only affected by USW coursework. Coursework at another institution cannot be used to return a student to Academic Good Standing.

Academic Suspension

A student is placed on Academic Suspension when a student fails to comply with the Academic Probation Requirements. Once placed on academic suspension a student is not allowed to enroll in courses at USW for one 8-week term immediately following the term triggered for Academic Suspension.

Program Coordinator and Academic Deans are notified of Academic Suspension statuses and the student will not be able to register without approval from their college dean.

Academic Suspension will be indicated on the student's academic record. Students are notified of their academic suspension status via USW Mustang Mail.

Following the completion of the one 8 week term of Academic Suspension, the student must maintain a 3.0 term GPA every consecutive term thereafter, or he or she will be automatically suspended from the program for one year (12 calendar months) and withdrawn. A hold will be placed on the students account. Students may reapply to their graduate program after completing the year suspension.

Academic Dismissal

University of the Southwest reserves the right to refuse the privilege of further attendance to graduate students who have failed to meet minimum academic requirements. If a graduate student's CPGA remains below the required 3.00 (on a 4.0 basis) after a period of probation, and the student fails to meet other academic and/or program requirements, he or she will be dismissed from the University and a hold will be placed on the student's account.

USW reserves the right to refuse the privilege of further attendance to graduate students whose disposition during attendance is deemed inconsistent with the objectives of the program and mission of the university.

Academic Standing Appeals

Academic actions can be appealed to the Dean of the student's major. The Dean may repeal suspensions of students not making satisfactory academic progress when it deems the failure to

be due to exceptional circumstances and judges the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. All appeals must be made within 10 business days of receiving change of academic status notification.

A successful academic appeal does not necessarily result in a reinstatement of financial aid eligibility. A student who has lost aid eligibility due to insufficient satisfactory academic progress and who is wishing to appeal to have his or her financial aid reinstated must do so through the Office of Financial Aid.

Non-Discrimination Policy

University of the Southwest admits students of any race, color, national and ethnic origin. The University does not discriminate in the administration of academic policies, admission policies, scholarship and loan programs, athletic programs, or any other university administered policy or program.

Academic Records

Once submitted, academic records and transcripts become a permanent part of the student's records at USW and will not be returned. All records submitted will be destroyed when a student fails to attend within one academic year of the date of anticipated attendance. A student found guilty of nondisclosure or misrepresentation in completing the admission forms will be subject to disciplinary action, including possible dismissal from the University.

Full-Time Student Status

USW graduate programs are built on semester terms made up of two (2) 8-week modules known as A and B. A graduate student is considered to be full-time when they are enrolled in 6 credit hours per semester. These 6 hours may be taken in one module or split between two modules. In other words, a student is full-time when they enroll in 6 hours in A or B, or 3 hours in A **and** B. Either way a total of 6 credit hours must be taken in a semester for a student to be classified as full-time. Registration for more than six hours of graduate credit per term, including concurrent enrollment in another accredited institution, must have the approval of the Dean for the appropriate program. If a student receives financial aid the student must contact the Financial Aid Office if he/she takes less than six hours of work.

If a student enrolls in only 3 hours in the A module **or** B module they are considered half-time.

Grading

Grades are based on the quality of work completed. The grading system is as follows:

A	90 to 100	4.00	*I	Incomplete
B	80 to 89	3.00	*S	Satisfactory
C	70 to 79	2.00	*U	Unsatisfactory
D	60 to 69	1.00	*W	Withdrawn
F	< 60	0.00	*CR	Credit
			*NC	No Credit

The GPA is computed by dividing total grade points earned by total hours attempted. For example, if the grade points earned total 32 and the total hours attempted equal 16, the GPA is 2.0.

*Are not included in calculating the GPAs (GPA).

Repeating Courses

A student may repeat a course to improve GPA. All grades earned will be retained on the transcript; however, the highest earned grade in each course will be used to calculate the GPA. The course must be retaken at the earliest opportunity. Please see the Financial Aid section for financial aid repeat course policies.

A failing grade earned in any course on a degree plan must be retaken for a degree to be obtained. Please see appropriate degree plan for definition of a failing grade. Once a course has been retaken, if a passing grade is earned, the failing grade will be replaced with the passing grade. Students must retake the exact course failed **at USW (not another school)** in order for the grade to be replaced. USW does not allow course substitutions for replacement grades.

Incomplete Work

A grade of Incomplete ("I") is given at the faculty member's discretion with the approval of a Dean to a student who has not completed all course requirements, but has attended at least 67 percent of the course. Any course for which a student receives an "I" must be made up within 14 days after the end of the term. Any student who receives an "I" may not register for the next term until the "I" is replaced with a grade. A grade of "I" is changed to the permanent grade once the grade is submitted by the faculty member. A grade of "I" that is not made up by the required date will be changed to the earned grade of the course.

Comprehensive Examinations, Projects, and E-Portfolios

For the graduate degree program in education, a capstone experience is required. The capstone experience includes one or more of the following: a comprehensive written or oral exam, a graduate project, an internship, and/or an e-Portfolio. The exam format will be at the discretion of the program coordinator.

Honors

Honors for graduation will be determined by the cumulative grade point average earned at USW. Master degree students must meet the following GPA standards to earn the corresponding academic distinction:

3.90 – 3.94	Graduate with distinction
3.95 – 4.00	Graduate with high distinction

Note: The specific honor will be calculated on **April 26** of the student's graduation year. The honor will be printed in the commencement program and the student will wear honor regalia. However, the final cumulative GPA will be recorded and that final GPA will determine the specific honor that will be printed on the official transcript. Honors will not be reflected on the diploma.

Academic Integrity

The University is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. The University expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is a serious matter and will not be tolerated. Academic dishonesty implies misunderstanding of the whole process of education, violates the trust between the student and faculty, and warrants severe disciplinary action. Refer to the Student Handbook for additional information.

Since graduate programs at USW encourage open discussion that respects diversity of opinions, graduate students are expected to honor confidentiality and to act as professionals. Sensitive

issues are sometimes discussed that evoke different positions. Graduate students should never divulge information in such a manner that an individual can be identified.

The USW community assumes responsibility for fostering academic integrity.

- The University assumes responsibility for establishing, publishing, and consistently enforcing policies that ensure academic integrity.
- Students are responsible for understanding what is expected from every academic assignment and what would indicate academic dishonesty. Students are advised to follow each instructor's syllabi and abide by the guidelines set forth.
- Each faculty member has the responsibility of clearly articulating the University's position on academic honesty and the requirements of assignments.

Dealing with Incidents of Academic Dishonesty

When a case of academic dishonesty is detected, it is the instructor's responsibility to distinguish between a minor infraction and a major one, and to take action appropriate to this judgment of severity. For example, a missed reference in an otherwise well-cited paper should be treated as carelessness. On the other hand, copying a substantial part of a term paper from a document available on the Internet should be considered a major violation. Minor infractions repeated in spite of warnings may be treated as major.

Three classes of actions are available to the instructor. The instructor may:

1. only warn, i.e., issue a warning to the student(s) without any penalty in grades;
2. only penalize the assignment in question, e.g., decrease the student's grades for that academic work (perhaps a zero for the entire assignment or a part thereof) and/or ask the student to redo the assignment; or
3. penalize the course, i.e., directly change the course grade, e.g., drop a letter grade or assign an 'F' for the course.

The instructor must make every effort to discuss with the student(s) the violation detected and any grade penalty being imposed; this information must also be provided to the student in writing.

In cases (2) and (3), the instructor must write in a memo to the Academic Dean of the School in which the course is offered explaining that the grade for the course has been affected partly or wholly by an act of academic dishonesty. The following should be included in the memo:

- The nature of the violation and its severity,
- details as to time, place, and persons involved,
- any available supporting evidence, and
- the specific grade penalty imposed.

Upon notification from an instructor, the Academic Dean will place the memo in the student's permanent file in the Office of the Registrar. Notifications of incidents of academic dishonesty from instructors shall remain in the student's file in the Office of the Registrar until one year after the student has graduated or has been expelled, at which point it shall be destroyed.

Student's Right to Appeal

The student may appeal the instructor's decision to the Academic Dean. However, when the grade in question is the direct result of action(s) taken to address academic dishonesty, the following procedures must be followed. The student must appeal the decision in writing within five days of the receipt of the notification from the instructor.

Upon receiving a letter of appeal from the student, the Academic Dean will:

- look up the student's record of past incidents of dishonesty,
- schedule an appointment with the student to review this policy and give him/her

- an opportunity to discuss the incident,
- consider requests from the student for additional time to gather evidence, and
- convene a committee to hear the appeal.

The committee hearing is not intended to be a full-fledged adversarial proceeding: it is intended to be a fair hearing with ample opportunity for both parties (the student and instructor) to present the facts. The committee will be comprised of three faculty members; two members will be appointed by the Academic Dean and one faculty member will be selected by the student. In addition two students will be selected by the Academic Dean to sit on the committee. The Academic Dean will chair the committee and will assume the responsibility of notifying all parties. A hearing will be scheduled within five days of the Academic Dean's receipt of the notice of appeal.

Once the committee has made a decision, the Academic Dean will notify the student and the instructor in writing. The student may appeal the committee's decision to the Provost. The student must appeal the decision in writing within five days of receipt of the notification from the Academic Dean.

Upon notification from the student, the Provost

- will collect the evidence from the Academic Dean,
- schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident, and
- consider requests from the student for additional time to gather evidence.

The Provost's decision is final and cannot be appealed.

The Provost will notify the student, the instructor, and the Academic Dean of his/her decision within five days of meeting with the student.

Instructor's Right to Appeal

The instructor who brought charges of academic dishonesty may appeal the decision of the committee to the Provost within five days of receipt of the committee's decision.

- The instructor will submit a review request in writing to the Provost.
- The Academic Dean will submit all documentation to the Provost supporting the decision.
- The Provost will schedule a meeting with the instructor who brought charges of academic dishonesty.

The Provost will communicate the final outcome of the appeal to the student, the instructor who brought charges of academic dishonesty, and the Academic Dean.

The Provost's decision is final and cannot be appealed.

Grade Appeal Process

During an Academic Term

If a student is concerned about or questions a grade earned on a course assignment, the student must contact the instructor to discuss his or her concern. If a mutually acceptable decision is not reached, the student may then contact the Dean of the program offering the course. The student must attempt to resolve the grade issue during the term.

After the Last Day of an Academic Term (5 or 8 week terms):

- After final grades have been submitted to the Registrar, a student who wishes to appeal a course grade must complete the Grade Appeals form found on the USW website.
- The student then submits the completed electronic form in order to formally file

notice of intention to appeal with the Registrar. This must be done within fifteen (15) days after the last day of an 8-week term.

- The student must then demonstrate that he/she has met with the following people in an informal attempt to resolve the situation:
 - a. The Instructor
 - b. The Dean of the program offering the course
 - c. The Registrar

It is expected that these individuals are to be approached in the order listed above.

The student will have a maximum of fifteen (15) days to complete this process.

The Registrar may extend the time limit to avoid undue hardship or injustice.

- After contacting the instructor, the appropriate dean, and the Registrar, if a mutually acceptable decision is not reached, the student shall submit a detailed statement of appeal with supporting documentation to the Provost detailing in what way his/her grade assignment was prejudiced, arbitrary, or otherwise improper.
- The Provost will promptly give written notice of the formal appeal to both the student and the involved committee. Written notice shall be accompanied by a copy of the student's detailed statement as well as the procedures and sequence of events to be followed in conducting the hearing.

Hearing for Student Appeal

- The Hearing Committee will be appointed by the Provost.
- The first meeting for a hearing shall be held not less than five (5) days and, whenever practical, not more than ten (10) days after the receipt of such notice.

Special Services

USW provides accommodations to students diagnosed with Specific Learning Disabilities or other disabilities interfering with academic progress which meet Section 504 Guidelines. Students must make their needs known to the Director of the Office of Special Services and provide documentation of their disability from an appropriately licensed professional. Documentation can consist of the results of the psychological testing, a report from a medical doctor, an Individualized Education Plan (IEP), or other documentation that can assist the Director of Special Services to recommend an educational plan. Individualized accommodations are made on the basis of each student's needs. Generally the last diagnostic evaluation will be accepted, but if problems arise in the educational setting, additional documentation may be required to be sure accommodations are appropriate. Any student requesting special accommodations shall disclose in writing any and all information relevant to the University's determination of such services.

Requests for accommodations should be made in a timely manner. We ask that the request be made at least several weeks in advance, or as soon as the need is known, in order to provide sufficient time for the Director to determine the reasonable feasibility of the University to assist the student with their academic endeavors. The Office of Special Services is located in Mabee Teaching and Learning Center.

Reasonable accommodations are determined by examining:

- Barriers resulting from interaction between the documented disability and the campus environment
- Possible accommodations that might remove the barriers
- Whether or not the student has access to the course, program, service, activity or facility without accommodations

The following accommodations may be included, but are not limited to, depending on whether the student is online or face to face:

- Assessment referral
- Technical support
- Advocacy
- Extended time testing
- Reduced-distraction testing environment
- Materials in alternate format
- Priority registration
- Tests/exams administered by a reader or scribe
- Protected exams
- Oral exams
- Peer tutoring
- Lecture notes outline

Disability accommodations at USW do not include:

- Diagnostic testing or evaluation of learning disabilities
- Special programs for students with learning disabilities
- Personal care aids
- Separate or special tutorial programs for the disabled
- Reduced standards of academic performance
- Waiver of academic courses such as algebra or foreign languages, chapel requirements, or orientation program

Students with Disabilities

USW is committed to the principle that no qualified individual with a disability shall, on the basis of that disability, be excluded from participating in or be denied the benefits of the services, programs, or activities of the University, or be subject to discrimination by the University, as required by the Americans with Disabilities Act of 1990.

However, USW does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist clinically qualified individuals with disabilities in meeting degree requirements. All students at USW must have the capacity and ambition to undertake, with reasonable assistance from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or licensure program pursued.

The Director of the Office of Special Services at the University coordinates activities for disabled students and should be contacted concerning initial enrollment, scheduling, and other arrangements. The Office of Special Services is located in the Mabee Teaching and Learning Center.

Adding or Dropping Courses

Courses may be added or dropped during the add/drop period of each term as identified on the current year's academic calendar. In order to make a schedule change, a student must complete and submit the online drop/withdrawal form available on the USW website. Schedule changes are the responsibility of the student and will not be initiated by faculty or the Registrar.

Withdrawal from a Course or from the University

A student may withdraw from a class with a grade of "W" during the following withdrawal periods*:

8 week terms – Friday, by 5:00 pm, of the 5th week

*Specific dates are listed in the current years academic calendar.

To withdraw from a course(s) or from the university, a student must complete and submit the

online drop/withdrawal form available on the USW website. Withdrawal is the responsibility of the student and will not be initiated by faculty or the Registrar. Failure to officially withdraw will result in a grade of "F" for the course(s).

Sources of Alternative Academic Credit

University of the Southwest accepts transfer credits and will consider awarding academic credits from the sources outlined below.

- Master's degree - A maximum of 12 credits may be earned towards a master's degree through any one source or a combination of sources.
- Doctoral degree – A maximum of 30 credits may be earned towards a doctorate degree through a combination of sources.
 - ◊ Up to 12 credits from a business related master's degree (e.g. MBA), earn at a regionally accredited university.
 - ◊ Non-Transferable courses include DBA 8003, RES 8513, RES 8523, DBA 9003, DBA 9013, DBA 9023, and DBA 9033.

Students are responsible for providing official documentation (transcripts, certificates of completion, test scores, etc.) to the advisor or Program Director for evaluation and consideration of applying such credits to the student's USW transcript. Letter grades earned at other institutions or in a non-collegiate setting, prior to enrollment at USW, are not used in calculating a student's cumulative grade point average at USW and are given a grade of CR (credit).

Transfer Credit

University of the Southwest will consider transfer credits from other regionally accredited institutions; however, some courses that are not regarded as consistent with USW's curriculum and standards may not be credited toward a degree. An Academic Advisor will evaluate completed coursework and determine what credits will transfer to USW.

Transfer Credit Requirements:

- Only courses with a grade of B or better may transfer into USW
- Credit earned more than 6 years prior to matriculation at USW will be subject to evaluation to determine acceptability

Assessed Credit

Graduate students may be granted up to 6 hours (2 courses) of academic credit for education achieved in a non-collegiate setting such as work experience or professional training. In order to have this experience or training assessed, the student must submit a 500 word essay, certification, and/or professional resume to the Dean of the appropriate school. The Dean will review the submission determining what courses, if any, for which the student may receive credit.

Note: Masters of Science in Education candidates may only receive Assessed Credit for Leveling Courses. Furthermore, Graduate Assessed Credit will not be granted for any counseling field-based experiences (e.g., practicums and/or internships). Clinical Mental Health Counseling and Doctor of Business Administration candidates are not allowed academic credit for work experience or professional training.

International Transfer Credit

Credit proposed to be transferred to USW from an educational institution outside the United States must be evaluated by a service provider that specializes in the evaluation of international transcripts. Such an evaluation will produce a translation of the original transcript, an evaluation of the educational level of all coursework, and other information necessary to make appropriate transfer decisions. ACEI, Josef Silny & Associates, Inc. and Global Credential Evaluations, Inc. are

examples of such providers.

Authorized Accrediting Organizations

HLC—Higher Learning Commission

MSA—Middle States Association of Colleges & Schools

NWCCU—Northwest Commission on Colleges & Universities

NEASC-CIHE—New England Association of Schools & Colleges

SACS—Southern Association of Colleges & Schools

WASC-ACCJU Western Association of Schools & Colleges for Community & Junior Colleges

WASC-ACSCU-Western Association of Schools & Colleges for Senior Colleges & Universities

Course Substitution

Course substitutions may be an internal or external option and must be approved by the program Dean. External options are substitutions approved for courses taken previously at another institution and must be comparable to those offered at USW (credits are transferred in).

Degree Completion

A graduate degree cannot be completed in less than one academic year. After the student first enrolls in a graduate program, all work for that program must be completed within six (6) years, including the internship, and comprehensive assessment. At the time of completion, a student's cumulative GPA must be a 3.0 or higher.

Audit Policy

Graduate students wishing exposure to a course may elect to audit the course. Registration for audit courses occurs like all other classes and cost is half of the tuition charged for a credit bearing course. Regular attendance at audited classes is the student's responsibility, but written assignments and examinations are not mandatory.

New Courses and Special Offerings

Any new courses added to the graduate curriculum will not be counted toward a graduate degree unless the changes are approved by the Professional Practices and Standards Sub-Committee (PPSC) and the New Mexico Secretary of Public Education as part of the graduate degree programs. However, new courses and selected special course offerings may count as "electives" on a "licensure only" plan (i.e., teacher licensure issued through the New Mexico Public Education Department or professional counselor licensure, or LPCC, issued through the New Mexico Counseling and Therapy Practice Board).

MASTER OF SCIENCE IN EDUCATION

Educational Administration

The Educational Administration program provides students with a dynamic combination of theory and practice, which prepares them for public school administration or instructional leadership at the teaching level. The primary emphasis of the program includes, but is not limited to, some of the following pedagogy: Educational Leadership and Supervision; Theories of Curriculum Development; Policies and Public Relations; Education and Special Education Law; Educational Finance and Facilities; School Administration, Theories of Administration, or Applied Educational Leadership; and an Internship in Educational Administration. Students from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

Educational Diagnostics

The Educational Diagnostic Program prepares candidates to perform testing in the areas of intellectual functioning, achievement, and behavioral screening. Candidates learn to identify exceptionalities, to determine which students qualify for special education services, and to develop comprehensive individualized recommendations to remediate or improve functioning in a variety of areas related to academic and/or vocational functioning. This program prepares New Mexico candidates who are interested in acquiring a diagnostician's license. Candidates from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

Education Specialist (Non-Licensure)

The Education Specialist is a 30 semester credit hour program that provides the graduate student with a well-rounded curriculum focusing on a variety of aspects of education. This is a non-licensure program and is ideal for the New Mexico educator looking to enhance knowledge and advance professionally without committing to a change of career.

School Counseling

The School Counseling program is accredited by the New Mexico Public Education Department to prepare school counselors for licensure. The School Counseling program focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students P-12. Students from other states must check with a representative of their state's licensure bureau for School Counseling in order to determine if USW's degree program will be accepted for licensing purposes.

- Prerequisite for Licensure in New Mexico
- Pass the NMTA for school counselors. For more information go to <http://www.nmcp.state.nm.us/nmac/parts/title06/06.062.0002.htm>

Special Education (Non-Licensure)

If your goal is to work with students who have special needs and you want to learn advanced interventions and techniques that can make a difference in their level of academic achievement, a master's in special education is the degree for you. By acquiring an in-depth knowledge of the characteristics, needs, and research-based intervention strategies for learners with special needs, you will be able to enhance your performance and skill as you deal with the diverse students you encounter in a general education or special education classroom. Through examination of state and federal special education law, educators who want to help students learn can benefit by earning a graduate degree in special education. Passion plus professional expertise can equal success and satisfaction for children and educators alike! An end-of-program portfolio is required; no internship is required.

Teaching and Learning

The MSE in Teaching and Learning is a graduate degree program designed as an advancement pathway for teachers. The comprehensive curriculum builds upon teachers' existing knowledge and experiences focusing on the development of advanced competency in core teacher leadership areas including, reflective practice, personal effectiveness, interpersonal effectiveness, professional learning and collaboration, adult learning, and technology. The program is aligned with the InTASC standards and the NEA Teacher Leadership competencies. Graduates of this program will be prepared to take on instructional leadership roles in P-12 schools including curriculum and program developers, instructional coaches and mentors, and trainers/professional learning facilitators.

MASTER OF SCIENCE

Clinical Mental Health Counseling

The CMHC program is designed to meet, and in some instances exceed, professional licensing requirements in many states. USW's program meets all standards and regulations for professional licensure in the state of New Mexico. This means that upon graduation an individual meets the requirements for the New Mexico LMHC license, which allows the graduate to practice (under professional supervision) for the required 3000 hours of practice necessary for the individual counselor license in New Mexico (LPCC). USW's CMHC program faculty is passionate about training professional counselors. The online environment provides learning opportunities for traditional and nontraditional students through a rigorous program of study that stresses education, research, and service to others. The Master of Science in Clinical Mental Health Counseling at USW offers a 60-hour program that fully prepares students to work in human service settings. Required individual field experiences will qualify graduates for a number of positions in a broad range of mental health and counseling agencies. Again, USW's CMHC graduate program prepares students and meets current regulations for professional counseling licensure in the state of New Mexico. Licensing regulations can be found at www.rld.state.nm.us. Other states could have different requirements. It is the individual student's responsibility to determine the licensure requirements for his/her own state.

Health and Human Performance

Two of the most notable issues in society today are the provisions of health care and the rising concern with the epidemic of obesity. Many more Americans are becoming aware of their health and its relationship to the quality of life with health and aging. Although they may understand the importance of diet and exercise in maintaining good health, they often are uneducated or untrained

as to proper exercise techniques and how to ensure proper nutrition. Hence, there is an increasing demand for trained health care professionals who can serve the general public by raising awareness and providing quality instruction, both of which may help reduce health care costs and assist individuals in improving and maintaining their health. The Master of Science in Health and Human Performance will develop trained professionals. The coursework has been designed to allow students to develop and demonstrate their knowledge, skills, and abilities in the areas of clinical evaluation, fitness assessment, nutrition, and exercise prescription. As student's progress through the program they will have opportunities to work with normal, healthy individuals, active agers, cardiac patients, and centenarians and will gain experience working with populations with chronic conditions such as diabetes, obesity, hypertension, chronic obstructive pulmonary disease and cardiac conditions, to enable them to understand and assist in their treatment. In developing this program, the department has carefully studied the needs of current health care professionals, teachers, coaches, corporate wellness employees, and assistants in athletic programs. Graduates of the program will be able to pursue advanced career opportunities such as: Sub-disciplines: Exercise Physiology, Sport History, Motor Development, Sport Pedagogy, Motor Learning, Sports Medicine (Athletic Training, Pre-PT), Biomechanics, Sport Philosophy, Sport Psychology, Sport Sociology, Sport Management, Adapted Physical Education, Health Education, Physical Education, Leisure, and Recreation.

Biology

All MS in Biology programs require 30 credit hours of coursework which are delivered entirely online in convenient 8-week semesters. Students can complete the program in as little as 12 months. All students who wish to pursue a M.S. in Biology will need a strong science background at the undergraduate level which should include 8 hours of general biology, 8 hours of general chemistry, 8 hours of organic chemistry, 3-4 hours of biochemistry, statistics, and upper level coursework.

Forensic Biology

The MS in Biology with a specialization in forensic science is designed for students who wish to strengthen their knowledge base in the field of forensic science. Obtaining this degree will prepare students for work as a forensic analyst, scientist, or lab technician. It meets the educational requirements required by the FBI and the State of New Mexico. This degree plan utilizes a convenient core coursework that will expose students to a cross disciplinary view of criminal justice and will prepare professionals to understand the science, ethics, statistics, and communication needed for successful careers in the field of Criminal Justice. Students will have the opportunity to earn up to 2 graduate certificates while pursuing this degree.

Graduate Certificates for Forensic Biology

Forensic Communication-Upon completion of 9 hours of coursework as defined by the degree plan for Forensic Biology in the areas of communication, ethics, and professional issues in forensic science M.S. students enrolled in the Forensic Biology program may qualify for a Graduate Certificate in this area. 3.75 GPA is required for these 9 hours to receive the certificate.

Genetics-Upon completion of 9 hours of coursework as defined by the degree plan for Forensic Biology in the area Genetics, students enrolled in MS in Forensic Biology program may qualify for a graduate certificate. 3.75 GPA is required for these 9 hours to receive the certificate.

Criminal Investigative Leadership

The Master of Science (MS) in Criminal Investigative Leadership (CIL) is the first of its kind offered

in North America. This is a 30 credit hour degree delivered entirely online in 8 week semesters. It can be completed in as little as 12 months. Students should have at least novice background in criminal justice or forensic psychology at the undergraduate level can be part of a major or minor in criminal justice, political science, anthropology, psychology, etc. . Based on current trends in the field, there is an increasing need and demand for leaders within the criminal justice system that are academically prepared for the changing social environment. Subsequently, the continued need for public safety is expected to lead to germane opportunities within the growing field while preparing students and criminal justice practitioners for future doctoral work, if interested. The USW MS-CIL will offer academically sound professional preparation for criminal justice practitioners, as well as, prospective criminal justice leaders within a variety of supporting fields related to criminal justice. Additionally, students will have the opportunity to receive one graduate certificate while pursuing this degree.

Graduate Certificates for Criminal Investigative Leadership

Forensic Communication-Upon completion of 9 hours of coursework as defined by the degree plan in the areas of communication, ethics, and professional issues in forensic science M.S. students enrolled in the Criminal Investigative Leadership program may qualify for a Graduate Certificate in this area. 3.75 GPA is required for these 9 hours to receive the certificate.

MASTER OF BUSINESS ADMINISTRATION

All MBA programs require completion of 36 credit hours which are delivered entirely online. Students can complete the program in as little as 12 months and quickly gain a professional edge by working with instructors who are industry leaders.

Accounting

The MBA in accounting program is designed for individuals seeking their CPA certification and a career in accountancy. The program includes a strategic overview of accounting concepts, methodologies, and techniques aimed at providing students a competitive advantage in a dynamic career field.

Finance

The MBA in finance program is designed for individuals seeking their CFP certification, securities license, and/or a career in the financial services sector. The program includes the practical application of financial concepts, methodologies, and techniques aimed at providing students a competitive advantage in a dynamic career field.

Healthcare Administration

The MBA in healthcare administration program is designed for individuals seeking to advance their leadership, policy analysis, and strategic planning skills for an ever-changing healthcare environment.

Human Resource Management

The MBA in human resource management program is designed to prepare individuals to function

as successful HR professionals in both private industry and the public sector. The program provides the content focus for both in-career and transitional students seeking become HR specialists with the desire to address issues with organizational performance and productivity. With a strong emphasis upon practical application of knowledge, program courses are taught by practitioner-scholars bringing executive-level experience to the classroom.

Law Enforcement and Corrections

The MBA in law enforcement and corrections program is designed to help law enforcement and correctional officers budget finances, manage officers, and become strong, well-rounded leaders.

Marketing

The MBA in marketing program is designed for students pursuing an exciting career in marketing, sales, advertising, or promotion. The program includes the design and application of marketing tools, campaigns, and promotional techniques aimed at providing students a competitive advantage in a truly engaging career.

Public Administration

The MBA in public administration program is designed to prepare students for a professional career in public service. As an advanced degree for the public sector, the program provides the requisite training for individuals to serve as managers in the executive arm of local, state, and federal government, as well as non-profit, and nongovernmental organizations. With a strong emphasis upon practical application of knowledge, program courses are taught by practitioner-scholars bringing executive-level experience to the classroom.

Self-Design

The self-design MBA is a 36 credit hour program delivered entirely online. The program is designed to provide students with a customized, versatile specialization that is directly relevant to their existing or intended career path. Students have significant control over their area of specialization by tailoring their course preferences to suit their own needs. Students can choose up to twelve credit hours (4 classes) from the emphasis area course list to create a specialization that meets their career objectives.

Sport Management and Recreation

The MBA in sport management and recreational program is designed to enhance sports management and leadership skills while deepening business knowledge in this industry. Many sport and recreation organizations operate as small businesses. Professionals with an advanced degree specializing in the financial, management, programming, risk-management, and psychological issues related to sport and recreation have a variety of career opportunities.

These sport and recreation leadership opportunities include professional, inter-collegiate, and amateur sport franchises; sport tourism; sport and recreation merchandising; non-profit youth and adult sport and recreation organizations; public parks and recreation agencies; military recreation; and international sport and recreation governing agencies.

Strategic Management

The MBA in strategic management program is designed for entrepreneurs and executives charged with developing strategic plans within their organization. The program focuses on the tools,

models, and techniques used to create competitive strategies with the goal of providing students expertise their career field.

DOCTOR OF BUSINESS ADMINISTRATION

The Doctor of Business Administration (DBA) program requires completion of 60 credit hours which are delivered online. Students can complete the program in 3 years and is designed for business executives in the pursuit of practitioner-scholarship in the fields of business administration and management.

Strategy and Innovation

The Doctor of Business Administration in Strategy and Innovation is a professional degree designed for business executives in the pursuit of practitioner-scholarship in the fields of business administration, strategic management, and innovation. With a primary focus on corporate strategy and future planning, the program highlights the practical application of research to private industry challenges in an effort to improve organizational performance and make a positive social impact. Students benefit from a curriculum focused on real-world knowledge creation, executive-level problem-solving, thought leadership in management practice, and an intensive emphasis upon applied research. The program prepares candidates for executive and/or administrative roles in government, corporate, nonprofit, educational, or community organizations.

Leadership and Organizational Development

The Doctor of Business Administration in Leadership and Organizational Development is a multidisciplinary, 100% online program designed for professional administrators, executives, and leaders in both public and private industry. The program highlights the practical application of research to leadership challenges in an effort to enhance organizational development and make a positive social impact. Students benefit from a curriculum focused upon real-world knowledge creation, executive-level problem-solving, thought-leadership in practice, and an intensive emphasis upon applied research. The multidisciplinary approach to the curriculum prepares candidates for executive and/or administrative roles in government, corporate, nonprofit, educational, or community organizations.

Self-Design

The Doctor of Business Administration program offers a unique, self-design option for candidates seeking to customize the specific area of emphasis. As a multidisciplinary, 100% online program designed for professional administrators, executives, and leaders in both public and private industry, the self-design emphasis offers an opportunity to tailor specialization coursework to meet the individual career needs of doctoral candidates. As with traditional DBA programs, the self-design option highlights the practical application of research to organizational challenges and emphasizes the importance of positive social impact. Students benefit from a curriculum focused upon real-world knowledge creation, executive-level problem-solving, thought-leadership in practice, and an intensive focus on applied research. The multidisciplinary approach to the curriculum prepares candidates for executive and/or administrative roles in government, corporate, nonprofit, educational, or community organizations.

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Course Descriptions

Academic Course Identification

BIO	BIOLOGY
COUN	Counseling
DBA	Doctor of Business Administration
DOL	Organizational Leadership
EDSC	School Counseling
EDUC	Education
FCRJ	Forensic Criminal Justice
FORS	Forensic Science
FPSY	Forensic Psychology
HCA	Healthcare Administration
HRM	Human Resource Management
HHP	Health and Human Performance
MBA	Master of Business Administration
MPA	Public Administration
RES	Residency
MSM	Sport Management & Recreation

Course Designation by Number

Digit One – Level of Offering

1	Freshman
2	Sophomore
3	Junior
4	Senior
5-7	Graduate
8-9	Doctorate

Digits Two and Three – Specific Course Identity

01 – 59	Regular Academic
60 – 69	Workshops and Seminars
70 – 79	Topics
80 – 89	Internships and Practicum

Digit Four – Semester Hour Value

1	One Semester Hour Credit
2	Two Semester Hours Credit
3	Three Semester Hours Credit
4	Four Semester Hours Credit

Example:	BUA 2173
Department:	Business Administration (BUA)
Level of Offering:	Sophomore (2)
Specific Course Identity:	(17)
Semester Hours Credit:	(3)

*Courses with 3000 or 4000 designations may be taken only by students of junior or senior standing or unless authorized by advisor.

COURSE DESCRIPTIONS

Biology

- BIO 5203** **Molecular Genetics**(3 credit hours)
Molecular Genetics covers a broad array of topics primarily in eukaryotic Genetics, including gene structure, genetic and genomic analysis, gene expression and regulation. Supplementary reviews or original research papers will be discussed.
- BIO 5303** **Forensic DNA Analysis**(3 credit hours)

COURSE DESCRIPTIONS

An introduction to forensic DNA analysis with emphasis on biology and case studies. Students will develop an appreciation for forensic DNA methodologies and an understanding of their limitations in solving cases. Designed for all students interested in learning the basic principles of molecular human identification.

BIO 5403 Biotechnology(3 credit hours)

A foundational course in biotechnology that covers all aspects of biotechnology. Topics included are recombinant DNA technology, Animal, agricultural, medical, and industrial biotechnology and ethics in the field of biotechnology.

BIO 5503 Advanced Biochemistry(3 credit hours)

Advanced study of biochemistry from the standpoint of interrelationships between metabolic pathways and control mechanisms. Topics to be covered include the metabolism of lipids, amino acids and nucleotides, comprehending the basis of DNA replication, RNA transcription, and Protein Synthesis.

BIO 5603 Advanced Genetics(3 credit hours)

The Study of recent advances in genetics with an emphasis on modern methods of analysis and applications such as genetic testing, conservation genetics, PCR microarray technology, cloning and forensic genetics. Familiarity with general principles of genetics is desirable.

BIO 5703 Human Immunology(3 credit hours)

The course builds a comprehensive view of immunology starting with an explanation of what the immune system is (innate and adaptive immunity) and how an immune response works. The course will also cover autoimmune diseases and allergies.

BIO 5803 Toxicology(3 credit hours)

Toxicology is a course concerned with investigating the adverse effects of chemicals and radiation with a specific concentration in mammalian toxicology. Topics covered will include pesticides, metals, organic, and other inorganic toxicity as well as toxicology of different body systems.

BIO 5903 Advanced Population Genetics(3 credit hours)

This course will focus on how natural selection, genetic drift, mutation, and migration influences patterns of genetic variation within a population. .

Doctor of Business Administration

DBA 8003 Foundations in Action Research for the Scholar-Practitioner (3 credit hours)

The purpose of this course is to familiarize students with the goals/objectives of the DBA program at USW and provide the foundational knowledge of the research skills necessary to be successful in the program. Students will review the role of the DBA within an organizational setting, as well as the structural frameworks for conducting research intended to solve problems within that same context. The course content includes an intense focus upon professional research in practice by analyzing designs and methodologies used by the scholar-practitioner.

DBA 8013 Multicultural Leadership in Global Organizations (3 credit hours)

This course moves beyond the standard review of leadership theory by emphasizing the impact of global competition upon leader effectiveness. As effective leaders seek to implement strategies that prepare their organization for long-term, sustainable competitive advantage, they must understand the expectations and challenges of operating in a global environment. Students in the course will evaluate concepts including; systems thinking, change implementation, resource management, group dynamics, corporate social responsibility, and cross-cultural

leadership.

- DBA 8533 Data Analysis in Executive Decision-Making** (3 credit hours)
 This course combines economic principles with fundamentals of data analytics to prepare students for the challenges of decision-making in uncertain competitive environments. While executives use predictive modeling to develop organizational strategies, they must be prepared for a range of possible outcomes. With an emphasis on making strategically-sound, data-driven decisions, course content includes a mix of economic theory and applied statistical modeling.
- DBA 8103 Information Technology in Global Competition** (3 credit hours)
 The purpose of this course is to provide students with a professional assessment of the IT demands created by globalization. Rapid changes in the competitive environment, combined with the proliferation of new technologies have given rise to emergent, dynamic business models. The modern executive must be cognizant of such models and the IT expectations for them to operate effectively. Course topics will include; the role of IT in managing customer relationships, data collection for decision-making, and knowledge management.
- DBA 8353 Marketing Strategies: Competing in a Global Environment** (3 credit hours)
 This course provides a professional examination of modern marketing strategies through the lens of multinational competition. As successful firms seek to create global competitive advantage, a keen understanding of emerging marketing tactics will support the critical skills required of the modern executive. Course topics will include; new venture creation, product development, brand management, and supply chain optimization.
- DBA 8513 Strategic Planning for Sustainable Competitive Advantage** (3 credit hours)
 This course utilizes a holistic approach when assessing the practical implications of strategic management. More particularly, the course emphasizes the development of actionable strategies for the purpose of creating competitive advantage. Students will examine the modern theories of organizational strategy, as well as the evolution of strategic management, as they identify new perspectives applicable to the field. Course topics will include; resource-based competitive advantage, core competency development and expansion, strategic alliances/partnerships, and emerging operational models.
- DBA 8423 Contemporary Issues in Global Financial Management** (3 credit hours)
 The purpose of this course is to examine the contemporary financial frameworks that drive executive-level decisions. In a global economy, the modern executive must understand both the challenges and opportunities presented by an interconnected financial system. Students will learn to use the appropriate tools to examine a firm's financial position and determine alignment with the organizational strategy. Course topics will include; financial planning, budgeting, risk management, and portfolio balancing.
- DBA 8503 Organizational Dynamics and Human Behavior** (3 credit hours)
 This purpose of this course is to assess the relationship between the formal design of an organization and its ability to operate efficiently in the market. As senior executives seek to structure organizations for growth and competitive advantage, a firm understanding of organization design concepts is paramount to success. Students will review and evaluate modern theories of organizational design in relation to operational demands. Course topics will include; process evaluation and standardization, core business streamlining, resource allocation, and cross-functional planning.

- DBA 8653 Policy Analysis and Evaluation** (3 credit hours)
 This course emphasizes the foundational processes and instruments for evaluating public policy. Key concepts addressed in the course will include the dimensions of policy analysis, development of policy objectives, formative and summative policy assessment, and theoretical and empirical research methodologies for policy review.
- DBA 8323 Quantitative Research Methods for Practical Application** (3 credit hours)
 This course serves to provide students with the quantitative research skills necessary to complete the final doctoral study. As they seek out new areas for applied research in business and management, students will explore the use of fundamental quantitative techniques in their work. Course topics will include; descriptive and inferential statistics, hypothesis testing, analysis of variance, correlation, and regression. The course will also include the use of modern statistical software, as it is intended to help students choose the appropriate tools in their own doctoral research.
- DBA 8333 Qualitative Methods for Applied Business Research** (3 credit hours)
 This course serves to provide students with the qualitative research skills necessary to complete the final doctoral study. As they seek out new areas for applied research in business and management, students will explore the use of fundamental qualitative techniques in their work. Course topics will include; research methodologies, case-study research, focus group studies, interview structure, and observation-based analysis.
- DBA 8703 Seminar I Components of the Dissertation** (3 credit hours)
 This seminar may be completed in lieu of the traditional DBA program residency. The seminar is structured as a standard 8-week online course. The purpose of the seminar is to provide an overview of the dissertation process and offer guidance for students as they begin exploring a dissertation topic and research proposal. The seminar also provides students the opportunity to review faculty content and expertise areas as they begin considering the focus of their research. Students are not expected to formalize their dissertation topic at this time. Rather, the seminar provides the necessary guidance for students as they begin the topic/committee selection process. Timing – Students should complete this residency at the end of their first year, or after they have completed half of the core course requirements.
- DBA 8713 Seminar II The Literature Review**(3 credit hours)
 This is the second seminar that students will complete during the DBA program. This seminar may also be completed in lieu of the traditional DBA program residency. The seminar is structured as a standard 8- week online course. The purpose of the seminar is to provide student guidance specific to conducting the research and analysis required to complete the final doctoral study. This seminar offers course modules that guide students through key dissertation milestones including; identifying gaps in knowledge through a literature review, preparing a problem statement, gathering/collecting data, analyzing data, and drawing conclusions. The seminar provides students the opportunity to make formal requests of faculty for committee representation. Students are not expected to complete their dissertation at this time. Rather, the seminar provides the necessary guidance for students as they begin the formal research process. Timing – Students should complete this residency at the end of their second year, or after they have completed all of the core course requirements.
- DBA 8813 Strategy, Innovation, and Uncertainty** (3 credit hours)
 This specialization course emphasizes the link between successful corporate strategy and innovation as organizations prepare to operate in a constant state of

change. Students will analyze current literature as they assess the relationship between a company's willingness to accept the risk associated with innovation and its operational success in uncertain environments. **Prerequisite(s)** – All core course requirements must be complete prior to taking this course.

- DBA 8823 Disruptive Innovation in Organizational Strategy** (3 credit hours)
 In this specialization course, students will evaluate the role of disruptive innovation as a formal component of corporate strategy. As organizations become complacent and are often unwilling to disrupt their stable competitive environments, they might miss a key opportunity for new growth. Such a missed opportunity might lead to the inability to effectively compete in the future, as new market leaders emerge. Students explore this dynamic as thought leaders in the course. **Prerequisite(s)** – DBA 8813
- DBA 8833 Creating Strategic Opportunities for Innovation** (3 credit hours)
 In this specialization course, students will assess the appropriate leadership actions needed to create a culture of innovation with a company. If innovation is to be a key component of organizational strategy, then it must also be a key component of organizational culture. Students will learn to foster an enterprise culture that embraces creativity and innovation as a core competency. **Prerequisite(s)** – DBA 8823.
- DBA 8843 Leading and Managing Change** (3 credit hours)
 In the final specialization course, students will evaluate and develop a plan for implementing a change initiative as a component of corporate strategy. New initiatives must launch effectively if they are to become a long-term element of an organization's value proposition. Students will learn to create a strategy implementation plan that ensures change initiatives will become ingrained as part of the organization's identity – solidifying the role of the executive as an agent of change. **Prerequisite(s)** – DBA 8833
- DBA 9003 Doctoral Study Mentorship** (3 credit hours)
 This is the first course in the dissertation phase of the program. Here, students will work directly with their committee chair to make steady progress toward completion of the doctoral study. In this course, students will; finalize the committee selection process, complete an initial draft of their research problem statement, and conduct a preliminary literature review. **Prerequisite(s)** – DBA 8843 ***Doctoral candidates must successfully complete all required milestones before moving to the next "doctoral study completion course". If all course milestones are not met, students must re-take the class.**
- DBA 9013 Doctoral Study Completion I** (3 credit hours)
 This is the second course in the dissertation phase of the program. Students must continue to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; finalize the research problem statement, complete a formal literature review, prepare an initial draft of the dissertation proposal. **Prerequisite(s)** – DBA 9003 ***Doctoral candidates must successfully complete all required milestones before moving to the next "doctoral study completion course". If all course milestones are not met, students must re-take the class.**
- DBA 9023 Doctoral Study Completion II** (3 credit hours)
 This is the third course in the dissertation phase of the program. Students must continue to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; present and defend a formal draft of the dissertation proposal to their committee, and (upon committee approval)

begin collecting data for analysis. **Prerequisite(s)** – DBA 9013 ***Doctoral candidates must successfully complete all required milestones before moving to the next “doctoral study completion course”. If all course milestones are not met, students must re-take the class.**

DBA 9033 Doctoral Study Completion III (3 credit hours)
This is the final course in the dissertation phase of the program. Students must continue to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; analyze the data collected, draw conclusions, and present and defend a formal draft of their dissertation findings to their committee, and (upon committee approval) complete the DBA program. Prerequisite(s) – DBA 9033 ***Doctoral candidates must successfully complete all required milestones before completing the program. If all course milestones are not met, students must re-take the class.**

DBA ELC Doctor of Business Administration Elective

Organizational Leadership

DOL 8623 Human Resource Development (3 credit hours)
This course examines the strategic function of the human resources enterprise as an organizational core competency and reviews the current literature for best practices and seminal theories in the field. Key course topics include; talent recruitment and management, organizational learning and knowledge retention, culture development, and the legal/ethical environment.

DOL 8813 Non profit Leadership (3 credit hours)
This course addresses the role and practice of leadership in nonprofit and philanthropic organizations. Specifically, the class provides a professional examination of topics relevant to the nonprofit and social sectors including; advocacy, fundraising, cross-sector relationships, governance, and leadership.

DOL 8823 Ethical Leadership (3 credit hours)
The course examines the foundational leadership theory grounded in core ethical principles such as; truth, transparency, diversity, fairness and integrity. A specific focus of the course will reflect the importance of understanding and balancing both individual and institutional values. Key course research and analysis topics include ethical decision-making, social responsibility, and values-driven leadership.

DOL 8833 Transformational Leadership and the Learning Organization (3 credit hours)
This course explores the integration of organizational learning and knowledge management by using transformational leadership as a theoretical/conceptual framework. Specifically, the course underscores the application of current research and analysis as tools for guiding and shaping organizational culture.

Clinical Mental Health Counseling

COUN 5103 Career Development and Transition Planning (3 credit hours)
The study of career development theories, tools, and techniques to assess and counsel in career decision making, transition and life planning, gender, family, and sociocultural issues. Specific strategies within the curriculum include assessment tools, report writing, and use of technology included. **Prerequisites:** COUN 5123, COUN 5523, Cross-listed with EDMH 5103, PSY 5103

COUN 5113 Introduction to Christian Counseling (3 credit hours)
This course is designed to provide students with an overview of Christian counseling

including the use of scripture in counseling, Christian care giving, individuals and family development, Christian reconciliation and Christian counseling consultation and collaboration. **Prerequisites:** Cross-listed with EDMH 5113, PSY 5113

- COUN 5123 Professional Orientation to Counseling** (3 credit hours)
Provides a thorough overview of the counseling profession including history, professional identity, as well as professional roles and responsibilities regarding practice, licensing, ethics, and professional standards. One of the first 2 courses to be taken. **Prerequisites:** Cross-listed with EDMH 5123, PSY 5123
- COUN 5203 Learning & Human Development** (3 credit hours)
Normal human and family life cycle development across the life span is covered with emphasis of physical, cognitive, social, and emotional growth. Cultural, gender, and spiritual influences on development are included. **Prerequisites:** COUN 5123, COUN 5523, Cross-listed with EDMH 5203, PSY 5203
- COUN 5213 Professional and Ethical Issues in Counseling** (3 credit hours)
Exploration of the professional ethical standards for counseling and the professional and legal impacts of the standards on practice. Curriculum highlights the application of standards in ethical dilemmas, in counseling diverse clients, in the use of technology, within the supervisory relationship, and in self-evaluation/self-care. **Prerequisites:** COUN 5123; Cross-listed with EDMH 5213, PSY 5213
- COUN 5233 Human Sexuality** (3 credit hours)
This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos maybe shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior. **Prerequisites:** COUN 5523, COUN 5123, Cross-listed with EDMH 5233, PSY 5233.
- COUN 5313 Counseling Skills and Techniques** (3 credit hours)
Study and implementation of counseling techniques and applications, including interviewing, counseling, assessment skills, the impact of technology on the helping relationship, and counselor self-assessment. Must earn grade of B or better. **Prerequisites:** COUN 5123, COUN 5523, COUN 5323, COUN 5213; Cross-listed with EDMH 5313, PSY 5313
- COUN 5323 Theories and the Helping Relationship**(3 credit hours)
An investigation of the major counseling theories and their applications to the helping relationship. Curriculum emphasizes client diversity and systemic approaches to conceptualizing clients. **Prerequisites:** COUN 5123, COUN 5103 Cross-listed with EDMH 5323, PSY 5323 course is required prior to taking advanced counseling courses. **One of the first 4 courses to be taken.**
- COUN 5333 Abnormal Behavior** (3 credit hours)
This course will cover the etiology, symptoms, and patterns of maladjusted behavior. Assessment, treatment planning and treatment will also be of primary consideration as they relate to specific disorders. Students will look at psychopathological behavior from a multi disciplinary and developmental framework in order to better understand deviant behavior as well as human behavior in general. **Prerequisites:** COUN 5523, COUN 5213 Cross-listed with EDMH 5333, PSY 5333

COURSE DESCRIPTIONS

- COUN 5403 Theory and Practice of Group Counseling**(3 credit hours)
The study of group theories, dynamics, process, and stages. Group organization, roles and leadership are examined. Students are required to participate in a therapy group while enrolled in this class. **Prerequisites:** Cross-listed with EDMH 5403, PSY 5403
- COUN 5413 Marriage, Family, and Couples Counseling** (3 credit hours)
Theoretical exploration of interpersonal relationships, including the impact of dynamics on relational and social issues. **Prerequisites:** COUN 5103, COUN 5523, COUN 5323 Cross-listed with EDMH 5413, PSY 541
- COUN 5423 Child and Adolescent Counseling** (3 credit hours)
This course focuses on developmental counseling theories. It is an introduction to the knowledge, skills and processes basic to initiating an effective counseling relationship with children and adolescents in school settings as well as in mental health settings. Advocating for children while working effectively with parents, school personnel and other professionals is included. **Prerequisites:** COUN 5123, COUN 5523; Cross-listed with EDMH 5423, PSY 5423
- COUN 5433 Introduction to Play Therapy**(3 credit hours)
Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and non-directive approaches, as well as organization of a play therapy program. **Prerequisites:** COUN 5123, COUN 5523, COUN 5323; Cross-listed with EDMH 5433, PSY 5433
- COUN 5453 Psychopathology** (3 credit hours)
Overview of diagnostic and symptom categories in psychopathology. Intervention and treatment considerations in counseling included. **Prerequisites:** COUN 5523, COUN 5123, Cross-listed with EDMH 5453, PSY 5453
- COUN 5463 Testing and Assessment in Counseling**(3 credit hours)
Provides an understanding of group and individual assessment and evaluation. Includes basic statistical concepts, standardized and non-standardized testing; strategies for selecting, administering and interpreting assessment and evaluation in counseling settings. **Prerequisites:** COUN 5123, COUN 5523, Cross-listed with EDMH 5463, PSY 5463
- COUN 5473A Psychopharmacology I** (3 credit hours)
This course surveys psychopharmacology perspectives, physiology relevant to psychopharmacology, intra-psychic issues in psychopharmacology, social & cultural perspectives, integrated view of drug discovery, the Antidepressant Era & treatment of depression with medications. **Prerequisites:** COUN 5123, COUN 5523, COUN 5323, COUN 5213, Cross-listed with EDMH 5473A, PSY 5473A
- COUN 5473B Psychopharmacology II** (3 credit hours)
This course will include aspects of psych-pharmacologic treatment of anxiety, psychosis, mood stabilizers,treatment of children, and use of herbaceuticals. **Prerequisites:** COUN 5473A
- COUN 5513 Multicultural Counseling** (3 credit hours)
Examination of multicultural and pluralistic characteristics of diverse groups including identity development, social justice and advocacy as well as identification and elimination of barriers, prejudices, oppression and discrimination; multicultural counseling competencies, theories and models; role of counselor self-awareness in working with diverse client populations and advocating for wellness in diverse populations. **Prerequisites:** COUN 5123, COUN 5523; Cross-listed with EDMH 5513, PSY 5513

- COUN 5523 Research and Program Evaluation** (3 credit hours)
Introduction to counseling research, quantitative, qualitative, and mixed method research designs. Curriculum emphasizes the development and critique of research as it relates to needs assessment, evidence-based counseling, application of outcomes to practice, and program evaluation. Legal and ethical issues in the protection of human subjects included. **MUST BE TAKEN AT FIRST OPPORTUNITY. MUST EARN A GRADE OF B OR BETTER. Prerequisites:** Cross-listed with EDMH 5523, PSY 5523, EDUC 5103
- COUN 5533 Mental Health Programs; Development and Management** (3 credit hours)
This course focuses on the current trends, issues, and challenges in community mental health settings. Development, organization, administration, and evaluation of counseling services and programs are included. **Prerequisites:** COUN 5523, COUN 5123, Cross-listed with EDMH 5533, PSY 5533
- COUN 5543 Crisis and Trauma Counseling and Intervention**(3 credit hours)
Prevention, assessment, and interventions for crisis and trauma in children, adolescents, and adults. **Prerequisites:** COUN 5123, COUN 5523, COUN 5203. Cross-listed with EDMH 5543, PSY 5543
- COUN 5553 Introduction to Addictions Counseling** (3 credit hours)
Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons. **Prerequisites:** Cross-listed with EDMH 5553, PSY 5553
- COUN 5563 Clinical Supervision of Counselors** (3 credit hours)
Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors. **Prerequisites:** Cross-listed with EDMH 5563, PSY 5563
- COUN 5603 Advanced Counseling Theories and Techniques** (3 credit hours)
This course is designed to build upon the basic active listening skills gained during the basic Counseling Techniques class and add theoretical techniques aligned with the theories they learned from the counseling theories class. Students will have the opportunity to explore and develop a greater understanding of the specific theoretical techniques used in counseling, i.e., Gestalt Therapy & the empty chair technique, Solution-Focused Therapy & the Miracle Question, etc. This course helps refine and develop a new counselor's competency and self-efficacy regarding specific and essential counseling skills and techniques along with corresponding theoretical orientation. **Prerequisites:** COUN 5123, COUN 5523, COUN 5323, COUN 5313 Cross-listed with EDMH 5603, PSY 5603.
- COUN 5723 Special Topics** (3 credit hours)
Each individual student will select for instructor approval and guidance, a current issue or area of mental health counseling to research, culminating in a scholarly paper. **Prerequisites:** Cross-listed with EDMH 5723, PSY 5723
- COUN 5833 Practicum** (3 credit hours)
A candidate must complete a minimum of 3 credit hours of Practicum (100 clock hours) in a mental health counseling setting. The student will be exposed to the actual practice of counseling with individuals under direct supervision. The focus is on integrating and applying theory and skills learned in prior coursework. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisites:** Cross-listed with EDMH 5833, PSY 5833

COUN 5833C Practicum-Continuing (3 credit hours)

This course is simply a continuation course for COUN 5833 Practicum. Course credit is given for the course but no additional hours beyond the 100 hours required for Practicum. **Prerequisites:** Cross-listed with EDMH 5833, PSY 5833

COUN 5843 Internship I in Mental Health Counseling (3 credit hours)

A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisites:** Practicum, Cross-listed with EDMH 5843, PSY 5843

COUN 5843C Internship I in Mental Health Counseling-Continuing (3 credit hours)

This course is simply a continuation course for COUN 5843 Internship I. Course credit is given for the course but no additional hours beyond the 300 hours required for Internship I. **Prerequisites:** Cross-listed with EDMH 5843C, PSY 5843C

COUN 5853 Internship II in Mental Health Counseling (3 credit hours)

A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor.

COUN 5853C Internship II in Mental Health Counseling-Continuing (3 credit hours)

This course is simply a continuation course for COUN 5853 Internship II. Course credit is given for the course but no additional hours beyond the 300 hours required for Internship II. **Prerequisites:** Cross-listed with EDMH 5853C, PSY 5853C

COUN 5863 Internship III in Mental Health Counseling (3 credit hours)

A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisite:** Practicum, Internship II, Cross-listed with EDMH 5863, PSY 5863

COUN 5863C Internship III in Mental Health Counseling-Continuing (3 credit hours)

This course is simply a continuation course for COUN 5863 Internship III. Course credit is given for the course but no additional hours beyond the 300 hours required for Internship III. **Prerequisites:** Cross-listed with EDMH 5863C, PSY 5863C

COUN 5873 Internship IV in Mental Health Counseling (3 credit hours)

A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship

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provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisites:** Cross-listed with EDMH 5873, PSY 5873

COUN 5873C Internship IV in Mental Health Counseling-Continuing (3 credit hours)

This course is simply a continuation course for COUN 5873 Internship IV. Course credit is given for the course but no additional hours beyond the 300 hours required for Internship IV. Prerequisite: Cross-listed with EDMH 5873C, PSY 5873C

School Counseling

EDSC 5103 Career Development and Transition Planning (3 credit hours)

This course in P-12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities. (3 hours) **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDUC 5423

EDSC 5233 Human Sexuality (3 credit hours)

This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213

EDSC 5213 Professional and Ethical Issues in Counseling (3 credit hours)

Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications. **Prerequisite:** EDUC 5103, EDSC 5323

EDSC 5313 Counseling Techniques (3 credit hours)

This course is an introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship with students, administration, faculty and parents in a school setting. Through reading, discussion, written exercises, candidates will acquire an understanding of the counseling experience. Extensive discussion and attention will be given to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper. **Prerequisite:** EDUC 5103, EDSC 5323

EDSC 5323 Counseling Theories (3 credit hours)

Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. May be taken concurrently with EDUC 5103

EDSC 5403 Group Counseling (3 credit hours)

This course prepares school counselors in the methods of organization and facilitation in group therapy as it relates to children in schools. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313

EDSC 5413 Counseling Families (3 credit hours)

Systems theory applied to work with families. Includes parenting education and

COURSE DESCRIPTIONS

facilitation of parents' participation in education and in counseling. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313

EDSC 5423 Child and Adolescent Counseling (3 credit hours)

This course focuses on developmental counseling theories. It is an introduction to the knowledge, skills and processes basic to initiating an effective counseling relationship with children and adolescents in school settings as well as in mental health settings. Advocating for children while working effectively with parents, school personnel and other professionals is included. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5313, EDSC 5213

EDSC 5433 Play Therapy (3 credit hours)

Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and nondirective approaches, as well as organization of a play therapy program. **Prerequisite:** EDSC 5323

EDSC 5523 Psychopathology (3 credit hours)

This course is an overview of diagnostic categories as described in the DSM - 5. School counselors will become familiar with assessment and treatment issues of abnormal behaviors and will be able to recognize such behaviors for referral to mental health. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313

EDSC 5463 Psycho-Educational Assessment (3 credit hours)

Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis is placed in assessment through observation methods, interviewing, and the mental status examinations, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. **Prerequisite:** EDUC 5103

EDSC 5533 Program Development and Management (3 credit hours)

This capstone course focuses on the current trends, issues, and challenges in strategic planning in school counseling programs. Basic skills to assist in the development, organization, administration, and evaluation of school counseling programs will also be addressed. Students will get a chance to create a Comprehensive School Counseling Program (CSCP) using different modules. Federal and state mandates will be addressed as applicable. **Prerequisites:** Approval from the Program Coordinator

EDSC 5543 Crisis and Trauma Intervention (3 credit hours)

Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313

EDSC 5553 Introduction to Addictions Counseling (3 credit hours)

Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5313, EDSC 5213

EDSC 5723 Special Topic (3 credit hours)

This course will address current issues in psychology, e.g., Child and Partner Spousal Abuse and Aging; Suicide; Aging; Cognitive Behavioral Therapy; Child & Adult Attachment.

EDSC 5803 Internship in Counseling (3 credit hours)

COURSE DESCRIPTIONS

Minimum of 300 hours of supervised placement in a school counseling setting. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision-making, and system support. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDSC 5423, EDUC 5463, EDSC 5543, EDSC 5403, EDSC 5533, EDSC 5813 and approval of Program Advisor. Additional internship hours may be required for certification in your state.

EDSC 580C Continuing Internship in School Counseling (3 credit hours)

This course is a continuation course for EDSC 5803 Internship for students either requiring more time to complete their 300 hours or to earn additional Internship hours due to certification standards for their state requirements. Course credit is given for the course but no letter grade will be earned.

EDSC 5813 Graduate Counseling Practicum I (3 credit hours)

Minimum 60 hours of supervised counseling experiences in a school counseling setting. This course includes working with diverse populations, experiences in varied types of counseling, and appropriate supervision. The counseling student will conduct observation, co-counseling hours, and/or 1:1 counseling at the discretion of the site supervisor. This course must be taken prior to EDSC 5803 Internship in Counseling. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDSC 5423, EDSC 5543, EDSC 5403, EDUC 5463. EDSC 5533 may be taken concurrently with instructor permission

Education

EDUC 5103 Educational Research (3 credit hours)

This course is an overview of research involving locating, analyzing, evaluation and educational research. Studies in current issues in education, development of skills in data collection and evaluation, and direct application to educational problems and decisions is included.

EDUC 5113 Cultivating Cultural Responsiveness in Schools (3 credit hours)

A study of the factors that affect student learning and achievement in schools. Topics include exploring the concept and practice of being a culturally responsive teacher who meets the needs of all students, creating a learning environment that is tolerant and accepting of differences, and becoming familiar with the federal/state programs and personnel within a school district that are responsible for providing resources for diverse populations of students and families.

EDUC 5123 Human Development Across Lifespan (3 credit hours)

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.

EDUC 5133 Professional Roles and Responsibility of the Educator (3 credit hours)

This course provides the preservice teacher with knowledge about the ethical responsibilities and professional roles of New Mexico educators.

EDUC 5143 Teaching Reading in the Content Area (3 credit hours)

This course assists teachers in understanding the relationship between literacy instruction and the content areas. Particular focus will be placed on English Language Learners (ELLs) and how to utilize formal and informal assessments and other reading strategies.

EDUC 5203 Teaching & Assessing Reading in Diverse Classrooms (3 credit hours)

This course provides an examination of the processes that utilize collaboration,

COURSE DESCRIPTIONS

mentoring and instructional coaching as a way to initiate innovations that lead to sustainable advancements and improvement in learning in PK-12 learning environments. These topics will be examined through the perspective of teachers as reflective leaders.

- EDUC 5213 Curriculum Design & Implementation** (3 credit hours)
This course provides an overview of instructional design theories and frameworks for PK-12 learning environments. Topics include: Backwards Design Framework, Gradual Release of Responsibility, Scaffolding, Instructional coherence, and instructional alignment.
- EDUC 5223 Teaching & Learning Theories & Models** (3 credit hours)
This course provides an overview of learning theories and theoretical perspectives on learning, cognition, and cognitive development and an examination of theoretical constructs and models for teaching and learning in diverse and complex school contexts.
- EDUC 5243 Brain-Based Reading Instruction** (3 credit hours)
This course is an examination of brain research and implications of this research for literacy development and effective instructional practices that apply brain-mind principles to support literacy development for all learners. A focus will be placed on a balanced approach to reading instruction to meet the needs of diverse learners.
- EDUC 5283 Current Trends & Issues in Education** (3 credit hours)
A course that examines the current events and challenges in public education today. Real issues facing administrators, teachers, and communities will be examined.
- EDUC 5293 Education Capstone** (3 credit hours)
An arranged course taken as the last course in a program in which the graduate student presents final project under the supervision and direction of the major advisor/program coordinator.
- EDUC 5263 Seminar/Capstone Portfolio** (3 credit hours)
The focus of this seminar is to provide an opportunity for candidates to reflect on their own competency related to the InTASC teaching standards and professional dispositions. Candidates will use this reflection to develop a capstone professional teaching portfolio that provides evidence of competency related to the InTASC professional teaching standards.
- EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities** (3 credit hours)
An overview of the characteristics of students with mild, moderate, and severe disabilities to include eligibility criteria, assessment, program development, and design of learning environments. Focus will be on inclusionary/mainstreaming educational and family/community involvement.
- EDUC 5313 Adapting Curriculum for Exceptional Learners** (3 credit hours)
A course that provides strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies will be covered to organize, modify, and supplement curricula based on the individual needs of students with mild and moderate disabilities. In addition, a comparison of the full inclusion model and the continuum of services will be examined to determine the strengths and weaknesses associated with each.
- EDUC 5323 Diagnostic and Corrective Reading** (3 credit hours)
This course extends the diagnostic/corrective concept to include all content areas as well as reading. Includes the administration and interpretation of diagnostic instruments, concepts, and task analysis. (F, S)

EDUC 5333 Behavior Management (3 credit hours)

Focuses on the theories and methods for promoting behavior change for students with emotional/behavioral disorders. This course will address current research and best practices in behavior interventions and support. Students will learn proactive techniques to create a safe and effective learning environment. Emphasis will be placed on the development of functional behavior assessments and behavior change plan.

EDUC 5343 Special Education Law (3 credit hours)

This course covers the historical basis of special education and laws governing those services with an emphasis on litigation, legislation and laws pertaining to the delivery of special education support and services. Topics such as the six principles of IDEA, Section 504, parental rights and due process, and discipline will be covered in depth.

EDUC 5353 Introduction to Psychoeducational Assessment (3 credit hours)

This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-referenced and criterion-referenced test scores. Factors that affect assessment results, such as culture, linguistics, behavior, and socioeconomic status, will also be examined. Multiple assessment techniques, such as interviews, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents, will also be examined.

EDUC 5363 Delivery of Sped Services in Preschool & HS Settings (3 credit hours)

An examination of the many aspects of the delivery of services at the preschool level, including early childhood transitions, IFSPs, and PPCD requirements, as well as the IEP requirements for students receiving services at the high school level, including CTE requirements, transition planning, graduation plans, etc. Special attention will be given to legal requirements such as transfer of rights, IEPs, community resources, and transition planning and inventories for the preparation of life after high school.

EDUC 5373 Advanced Intellectual Assessment (3 credit hours)

An advanced course that requires students to become proficient in assessing cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation, and report writing of major cognitive assessment instruments (e.g., Woodcock, Wechsler, Kaufman, etc.) in the context of recent cognitive theories and research. **Prerequisite:** Completion of EDUC 5353 with B or better

EDUC 5393A Internship in Educational Diagnostics I (3 credit hours)

Students must complete internship hours (toward the state-mandated 300 clock hours) of supervised activities in an approved school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. The Intern will be directly supervised by a university supervisor during enrollment of the internship and must meet the requirements specified in the educational diagnostician Internship handbook. **Prerequisite:** All required courses and advisor approval.

EDUC 5393B Internship in Educational Diagnostics II (3 credit hours)

Students will continue to complete internship hours (toward the state-mandated 300 clock hours) of supervised activities in an approved school and/or agency setting with a licensed educational diagnostician or licensed school psychologist.

COURSE DESCRIPTIONS

The Intern will be directly supervised by a university supervisor during enrollment of the internship and must meet the requirements specified in the educational

- EDUC 5413 Introduction to Educational Administration** (3 credit hours)
Provides an overview of the complete program and the principles of educational leadership. Students will begin identifying their leadership style, learning time-management techniques and developing documents in preparation for future administrative positions internship classes. This class will also allow you to begin working on the hours necessary to fulfill the requirements in EDUC 5492 A&B.
- EDUC 5423 Assessment & Evaluation of Learning** (3 credit hours)
Examines the responsibilities of managing curriculum, instruction, and assessments in schools. This examination will include evaluation of curriculum and instructional practices to maximize learning for all students, analysis of data from local and statewide assessments, and development of strategies to support diverse students and multiple learning styles.
- EDUC 5433 Legal & Ethical Issues for Campus Administrators** (3 credit hours)
Examines legal and ethical issues related to equity, diversity, and accessibility in schools, including examining cases affecting school-based practices, identifying the legal and ethical responsibilities of school employees, and understanding the rights of students.
- EDUC 5443 Facility Management and School Safety** (3 credit hours)
Identify all of the components in managing the school facilities and working with the finance, maintenance, transportation, food services and custodial departments in the district. This class also explores school safety, crisis management, and emergency planning.
- EDUC 5453 Parent & Community Involvement** (3 credit hours)
Develop various strategies for building relationships with all members of the school community. Topics will include identifying and understanding diversity of the community, establishing partnerships with area business and organizations, and working with local media outlets.
- EDUC 5463 Personnel Selection & Professional Development** (3 credit hours)
Understand the process in working with Human Resources in recruiting and hiring practices, developing meaningful induction and mentoring programs, managing teacher and staff evaluations, and providing needs-based professional development for all staff members.
- EDUC 5473 Educational Leadership** (3 credit hours)
Examine multiple resources that focus on leadership development, implementation of campus goals, and professionally growing and leading your campus staff. Communication strategies will be discussed at length.
- EDUC 5483 Innovation in Education** (3 credit hours)
An examination of emerging technologies in education and ways to leverage technology to support innovations that lead to advancements and improvements in learning. Topics include: creativity, inquiry-based learning, critical thinking, problem-solving, collaboration, the networked/connected teacher, establishing a culture of innovation, and personalized learning frameworks..
- EDUC 5490A- Continuing Internship in Educational Administration I (Fall)** (0credit hours)
Provides an opportunity to submit all necessary paperwork to prepare for the internship classes. This class will also allow you to begin working on the hours necessary to fulfill the requirements in EDUC 5492 A&B.

EDUC 5490B Continuing Internship in Educational Administration II (Spring)(0 credit hours)

Develop necessary skills to becoming a successful school administrator by working under the supervision of a public school administrator. The internship includes a minimum of 90 clock hours in the A section of the semester and 90 hours in the B section of the semester for a minimum total of 180 hours.
Prerequisite: Advisor Approval

EDUC 5493A Continuing Internship in Educational Administration I (Fall) (3 credit hours)

EDUC 5493B Internship in Educational Administration II (3 credit hours)

Develop necessary skills to becoming a successful school administrator by working under the supervision of a public school administrator. The internship includes a minimum of 90 clock hours in the "A" section of the semester and 90 hours in the "B" section of the semester for a minimum total of 180 hours. **Prerequisite:**

EDUC 6000 Continuing ALP-Internship in Special Ed (0 credit hours)

The internship serves as the capstone experience for teacher licensure.

EDUC 6003 ALP-Internship in Special Ed (3 credit hours)

The internship serves as the capstone experience for teacher licensure..

EDUC 6100 Continuing ALP-Student Teaching (0 credit hours)

The internship serves as the capstone experience for teacher licensure

EDUC 6103 ALP-Student Teaching (3 credit hours)

The internship serves as the capstone experience for teacher licensure

EDUC 6300 Continuing ALP Internship- Elementary (0 credit hours)

The internship course serves as the capstone experience for teacher licensure.

EDUC 6303 ALP Internship- Elementary (3 credit hours)

The internship course serves as the capstone experience for teacher licensure.

EDUC 6400 Continuing ALP Internship-Secondary (0 credit hours)

The internship course serves as the capstone experience for teacher licensure.

EDUC 6403 ALP Internship-Secondary (3 credit hours)

The internship course serves as the capstone experience for teacher licensure.

EDUC 6500 Continuing ALP Student Teaching- EC 12 (0 credit hours)

The internship course serves as the capstone experience for teacher licensure.

EDUC 6503 ALP Student Teaching- EC 12 (3 credit hours)

The student teaching course serves as the capstone experience for teacher licensure.

Forensic Criminal Justice

FCRJ 5113 Advanced Interviews and Investigations (3 credit hours)

This course is designed to provide students with an advanced overview of the criminal investigative process as it relates to interviews and interrogations. Students will gain knowledge of the legal considerations, examine the factors required to effectively learn and apply interviewing and interrogations techniques and analyze the attributes of professional investigators. Students will also gain an understanding of the effects of the interrogation tactics employed have on suspects and the significance of conducting interviews and interrogations in a manner that is efficient, productive and ethical.

COURSE DESCRIPTIONS

- FCRJ 5123 Leadership Theory and Practice in Criminal Justice** (3 credit hours)
This course provides an overview of the knowledge, skills, and abilities needed to lead complex organizations in the public sector. Issues include developing and sustaining strategic focus, applying leadership principles in an environment of constant change and applying systems thinking to the management of resources.
- FCRJ 5143 Administration of Organizations in Criminal Justice** (3 credit hours)
This course will provide students with the knowledge to conduct general systems based analysis of criminal justice organizations and develop the capacities to improve the efficiency of such organizations.
- FCRJ 5153 Corrections Management and Administration**(3 credit hours)
This course examines the administrative functions of correctional organization. This courses enables the student to analyze human resource management methodologies, budgeting, administrative structure, and safety strategies.
- FCRJ 5223 Criminal Law Assessment and Administration**(3 credit hours)
This course will explore multidisciplinary evidence collection and preservation methodologies that serve to protect the integrity of evidence in accordance with the most contemporary interpretations of the law.
- FCRJ 5413 Global Justice Administration**(3 credit hours)
This course emphasizes global governance and provides an overview of the field of terrorism and global organized crimes. Students also gain the ability to examine and scrutinize international laws and strategies aimed at reducing terrorist incidents.
- FCRJ 5423 Advanced Criminal Law, Procedure, and Practice**(3 credit hours)
This course covers both substantive criminal law and constitutional dimensions of criminal procedure, as well as, practical aspects of criminal justice system.
- FCRJ 5523 Servant Leadership in Criminal Justice**(3 credit hours)
This course provides an overview of leadership theory and integrates theory to practice within the field of criminal justice. This course also introduces the student to the realities of the leader/manager role within an organization of diverse followers, emphasizing the biblical principles of selflessness and sacrifice as they relate to leading within an organization.

Forensic Science

- FORS 5103 Technical Communications in Forensic Science**(3 credit hours)
Applying general principles of communication, this course will teach students how to communicate well both verbally and in writing. Students will learn how to read, write and interpret forensic reports and provide thoughtful consultation, expert testimony, and explanation of forensic data informed by scientific research and professional practice.
- FORS 5203 Ethics & Professional Issues in Forensic Science**(3 credit hours)
This course provides an in-depth examination of ethical principles and professional guidelines facing forensic science professionals. Students will develop ethical decision-making and behavior to meet appropriate standards of care across areas of forensic science. Specifically, this course covers the ethics, federal and state regulations, case law, professional codes, and institutional/employer guidelines necessary for ethical practice in the field and helps students develop skills for application to and resolve complex cases/dilemmas.

FORS 5303 Statistics in Forensic Science(3 credit hours)

This course integrates the relevance of descriptive and inferential statistics with practical applications to forensic science. Students will learn to perform functional statistical analysis and use results to make decisions. Students will complete computational exercises involving functional research datasets and apply the findings to administrative scenarios. Course topics will include but are not limited to probability, measures of central tendency, correlation, covariance, analysis of variance, and regression analysis.

FORS 5403 Advanced Criminal Investigations(3 credit hours)

This course explores investigative process and theory as they align to operational techniques relating to crime scenes, forensic science, interviews, and interrogations.

FORS 5503 Forensic Science(3 credit hours)

Survey of various forensic science techniques and how they relate to civil and criminal procedure involving solving problems or the law. Includes but is not limited to Analytical tools in Forensic Science, Biological Sciences in Forensic Science, Chemical Sciences in Forensic Science,Physical Sciences in Forensic Science, etc.

FORS 5513 Forensic Anthropology(3 credit hours)

Introduction to the anatomical features of human bones that comprise the human skeleton. Includes, Forensic taphonomy, processing of remains, age and sex determination of a skeleton, and analysis of skeletal trauma.

FORS 5661-3 Special Topics in Forensic Science(1-3 credit hours)

Specialized topic or topics chosen by instructor. Sub prefix assigned according to the specialized topic. May be repeated for credit when topics vary and earned credit hours also vary from 1 to 3 hours.

Forensic Psychology

FPSY 5113 Psychological Profiling & Patterning(3 credit hours)

This course will focus on the strengths and limitations of psychological profiling in criminal investigations. It will provide a broad overview of criminal profiling, exploring its history, psychological underpinnings, and practical applications. The course will examine major theories of criminality, crime scene investigation and analysis, forensic science, and geographic profiling.

FPSY 5123 Psychopathology & Criminal Behavior(3 credit hours)

This course is for the student who wishes to enhance his/her knowledge of psychology with a perspective on criminal behavior. One overarching issue is why and when ordinary people commit crime—and why and when they do not. Some items of interest include repeat offenders, formation of a killer’s modus operandi, differences between organized and disorganized killers and mass, spree and serial murder, antisocial personality disorder and its impact on the criminal mind, and criminal recidivism.

FPSY 5133 Forensic Assessment & Reporting(3 credit hours)

This course is designed to introduce students to the literature on forensic assessment and the methods utilized in this endeavor, particularly in the criminal arena but also in cases of worker’s compensation, child-custody, and will execution. Ethics in forensic evaluation and the dilemmas encountered in dealing with diverse clientele are emphasized throughout the course. Students will also be required to conduct mock assessment and write reports to gain experience with data collection, interpretation, and making recommendations based on clinical judgment and best practice in the field.

FPSY 5143 Victim Studies & Advocacy(3 credit hours)

In the recent decades, victim voices resound more than ever before. Victims and victim-families require advocates and service providers that can assist them in understanding their rights, informing them through the various processes and resources available, and developing programs and policies in response. This course will explore the history and development of the field of victimology, the causes and consequences of trauma and crime on victims and survivors, including systems response, and the evolving field of victim advocacy.

FPSY 5213 Forensic Child Psychology (3 credit hours)

This course explores the basics of forensic psychology with emphasis on factors that affect children including how these factors are assessed and how communities intervene to reduce both child crime and child victimization. Students will gain an understanding of the forensic and psychological issues that often arise during child abuse investigations, child witnessing of violent crime, child forensic interview and memory reporting, interrogations with children and adolescents, and child and adolescent interactions with the juvenile and adult court systems.

FPSY 5223 Mental Health Issues in Policing (3 credit hours)

Policing the mentally ill is one of the biggest challenges facing police forces today. Officers are often the first responders to incidents involving people with mental illness. Mental health facilities and services have seen significant budget cuts in recent years, so officers often end up acting both as law enforcement and as social workers. This course will examine the challenges law enforcement face in their interaction with both violent and non-violent offenders with mental health concerns. Current policies and procedures in arrest, de-escalation, use of force, interrogation, confinement, and mental health training of officers will also be reviewed.

FPSY 5333 Eyewitness Identification & Testimony (3 credit hours)

This course will focus on the cognitive elements of eyewitness identification, which include perceiving the perpetrator during a crime, paying attention to the best details during the crime to enhance later eyewitness identification, how malleable and fallible eyewitness memory for the perpetrator is, and the decisions an eyewitness must make during a police or photo lineup. Current research and recommendations for the improvement of eyewitness identification will be presented. Students will also learn about the provision of eyewitness testimony in court and the effect this has on jurors and case outcomes.

FPSY 5343 Therapeutic Jurisprudence (3 credit hours)

This course will introduce the study of therapeutic jurisprudence (i.e., the study of the role of the law as a potential therapeutic agent), its origin, and development. While various areas of law will be explored, the focus will be on how therapeutic jurisprudence enriches our thinking about practice in criminal and juvenile law, corrections, policing/crime prevention, family violence and mental illness, and re-entry and reintegration of offenders into society.

FPSY 5453 Rehabilitation & Reintegration of Offenders (3 credit hours)

Prison is hard, but for some, returning to society is harder. Released inmates must build new lives, sometimes after decades of incarceration and isolation from the world outside. This course will examine in detail the many factors that determine success or failure of offender reintegration and the role of forensic psychologist in aiding in the offender's rehabilitation for future reintegration. In addition to obstacles to employment and readjustment, major factors affect an individual's ability to be successful upon prison release including maintaining a drug and alcohol free lifestyle, reconnecting with family members, dealing with police confrontation, adjusting to advances in technology and social life, and managing emotions and

mental health concerns. These topics and more will be a focus of the course.

Healthcare Administration

- HCA 5113 Healthcare Administration** (3 credit hours)
 This course is designed to help students gain a conceptual framework for healthcare administration and the practical applications of such skills within a healthcare setting. Best practices for healthcare administration are analyzed along with sound business practices from management theory. Strategic planning, policies, objectives, change management, and organizational strategy will be covered in this fundamental course. The relationship between consumer (patient) and business (practitioner) will be analyzed. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- HCA 5123 Healthcare Policy Analysis and Decision Making** (3 credit hours)
 The emphasis of this course is the role of the government in healthcare policy, the US healthcare system, costs of healthcare, and an analysis of the ethical and business implications of social welfare. This course will emphasize current trends in economic and social issues along with efforts to revise the system. Students will benefit from a deeper understanding of the political, economic, and social issues affecting healthcare businesses and how decisions are impacted as a result. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- HCA 5133 Leading Healthcare Organizations** (3 credit hours)
 This course provides students with an overview of understanding the current healthcare trends with leadership challenges. In this course, students will gain knowledge of the collaboration of leadership and accountability to offer organizational success. The students will discover the organizational success. The students will discover the servant leadership model for gaining organizational efficiencies and managing healthcare professionals, technology demands, change management and best practices. Students will gain a broad perspective of leadership and an introduction to quality systems management and strategic planning. This course is a predecessor to Quality Strategic Planning and Execution in Healthcare. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- HCA 5143 Quality Strategic Planning and Execution in Healthcare** (3 credit hours)
 This course is designed to help students gain the conceptual framework for developing quality systems and executing organizational strategies in a healthcare setting, Quality management tools will be examined and blended with strategic planning tools (collaboration of PDCA and dashboards, balance scorecards, metrics, etc.) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization plans, decision-making and change management, gaining efficiencies, and how to implement and execute strategic plans. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

Human Resource Management

- HRM 6103 Employment Law** (3 credit hours)
 A study of current legal issues impacting the human resource function of an organization. These issues include employment-at-will, EEO, sexual harassment and Supreme Court decisions. Students will explore the application of these and other laws to human resource situations, from both the employer and employee

perspectives. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5403.

- HRM 6113 Workforce Planning** (3 credit hours)
 A study of the political, social and psychological concepts impacting organizations and a review of the fundamental principles for developing human capital. Students will explore the changing nature of HR, learn best practices for staffing/forecasting, recruitment and performance management. They will also analyze incentive and reward systems, career development, organizational training and succession planning. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5403.
- HRM 6123 Compensation and Benefits** (3 credit hours)
 A comprehensive review of current HR methods with regard to compensation, emphasizing the motivational implications of reward systems. Students will gain a strategic overview of compensation techniques and the issues facing today's HR professionals. The course covers a background of the evolution of compensation systems in the U.S., analyzes how reward systems motivate employees and explores the key elements to consider when designing a compensation system. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5403.
- HRM 6203 Organizational Training** (3 credit hours)
 This course reviews key theories and practices for the development of training programs. Students will learn how to construct an effective training session, assess their organization's training program and develop the skills to design and present training information. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5403.

Health and Human Performance

- HHP 5003 Physiological Basis of Human Performance** (3 credit hours)
 The purpose of this course is to prepare the student in the areas of exercise physiology. The goals of this course are to provide the student with an active learning experience that will increase their knowledge of (a) energy metabolism and nutrition, (b) aerobic and anaerobic principles of work and exercise, (c) body composition measurement themes in exercise science, (d) cardiorespiratory / renal responses to exercise, and (e) muscular / neural responses to exercise, and (f) thermoregulation during exercise in differing environments composition measurement themes in exercise science, (d) cardiorespiratory / renal responses to exercise, and (e) muscular / neural responses to exercise, and (f) thermoregulation during exercise in differing environments.
- HHP 5006 Advanced Practicum** (6 credit hours)
 This internship is designed to follow-up with your educational background and work history. Upon completion of the internship, the graduate student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. The graduate student will reflect on their experience -- what they learned about the job, and discuss what they learned about themselves.
- HHP 5009 Advanced Practicum or Internship/Project Exercise** (9 credit hours)
 This internship is designed to follow-up with your educational background and work history. Upon completion of the internship, the graduate student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. The graduate student will reflect on their experience - what they learned about the job,

and discuss what they learned about themselves.

- HHP 5013 Research Methods** (3 credit hours)
This course provides students with integrated background in exercise science and prepares them for research testing in procedures commonly found in exercise science research. Students are introduced to current trends and research topics coupled with laboratory techniques in areas of motor behavior, biomechanics and exercise physiology
- HHP 5023 Advanced Human Nutrition** (3 credit hours)
The content of this course will be focused on the metabolism of food by various tissues of the body and its relation to exercise. The role of diet in the development and treatment of some chronic diseases will be discussed along with the application of nutritional principles to enhance overall lifestyles.
- HHP 5033 Issues in Sports Law** (3 credit hours)
This Sport Law course is designed to enable graduate students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport and exercise science industry and that impact the work setting of sport organizations
- HHP 5043 Diagnostic Tests & Measurements in Exercise Science** (3 credit hours)
This course will provide students with the background on the appropriate design structures, both qualitative and quantitative, for research projects. Within the different framework of experimental designs and emphases will be on how to collect and organize data, data cleaning, statistical analysis and the interpretation of data
- HHP 5053 Neurological Basis for Motor Learning and Control** (3 credit hours)
This course is designed to provide an understanding of psychological/physiological principles involved in motor learning, control, and performance in skill acquisition for school age children and adult populations. This course will focus on how people learn skills and perform them, how they develop skills, and how skills are used in various situations
- HHP 5063 Group Dynamics** (3 credit hours)
This course is designed to have two interrelated goals: 1) acquaint you with theory and research on small groups 2) improve your skills as participant in & observer of small groups to accomplish these goals, readings, lecture, and discussion are paired with group exercises and hands-on practice in observing and interpreting group dynamics.
- HHP 5073 Health and Human Behavior** (3 credit hours)
This course will review behavioral and biomedical theory and research with regard to the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Students will consider the effect of activity and exercise as they relate to illness and disease. To the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Students will consider the effect of activity and exercise as they relate to illness and disease.
- HHP ELC Kinesiology Elective**
- HHP 5113 Psychology of Sport and Injury Rehabilitation** (3 credit hours)
This course will address the principles of Sport Psychology, which will assist athletes, as well as those working with athletes, in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/ mental health issues related to injury.

- HHP 5123 Applied Sport Psychology** (3 credit hours)
 This course is an introduction and application to the field of sport psychology. There are two primary goals of this course. The first is to orient you to the sport psychology world. This includes definitions of designations, ethics, and professional associations relating to sport psychology practice. The second is to introduce learners to the various sport psychology practice applications that one can transfer to their career. This will include goal setting, overtraining, imagery, cohesion, leadership, stress/anxiety/arousal, and motivation to name a few. In addition, you will be introduced to interventions and coaching practices that will increase your knowledge of sport psychology and working in the field of sport. Through successful completion of this course, you will leave this course with an eclectic understanding of sport psychology.

Master of Business Administration

- MBA 5003 Special Topics/Intensive - Entrepreneurship** (3 credit hours)
 This course is a 3-unit intensive course designed to cover the core components of Entrepreneurship in a compressed time frame. These core components include; new idea/concept generation, industry analysis, new venture creation and funding, new product development, and life cycle management. Students engage with the course materials through a variety of immersive technologies including electronic resources, interactive webinars, simulations, and discussion forums. (This course will be offered in the mini-mester terms only).
- MBA 5103 Information Technology for Managers** (3 credit hours)
 The course examines information technology in organizations and the strategic use of information systems. Course learning will include the ethical considerations of technical resource allocation and cross-functional input.
- MBA 5203 Information Technology for E-Business** (3 credit hours)
 E-Commerce technology and business environments including E-Commerce planning and implementation, internet technologies, multimedia on the web, and web-based databases. Designing and building E-Commerce sites. It will include a module on the ethical dilemmas of managing sensitive, private information.
- MBA 5223 Leadership** (3 credit hours)
 Study of key leadership models and practical application. The course emphasizes the ethical impact of leadership on all stakeholders including employees, vendors, customers, owners, unions, and the community. The student will learn that a true transformational leader is aware of the ethical dilemma facing leadership to treat stakeholders as "ends" and not merely as "means to an end."
- MBA 5243 Controllership** (3 credit hours)
 In-depth study of issues related to the job of Controller within a business organization. Financial and management reporting, accounting systems, tax reports, and accounting department organization will be highlighted. Ethical financial responsibility will be highlighted through case studies of ethical dilemmas facing finance professionals.
- MBA 5253 Accounting and Professional Ethics** (3 credit hours)
 This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing individuals in most business organizations. The specific objectives of the course are to raise general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve our ability to reason toward a satisfactory resolution of an ethical dilemma. The course will rely heavily on

COURSE DESCRIPTIONS

AICPA's professional code of conduct as a guide for decision making. Case studies will be utilized to explore ethical dilemmas. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

- MBA 5263 Accounting and Auditing Research** (3 credit hours)
Accounting and Auditing Research helps prepare students to conduct research in their future practice, for the CPA exam, or other professional designations. Dramatic changes continue to take place in the accounting and auditing environments, both in the United States and worldwide. Developing applied professional research skills in accounting, auditing, and tax has become even more important for the successful future professional. Course designed to serve both as an educational and reference tool for the practitioner or the student who strives to become proficient in conducting professional research. The course integrates teaching and learning capabilities through tools and strategies, enabling users to find justifiable, authoritative solutions to accounting, auditing, tax, and business problems. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 5323 Marketing Concepts & Strategies** (3 credit hours)
Course examines marketing functions, the institutions that perform them, and the study of marketing planning, strategy, and tactics. Includes organization, execution, and control of the marketing plan. Students learn how to implement global marketing strategy. The connection between relationship marketing and the desired outcomes of stakeholders trust and commitment are studied within the context of creating a partnership with stakeholders based on ethical considerations.
- MBA 5343 Internal Audit Theory & Practice** (3 credit hours)
Extension and utilization of audit concepts and techniques with emphasis on application in internal audit departments. Internal control planning and implementation will be highlighted. The impact of the Sarbanes-Oxley Act on management's responsibility for internal controls and ethical financial reporting and disclosure will also be studied. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 5403 Human Resource Management** (3 credit hours)
Examination of the principles and methodology of personnel administration with emphasis on manpower planning, selection, development, and evaluation. Study of employment laws and regulations. Ethnocentric, polycentric, and geocentric global staffing issues will be explored as well as expatriation and repatriation strategies. The underpinnings of this course are based on seminal and germinal management theories and models which stress the significance of maximizing the human potential. This course is taught by highlighting the ethical significance of the human relations school of management where self-actualization, passion and commitment, and social responsibility are desired outcomes.
- MBA 5423 Financial Management** (3 credit hours)
Survey of financial management covering financial mathematics, capital budgeting, sources of capital, and financial analysis. Emphasis is placed on working capital management as well as the ethical considerations of balancing the capital mix to maximize shareholder value without ignoring the consequences to other stakeholders.
- MBA 5433 Multinational Financial Management** (3 credit hours)
This course investigates issues in corporate financial management for multinational firms, including foreign exchange forecasting and risk management, multinational capital budgeting, multinational capital structure, and international financial

markets. An overview of the various ethical concepts across diverse global markets will complement the student's understanding of the complexities involved in globalization. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

MBA 5443 Organizational Behavior (3 credit hours)

This course will present a comprehensive approach to the way in which total organizational effectiveness is conceptualized, measured, and realized in practice through the understanding of individual and team behavior/effectiveness. It will also explore how improvement can be initiated, managed, and sustained throughout the organization.

MBA 5453 Business Ethics (3 credit hours)

This course will begin by examining the meaning of ethics through the review of several philosophical approaches. Students will identify internal and external stakeholders affected by ethical decision making. The course seeks to help develop an awareness and appreciation for ethical consideration in personal and professional decision making. The content of this course is designed to expand critical thinking to analyze how individual and business decisions affect our society.

MBA 5513 Strategic Resource Allocation and Planning (3 credit hours)

This course is designed to address specific issues that have emerged from globalization and severe economic collapse. "Soft skills" such as emotional intelligence, communication and interpersonal skills, people-focused managerial capabilities, and conflict resolution are inculcated within a framework of ethical leadership. Technical competencies including congruence of organizational mission, culture, and core competencies are evaluated as essential components of strategic planning. The course concludes by illustrating how the soft skills and technical competencies may be utilized to maximize the organization's value chain process. Prerequisite: MBA 5223, MBA 5533 or MBA 5523.

MBA 5523 Business Statistics Research Design(3 credit hours)

Quantitative and qualitative research design with emphasis on direct application to a business related setting. Techniques for locating, analyzing, and evaluating business research. Application of American Psychological Association (APA) style, rudiments of statistical concepts and the Institutional Review Board (IRB) process. Must be taken at the first opportunity.

MBA 5533 Business Analytic & Econometrics (3 credit hours)

This course provides a fundamental overview of the sophisticated tools and techniques used to analyze and understand the massive amounts of data that businesses have available. The class includes an in-depth look at data analysis, forecasting, and economic modeling with the primary objective of making better business decisions. Course topics include; quantitative risk management, business and economic forecasting, estimation, and generalized econometrics.

MBA 6103 Managing Innovation (3 credit hours)

This course provides a strategic level understanding of the role of innovation in successful organizations, as well as the methodologies for stimulating enterprise-wide innovation and creativity. The class includes an in-depth look at individual and team creativity, disruptive and sustaining innovations, and the implications for product and company life cycles. Course topics include; operational strategies, product/process creativity, and market disruption. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.

MBA 6113 Change Management (3 credit hours)

COURSE DESCRIPTIONS

This course provides a strategic level understanding of change implementation, as well as the methodologies for identifying and prioritizing key organizational issues that require change. The class includes an in-depth look at techniques for defining and aligning change initiatives at the enterprise, business process, and human capital levels. Course topics include; developing change agents, measuring initiative success, and overcoming resistance. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.

MBA 6123 Sustainability Management (3 credit hours)

This course emphasizes the need for successful organizations to engage in enterprise-wide operations that create sustainable competitive advantage. Doing so requires companies to transact business responsibly and align the profit motive with the purpose motive. The course encourages business students to explore the implications of business processes in terms of resource consumption, materials processing and disposal, long-term social impacts, and natural systems. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.

MBA 6133 Statistics in Criminal Justice (3 credit hours)

This course is intended to equip the student with the ability to calculate and conduct statistical analyses for original research, and to ensure the ability to interpret the results of statistical analysis and to apply those results appropriately to real world situations.

MBA 6143 Administration of Organizations in the Criminal Justice System
(3 credit hours)

This course will provide students with the knowledge to conduct general systems based analysis of criminal justice organizations and to develop programs to improve the efficiency of such organizations. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.

MBA 6153 Administration of Corrections Organizations (3 credit hours)

This course examines the administrative functions of correctional organizations including human resource management, budgeting, administrative structure, and safety. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.

MBA 6203 E-Marketing (3 credit hours)

This course focuses on electronic and internet marketing techniques and strategies, customer acquisition methodologies, and brand building in a digital environment. Students will explore the techniques for online promotion and advertising, brand/message development and communication, creation and delivery of marketing initiatives through appropriate channels, and fostering customer relationships in a virtual setting. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5323.

MBA 6213 Small Business Marketing (3 credit hours)

This course provides a strategic level understanding of the marketing techniques available to small businesses and organizations operating within budget constraints. Students will address marketing challenges unique to small businesses through collaboration, creativity, and critical thinking. Course topics include; market research, fostering customer intimacy, brand-building, market segmentation, product differentiation, and strategic pricing initiatives. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5323.

MBA 6223 Criminal Law (3 credit hours)

This course is intended to provide a functioning knowledge of constitutional law as

it pertains to law enforcement and criminal justice. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.

- MBA 6233 Crime Mapping (3 credit hours)**
 This course will provide students with the theoretical, analytical and technical skills necessary for studying crime in a geographic context. The course will involve a combination of approaches to the subject including development of base maps, geocoding (pin mapping), hot spot and choropleth mapping, special analysis and layouts including map books. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.
- MBA 6303 Small Business Finance (3 credit hours)**
 This course focuses on the financial principles used by small businesses and start-up companies to achieve growth and make sound investment decisions. Students will analyze overall financial performance, evaluate financial alternatives, and engage in techniques for managing working capital. Course topics include; cash flow management, company/business valuation, conducting due diligence for investments, budgeting, start-up funding, venture capital, and alternative financing. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6333 Financial Reporting (3 credit hours)**
 This course prepares students with the knowledge to engage in the techniques for financial reporting relative to the roles of CPAs and financial services professionals. Students will explore the criteria unique to this process including; determining capital changes, valuing fixed assets, calculating cost structures, and preparing consolidated financial statements. Additional course topics include; debt restructuring, income/cash flow statement analysis, tax deferral, and balance sheets. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6343 Financial Planning and Investment Analysis (3 credit hours)**
 This course emphasizes a strategic focus on investment strategies, portfolio allocation theories, evaluation of negotiable instruments, debt and equity security analysis, and portfolio management. Students will engage in activities to determine and evaluate client risk tolerance and develop investment plans that align with stated financial objectives. Course topics include; retirement planning, estate planning, tax planning, risk evaluation, portfolio analysis, and asset management. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6403 Small Business Accounting (3 credit hours)**
 This course provides an operational perspective of the accounting procedures used by small businesses to make sound administrative decisions. Students will evaluate and analyze the overall performance of an organization using accounting data, techniques, and enterprise software. Course topics include; financial statements, budget reports, accounting controls, and appropriate allocation of costs. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6503 Organizational Design & Strategy (Capstone) (3 credit hours)**
 This course focuses on the development and implementation of enterprise-wide business strategies. Successful organizations and their leaders must understand the current competitive environment and be able to make predictions and forecasts about future market forces. The course emphasizes the practical application of strategic business models to existing and future market scenarios in an effort to

maximize efficiency, competitive advantage, and stakeholder value. **Prerequisite:** Must have completed 27 graduate credit hours which should include all of the core course requirements per degree plan.

Public Administration

- MPA 6103 Public Administration** (3 credit hours)
 This course examines the fundamental theories regarding the nature and development of public administration in the U.S. An exploration of the tensions between bureaucracy and democracy is a key component of the class. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MPA 6203 City and Public Personnel Management** (3 credit hours)
 This course covers the essentials of public versus private personnel management; such as recruitment, selection, training, career management, performance assessment, grievances and appeals are addressed. Also, the class will review city management issues regarding relating to communities, working with the governing body, overseeing the delivery of services, promoting the community's future, and conducting relations with other governments. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MPA 6213 Public Policy and Government** (3 credit hours)
 This class reviews models of the policy making process; such as privatization, public enterprises, deregulation, and benefit-cost analysis. Also, the course addresses city and suburban governments in metropolitan areas; with special emphasis devoted to such topics as governmental form, city-suburb relations, race and ethnic relations, and economic change. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MPA 6223 Fundraising for Non-Profit Organizations** (3 credit hours)
 This course covers the creation of development plans, institutional mission & readiness factors, development of office operations, analysis of constituencies & effectiveness, communications & marketing, the role of the board of directors & volunteers, ethical considerations of fundraising, benchmarking, & the role of technology on philanthropy. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

Residency

- RES 8513 – Dissertation Topic and Proposal** (3 credit hours)
 This is the first residency that students will complete during the DBA program. The residency will be structured as a multi-day intensive workshop/seminar. The purpose of the residency is to provide an overview of the dissertation process and offer guidance for students as they begin exploring a dissertation topic and research proposal. The residency will provide students the opportunity to meet their peers, faculty, and staff as they begin considering the focus of their research. Students are not expected to formalize their dissertation topic at this time. Rather, the residency will provide the necessary guidance for students as they begin the topic/committee selection process. **Timing** – Students should complete this residency at the end of their first year, or after they have completed half of the core course requirements.
- RES 8523 – Dissertation Research Analysis and Findings** (3 credit hours)
 This is the second residency that students will complete during the DBA program. The residency will be structured as a multi-day intensive workshop/seminar. The purpose of the residency is to provide student guidance specific to conducting the research and analysis required to complete the final doctoral study. This residency

will offer sessions that guide students through key dissertation milestones including; identifying gaps in knowledge through a literature review, preparing a problem statement, gathering/collecting data, analyzing data, and drawing conclusions. The residency will provide students the opportunity to make formal requests of faculty for committee representation. Students are not expected to complete their dissertation at this time. Rather, the residency will provide the necessary guidance for students as they begin the formal research process. **Timing** – Students should complete this residency at the end of their second year, or after they have completed all of the core course requirements.

Sport Management & Recreation

- MSM 5103 Management in Sport & Recreational Organizations** (3 credit hours)
Utilizes contemporary management theory and models in sport and recreational behavior to instill a philosophy of administration applicable to sport and recreational service organizations. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MSM 5113 Social Psychology of Sport and Recreation Activities** (3 credit hours)
Examines the theories and models of sport and recreational behavior from a social psychological perspective. Psychological issues connected to involvement in sport and recreational activities for individuals and organizations are analyzed. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MSM 5123 Law and Liability of Sport and Recreational Organizations** (3 credit hours)
Exploration of the legal principles and regulations affecting the administration of sports, recreation, and athletic programs. Risk-management, safety regulations, and insurance issues related to sport and recreation are explored. Emerging litigation trends are discussed and strategies to minimize legal risks are examined. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MSM 5133 Programming for Sports and Recreational Service Programs** (3 credit hours)
Conceptual and theoretical framework for comprehensive program design concepts, marketing and advertising, promotion, and program evaluation methods for sport and recreation activities are explored. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

Faculty & Staff

Presidents

Hobbs Baptist College	
1956 – 1960	B. CLARENCE EVANS
NM Baptist College	
1960 – 1964	NELL MCLEROY
College of the Southwest	
1964 – 1970	J.L. BURKE
1970 – 1971	C.B. WIVEL
1971 – 1974	EUGENE HUGHES
1975 – 1984	BRUCE EVANS
1984 – 1986	ROBERT GALVAN
1986 – 1987	W.L. MCDONNELL
1987 – 1989	HERMAN BARLOW
1989 – 2002	JOAN M. TUCKER
University of the Southwest	
2002 – 2015	GARY A. DILL
2015 – Present	QUINT THURMAN

Emeriti Faculty

Linda Aycock
Professor of Education

Sue Fox
Professor of Education

John Larry Goldman
Professor of History/Political Science

Will Roan
Professor of Mathematics

Kenneth Sagerty
Professor of Education

Marilyn Smith
Professor of Education

Joan M Tucker
President Emeritus

Robert Woodmansee
Professor of Biology

Board of Trustees

R. Finn Smith, Chair
Gary Eidson, Vice Chair
Laura Castillo, Secretary
Sabrina Amador, Treasurer

2019

Shannon Duncan
Gary Eidson
Larry Scott
Michael Whitehead

2020

Tate Branch
Ken Bromley
Brad Caress
Bill Helwig
George Klein

2021

Sabrina Amador
Laura Castillo
David Pyeatt
Sam Spencer

2022

Heather Evans
Kristi Goodwin
Raul Quintana
R. Finn Smith

2023

Cliff Brunson
Gary Fonay
LeAnne Gandy
Will Hawkins
Elaine Sena Cortez

FACULTY AND STAFF

Steve Appel 2014

Director of Athletics
Head Men's Baseball Coach; Assistant
Professor of Education
AS, Ft. Scott Community College; BS, MS-
University of Bridgeport

Elizabeth Aranda 2015

Graduate Student Account Coordinator

Erica Armstrong 2018

Instructor-College Of Education
Graduate Education Administration,
Licensure Only, Eastern New Mexico
University; Ed. S. Teacher Leadership,
Education, Walden University; M.S. Ed.
Curriculum and Instruction, University of
the Southwest; B.S. Elementary Education,
University of the Southwest

Brian Arnold, 2017

University Counselor
BBS, MA, Hardin-Simmons University

Dr. David Arnold 1993

Campus Steward; Associate Professor of
Business
BBA, Baylor University; BBA, University of
the Southwest; MBA, University of Texas of
the Permian Basin; DM, Colorado Technical
University

Joshua Baker 2018

Head Tennis Coach
BS, University of the Southwest; MSE,
University of the Southwest
Richard Barnett 2017

Transportation Manager

Jessica Becker 2015

Head Strength and Conditioning Coach/
Head Track & Field Coach; Assistant
Professor of Kinesiology; Director of
Housing
BA, Bethany College; MS, Emporia State
University; MEd, University of the
Southwest

Dr. Jazmine Brantley 2016

Assistant Professor Business
MBA, Harding Universtiy, DED New Mexico
State University

Dr. Carol Brennan 2013

Associate Professor of Education
BS, MS, North Texas State University; PhD,
University of North Texas

Devonte Brewer 2019

Head Women's Basketball Coach
BA, University of Northwestern St. Paul

Henry Campos 2014

Maintenance

Dr. Dianna Carmenaty 2018

Associate Professor- College of Arts
and Science.
AA, Wayland Baptist University; BS,
Wayland Baptist University; MPA, St. Mary's
University; PhD, Our Lady of the Lake
University

Cruz Castillo 2018

Director of Undergraduate Admissions
and Student Support-College of Arts and
Science
BS, University of the Southwest

Dr. Daniel Castillo 2007

Assistant Professor of Business
BA, UNADECA; MBA, National University;
DBA, ULACIT Costa Rica

Julio Castillo 2008

Assistant Director of IT
BBA, University of the Southwest; MBA in
Marketing, University of the Southwest

Maria Castillo 2019

Housekeeping

Lee Dobbins 2019

Assistant Athletic Trainer
BS, University of Tennessee

Andrea Dodson 2014

Executive Assistant to the Provost
BA, Western Illinois University; MBA,
University of the Southwest

Misty Doshier 2013

Assistant Director of Financial Aid

Maria Duarte 2018

Director of Academics & Student Success
BS, University of the Southwest

RaeLynn Dunlap 2018

Marketing and Stakeholder Relations Coordinator

BS, NMSU

Katrina English 2019

Head Volleyball Coach
BA, Houston Baptist University

Shelbie Faught 2014

Director of Student Life
BS, New Mexico State University

Maria Santa Fierro 2002

Undergraduate Student Financial Aid
Advisor
Western States School of Banking, BAS,
University of the Southwest

Richard Fisher 2016

Maintenance

Joshua Ford 2007

Director of Resource Enterprise Systems
AS, New Mexico Junior College

Shebie Franc 2019

Director of Compliance and Business Operations
BA, University of New Mexico

D'Angelo Garcia 2018

Head Women's Soccer Coach
BA, Wayland Baptist University; MBA, University of the Southwest

Cyndi Garrison 1997

Technical Services – Library

Lisa Gonzalez 2017

Enrollment Counselor
BS, California State University

James Griffin 2006

Director of Campus Mail Services

Amanda Guzman 2014

Director of Student Affairs
Director of Undergraduate Admissions & Student Support
College of Business Administration
BA, Angelo State University

Dr. Mary Harris 1998

Special Services; Professor of Education/ Special Education
BA, Southeastern Louisiana University; MSped, Eastern New Mexico University; EdD, Nova-Southeastern University

Lonnie Harrison 2010

Director of Physical Plant

Victor Hawkins 2011

Director of Security
BS, University of the Southwest

Dr. Bralio Hendon 2016

Assistant Professor
BS, Lubbock Christian University; MS, PhD-Texas Tech University

Dr. Tamika Hibbert 2014

Assistant Professor of Education
MsEd, Brooklyn College; Ed.D, Argosy University
BA, M.ED, Wichita State University

Julie Hillard 2008

Director of Student Accounts VA Certifying Official
BBA, University of the Southwest

Cory Hitchcock 2018

Housing Director
Head Men's Basketball Coach
AA, Pierce College; BA, Grand Canyon University; MA, Concordia University Irvine

Dr. Susan Parker 2014

Assistant Professor of Education
Teaching English as a Second Language Certificate, Golden Gate Baptist Theological Seminary,

Mandarin Language Diploma, Ningxia University
BA, California Baptist University; MA, Golden Gate Baptist Theological Seminary; EDD University of Phoenix

Dr. Laura Hunt 2019

Instructor-College of Business Administration
AA, New Mexico Junior College; Bachelor of Arts, Texas Tech University; MBA, Baker College; DBA, University of the Southwest

Jacob Jarreau 2018

Assistant Baseball Coach
BBA, University of New Mexico; MBA, University of the Southwest

Lauren Keim 2017

Director of Graduate Admissions & Student Support - College of Arts and Sciences
BA, California State University, Stanislaus; MLitt, Mary Baldwin University; MFA, Mary Baldwin University

Dr. Danny Kirkpatrick 2015

Acting Dean for College of Arts and Science
Assistant Professor
BA, Hardin-Simmons University; MDiv, Southwestern Baptist Theological Seminary; PhD, University of Wales (UK)

Dawny Kringel 2015

Director of Financial Aid
BS, Lubbock Christian University; MBA, University of the Southwest

Steven Landry 2019

Head Golf Coach
BBA, Ashford University

Amber Lewis 2017

Director of Payroll Services

Dr. Alan Lobaugh 2016

Instructor/Lecturer
BA, Phillips University, MDiv., The Graduate Seminary, Phillips University; Ph.D., The University of North Texas

Brianna Lopez 2017

MBA and International Admissions and Student Support Director Operations
Director - College of Business Administration
BS, University of the Southwest; MBA in Strategic Management & Marketing, University of the Southwest

Dr. Marvin McClendon 2019

Professor of Mathematics for College of Arts and Science
BA, Rice University; MA, Ph.D. Princeton University

Dr. Christine McNichols 2019

Instructor- College of Arts and Science
 B.A., The University of Colorado- Boulder;
 M.S., Texas A&M University- Corpus Christi;
 Ph.D. Texas A&M University- Corpus Christi

Dr. Jeri Midgley 2014

Program Director- School Counseling,
 Assistant Professor of Philosophy
 BS, Utah State University; MS, Seattle
 Pacific University; PhD, University of Idaho

Melissa Mitchell 2007

Director of Graduate Admissions & Student
 Support - College of Education; Assistant
 Professor of Education
 BA, Harding University; MSE, University of
 the Southwest

Edgar Negrete 2019

Head Men's Soccer Coach
 BS, University of the Southwest

Lisa Nelson 2018

Assistant Registrar
 BBA in Marketing, Texas State University

Taylor Novak 2018

Director of Undergraduate Admissions
 and Student Support-COE
 Title IX Coordinator
 BS, Oklahoma State University

Yolanda Orozco 2017

Enrollment Counselor
 AA, Santa Ana College; BA, UC Berkeley

Gracie Orrantia 2011

Housekeeping

Cheryl Painter 2018

Recruiting Specialist

Dr. Elyn Palmer 2013

Dean of the College Education
 BAS, MS- University of the Southwest; PhD,
 Texas Tech University

Virginia S. Padilla-Vigil, 2019

Professor of Education

Department Chair, Graduate Teacher Educa-
 tion Program, Program Chair, Graduate Educa-
 tional Administration and Educational Special-
 ist Ph.D., Language, Literacy & Sociocultural
 Studies, University of New Mexico, 2013

M.A., Education & Counseling, The College of
 Santa Fe, 1996 B.A., Elementary Education,
 The College of Santa Fe, 1991

Dr. Vanda Pauwels 2014

Assistant Professor of Business
 BBA, MSA, PhD; Texas Tech University

Victoria Perea 2019

Assistant Athletic Trainer
 BS, New Mexico State University

Courtney Puryear 2018

Instructor-College of Arts and Science
 BA, Texas Tech University; MA, Texas State
 University; MA Certificate in Training and
 Development, Texas State University;
 Certificate in Leadership Development,
 University of Georgia

Carla Potter 2019

Head Athletic Trainer
 AS, New Mexico Junior College; BS,
 University of the Southwest

Steve Rachel 2018

VP for Financial Services/CFO
 BBA; University of North Texas

Richard Ring 2014

Graduate Student Financial Aid Advisor
 BA, Eastern Washington University

Brandon Rodriguez 2019

Administrative Assistant for College of
 Education and College of Arts and
 Science
 BBA, University of the Southwest

Donna Robbins 2017

Senior Enrollment Counselor

Mark Rohrer 2018

Campus Pastor
 BS, West Texas A&M University

Olivia Sisneros 2005

Cashier/Accounts Receivable Clerk

Haley Stone 2018

Head Cheer and Dance Coach
 BA Wayland Baptist University

Paige Sullivan 2019

Library and Student Learning Resources
 Coordinator

Dr. William Sumruld 1989

Professor of History, Religion, Philosophy
 BA, Eastern New Mexico University; MDiv,
 PhD- Southwestern Baptist Theological
 Seminary

Hope Sustaita 2011

Housekeeping

Wesley Taylor 2011

Maintenance Assistant

Lissete Terrazas 2011

Registrar
 BS, University of the Southwest

Carmon Tippy 2013

Assistant to the VP of Financial Services, AP
 Accounting Assistant

Dr. Quint Thurman 2015

President
 BA, University of Oklahoma; MA, University
 of Oklahoma; Ph.D., University of
 Massachusetts

Dr. Ryan Tipton 2010

Provost
Dean of the College of Business
Administration
BBA, MBA- University of Texas of the
Permian Basin; D.BA, Walden University

Veronica Torrez 2013

Assistant VP of Human Resources
AA, New Mexico Junior College
BBA, University of the Southwest

Richard Trout

Instructor
BA, Knox College; MA, Illinois State
University; MS, Roosevelt University

Johnna Wier 2019

Instructor-College of Arts and Science
BS New Mexico State University; MS,
New Mexico State University

Daniel Williams 2018

Senior Technology Specialist
Associate of the Arts, NMJC
Bachelor of Music, Wayland Baptist
University

David Willis 2018

Instructional Design Technician

Sandy Wilkinson 2016

Director of Graduate Admissions &
Student Support for the College of
Business Administration DBA Program
Graduate Center Director
Colleague Implementation Director
Adjunct Instructor
BA, The Defiance College; MBA,
Southern Wesleyan University; MBA in
Marketing, University of the Southwest

Linda Woodfin 2003

Director of the Office of the President
and Board of Trustees
AS, New Mexico Junior College; BBA,
University of the Southwest

Dr. Yusheng Wu 2010

Assistant Professor of Biological Sciences
BS, Beijing Agricultural University; MS,
Beijing Agricultural University; PhD,
South Dakota State University

Howard Wyer 2017

Online Enrollment Counselor