



CATALOG ADDENDUM

2019-2020 Graduate Academic Catalog: Version 1

Abstract

The following content does not appear in the 2019-2020 Academic Catalog, but is valid for the 2019-2020 academic year.

Office of the Registrar

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WHAT IS AN ADDENDUM?

University of the Southwest (USW) publishes a full Catalog every year. The Addendum contains important information that has been updated throughout the past year.

The following question and answer section is designed to respond to common questions about how to use this important document. As always, it is recommended that students seek the guidance of counselors for course, program and transfer planning. In this way, you will be able to access all the most up-to-date information available.

Q. Why do we have an Addendum?

A. USW is constantly updating curriculum, program requirements, institutional information and policies. It is important to have a print and web document that helps students and staff locate all of these changes.

Q. How do I use the Addendum?

A. The Addendum is to be used alongside the 2019-20 academic catalog, not in isolation. Check your program and course of interest to see if there have been any changes. Meet with your counselor if you have questions about how these changes affect your academic plan.

Q. Does the Addendum supersede the Catalog?

A. The Addendum is just that: an addition to the 2018-19 Academic Catalog. Whatever is listed in the Addendum in terms of new courses and/or new program requirements does supersede what is in the Catalog. However, in terms of Catalog rights, if you began a program in Fall 2018 or Spring 2019, you will be able to adhere to the requirements listed in the 2018-2019 Catalog as long as you have no break in enrollment until the time of your completion. Once again, if you have questions about programs and courses, see a counselor.

Q. Where can I find the Addendum?

A. The Addendum is on the web and can be accessed from Office of the Registrar site at www.usw.edu.

We hope this document will be helpful to you. It has been prepared as carefully as possible to include all information available as of March 2020. University of the Southwest reserves the right to make changes as needs require, and to change, without notice, any of the information, requirements, and regulations in the Course Catalog and the Catalog Addendum. If you have questions about the content or any other part of this document, please contact the Office of the Registrar at 575-492-2126 or registrar@usw.edu.

NEW ACADEMIC COURSE IDENTIFICATIONS

EDD Doctor of Education
 HSEM Homeland Security and Emergency Management
 MCCJ Criminology and Criminal Justice
 MDA Data Analytic and Business Intelligence
 MPM Project Management
 SEM Seminar
 SPRT Sport Education and Administration

DOCTOR OF EDUCATION

New program was added

DOCTOR OF EDUCATION (EDD)

The Doctor of Education (EdD) at the University of the Southwest is a practitioner doctoral program for the working professional in the field of educational leadership and administration. The program offers an innovative and real-world curriculum that focuses on preparing educational leaders that are dynamic in nature and diverse in their makeup. Emphasis is placed upon preparing administrators for transformational leadership roles and is structured around four domains: 1. Leadership Foundations, 2. Organizational Dynamics and Change, 3. Strategic Planning, and 4. Research.

General/Self Design

The Educational Leadership – General/Self-Design specialization provides students the opportunity to customize the program emphasis area to meet individualized career goals. Candidates can select courses from a variety of content areas to tailor the specialization to meet their professional objectives. This emphasis is recommended for students practicing in both the private and/or public sector, as well as those in executive roles in organizational training and development.

PK-12 Administration

The Educational Leadership – PK-12 Administration specialization is specifically designed for professionals in the field of public education. This emphasis is recommended for administrators in a PK-12 setting, responsible for the oversight of schools, systems, municipalities, and/or districts.

Higher Education Administration

The Educational Leadership – Higher Education Administration specialization is specifically designed for professionals in higher education. This emphasis is recommended for administrators in a college/university setting, responsible for curriculum development, academic program review, departmental oversight, and/or university management.

Sport Education Administration

The Doctor of Education (EdD) in Educational Leadership with a specialization in Sport Education and Administration that includes a culmination of 18 hours of sport specific courses designed for applicability with each student in mind. Students will gain leadership expertise at the collegiate and interscholastic levels of this growing industry. Students will have the opportunity to increase their understanding through a blend of practical application and doctoral research on the influences that impact sport and athletics. Each student will explore the underlying controversial issues in today's domestic and global sports culture, utilize strategic planning principles and create awareness of legal, financial, and organizational concerns.

Special Education

The Educational Leadership – Special Education emphasis is specifically designed to develop expert practitioners dedicated to leading equitable and inclusive schools. Candidates will engage in scholarly inquiry and research to affect social change in the field of special education. This specialization is recommended for individuals seeking a leadership role in special education such as faculty of institutions of higher learning, administrators of special education programs, or consultants to educational agencies.

ACADEMIC COURSE IDENTIFICATION

EDD – Doctor of Education

ADMISSIONS INFORMATION

Complete and Submit the online Graduate Application

Submit required transcript(s) to the Director of Graduate Admissions & Student Support for the College of Education EdD 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 an EdD will help you institute a positive social change within your chosen field or industry.

COURSE DESCRIPTIONS

EDD 8003- Leadership Theory and Strategic Operations for Educational Administration (3 credit hours)

This course emphasizes a modern review of leadership theory and its relationship to institutional effectiveness. As successful leaders seek to implement effective and responsive strategies that prepare the organization for long-term sustainability, they must do so within an ethical, strategic context. Students in the course will evaluate concepts like systems thinking, change implementation, resource management, group dynamics, social responsibility, and culturally-responsive leadership.

EDD 8013- Foundations of Action Research in Education (3 credit hours)

The purpose of this course is to familiarize students with the goals/objectives of the EdD 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 EdD 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.

EDD 8023- Evaluation and Assessment of Learning Programs (3 credit hours)

This course will emphasize the leadership skills and administrative knowledge required to evaluate the design and delivery of curricula within various educational programs. Students will address the modern

theories and best practices when developing assessment metrics for examining, reviewing, and revising instructional programs that are equitable, ethical, collaborative, consistent, and effective.

EDD 8813- 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.

EDD 8833 -Strategic Planning and Resource Allocation (3 credit hours)

This course utilizes a holistic approach when assessing how resources are allocated within the context of an educational institution. Students will examine the modern theories of organizational development and strategies for quality educational development. Course topics will include ethical development of institutional identity, core competency development and expansion, strategic alliances/partnerships, and opportunities for innovation.

EDD 8113- Policy Analysis and Ethics in Education (3 credit hours)

This course emphasizes the foundational processes and instruments for evaluating policy in educational institutions. 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. Policy assessment will include an exploration of assessment and ethical decision-making processes. 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, transparency, cultural responsiveness, innovation, and values-driven leadership.

EDD 8143- Leading Culturally Responsive Learning Communities (3 credit hours)

Educational administrators must recognize and evaluate the appropriate methodologies to promote culturally-responsive programs and diverse learners. In this course, students will review the processes by which educational institutions can assess, plan, and subsequently tailor educational opportunities to create innovative, collaborative learning communities.

EDD 8133- Organizational Design and Management (3 credit hours)

The purpose of this course is to assess the inter-departmental functions and collaborative opportunities educational institutions. As administrators seek to fulfill their institutional missions within the greater context of state and national influences, a firm understanding of organization design concepts is paramount to success. Students will review and evaluate modern theories of organizational design as well as theories related to effective collaboration and communication as they relate to transformational leadership in education.

EDD 8513- 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 education, 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.

EDD 8523 – 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 education, 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.

RES 8513 Residency I – Dissertation Topic and Proposal (3 credit hours)

This is the first residency that students will complete during the doctorate 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. 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 Residency II – Dissertation Research Analysis and Findings (3 credit hours)

This is the second residency that students will complete during the doctorate 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. Students should complete this residency at the end of their second year, or after they have completed all of the core course requirements.

EDD 8043 Institutional Effectiveness in Education (3 credit hours)

This course combines leadership principles with the fundamentals of data analytics to prepare students for the challenges of decision-making as an educational administrator. While administrators use data to assess institutional effectiveness, they must be prepared to make recommendations for continuous improvement. With an emphasis on making strategically-sound, data-driven decisions, course content includes a mix of assessment best practices and applied statistical modeling. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8453 Leading and Managing Change (3 credit hours)

In this course, students will evaluate and develop a plan for implementing a change initiative within the context of educational administration. New initiatives must launch effectively if they are to become a long-term element of the institution's identity. ***(Recommended for PK-12 Emphasis)***

EDD 8463 Educational Technology in Learning Organizations (3 credit hours)

The purpose of this course is to provide students with a professional assessment of the technology needs in the modern classroom. Rapid changes in the educational environment, combined with the proliferation of new technologies, have given rise to emergent, dynamic educational models. The modern educational administrator must be cognizant of such models and the technology expectations therein. ***(Recommended for PK-12 Emphasis)***

EDD 8413 Contemporary Trends in Education (3 credit hours)

This specialization course emphasizes the contemporary trends in PK-12 education and examines foundational frameworks to propel administrative decision-making. Trends in education will be evaluated to support social change in schools and generate a positive impact on student success. ***(Recommended for PK-12 Emphasis) (Recommended for Higher Education Administration Emphasis)***

EDD 8423 Personnel Administration and Management (3 credit hours)

This specialization course examines the strategic function of personnel administration in PK-12 education. The course emphasizes the management of recruiting, hiring, evaluating, compensating and developing talented faculty and staff for the administrator. ***(Recommended for PK-12 Emphasis)***

EDD 8433 Curriculum & Instructional Leadership (3 credit hours)

This specialization course addresses best practices in education to identify and problem-solve barriers to student learning through active inquiry at the systems level. Candidates will gain expertise in the capacity to cultivate support systems, instructional coaching/mentorship models, and professional learning communities to promote equitable, accessible, and culturally responsive curricula. ***(Recommended for PK-12 Emphasis)***

EDD 8443 Collaborative Relations for Schools and Communities (3 credit hours)

This specialization course examines the theories and competencies required for administrators to foster sustainable partnerships within the school community. An emphasis is placed on the importance of collaborative relations that support students, families, and community stakeholders to enhance student success. ***(Recommended for PK-12 Emphasis)***

EDD 8703 History of Higher Education (3 credit hours)

A critical review of the American system of higher education, including its development, trends, people of interest, and response to cultural change. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8713 The Comprehensive Community College (3 credit hours)

An introduction to the purposes, programs, and resources of community colleges, including their relationships with their communities, their students, and other institutions of higher learning. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8723 The Administration of Higher Education (3 credit hours)

An exploration of educational administration and management at both the institutional level and the program level. Topics include the culture of the organization, transformational leadership within the administration, communication, and collaboration. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8733 Funding in Higher Education (3 credit hours)

A study of financial institutional development, including operational budgeting, capital budgeting, policy issues, funding structures, and issues that influence the financing of higher education. Designed for non-financial managers. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8743 Student Services in Higher Education (3 credit hours)

An examination of the theories in student services, the professional roles associated with the profession, and competencies and techniques used to assist students in the profession of higher education. ***(Recommended for Higher Education Administration Emphasis)***

EDD 8753 Adult Learning in Higher Education (3 credit hours)

The exploration of adult learning and development theories, including the role of culture within the learning process. The course will provide candidates an opportunity to apply these theories to their educational practices as scholar-practitioners. ***(Recommended for Higher Education Administration Emphasis)***

EDD 9003 – Dissertation I (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.

EDD 9013 – Dissertation II (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.

EDD 9023 – Dissertation III (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.

EDD 9033 – Dissertation IV (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 EdD program.

SEM 8703- Sem 1: Components of the Dissertation (3 credit hours)

This seminar may be completed in lieu of the traditional Doctoral 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 seminar at the end of their first year, or after they have completed half of the core course requirements

SEM 8713- Sem 2: the Literature Review (3 credit hours)

This is the second seminar that students will complete during the Doctoral 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.

SPED 8003- Expert Learning for Inclusive Schools (3 credit Hours)

This specialization course addresses best practices in inclusive education to foster expert learning through Universal Design for Learning (UDL). Candidates will gain expertise in the capacity to implement the UDL framework district-wide and lead operational efforts to enact effective inclusive practices.

SPED 8013- Sustaining and Supporting Meaningful Change (3 credit hours)

This specialization course emphasizes effective inclusive practices for special education leaders and offers strategies for sustaining and supporting meaningful change efforts. Candidates will evaluate and develop a plan for implementing a change initiative for special education.

SPED 8023- Special Education Administrative and Leadership Opportunities (3 credit hours)

This specialization course examines the function roles. Candidates will gain expertise in the capacity to implement job-embedded professional development and instructional coaching. The course emphasizes leadership, administrative roles, and management responsibilities that include organizing, coordinating, directing, and evaluating special education programs and teachers.

SPRT 8723- Sport Culture and Society (3 credit hours)

This course analyzes sport from an educational, religious, economic, political and social perspectives. Students will examine of issues such as: sport and media, human rights, gender and race, gambling and sport, professionalism, corporate sponsorship and ownership. Students will be encouraged to incorporate and evaluate sociological theories and analyses of sport as if it relates to contextual issues.

SPRT 8733- Legality and Governance for Sport Leader (3 credit hours)

Sport leaders must recognize and assess appropriate policies and procedural by laws in an organizational or educational setting. In this course, students will be tasked with understanding legality of sport of an interscholastic, intercollegiate, and professional level. Students will have the opportunity to address issues associated with Title IX, amateurism, and national governing bodies.

SPRT 8743- Development of Human Resource Management in Sport (3 credit hours)

The purpose of this course is to understand the necessity of human resources within a sport setting in dealing with athletes, coaches, parents, and community. Students will assess the interrelation between the organizational strategy of a sport association and human resource management strategies and policies in the sport organization.

SPRT 8753- Event and Facility Management Planning in Sport (3 credit hours)

This course evaluates the principles, guidelines and recommendations for the management, planning, construction, and maintenance of sports facilities. Students will research and address factors in considering, updating and constructing new venues and the economic impact it can have on a regional and local scale.

SPRT 8763 – Organizational Behavior in Sport (3 credit hours)

This course will address the gap in sport management literature by exploring integral organizational behavior topics such as ethics, values, leadership and diversity. Students will distinctively discuss a professional organization's ability to diversity its management team as well as discuss individual, interpersonal and processes that are fundamental to working within a sport organization.

SPRT 8773- Strategic Planning in Sport Administration (3 credit hours)

This course is designed to assist students in conducting strategic planning including the mission and vision statements as well as the use of benchmarking and action of planning. Students will examine concepts of leadership as it directly relates to theories, principles, skills and traits are necessary in a leadership position.

MASTER OF ARTS

New Program and courses added

MASTER OF CHRISTIAN STUDIES

The 100% fully online Christian Studies program is designed to equip the minister for service to Christ in the local church, mission field, parachurch ministry, or denominational leadership. This program balances biblical and theological foundations with practical ministry training. Students will be well-rounded in biblical, systematic, and historical theology while also learning how to incorporate that theology into practical ministry leadership. Graduates of this program go on to become pastors, associate pastors, missionaries, denominational leaders, and parachurch ministry leaders.

COURSE DESCRIPTIONS

REL 5203 Old Testament Studies (3 credit hours)

This course provides a thorough introduction to the 39 books of the Hebrew Bible with concentration upon pertinent historical and theological issues with direct application to Christian ministry.

REL 5303 New Testament Studies (3 credit hours)

This course provides a thorough introduction to the historical and theological foundations of the 27 books of the New Testament with view to application for Christian ministry.

REL 5403 Evangelism and Discipleship (3 credit hours)

This course studies the essential principles and practices of evangelism and discipleship that lead to healthy outreach and spiritual maturity amongst the Christian community. Incorporating practical application, students in this course will learn strategies and techniques that lead to faithful witnessing and spiritual development.

REL 5503 Cross-Contextual Missions (3 credit hours)

This course equips students to engage in missional evangelism across a variety of contexts including inner-city missions, domestic missions, and international missions. Attention will be given to demographic study, cultural norms and values, and Gospel fidelity in changing contexts.

REL 5603 Biblical Exegesis (3 credit hours)

This course will train students in biblical hermeneutics to increase their ability to interpret Scripture faithfully for the purpose of preaching and teaching.

REL 6103 Homiletics (3 credit hours)

This course explores the theology and application of expositional preaching and teaching based upon biblical exegesis. Attention will be given to the proclamation of God's word from a variety of biblical genres with view to personal application in the life of the believer and church.

REL 6203 Systematic Theology I (3 credit hours)

This course is an introductory and systematic study of the following Christian doctrines: Prolegomena and Revelation, Trinity and divine attributes, Creation, Providence, Prayer, Anthropology, and Harmatology.

REL 6303 Systematic Theology II (3 credit hours)

This course is an introductory and systematic study of the following Christian doctrines: Christology, Pneumatology, Soteriology, Ecclesiology, and Eschatology.

REL 6403 Church and Community Ministry (3 credit hours)

This course provides students with a framework for engaging and leading the local church and wider Christian community. With application to the student's unique calling and context, students will acquire the skills necessary to grow and develop Christian communities.

REL 6503 Develop of Christian Thought (3 credit hours)

This course is an introduction to the development of Christian doctrine from the Apostolic Fathers to the modern era.

REL 6603 Biblical Counseling (3 credit hours)

This course provides a thorough exposure to the nouthetic counseling method for personal application in Christian ministry. Students will learn how to counsel individuals in the church and community with sound biblical wisdom.

MASTER OF BUSINESS ADMINISTRATION

New programs and courses added

DATA ANALYTICS AND BUSINESS INTELLIGENCE

The MBA in Data Analytics and Business Intelligence addresses how organizations use information to drive business decisions and build the skills needed to analyze complex data. The program is designed to develop management expertise for the business analytics industry. As one of the fastest-growing segments of the IT industry, data analytics emphasizes the use of statistical techniques to predict market conditions and reduce competitive uncertainty. The program focuses on functional business skills including; predictive modeling, forecasting, and data visualization.

PROJECT MANAGEMENT

The MBA in Project Management is designed for individuals seeking to advance their skills in areas such as planning, resource allocation, time management, technical abilities, negotiation, and quality control. This program will focus on the development of the professional skills necessary to address each business function and implement innovative methods to minimize processes inefficiencies and enhance productivity. The program prepares students for the pursuit of relevant, industry-accepted project management credentials, including the PMP certification.

COURSE DESCRIPTIONS

MDA 5103 Decision Theory (3 credit hours)

This course serves as a professional introduction to the academic field of decision theory. Grounded in behavioral science, decision theory brings together elements of statistics, economics and psychology in an interdisciplinary approach to understanding competitive uncertainty. The class includes a thorough review of descriptive, prescriptive, and normative decision theory principles. Course topics include; game theory, probabilistic decision-making, and market uncertainty.

MDA 6103 Data Visualization (3 credit hours)

This course introduces students to the tools and techniques used to present raw data in a visual format that supports managerial decision-making. The class provides a hands-on opportunity for students to expand data visualization skills. Primarily, students will explore foundational graphics programming for business intelligence and strategic planning. Course topics include; human perception and cognition, vector graphics platforms, and aggregating data.

MDA 6113 Predictive Analytics (3 credit hours)

In this course, students will learn the techniques for inferential data analysis. Specifically, the course will focus on statistical procedures for predictive modeling. Course topics include; hypothesis testing, correlation, regression and time series analysis.

MDA 6203 Data Mining (3 credit hours)

This class includes an in-depth look at the various information discovery methodologies that are appropriate when working with large datasets. Students will practice designing a data discovery model for identifying relevant information in complex datasets and ultimately implement protocols for validating information and detecting anomalies. Course topics include; database discovery procedures, data mining, and text mining.

MDA 6213 Business Intelligence and Strategy (3 credit hours)

In this course, students will review the processes required to implement an enterprise-wide information and data management system that supports organizational functionality and strategic planning. The class will include an overview of the organizational planning considerations regarding data acquisition, storage, and retrieval. Course topics include; database management, onsite/offsite hosting, data warehouses, data security, departmental dashboards, and information processing.

MPM 6203 Project Management (3 credit hours)

This course serves as a formal introduction to the project life cycle and provides the foundation for developing the professional skills needed to successfully manage a project from initiation to closure. The class includes a thorough review of all project management phases including; initiating, planning, executing, monitoring/controlling, and closing.

MPM 6213 Risk Management (3 credit hours)

This course introduces students to the strategies used to manage enterprise risks that are often associated with new projects and ventures. Students will examine the processes associated with risk avoidance, risk reduction, risk sharing, and risk retention. Course topics include; consumer behavior, logistics, supply-chain management, and risk planning.

MPM 6223 Quality Control and Process Improvement (3 credit hours)

In this course, students will explore the techniques for creating value and maximizing organizational performance. Specifically, the course will focus on implementing systems theory and change management methodologies in an operational context. Course topics include; resource dependency, value chain analysis, constraint theory, and systems thinking.

MASTER OF SCIENCE IN EDUCATION

New program and courses added

EDUCATIONAL LEADERSHIP

The MSE in Educational Leadership is a fully online adult-learner focused program designed to prepare you for school leadership positions while you continue working. The curriculum is designed to provide candidates with real-world experiences to bridge theory and practice and to support the development of the foundational knowledge, skills and dispositions essential to success in diverse school contexts.

The program will empower you to be a vision and mission driven school leader developing your ability to improve educational outcomes and effect positive change in diverse P-12 school settings. Our program aligns with Professional Standards for Educational Leaders (PSEL) and is designed to create culturally competent and responsive school leaders. Upon completion of this 36-credit hour program, candidates are eligible to apply for an administrator license in New Mexico.

COURSE DESCRIPTIONS

EDUC 5163- Culturally Responsive School Leadership (3 credit hours)

This course examines culturally responsive school leadership and the school leader's role in ensuring equity in school policies, structures, practices and interactions with families and communities. Candidates will examine ways to develop authentic relationships with families and communities to support the positive academic identity development and success of students. 10 hours of field work is required.

EDUC 5173- Data Driven Continuous Improvement (3 credit hours)

This course focuses on the school leader's role in creating a data-driven school culture to support the success of all students by facilitating and supporting data collection and analysis to understand student achievement, assess teaching practices, and make informed decisions about teaching and learning. An action research project and 10 hours of field work is required.

EDUC 5183- Instructional Leadership (3 credit hours)

This course examines the school leader's role in promoting the learning and success of all students within a learning organization. Candidates will explore their role in facilitating professional learning and collaboration, using data to improve learning, and aligning curriculum, assessment and instruction. Emphasis is placed on holding self and others accountable for high academic achievement for all students and establishing a commitment to equity. 10 hours of field work is required.

EDUC 5233- Instructional Coaching and Mentoring (3 credit hours)

This course examines the theories, principles, frameworks, methods and strategies for instructional coaching and mentoring. Adult learning theory will serve as the lens that grounds the exploration of instructional coaching constructs and applications.

EDUC 5253 – Teacher Leadership (3 credit hours)

This course provides an examination of the processes that utilize collaboration, 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- 5303- Universal Design for Learning (3 credit hours)

This course provides an overview of UDL (Universal Design of Learning) and includes strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies to organize, modify, and supplement curricula based on the individual needs of students with disabilities will be covered. In addition, a comparison of the full inclusion model and the continuum of services will be included.

EDUC-5333- Policy and the IEP in SPED (3 credit hours)

This course explores major policy areas in special education including early screening, empowering students, partnerships with parents, better-informed educators, innovative and effective teaching and learning environments (e.g., UDL and multi-tier systems of support), and early intervention. Students examine the essential components for and the development of a program of instruction, supports, and services (i.e., the IEP) for a student with exceptionalities.

EDUC-5343- Education Law & 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- Collaborative Consultation and Resources in SPED (3 credit hours)

This course examines the evaluation of programs for special and inclusive education, the application of research-based practices, the focus on relevant special education laws, the use of instructional and assistive technologies, and supporting students with exceptionalities. In addition, the course explores the use of culturally responsive practices to collaborate with stakeholders to improve programs, services, and progress for students with exceptionalities.

SPED-5363-Delivery of Special Education & Transition Services (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.

SPED-5373- Applied Experience in Special Education (3 credit hours)

This course provides candidates with opportunities to use their knowledge and skills about general and special education curricula to creating challenging learning experiences, to explore instructional and assistive technologies, curriculum standards, and research-based teaching and learning strategies. Candidates research effective learning environments that help support students as they learn challenging curricula.

SPED-5413 Diagnosis of the Exceptional Child (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. Learning theories, cognition, metacognition, and intellectual development will also be included.

SPED-5433 Research and Assessment in Special Education (3 credit hours)

This course covers the principles of assessment in special education and inclusive education. Areas covered include assessment in social and educational contexts, decision-making to improve student learning, ethics related to assessment, cultural and linguistic needs of the student, test adaptation and accommodations, and assessing behavior. The course also reviews the management of classroom assessments, response to interventions (RTI), types of assessments and test protocols, and making special education eligibility decisions.

MASTER OF SCIENCE

New programs and courses added

CRIMINOLOGY AND CRIMINAL JUSTICE

Master of Science (M.S.) in Criminology & Criminal Justice is a thirty (30) school credit hour (SCH) degree designed to prepare the practicing criminal justice professional. The non-thesis degree program offers the busy professional an easy and convenient way to prepare for a role as a specialty leader, organizational leader, or public service administrator.

HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Is a thirty (30) school credit hour (SCH) degree designed to prepare the practicing criminal justice professional. The non-thesis degree program offers the busy professional an easy and convenient way to cultivate the necessary skills for analyzing, reviewing, developing, and or implementing strategies, policies, and procedures within the Homeland Security environment.

COURSE DESCRIPTIONS

HSEM 5103- Homeland Security (3 credit hours)

This course provides a multi-dimensional approach to the examination of Homeland Security domestic and international defense mission that relies heavily on a unique inter-governmental global infrastructure. Students will gain the capacity to examine and scrutinize international strategies aimed at identifying and reducing terrorist incidents.

HSEM 5153 – Hazard and Emergency Management (3 credit hours)

This course will focus on investigating and analyzing past, present and future concerns challenging and threatening national security. Students will also examine issues affecting civil liberties, human rights, and privacy threats as they relate to ethics and nationalistic interests.

MCCJ 5103- Technical Communications in Criminal Justice (3 credit hours)

This course focuses on the primary communication principles for organizing, writing, and interpreting written information intended to communicate and inform practical and/or scientific knowledge.

MCCJ 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. (This course may be substituted with FCRJ 5143 or MBA 6143).

MCCJ 5153- Corrections and Administration (3 credit hours)

This course examines the administrative functions of correctional organization. This course enables the student to analyze human resource management methodologies, budgeting, and administrative structure, among other organizational strategies. (This course may be substituted with FCRJ 5153 or MBA 6153).

MCCJ 5203- Ethics and Professional Issues in Criminal Justice (3 credit hours)

This course provides an in-depth examination of ethical and decision-making dilemmas facing criminal justice professionals. The student will gain an understanding of acceptable professional standards of behavior by criminal justice practitioners and public servants. (This course may be substituted by FORS 5203).

MCCJ 5233- Crime Analysis and Mapping (3 credit hours)

This course will provide students with the theoretical, analytical and technical skills necessary for studying crime within a geographic context. The course will involve a combination of approaches to the subject including development of global positioning maps, geocoding (pin mapping), hot spot and choropleth mapping, while applying special theoretical analysis predictors. (This course may be substituted with FCRJ 5233 or MBA 6233).

MCCJ 5403- Criminal Investigations (3 credit hours)

This course explores investigative practices, process, and theory as they align to operational techniques relating to crime scenes, forensic science, interviews, and interrogations. (This course may be substituted with FORS 5403)

MCCJ 5423- Criminal, Civil Law, Procedure and Practice (3 credit hours)

This course will provide the student with both substantive criminal and civil law with the cross section of the constitutional dimensions of criminal procedure as it relates to the common practice within the criminal justice system.

GENERAL COURSE CHANGES

General corrections to courses currently included in the 2019-2020 catalog.

COURSE DESCRIPTION CHANGES AND COURSE NAME CHANGES

EDUC 5113- Ensuring Equity Through Cultural Responsiveness (3 credit hours)

Examination of the literature on cultural competence, culturally responsive teaching practices as well as the importance of and strategies for establishing a school culture that is inclusive, equitable and supports learning. Strategies for incorporating an asset-based framework and providing meaningful, relevant, and coherent instruction that supports the success of all learners will be covered. Emphasis will be placed on collaboration with parents/families to support optimal access and opportunity for PK-12 learners.

EDUC-5373 PRACTICUM: Advanced Intellectual Assessment (3 credit hours)

A practicum 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 5413- The Principalship (3 credit hours)

This course examines school leadership and roles and responsibilities of school leaders. Emphasis is placed on understanding schools as learning organizations and the school leader's role in establishing a culture that supports excellence in teaching and learning. Candidates will engage in self-reflection and self-examination related to the qualities and characteristics of effective leaders. 10 hours of field work is required.

EDUC 5433- School Law & Ethical Decision-Making (3 credit hours)

This course examines the school leader's role in promoting the learning and success of all students within a learning organization. Candidates will explore their role in facilitating professional learning and collaboration, using data to improve learning, and aligning curriculum, assessment and instruction. Emphasis is placed on holding self and others accountable for high academic achievement for all students and establishing a commitment to equity. 10 hours of field work is required.

EDUC-5443 Operations & Fiscal Management (3 credit hours)

This course focuses on strategic allocation of resources, effective management of school operations, and mission/vision drive strategic planning to support the success and well-being of all students. Emphasis is placed on establishing a legally sound framework to promote a safe, efficient and effective learning environment. 10 hours of field work is required.

EDUC-5453 School Culture & Community Engagement (3 credit hours)

This course supports candidates in the development of strategies for cultivating an inclusive, caring, and supportive school community that supports the academic success and well-being of all students. Candidates will explore ways to engage families and the community in meaningful, reciprocal and mutually beneficial ways. Emphasis is placed on the development of effective communication strategies and emotional intelligence. 10 hours of field work is required.

EDUC-5463 Developing Human Capital in Learning Organizations (3 credit hours)

This course examines promising practices for the recruitment, selection, induction, professional development, supervision and evaluation of personnel to improve instructional practice and student learning. Emphasis is placed on establishing collegial professional learning communities and professional learning frameworks that apply the principles of adult learning theory and are individualized, adaptive, learner-driven, and focused on student outcomes. 10 hours of field work is required

EDUC-5473 Leadership in Learning Organizations (3 credit hours)

This course examines leadership within the context of learning organizations, with an emphasis on visioning, empowerment, and managing change within complex systems. Candidates will explore ways to establish a school culture where organizational learning can flourish to support the learning of success of all students. 10 hours of field work is required.

COURSE DESCRIPTION CHANGES**EDUC 5283 Current Trends & Issues in Education (3 credit hours)**

A course that examines the current landscape of public education including the social, legal, and ethical issues in education that impact teaching and learning. The professional roles and responsibilities of the educator in relation to these issues will also be examined.

EDUC-5293 Education Capstone (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 5423 Assessment & Evaluation of Learning (3 credit hours)

This course is an examination of assessment and evaluation methods, strategies and tools, emphasizing authentic learning and assessment and the importance of ensuring instructional alignment through a Backwards Design approach to planning for instruction.

COURSE NAME CHANGES

EDUC 5103 Educational Research & Academic Writing

EDUC 5343 Education & Special Education Law

COURSE CREDIT CHANGES

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

CHANGES IN ALTERNATIVE CREDIT**DOCTORAL DEGREE**

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 related master's degree may be earned at a regionally accredited university.

DBA - Non-Transferable courses include DBA 8003, DBA 8703, RES 8513, DBA 8713, RES 8523, DBA 9003, DBA 9013, DBA 9023, and DBA 9033.

Edd - Non-Transferable courses include EDD 8013, EDD 8703, RES 8513, EDD 8713, RES 8523, EDD 9003, EDD 9013, EDD 9023, and EDD 9033.

ASSESSED CREDIT

ADD A NEW DOCTORAL

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, Doctor of Education, and Doctor of Business Administration candidates are not allowed academic credit for work experience or professional training.

ADD/CHANGES TO PROGRAM/NEW COURSES

ALTERNATIVE TEACHING LICENSURE PROGRAM

A set of course designed to prepare students for teacher licensure testing in the State of New Mexico. Students must already have a completed bachelor's degree, and are required to pass all state licensure examinations following completion of the licensure coursework.

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:

- 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

NEW COURSES

EDUC 5993A - Alternative Licensure Internship (3 credit hours)

The internship course serves as the capstone experience for Alternative Teacher Licensure.

EDUC 5993B – Continuing Alternative Licensure Internship (3 credit hours)

The internship course serves as the capstone experience for Alternative Teacher Licensure.

VETERAN BENEFITS

NEW SCHOOL CERTIFYING OFFICIAL

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

The School Certifying Official has been changed from Julie Hillard to Lisa Nelson

University of the Southwest
Lisa Nelson-School Certifying Official
6610 N. Lovington Hwy Ste 508
Telephone (575) 492-2127

NEW INSTITUTIONAL AWARDS UPDATES

University of the Southwest awards many scholarships, hereafter referred to as Institutional Discounts. Students receiving \$8000 (effective Spring - 2019) or more in University Grants and Mustang Awards must live in university housing if available. At the discretion of the Office of Financial Aid, all or a portion of the student's discount may be replaced by grants, work-study, or other sources of aid, depending on the student's eligibility for other aid. Institutional discounts are adjusted to zero each semester and no credit balance is refunded or carried forward to the next semester. Institutional discounts are available during standard terms of Fall and Spring.

The university reserves the right to adjust and/or prorate institutional awards for any unearned scholarship or discount amount.

To receive Institutional financial awards, students must be enrolled full-time, of which at least six credit hours per semester must be taken in a face-to-face setting.