Graduate

2021-2022

Academic
Catalog

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:

- Association of Governing Boards of Universities & Colleges (AGB)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- Educational Member -International Assembly for Collegiate Business Education (IACBE)
- 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 (YWMC)

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.

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

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

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.

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 Enrollment and Student Support Coordinator.

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.

Students are also are allowed to participate in a telehealth benefit HealthiestYou.

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 Director of Student Affairs.

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

Scarborough Memorial Library Services

All students are encouraged to become acquainted with the library's holdings, 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 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.

Library Services

The library provides all students access to ProQuest Academic One, includes four core multidisciplinary products; ProQuest Central, Academic Complete, Academic Video Online, and ProQuest Dissertations &Theses Global. Academic Video Online includes almost 70,000 titles spanning the widest range of subject areas including anthropology, business, counseling, film, health, history, music, and more. More than 14,000 titles are exclusive to ProQuest. ProQuest Central brings together the world's most-used databases to create the most complete, diverse, and relevant multidisciplinary research collection available. You'll find content across all major subject areas, including business, health and medical (including nursing), social sciences, arts and humanities, education, science, engineering and religion. Academic Complete gives libraries an affordable, critical mass of nearly 180,000 titles with unlimited, multi-user access,

powerful research tools and DRM-free chapter downloads. With a focus on quality over quantity, Academic Complete hand-selected titles from leading publishers support curricula, graduation rate trends and emerging courses. ProQuest Dissertation & Theses Global is the largest digital collection of graduate works, with nearly 5 million dissertations and theses (2.6 million in full text). Designated as an official offsite repository for the U.S. Library of Congress, this database offers comprehensive historic and ongoing coverage for North American works and significant and growing international coverage. University of the Southwest also gives the students access to O'Reilly and JoVE academic online services. JoVe also has four learning platforms that include JoVE Core: Biology, JoVE Basic Biology Series, JoVE Chemistry Series, and JoVE Lab: Biology. The University Librarian and staff provide reference service and bibliographic instruction to both individuals and classes upon request.

EBSCO and Brainfuse are our two newest additions.

EBSCO Education Source- Education source is the world's largest   full-text research database designed for education students, professionals and policymakers. It provides full text, indexing and abstracts for thousands of education journals, books and education-related conference papers.

Brainfuse- 24/7 online tutoring and writing lab.

Additional Library Facilities

As well as all library collections and services, Scarborough Memorial Library houses four academic and learning classrooms, a two-story interior library atrium that is used for formal and informal campus and community activities and the studen tlife game room.

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 masters graduate program is open to qualified applicants with a bachelors degree from a college or university accredited by the appropriate regional accrediting association and recognized by USW. Admission preference will be given to applicants who have earned a cumulative 3.0 grade point average (GPA) on a 4.0 scale on their conferred bachelors degree. Applicants who have earned less than a 3.0 cumulative grade point average are encouraged to apply and will 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, university, or seminary accredited by the appropriate regional accrediting association and/or 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.

Master of Arts

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Arts and Science 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

Master 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 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.

Master of Science

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the College of Arts and Science 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.

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.

Doctor of Education (EdD)

- 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.

Doctor of Ministry (DMin)

- Complete and submit the online Graduate Application.
- Submit required transcript(s) to the Director of Graduate Admissions & Student Support for the College of Arts and Sciences DMin Program. For full admission, an official transcript that reflects conferral of the master's degree from the seminary accredited by the appropriate regional accrediting association and/or recognized by USW must be submitted by the application deadline.
- Three years, or more, of ministry experience. (Five or more years preferred)
- Submit program admission essay
- Submit a professional resume/CV
- Two letters of reference (i.e. pastoral, academic, and/or peer)
- 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 DMin will help you in your pursuit of ministry.

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

- 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 personal essay.
- Submit a professional resume.

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 seeking 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 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, room and board. Need is determined using the following formula: COA minus EFC (Expected Family Contribution from the FASFA) 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.

Packaging and Disbursement of Fed. Student Aid

In order to qualify for Federal Student Aid, all graduate students must be enrolled half-time and maintain satisfactory academic progress (see SAP details in the next section).

All graduate financial aid is packaged in semesters: Fall-Spring, and Summer. Each 16 week semester is comprised of two 8 week terms (A and B). During each 16 -week semester, the total aid offered in each semester, is disbursed half in the "A" term and half in the "B" term as each 8 week term's aid cannot exceed cost of attendance (COA) for that 8 week term. Once a student completes 3 credit hours in a semester, the student then qualifies for the remaining aid offered for that semester. Students who graduate from USW in an "A" term and want their "B" term funds, must contact their respective Financial Aid Director. to request their remaining funds. Any

graduate student who wants to move "B" term funds to an "A" term (or vise versa) can do so up to COA for the 8 week term by contracting their respective Financial Aid Director. If a student has a different request concerning the packaging of their financial aid, the student will need to contact their individual Director. Office of Financial Aid can be reached at 1-833-USW-GRAD.

Please keep in mind that Federal Aid is earned through course participation, thus students earn a percentage of their total financial aid offered every day that they attend class. Should a student withdraw or cease to participate in their course, the total financial aid package originally offered, must be reduced to the actual days a student attended class and any unearned financial aid funds must be returned to the Department of Education. Therefore, if a student has received a refund from USW but withdraws or stops participating in their course before their total aid is earned, the student will then have to return unearned funds back to USW's Business Office. A hold will be placed upon the student's account until the unearned funds are returned to USW.

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

The standards against which all students are measured include Qualitative, Quantitative, Maximum Time Frame, and All Unearned Credits Standards. The academic record of all students is reviewed after the end of each payment period. The academic review is cumulative and includes all courses taken at the student's current academic level. After the evaluation, a mass email will be sent to all students to review their SAP status in Self-Service. It is the student's responsibility to monitor their personal SAP status.

Qualitative Standard

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

Student Classification	Required Minimum Cumulative	GPA for Program
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 is 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 X 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 Educations' 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 modules.

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 semesters or modules. This will delay the SAP review process and may affect aid in subsequent semesters 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, the student 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 Executive Director of Financial Aid's review for special circumstances make 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 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 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 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 University'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 of respective college a signed and dated SAP Suspension Appeal Form explaining what has changed that will now allow the student to be academically successful.

The Financial Aid Director of respective college 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 for reviewing their grades and comparing their progress to the standards set forth in the Financial Aid SAP Policy to ensure awareness of their standing. As students review their academic information they 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 students' 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 Financial Aid Director of respective college, 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

GAs will be issued a single $20,500 annual scholarship - of which $15,000 will be allocated to cover tuition costs. GAs will be able to use the $15000 across the entire academic year (Fall, Spring, Summer). The remaining $5500 will be dispersed equally in Fall A, Fall B, Spring A, Spring B as a refund. GAs will be considered students (not employees) and not required to submit time sheets, etc. They will have a commitment to athletics (or their department) to earn their scholarship, just as an athlete would.

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
> Lisa Nelson
> School Certifying Official
> 6610 Lovington Highway St.508
> 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,
- ourse 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.
- 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 Affair (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 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	
LEAP Credit Transfer Fee	$218.75	per credit hour
Graduation Fee(Master's and Doctoral)	$90	
Diploma Replacement	$50	
Room and Board (per semester)		
All Residence Halls		
Double Occupancy	$2350	
Single Occupancy	$3470	
Housing Fee	$100	
19 Meal Plan	$2,055	

On-Campus Apartments(per semester rate)

Double Occupancy	$2350	
Single Occupancy	$3470	
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 of Charges

The University of the Southwest operates on a semester system for payment of tuition, fees, room, and board. All charges for tuition and fees are due and payable one week before the start of classes. Payments can be made to the cashiers located in the J.L. Burke Hall Administration Building, Monday – Friday from 8:00 AM – 5:00 PM Mountain Standard Time or by using Self-Service.

Payment plans are available in the Business Office or in Self-Service. Payments on the payment plans must be received within 5 days of the due date or a late charge of $30 will be posted to the students account for each past due payment. The payment plans do not clear your responsibility until all payments have been made. The University reserves the right to administratively cancel registration of any student who fails to pay his or her debts to the University.

If at the end of any term (Fall, Spring, or Summer) a student owes an amount equivalent to one half of a full semester of tuition or more, they will receive a letter indicating that they have been recommended for suspension due to non-payment. The suspension is subject to an appeal that they must initiate which would include immediate payment of the outstanding debt before they are eligible to re-enroll.

Non-Payment or falling behind on payments will keep athletes from participating in their sport and all transcripts and diplomas with 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 midnight Mountain Standard Time the Sunday 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. Please contact the Business Office for the refund information. No refunds will be issued after the above listed dates.

* Dropped Classes

Students will receive a 100 percent refund of tuition for classes dropped no later than midnight. Mountain Standard Time the Sunday 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. Please contact the Business Office for the refund information. No refunds will be issued after the above listed dates.

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 students must actively participate by Week 2 of an 8 or by Week 1 of a 5 Week course**. Failure to participate in Week 1 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 from any term of 8 weeks or longer on or before midnight MST the 1st Sunday after classes begin will receive a 100% refund of tuition, fees, room, and board. Students completely withdrawing from the university on or before the 2nd day of the term of any term less than 8 weeks in duration will receive a 100% refund of their tuition, fee, room, and board. After the above dates no refunds will be issued for any tuition, fees, room, and board.

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
- Other Title IV Programs

At USW, a traditional semester is referred to as a standard term by the Department of Educations 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 modules.

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 week course, and by the end of Week 1 of a 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).
- If a student is administratively dropped multiple times then the student will need to re-apply to the university.

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 withdrawal, 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 website).

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 stdent'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.
- Student accesses the course in the learning management system.

To review the current Federal Student Aid Handbook, please click here.

Doctoral Program

Students enrolled in the Doctorate programs need to demonstrate progress toward completing dissertation requirements within each dissertation course and will be limited to no more than six attempts at each before they are withdrawn from the program for a lack of academic progress. Students withdrawn for a lack of academic progress will need to re-apply to the program in order to be reconstituted as active students before continuing with the Doctorate program.

Students conducting research or data collection must submit for IRB approval prior to collection. Once granted, IRB approval will be valid for 1 year and is contingent on active registration. Students are not considered active researchers or authorized to collect data for the University if not enrolled.

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 Admissons 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.

Final Registration

Undergraduate students within thirty hours of completing their degree are required to register for final hours with their Academic Advisor. Prior to registering for one's final two semesters, students can expect a detailed explanation of their degree status and an anticipated date of degree completion.

Graduation Application

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

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 six 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 their academic status via USW Mustang Mail by the Registrar.

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/she she will be automatically suspended from the program for one year (12 calendar months) and withdrawn. A hold will be placed on the student's 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/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 is an equal opportunity employer and employs without regard to race, age, disability, religion, color, sex, national origin, gender, gender identity, sexual orientation or any other basis prohibited by local, state, or federal law. Employment decisions, including, but not limited to, recruiting, selection, hiring, training, transfer, promotion, termination, compensation, and benefits will be based upon an individual's qualifications with all personnel actions administered without regard to race, age, disability, religion, color, sex, national origin, gender, gender identity, sexual orientation or any other basis prohibited by local, state, or federal law. USW will make reasonable accommodations for qualified individuals with known disabilities as required by law unless doing so would result in an undue hardship, safety risk, or health risk.

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

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/hers concerns. 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 (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 – Sunday, by 5:00 pm, of the 5th week

*Specific dates are listed in the current year's 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 earn 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 related master's degree earned at a regionally accredited university for the DBA and EdD. Up to 30 credits from a master's degree earned at a regionally accredited college, university, or seminary may be applied to the DMin
  - ◇ DBA - Non-Transferable courses include DBA 8003, DBA 8323, DBA 8333, 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 8513, EDD 8523, SEM 8703, RES 8513, SEM 8713, RES 8523, EDD 9003, EDD 9013, EDD 9023, and EDD 9033
  - ◇ DMin - Non-Transferable courses include: DMIN 8013, SEM 8703, SEM 8713, RES 8513, RES 8523, DMIN 9003, DMIN 9013, DMIN 9023, and DMIN 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, Doctor

of Business Administration , Doctor of Education, and Doctor of Ministry 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. WES. ACEI, Josef Silny & Associates, Inc. and Global Credential Evaluations, Inc. are examples of such providers.

Authorized Accrediting Organizations

CACREP – Council for Accreditation of Counseling and Related Educational Programs

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 ARTS

Christian Studies

The mission of the M.A. in Christian Studies is to provide graduate level education that introduces students to the major theological themes of Scripture and their application to modern Christian ministry. Whether desired for professional and informational purposes or as a basis for additional graduate study, this degree will help prepare ministers, lay-leaders, and inquisitive minds to think theologically and practically in service to Christ's church.

Communication

The Master of Arts (MA) in Communication exists to provide students advanced education in communication theory and application for the purpose of becoming eloquent, persuasive leaders. The program hones skills applicable to careers in public relations, digital media, mass media, and advertising. Communication skills are valued in the private, government, and nonprofit sectors. Students who pursue an MA in communication from University of the Southwest (USW) will be trained to become proficient writers, speakers, and researchers having a solid theoretical foundation complemented by the ability to match targeted messages to audience needs.

Sports Journalism

The Master of Arts (MA) in Sports Journalism exists to help students master the elements of journalism and human performance, including an obligation to truth, accuracy, and independence. Communication skills and journalism expertise are valued in various career sectors. Students who pursue an MA in sports journalism from University of the Southwest (USW) will be trained to become proficient writers, speakers, and researchers having a solid theoretical foundation complemented by the ability to match targeted messages to audience needs.

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.

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.

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.

International Business

The MBA in International Business program is designed to provide students with leadership and decision-making skills to apply in global and cross-border environments. The program prepares leaders to shape the future by delivering an nternational business education that fully incorporates international contextual issues. The program provides a balanced, diverse and global orientation to business education, emphasizing leadership, team building, analysis and problem-solving.

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.

Project Mangement

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.

Public Adminstration

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 Mangement

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 in their career field.

MASTER OF SCIENCE

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 general biology, chemistry, organic chemistry, biochemistry, statistics, and/or other upper level coursework. The strongest applicants typically have

volunteer or work experience in a related field such as medicine, biology or chemistry, etc.

Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling at USW offers a 60-hour fully online program that prepares students to work in human service settings. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is designed to meet, and in some instances exceed, professional licensing requirements in many

states. It is the individual student's responsibility to determine the licensure requirements for his/her own state. USW's CMHC program faculty are 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, multicultural competence, advocacy, and service to others. Required individual field experiences qualify graduates for a number of

positions in a broad range of mental health helping agencies.

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.

Forensic Biology

The M.S. in Biology with a specialization in forensic biology is designed for students who wish to strengthen their knowledge base in the field of forensic science. 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 a graduate certificate while pursuing this degree. 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.

Genetics

The Master's of Science in Biology Genetics program integrates disciplines ranging from molecular and cellular genetics to evolutionary genetics and genomics in microbial, plant, and animal systems. The graduates are equipped for successful careers in biotechnology and pharmaceutical companies, academic and government research laboratories, and are prepared for doctoral programs, medical

school, and health-related professional programs.

Health and Human Performance

The Master of Science in Health and Human Performance will develop trained professionals who develop and demonstrate their knowledge, skills, and abilities in the areas of clinical evaluation, fitness assessment, nutrition, and exercise prescription.

Homeland Security and Emergency Management

This 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.

Medical Sciences

The M.S. in Medical Sciences program requires successful completion of 36 credit hours coursework online typically within one academic year. Some students enter this program with the goal of gaining admission to medical school, but others find different healthcare career paths more suitable.

After accomplishing the program requirements, they will have a marketable master's degree with opportunities in viable healthcare fields such as: physician assistant, dentistry, nursing, podiatry, optometry, chiropractic, pharmacy school or pharmaceutical industry.

Psychology

The mission of the M.S. in Psychology is to provide graduate level education that introduces students to the major theoretical and foundational framework of Psychology and their application to the student's current or future line of work. Whether desired for professional and informational purposes or as a basis for additional graduate study, this degree will help prepare inquisitive minds to garner the knowledge needed to succeed in a variety of future endeavors.

MASTER OF SCIENCE IN EDUCATION

Educational Diagnostics (Licensure)

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.

Educational Leadership (Principal Licensure)

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. The 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. To review the Educational Administration licensing requirements in New Mexico, please refer to the following website: https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/educational-administration-pre-k-12/. Students from other states must contact a representative from their state's department of education to determine if USW's degree program will be accepted for licensing purposes.

Educational Leadership (Non-Licensure)

The Master of Science in Education – Educational Leadership (non-licensure track) provides students an opportunity to gain extensive knowledge and skills for an administrative role in the education field. The curriculum is designed to advance leadership competencies with data-driven decision making, leadership in learning organizations, fiscal management, and developing human capital. This non-licensure emphasis is recommended for students practicing in the private or public sector, as well as those in organizational training and development roles.

states. It is the individual student's responsibility to determine the licensure requirements for his/ her own state.

Higher Education Adult Learning (Non-Licensure)

The Masters of Education Higher Education Adult Learning program explores theories, applications, and best practices used to create and evaluate educational experiences for adult learners. Instructional strategies, curriculum design and development, as well as program and course evaluation will be analyzed and applied to improve both student and organizational success of adult learning programs. Topics covered include: curriculum and course design, program review, assessment planning, eLearning technologies, adult learning theories, adult education, and the role of the instructor in adult education programs.

Online Teaching (Non-Licensure)

The Master of Science in Education – Online Teaching (non-licensure track) provides students an opportunity to gain extensive knowledge and skills for educating students in a virtual environment. The curriculum is designed to advance online teaching competencies through best practices in designing online curriculum, teaching and learning online, eLearning technologies, and assessing online learners.

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 through counseling with a focus on a personal/social, career and college information and 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 to determine if USW's degree program will be accepted for licensing purposes.

•   Prerequisite for Licensure in New Mexico

•   Pass the PRAXIS for Professional School Counselors. For more information, please visit: https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/school-counselor-pre-k-12/

Self-Design (Non-Licensure)

The Master of Science in Education – 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.

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 masters 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!

Teaching and Learning (Non-Licensure)

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 facilitator.

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 administr tion and management.

Data Analytics

The Doctor of Business Administration in Data Analytics provides executive-level training to specifically address how to design and execute a quantitative research approach to solve business challenges. Doctoral candidates will discover the practitioner-scholar methodologies to gather new information, analyze complex data, and recommend solutions that will drive business decisions. The program is designed to provide a mentorship approach to doctoral candidates as they complete a quantitative, practitioner-oriented study. The program focuses on functional business skills including; predictive modeling, forecasting, and data visualization.

Healthcare Administration

The Doctor of Business Administration in Healthcare Administration program is a multidisciplinary, 100% online program designed for professional administrators, executives, and leaders in the healthcare industry. The program highlights the importance of leadership when formulating and executing initiatives within a healthcare organization. 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 program prepares candidates for executive and/or administrative roles in healthcare and to become innovative leaders and problem solvers in the industry.

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

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.

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 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.

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.

DOCTOR OF EDUCATION

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.

Educational Psychology

The Doctor of Education (EdD) in Educational Psychology specialization challenges students to demonstrate a comprehensive understanding in theories and research in the field of educational psychology. With this degree, students can expect to develop the skills necessary to succeed in a variety of settings. Students will be better able to develop a thorough understanding of how both children and adults learn and retain knowledge in order to make contributions to the improvement of educational settings and have a direct influence on the individuals through the development of programs, methods, and tools.

Self Design

The Doctor of Education (EdD) in 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 l 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 and development

PK-12 Administration

The Doctor of Education (EdD) in 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 Doctor of Education (EdD) in 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 Sport Education Administration specialization 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 todays domestic and global sports culture, utilize strategic planning principles and create awareness of legal, financial, and organizational concerns.

Special Education

The Doctor of Education (EdD) in Special Education specialization 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.

STEM Education

The Doctor of Education (EdD) in science, technology, engineering, and math (STEM) Education specialization is designed for STEM educators who seek to enhance their knowledge related to STEM education, and engage in and learn about action research related to STEM teaching and learning. Individuals who work in STEM fields in higher education may also find the program of value. The candidates will take 30 credits of core coursework, 6 credits of research preparation coursework, 12 credits of STEM coursework, and 12 credits of dissertation coursework. Graduates of the program can assume the positions as university faculty, instructional leaders in the public schools, curriculum development specialists, and assessment specialists.

DOCTOR OF MINISTRY

The Doctor of Ministry (DMin) at University of the Southwest is a practitioner doctoral program designed to develop and refine the ministry skills of those engaging in Christian service, whether in the local church, the international mission field, or community ministries. Through a Gospel-centered approach, this program prepares ministers to address the unique challenges and opportunities in their own unique ministry contexts. Emphasis is placed upon developing scholarly, transcending leaders prepared to advance the Gospel of Jesus Christ.

Church Leadership

The mission of the Doctor of Ministry in Church Leadership is to provide advanced theological instruction with application to contextualized ministry, to enhance competency of localized ministry needs, to equip scholary leaders to meet the needs of congregations and Christian ministries, and to develop students mentally and spirtually in their vocational callings.

ALTERNATIVE TEACHING LICENSURE PROGRAM

The Alternative Licensure Program is for those seeking a teacher licensure in the State of New Mexico. All classes are 8-weeks long, and you can satisfy the internship requirement as you teach full-time as the teacher of record in a PreK-12 private or public New Mexico School. The alternative licensure program is fully online. Students must already have a completed bachelor's degree, and are required to pass all state licensure examinations following completion of the licensure coursework. For additional requirements for alternative licensure. For additional requirements for alternative licensure, see the NM PED website: https://webnew.ped.state.nm.us/bureaus/licensure/alternative-licensure-programsopportunities/.

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Course
Descriptions

Academic Course Identification

BIO   Biology
COUN   Counseling
COMM   Communication
DBA   Doctor of Business Administration
DMIN   Doctor of Ministry
DOL   Organizational Leadership
EDD   Doctor of Education
EDSC   School Counseling
EPSY   Educational Psychology
EDUC   General Graduate Education
FORS   Forensic Science
HCA   Healthcare Administration
HRM   Human Resource Management
HSEM   Homeland Security and Emergency Management
HHP   Health and Human Resource
MBA   Master of Business Administration
MCCJ   Criminology and Criminal Justice
MED   Medical Sciences
MSM   Sport Management and Recreation
MPA   Public Administration
PSY   Psychology
RES   Residency
REL   Religion
SEM   Seminar
SPRT   Sport Education Administration
SPED   Special Education
STEM   Science, Technology, Engineering, and Math

Course Designation by Number

Digit One - Level of Offering

     5 - 7 Graduate
     8 - 9 Doctorate

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: BIO 5203

Department: Biology (BIO)
Level of Offering: Graduate (5)
Semester Hours Credit: (3)

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 5273   **Advanced Cell Biology(3 credit hours)**

The course develops in-depth understanding and advanced knowledge of specialized areas in cell biology. It includes the complexities of cells structure and function, the molecular controls that govern the cells dynamic properties, and cellular interactions with the organism as a whole.

BIO 5303   **Forensic DNA Analysis(3 credit hours)**

An introduction to forensic DNA analysis with emphasis on biology and case studies. Students will develop an appreciation for forensic DNA methodologies and an research. In this course, students will define data collection parameters appropriate to their intended dissertation topics and specify the methodology to be used in an understanding of their limitations in solving cases. Designed for all students interested in learning the basic principles of molecular human identification.

BIO 5313   **Advanced Biostatistics(3 credit hours)**

The course provides students with statistical foundation of the various problems in biology. Topics include descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, and regression. Students learn via group discussions, critical reading of published research, and analysis of data.

BIO 5323   **Graduate Research Methods & Seminar(3 credit hours)**

In this course, under the guidance of faculty, students identify a research topic, conduct comprehensive literature reviews, and then develop a substantial written research seminar paper, which may be a critical literature review, an original, small empirical research project, an original, applied evaluation project, or an original grant proposal. The research seminar paper will be in the form of a professional journal article manuscript, though it is not required to submit it to a journal.

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, medial, 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 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.

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)
The course covers classical population genetics, including subjects of HardyWeinberg equilibrium, natural selection in infinite and finite populations, stochastic effects in finite populations (drift), recombination and linkage disequilibrium and admixture and population subdivison.

BIO 6033   Conservation Genetics(3 credit hours)
The course focuses on application of principles from evolutionary and ecological genetics to conservation biology, fishery management, wildlife management, and aquaculture. It includes an overview of classical, molecular, population and quantitative genetics leading to an understanding of how managers can conserve genetic diversity and evolutionary potential of natural and captive populations.

BIO 6103   Developmental Genetics(3 credit hours)
The course emphasizes on the action and regulation of genes and gene-products in development and differentiation. Examples are from microorganisms, plants, animals and humans focusing on molecular and biochemical aspects of mechanisms controlling gene expression in cell differentiation.

BIO 6203   Human Genetics(3 credit hours)
This course covers hereditary and molecular genetics as it applies to humans with a strong genomics and human disease perspective. It includes the identification and cloning of human disease genes, modern technologies for genome analysis, personal genomics and cancer genomics.

Communication

COMM 5103 History of Communication(3 credit hours)
An introduction to the history of strategic communication and communication technologies. The course reviews message construction, persuasion, deception, relationship development, and global communication. Students will explore the theory and practice of interpersonal communication across various historical contexts.

COMM 5203 Communication Theory(3 credit hours)
Exploration and critical analysis of theoretical approaches to the study of communication. To understand communication processes and interactions, students learn communication theories such as agenda setting, cognitive dissonance, social exchange, and Marshall McLuhan's "the medium is the message."

COMM 5303 Interpersonal & Intercultural Communication(3 credit hours)
Examination of the interpersonal and intercultural dynamic in communication among friends, families, and coworkers. Students develop strategies for communicating successfully in diverse interpersonal situations. The course reviews interpersonal and intercultural communication theories, individual competence, conflict resolution, and obstacles to listening and communication.

COMM 5403 Intro to Qualitative Research Methods(3 credit hours)
An introduction to the basic concepts, principles, and techniques of qualitative behavioral research methods in the communication discipline. Topics include

the ethics of using human subjects, theoretical frameworks, content analysis, hypotheses and experiments, surveys, interviews, and focus groups.

COMM 5503 Intro to Quantitative Research Methods(3 credit hours)

An introduction to the basic concepts, principles, and techniques of qualitative and quantitative behavioral research methods in the communication discipline. All masters graduates should be able to read, report, and present statistical data. This class introduces problem solving techniques using statistical analysis.

COMM 5603 Social Media Communication(3 credit hours)

Examination of different types of social media and analysis of how social media has changed the dynamic between consumers and organizations. Issues of ethics, privacy, and media law are examined in addition to digital communication's social consequences. Topics include critical thinking, audience analysis, reputation management, and social media strategy.

COMM 6103 Leadership Communication(3 credit hours)

Examination of how leadership interacts with communication and how leaders can shape reality among followers. Communication theories such as the social construction of reality and the coordinated management of meaning are explored. The course reviews power and influence, diversity, ethics, organizational crisis, public leadership, and leadership development.

COMM 6203 Digital Media & Storytelling(3 credit hours)

Exploration of the development of digital technologies and changes in living and working from the Cold War to the present. The course also provides students with experience in creating digital content such as blogs, podcasts, and videos. Students will write, record, and edit powerful digital stories using emerging technologies.

COMM 6303 Principles of Public Relations(3 credit hours)

Examination of the theoretical principles behind modern public relations practices. The course reviews public opinion, diffusion, persuasion, and problem analysis. Students will explore how to analyze audiences, craft messages, design information, select a communication medium, shape user experience, and evaluate success.

COMM 6403 Organizational Communication(3 credit hours)

Exploration of the communication activities within organizations and how communication allows leaders and followers to build motivation and structures for accomplishing organizational goals. The course includes topics such as identity construction, motives, motivation, effectiveness, and socialization.

COMM 6503 Media Criticism(3 credit hours)

The examination, analysis, and criticism of a variety of media including television programs, newspapers, articles, films, photographs, and advertisements. The course emphasizes critical thinking about cable news, alternative news sites, and new media's effect on the public. The history and evolution of mass media since the mid-20th Century will be covered.

COMM 6613 Portfolio Preparation and Presentation(3 credit hours)

Guidance in assembling an electronic portfolio of communications projects from previous courses in the master's program to present to employers. Students also develop a presentation to describe the research knowledge and practical communication skills they gained through courses in the graduate program. The professor will serve a mentoring role in the course, helping students narrow their career objectives to concrete steps for the job search.

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 professional identity, as well as professional roles and responsibilities regarding practice, licensing, ethics, and professional standards.

COUN 5133   Clinical Mental Health Counseling- Foundations and Ethics (3 credit hours)
This course provides a survey of the practice of professional counseling from an ethical and legal perspective. Topics such as counseling board regulations, the ACA Code of Ethics, ethical case studies, and professional practices are included.

COUN 5203   Learning & Human Development (3 credit hours)
Normal human and family life cycle development across the life span is covered with emphasis on 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 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 multidisciplinary 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.

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 5413.

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 5473 Psychopharmacology in Counseling(3 credit hours)
This course provides an overview of biological and neurological mechanisms that impact mental health and the use of medication in treatment. Topics include side effects of common medications, social and cultural considerations, and the counselor's role in interdisciplinary approaches to treatment.

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 5563e.

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 I (3 credit hours)
This 3 hours course, in combination of COUN 5833C Practicum-Counseling, consists of at least 100 clock hours of counseling experience in a mental health counseling setting under direct supervision over a 16-week period. 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 Practicum and Internship Coordinator.

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 sitesand 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 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)

COUN 5873C is a course a student enrolls in if the student is unable to complete 300 contact hours required in COUN 5873 Internship IV in the time allotted. 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 hrs. required or implied.

COUN-5933 Practicum II (3 credit hours)
This 3 hours course consists at least 50 clock hours of counseling experience in a mental health counseling setting under direct supervision of a licensed site supervisor and university faculty member. 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 Practicum and Internship Coordinator.

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 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 8113   Data Collection & Statistical Methods for Quantitative Research (3 credit hours)
This course builds upon prior quantitative work in the DBA program by specifically outlining the appropriate data collection and analysis protocols for doctoral research. In this course, students will define data collection parameters appropriate to their intended dissertation topics and specify the methodology to be used in the analysis of collected data. The course will also continue the use of modern statistical software, as it is intended to help students become proficient with the tools necessary for their own doctoral research.

DBA 8123   Developing Predictive Models (3 credit hours)
This doctoral course will emphasize a quantitative data analysis methodology to develop a reliable forecast and operation model. Specifically, the course will focus on statistical procedures for predictive modeling as a support mechanism for executive decision-making. Course topics include; hypothesis testing, correlation, regression and time series analysis.

DBA 8133 **Enterprise Resource Systems & Business Intelligence (3 credit hours)**
This course will address the executive-level considerations for implementing an enterprise-wide information and data management system that supports strategic planning. The class is grounded in key data theory concepts that support organizational planning. Course topics include; information relevance, database management, onsite/offsite hosting, data warehouses, and data security.

DBA 8143 **Interpreting Analytical Models for Strategy Development (3 credit hours)**
In this course, students will identify relevant information in complex datasets and ultimately implement protocols for validating information, detecting anomalies, and developing solutions. This course brings together elements of statistics, and strategic management in an interdisciplinary approach to addressing 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.

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 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 Dev brand management and supply chain optimization.

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)**
The 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 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 Dev 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 Dev and expansion strategic alliances/partnerships and emerging operational models.

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 8653   Policy Analysis & 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 8703   Seminar 1: 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.

DBA 8713   Seminar 2: 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.

DBA 8813   Strategy, Innovation, and Uncertainity (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- 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.

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.

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 organizations value proposition. Students will learn to create a strategy implementation plan that ensures change initiatives will become ingrained as part of the organizations identity solidifying the role of the executive as an agent of change.

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

Doctor of Ministry

DMIN 8013   Christian Formation in the Church (3 Credit Hours)
This course examines the nature and development of spiritual life in the church, including both church leaders and congregants. Students will explore both the biblical foundations of and strategies or processes for Christian formation in the corporate setting.

DMIN 8023   Pastoral Leadership (3 Credit Hours)
This course is designed to develop the mental and practical leadership capacities of pastors within local churches. It will focus on the evaluation of problems, programs, and procedures of churches of various sizes matched with view to apply validated best practices.

DMIN 8033   Contextualized Ministry (3 Credit Hours)
This course prepares students to plan, apply, and evaluate effective ministry practices across a spectrum of contexts (including but not limited to rural, urban, suburban, and inner-city contexts). Emphasis will be given to ethnographic research with view to ministry in light of various social, ethnic, gender, age, and belief-system differences.

DMIN 8043   Transcending Leadership in the Church (3 Credit Hours)
This course immerses students in the literature and application of Transcending Leadership theory in contextualized church ministry settings. Students will learn how to develop a ministry plan for church leadership in light of this theory with particular attention to working with teams, developing mission and strategy, and achieving overarching visions.

DMIN 8053   Theology of Church & Ministry (3 Credit Hours)
This course will be an in-depth study of Ecclesiology with view to application for church leadership. It will provide a biblical and theological foundation from which to build a guiding philosophy of church ministry.

DMIN 8063   Theology of Biblical Counseling (3 Credit Hours)
This course will explore the major doctrines of the Christian tradition in light of the Nouthetic Counseling model. It will provide a theoretical and theological framework from which to practice biblical counseling within the local church.

DMIN 8073   Ethical Issues in Church & Society (3 Credit Hours)
This course will be a study of current political, medical, legal, and societal issues with attention to moral, ethical, and biblical implications for those pursuing church ministry. Attention will be given to decision-making and engagement with these issues in light of a biblical framework.

DMIN 8113   Nouthetic Counseling (3 Credit Hours)
Students in this seminar will explore the literature and practice of Nouthetic Counseling within the context of local church ministry. Students will learn general skills, policies, and procedures in the practice of biblical counseling.

DMIN 8123   Global Missions (3 Credit Hours)
This course exposes students to the discipline of missiology with attention to Gospel proclamation in global contexts. Students will demonstrate their understanding of

leading congregations to engage diverse people groups with Gospel ministry in light of current missiological methods.

DMIN 8133 Personal and Corporate Evangelism (3 Credit Hours)
This course prepares church leaders to foster evangelism practice (both interpersonally and publicly) amongst church members. It will explore the biblical foundations of evangelism, current trends, and best practices in leading others to become evangelists.

DMIN 8143 Family Ministry Models & Practice (3 Credit Hours)
This seminar explores family-based discipleship within the local church. It will focus on helping pastors equip parents to disciple their children in the faith.

DMIN 8153 Expository Preaching (3 Credit Hours)
This course will provide an in-depth exploration of the principles of homiletics consistent with expository preaching. Students will analyze, interpret, and apply biblical texts using proper hermeneutics and examine various techniques and skills for improving sermon delivery.

DMIN 8163 Advanced Expository Preaching (3 Credit Hours)
Students in this seminar will review and further refine the principles of expository preaching. This course will focus on accurately preaching the major genres of Scripture with an emphasis on interpretation and application, address the relevance of preaching to contemporary audiences, and explore the process and benefits of long-term sermon planning.

DMIN 8173 Church Revitalization (3 Credit Hours)
This course will explore current literature on the best practices of church revitalization grounded in a biblical and theological framework. Students will demonstrate their knowledge of leading churches from states of decline to states of growth and vitality.

DMIN 8183 Worship in the Church (3 Credit Hours)
This course provides students with a biblical basis of worship with view to overseeing its incorporation within the local church both personally and corporately. Students will demonstrate their ability to design, implement, and evaluate vibrant worship within the student's ministry context.

DMIN 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) – All Core Course Requirements, Research Preparation Requirements, and Specialization Courses. *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.

DMIN 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) – DMIN 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.

DMIN 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) – DMIN 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.

DMIN 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 DMin program. Prerequisite(s) – DMIN 9023 *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.

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.

Doctor of Education

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 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 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 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 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 8413   **Contemporary Trends in Education (3 credit hours)**
This specialization course emphasizes the contemporary trends in education and examines foundational frameworks to propel administrative decision-making. Trends in education will be evaluated to support social change 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 8443   **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 PK12 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 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.

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 nonfinancial 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 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 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.

EDD 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.

EDD 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.

EDD 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 EdD program.

EDD ELC   **Doctor of Education Elective**

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 multisystemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions 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 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 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 5303   Educational Research and Academic Writing (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 are included.

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 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 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 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 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)
Students must complete a minimum of 300 hours of supervised placement in a K-12 school counseling setting with a certified school counselor. Includes experiences in personal/social, career and college, and academic preparation of diverse populations. The Intern will gain experiences in varied types of counseling, and appropriate supervision. In schools, this includes counseling 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 School Counseling Practicum I (3 credit hours)
Students must complete a minimum 60 hours of supervised counseling experiences in a K-12 school counseling setting with a certified school counselor. Includes experiences in personal/social, career and college, and academic preparation of diverse populations. Practicum students will gain experiences in varied types of counseling, with appropriate supervision. The counseling student will conduct observations, co-counseling hours, and/or 1:1 counseling, always under the direct supervision 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 and Academic Writing (3 credits)
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 are included. Course must be completed with a B or better.

EDUC 5113 Ensuring Equity Through Cultural Responsibility(3 credits)
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 5123 Human Development Across the Lifespan (3 credits)
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 5143 Teaching Reading in the Content Area (3 credits)
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 5173 Data Driven Continuous Improvement (3 credits)
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 credits)
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 5193   Curriculum Design for Higher Education(3 credits)
-In this course, students will design a curriculum specifically for adult learners. Backward Design, Universal Design for Learning, cultural responsiveness, and the use of technology tools to encourage active learning within higher education contexts will be explored.

EDUC 5203   Teaching & Assessing Reading in Diverse Classrooms (3 credit hours)
This course provides an overview of theories, methods and strategies for teaching and assessing reading in diverse school contexts.

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 5233   Instructional Coaching & Mentoring (3 credits)
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 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 5253   Teacher Leadership (3 credits)
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 examine through the perspective of teachers as reflective leaders.

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 MSE Program Goals, InTASC teaching standards, and professional dispositions. Candidates will use this reflection to develop a capstone professional teaching portfolio that provides evidence of competency related professional teaching standards. Prerequisites: Approval from the Program Coordinator.

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 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   Education Law & Special Education Law (3 credits)
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. Cross listed with SPED 5343.

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 Special Education & Transition Services (3 credits)
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. Cross listed with SPED 5363.

EDUC 5373   Practicum: Advanced Intellectual Assessment (3 credits)

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 5383   Assessment and Program Review (3 credits)

This course will introduce assessment planning and program review to analyze progress in meeting established program outcomes. Students will use educational assessment methods to evaluate and improve courses and programs.

EDUC 5393A Internship in Educational Diagnostics I (3 credits)

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. Prerequisites: Approval from the Program Coordinator.

EDUC 5393B Continuing Internship in Educational Diagnostics II (3 credits)

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. 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. Prerequisites: Approval from the Program Coordinator.

EDUC 5423   Assessment & Evaluation of Learning (3 credits)

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.

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

This course examines legal and ethical issues related to equity, diversity, and accessibility in schools. Emphasis is placed on case analyses affecting school-based practices, identifying the legal responsibilities of school employees, ethical decisionmaking, and understanding the rights of students.

EDUC 5443   Operations & Fiscal Management (3 credits)

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 and, Family & Community Engagement (3 credits)
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 credits)
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 credits)
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.

EDUC 5483   Innovation in Education (3 credit hours)
An examination of emerging technologies in education and ways to leveragetechnology 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 5493A Apprenticeship in Ed Admin I (3 credits)
Develop the necessary skills to become a successful school administrator by working under the supervision of a public-school administrator. The apprenticeship includes a minimum of 45 clock hours in the "A" section of the semester (taken in Fall A), 45 clock hours in the "B" section (taken in Fall B), 45 clock hours in the "C" section (taken in Spring A), and 45 hours in the "D" section of the semester (taken in Spring B) for a minimum total of 180 hours for one calendar year. Prerequisites: Approval from the Program Coordinator.

EDUC 5493B Apprenticeship in Ed Admin II (3 credits)
Develop the necessary skills to become a successful school administrator by working under the supervision of a public-school administrator. The apprenticeship includes a minimum of 45 clock hours in the "A" section of the semester (taken in Fall A), 45 clock hours in the "B" section (taken in Fall B), 45 clock hours in the "C" section (taken in Spring A), and 45 hours in the "D" section of the semester (taken in Spring B) for a minimum total of 180 hours for one calendar year. Prerequisites: Approval from the Program Coordinator.

EDUC 5493C Apprenticeship in Ed Admin III (3 credits)
Develop the necessary skills to become a successful school administrator by working under the supervision of a public-school administrator. The apprenticeship includes a minimum of 45 clock hours in the "A" section of the semester (taken in Fall A), 45 clock hours in the "B" section (taken in Fall B), 45 clock hours in the "C" section (taken in Spring A), and 45 hours in the "D" section of the semester (taken in Spring B) for a minimum total of 180 hours for one calendar year. Prerequisites:

Approval from the Program Coordinator.

EDUC 5493D Apprenticeship in Ed Admin IV (3 credits)
Develop the necessary skills to become a successful school administrator by working under the supervision of a public-school administrator. The apprenticeship includes a minimum of 45 clock hours in the "A" section of the semester (taken in Fall A), 45 clock hours in the "B" section (taken in Fall B), 45 clock hours in the "C" section (taken in Spring A), and 45 hours in the "D" section of the semester (taken in Spring B) for a minimum total of 180 hours for one calendar year. **Prerequisites:** Approval from the Program Coordinator.

EDUC 5533 Assessing the Online Learner (3 credits)
The focus of this course is to gain the knowledge and skills to assess student performance in a virtual environment. An emphasis is on aligning student outcomes and assessments, formative and summative assessments, effective feedback, and monitoring of student learning.

EDUC 5543 Designing Online Curriculum (3 credits)
In this course, students explore research, theories, and principles underlying the effective design of online instruction. Various online learning experiences will be explored and evaluated, including different modes of content delivery, such as blended, hybrid, flipped, or fully online. Ethical, legal, and responsible use of online content will also be explored. explored and evaluated, including different modes of content delivery, such as blended, hybrid, flipped, or fully online. Ethical, legal, and responsible use of online content will also be explored.

EDUC 5553 Elearning Technologies(3 credits) (3 credits)
This course provides an examination of various technologies used in online learning environments. An emphasis is placed on learning management systems (LMS), web conferencing tools, and other innovative technology tools for education.

EDUC 5563 Teaching & Learning Online(3 credits)
The teaching and learning online course will share effective methods for online instruction. In this course, you will explore best practices in online instructional techniques based on online learning theories. You will also experience hands-on practice opportunities designed to teach you how to increase student engagement and online success.

EDUC 5573 Counseling Theories for ED Diag (3 credits)
This course will be an overview of prominent theories in the counseling process. Include the use of technology in presentation. You will also develop a counseling theory in this course. This course will also help to prepare students for preparation for competency exams.

EDUC 5993A Alternative Licensure Internship (3 credits)
The internship course serves as the capstone experience for Alternative Teacher Licensure. Prerequisites: Approval from the Program Coordinator.

EDUC 5993B Continuing Alternative Licensure Internship (3 credits)
The internship course serves as the capstone experience for Alternative Teacher Licensure. Prerequisites: Approval from the Program Coordinator.

EDUC 6103 The Adult Learner (3 credits)
This course will examine adult learning theories, including the comparison of pedagogy to andragogy. The course will explore selected theories and adult learners' challenges. Methods to increase engagement and motivation for learning and retention will be analyzed.

Educational Psychology

EPSY 8103 **Psychology of Learning (3 credit hours)**
Psychology of Learning will examine the inquiry of psychological, cognitive, and precursors to learning.

EPSY 8203 **Advanced Study in Education Psych (3 credit hours)**
This course covers the latest topics, lines of research, and disciplinary focus currently being addressed in the field of Educational Psychology in order to gain in-depth knowledge and understanding of the field.

EPSY 8303 **Study of Motivation -Theory, Research, & Application (3 credit hours)**
Study of Motivation will cover the relevant theories, issues, and practices of educational psychology and the research that backs them.

EPSY 8403 **Advanced Study of Brain Research (3 credit hours)**
This course will cover how we use our brain every day, and how neuroscience can explain the common problems afflicting people today.

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 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.

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 predecssor to Quality Strategic Planning and Executio in Healthcare.

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.

HCA 8813   Strategies for Healthcare Leadership (3 credit hours)
This specialization course will explore leadership models and theories, the core

principles of leadership in healthcare, and the application of systems thinking. Students will examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current issues and challenges at the organizational and community levels.

HCA 8833   Healthcare Policy and Management (3 credit hours)
This specialization course emphasizes the application of healthcare policy and economic principles to decision making, including policy development and implementation processes, and how health policy changes over time. Students will explore key policy initiatives related to cost, quality, ethics, and access, and investigate stakeholders and interest groups involved in the health policy process. Key concepts addressed in this course will include how economic principles, such as supply, demand, and market price determination, relate to the structure of the healthcare industry and the distribution of resources and services.

HCA 8843   Innovative Business Practices in Healthcare (3 credit hours)
This specialization course will examine various innovative health care practices, including creating a culture of responsibility for personal, departmental, and organizational performance. Students will evaluate their abilities as change leaders and assess their readiness to accept accountability for their organizational performance. Students will also demonstrate the skills needed to communicate effectively, take initiative, and reflect industry values in the workplace.

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.

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.

Homeland Security and Emergency Management

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)**
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.

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.

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 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 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 AICPA's professional code of conduct as a guide for decision making. Case studies will 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 integrate 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 ofemployment 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 market 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 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)
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 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 chloropleth mapping, special analysis and layouts including map books. Prerequisite: MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.

MBA 6243   **International Marketing (3 credit hours)**

This course is designed to provide students with the latest understanding of global issues, disciplines, competitions and the necessary skills in making strategic decisions based on a global perspective. The course explores international, regional, and global theories of marketing outside the home country market. The course considers the implementation of marketing tactics and strategies under different environmental conditions and cultural influences.

MBA 6253   **International Business Strategy (3 credit hours)**

The course focuses on the development of skills to understand the issues that managers face in operating in international markets and supply chains. Students will develop an understanding of the conceptual frameworks that clarify the relationships between policies and domestic and global strategies. They will also have the opportunity as a team project to develop a proposal that focuses on a key strategic decision facing senior management involved in entering an overseas market for the first time; or expanding existing operations into a new foreign market as part of a corporate strategy.

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 deferment, 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.

Criminology and Criminal Justice

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 MBA 6143.)

MCCJ 5153   Corrections and Administration (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 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 justicepractitioners 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 chloropleth mapping, while applying special theoretical analysis predictors. (This course may be substituted with 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.

Data Anayltics and Business Intelligence

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 nclude; 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 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.

Medical Sciences

MED 5473   **Medical Microbiology (3 credit hours)**

The course is designed to understand the overall characteristics of major group pathogens and pathogenesis. Emphasis is given to medically important bacteria, viruses, fungi, and parasites. In general, the course covers the aseptic techniques, controlling microbes, microbial genetics, metabolism, taxonomy, vaccines, host-pathogen interactions, diagnosis of infectious diseases, epidemiology, and prevention strategy.

MED 5503   **Advanced Biochemistry (3 credit hours)**

The course covers structure and function of major biomolecules, organization and regulation of metabolic pathways. Special emphasis on eukaryotic systems and the biochemical basis of human disease.

MED 5513   **Human Physiology (3 credit hours)**

The course presents a concise introduction to the study of human physiology from a perspective of the function of various human organ systems with an emphasis on understanding important concepts and their correlation to the practice of clinical medicine. Major topics include an introduction of basic physiological principles in homeostasis, followed by cell-to-system physiological principles for the musculoskeletal system, cardiovascular system, pulmonary system, renal system, and endocrine and reproductive systems. Archived lectures are primarily focused on normal physiological function, with introductory topics covering selected clinical dysfunction to emphasis fundamentals.

MED 6003   Medical Terminology (3 credit hours)
This course helps understand healthcare professionals' specialized language and get familiar with a high-level overview of medical terms. The course deals with the accurate description of human body illnesses, diagnosis, clinical procedures, anatomical structures, physiological processes, and pharmacology. We cover the pattern of formation of words and their interpretation; terminology associated with specific disorders, systems, and procedures; abbreviation, pronunciation, and spelling of the vocabularies; and meaning of the term related to specialty, diagnosis, treatment, and pathology.

MED 6073   Fundamental Pharmacology: (3 credit hours)
This course emphasizes a fundamental understanding of the principles of pharmacology that govern the interaction between drugs and xenobiotics and humans and their relationship to modern medical diagnostics and therapeutics. The course features topics such as pharmacologic terminology, the underlying concepts of pharmacokinetics, qualitative and quantitative descriptions of drug actions (pharmacodynamics), an introduction to toxicology and the methods used to reduce levels of hazardous substances within the body, the treatment of infectious diseases, immunopharmacology and cancer, examples of drugs that target the autonomic nervous system, the actions of anticoagulants, platelet inhibitors and thrombolytics and their relevance to hematology, gastrointestinal and endocrine pharmacology. The course develops a broad and thorough understanding of the principles of pharmacology and the types of interactions of various drugs that influence and control the functioning of normal cells, tissues and organs and an understanding of how various drugs are used in disease therapeutics.

MED 6103   Immunology: (3 credit hours)
This course emphasizes a fundamental understanding of immunology principles that govern the interaction between pathogens and humans, and their relationship to modern medical diagnostics and therapeutics. The course covers the various components of innate and adaptive immunity, their development, immune response mechanisms, and specific roles against bacterial, viral, fungal, and parasitic infections. The course also covers transplantation immunology, hypersensitivity, tolerance, and autoimmune disorders.

MED 6173   Introduction to Pathology of Disease: (3 credit hours)
This course emphasizes a fundamental understanding of the principles of pathology and focuses on both basic pathophysiology and important pathologic processes in specific organ systems. The course features topics such as cell injury and cell death, inflammation, tissue damage and repair, neoplasia, cardiovascular pathology, endocrine pathology, hematopoietic pathology and the nervous system. The course develops a broad and thorough understanding of the principles of human pathology and identifies the major pathological conditions that perturb the functioning of normal cells, tissues and organs.

MED 6203   Epidemiology: (3 credit hours)
Epidemiology is the study of the distribution and determinants of health and disease in different human populations and the application of methods to improve disease outcomes. The course covers the following topics: basic principles of epidemiology; measures of disease frequency; epidemiologic study designs: experimental and observational; bias; confounding; outbreak investigations; screening; causality; and ethical issues in epidemiologic research.

MED 6273   Basic Neuroscience: (3 credit hours)
The course is designed to examine the fundamental aspects of neuroscience that are critical to understanding the cellular mechanisms relevant to human health and disease that form part of the foundation of modern medical practice. This course emphasizes a fundamental understanding of the principles of the neurosciences and their relationship to medicine and includes topics such as basic neuronanatomy and the structure and function of neural networks; nerve cells and their intracellular processes, comparison of the central and peripheral nervous system, the mechanisms by which neurons process signals physiologically and electrochemically and the pathways by which signals are processed by the dendrites, somas and axons and how neurotransmitters and electrical signals are used to propagate signals in a neuron and how these activities are altered by disease.

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.

Project Management

MPM 6203   Project Management (3 credit hour)
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.

Sport Mangement & 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.

Psychology

PSY 5133   ** Foundations of Psychology: (3 credit hours)**
The purpose of this course is to provide the student with an overview of the study of Psychology, or the study of human behavior and mental processes. It reviews the foundations of Psychology as the field applies to everyday life.

PSY 5223   **Developmental Psychology(3 credit hours)**
Overview of conceptual, theoretical, and methodological issues in the study of human development across the lifespan. Topics include social, emotional, biological, cognitive, and moral development from infancy to later life.

PSY 5303   Introduction to Research(3 credit hours)
Intro to research provides students with practical skills needed to conduct library and information research, including defining research topics, searching, and retrieving electronic and print sources, and evaluating, citing, and using information. Introduces theoretical perspectives and approaches (qualitative & quantitative methods) as well as evidence based practices.

PSY 5443   Abnormal Psychology(3 credit hours)
Abnormal psychology will examine the nature, causes, and treatment of different mental disorders and how it impacts daily life.quantitative methods) as well as evidence based practices.

PSY 5603   Personality Theories(3 credit hours)
This course will study major theories and perspectives on personality. The goal is to explain and evaluate major concepts in personality. Topics include trait, psychodynamic, behavioral, and humanistic theories.

PSY 6103   Cognitive Psychology(3 credit hours)
Cognitive psychology is the branch of psychology that focuses on the way people process information. This course will examine the cognitive processes involved in human mentation. This will include the study of attention, perceptual processes, memory, knowledge representation, language, decision making, and problem solving.

PSY 6203   Advanced Research Methods: (3 credit hours)
This course will enhance student knowledge and skills for conducting, analyzing, and interpreting research in the field of psychology. Expands upon previous knowledge of theoretical approaches and evidence based practices.

PSY 6303   Psychopathology (3 credit hours)
This course will cover the domain, models, and definitions that focus on the complex or problematic psychological disorders and conditions of psychopathology.

PSY 6403   Social Psychology (3 credit hours)
This course will introduce many of the topics that social psychologists study, including but not limited to: attitudes and persuasion, social influence and group behavior, gender roles, aggression, attributions, prejudice, stereotyping and discrimination, attraction, conformity, obedience, and altruism.

PSY 6503   Behavioral Psychology(3 credit hours)
This course will introduce common psychological behavioral problems and their evolution, diagnosis and treatment.

PSY 6603   Statistics for Behavioral Sciences(3 credit hours)
This course introduces statistical tools needed for research. This includes: Inference (e.g., effect sizes, power, confidence intervals, significance testing), Psychometrics (e.g., reliability, validity), Test of difference (e.g., ANOVA family and higher order analyses), Test of association (e.g., multiple regression), and Conducting analysis using appropriate tools/packages (e.g., SPSS/other).

Religion

REL 5103   Transcending Leadership (3 credit hours)
In this course, students will be exposed to transcendent leadership theory in light of the servant-leadership model. With direct application to local ministry contexts, this course prepares students to lead from a biblical worldview in a way that transcends normative leadership models.

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 **Development 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.

Residency

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.

Seminar

SEM 8703   **Seminar I: Components of the Dissertation (3 Credit hours)**
This seminar may be completed in lieu of the traditional EdD 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   **Seminar II: The Literature Review (3 Credit hours)**
This is the second seminar that students will complete during the EdD program. This seminar may also be completed in lieu of the traditional EdD 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.

Special Education

SPED 5303   Universal Design for Learning (3 credits)
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.

SPED 5333   Policy and the IEP in SPED (3 credits)
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.

SPED 5343   Education Law & Special Education Law (3 credits)
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. Cross listed with EDUC 5343.

SPED 5353   Collaborative Consultation and Resources in SPED (3 credits)
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 Ed & Transition Service (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. Cross listed with EDUC 5363.

SPED 5373   Applied Experience in Special Ed(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. Prerequisite: Approval from the Program Coordinator.

SPED 5413 **Diagnosis of the Exceptional Child (3 credits)**
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 credits)**
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.

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 of special education leadership and administrative 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.

Sport Education and Adminstration

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 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 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 at 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 economical 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 diversify 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 planning. Students will examine concepts of leadership as it directly relates to

theories, principles, skills and traits that are necessary in a leadership position.

STEM Education

STEM 8103 Equity, Policy, & Social Justice in STEM Education (3 credit hours)
The course covers the interactions of diversity, equity, policy, and social justice as related to science education. It also explores the diverse perspectives on purposes/scope of science education. It addresses the consequences for diversity, equity, access, social justice, empowerment, and educational policy.

STEM 8203 Learning Theory and Classical Research in STEM Education (3 credit hours)
The course includes the theories and classical research in educational fields of science, technology, engineering and mathematics.

STEM 8303 Nature of Inquiry in STEM Education (3 credit hours)
The course involves the topics on teaching/learning/teacher education through evaluation of national teaching standards, current research, and current cognitive theories of learning in educational fields of science, technology, engineering and mathematics.

STEM 8403 Current Issues and Trends in STEM Education (3 credit hours)
The course discusses the current issues and trends in STEM education to emphasize the importance of the findings and recommendations from past research reports and spark new thinking and action by researchers, policy leaders, community partners, and other stakeholders.

Presidents

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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

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2024

Gary Eidson
James Lackey
Larry Scott

2025

Tate Branch
Ken Bromley
Brad Caress
George Klein

Faculty & Staff

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
Financial Aid Director for COE

Erica Armstrong, 2018
Education Administration, Eastern New
Mexico University;
Ed. S. Walden University;
M.S. University of the Southwest;
B.S. 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

Mitchell Barnett, 2017
Transportation Manager

Dr. Jazmine Brantley, 2016
Assistant Professor Business
MBA, Harding University, DED New Mexico
State University

Dr. Carol Brennan, 2013
Associate Professor of Mental Health
Counseling
BS, MS, North Texas State University; PhD,
University of North Texas

Cruz Castillo, 2018
Operations Director-COE
BS, University of the Southwest
MBA, University of the Southwest

Dr. Daniel Castillo, 2007
Assistant Professor of Business
BA, UNADECA; MBA, National University;
DBA, ULACIT Costa Rica

Gloria Castillo ,2021
Enrollment and Student Support
Coordinator COBA
BBA, University of the Southwest

Julio Castillo, 2008
Assistant Director of IT
BBA, University of the Southwest; MBA,
University of the Southwest

Dr. Kathryn Close,2020
Assistant Professor of Psychology
BS, Trine University
MS, Trine University
EdD, Regent University

Barbara De Souza, 2019
Financial Aid Director for COBA
AA, Northwest College Powel WY
BBA, University of the Southwest
MBA, University of the Southwest

Andrea Dodson ,2014
Director of Operations for Academic Affairs
BA, Western Illinois University; MBA,
University of the Southwest

Michael Dominguez, 2021
Head Womens Basketball Coach
BS, Grand Canyon University

Misty Dosher, 2013
Financial Aid Director COAS

Maria Duarte, 2018
Marketing and Stakeholder Relations
Coordinator
BS, University of the Southwest
MBA, University of the Southwest

Hilda Enriquez ,2020
Director of Undergraduate Admission and
Student Support (CAS)
BS, Eastern New Mexico University
MBA, Universtiy of the Southwest

Maria Santa Fierro ,2002
Accounts Receivable Specialist
Western States School of Banking, BAS,
University of the Southwest

Joshua Ford, 2007
Director of Resource Enterprise Systems
AS, New Mexico Junior College

Dr. Michael Frederick, 2021
Associate Professor-Kinesiology
AA, East Central College
BA, Saint Louis University
BS, University of MIssouri
MED, University of MIssouri
PhD, University of Utah

Catarina Garcia, 2020
Director of Student Life/Director of Housing
BS, University of the Southwest
MS, University of the Southwest

D'Angelo Garcia, 2018
Head Women's Soccer Coach
BA, Wayland Baptist University; MBA,
University of the Southwest

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
  Director of 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
Dr. Tamika Hibbert ,2014
  Assistant Professor of Education
  MsEd, Brooklyn College;
  Ed.D, Argosy University BA,
  M.ED, Wichita State University
Dr. Heath Hooper, 2019
  Associate Professor-Health & Human
  Performance
  Program Chair, Health & Human
  Performance
  Research Chair, EdD-Sport Ed & Sport
  Admin
  BS, Reinhardt University
  MA, Concordia University -Irvine
  PhD, North Central University
Dr. Laura Hunt, 2019
  Dean, College of Education
  Doctoral Research Chair – DBA
  Assistant Professor - College of Business
  Administration
  BA, Texas Tech University;
  MBA, Baker College;
  DBA, University of the Southwest
Tyler James,2021
  Head Golf Coach
  BS, Howard Payne
  MS, East Texas Baptist
Dacia Johnson, 2019
  Director of Undergraduate Admission and
  Student Support - COE
  Director of International Admissions and
  Student Support
  Cheer and Dance Coordinator
  BBA, University of the Southwest
  MBA, University of the Southwest
Dr. Sandra Johnson,2020
  Associate Dean- College of Education
  Licensure Programs
  Assistant Professor- College of Education

BS, New Mexico State University
MA, Western New Mexico University
MS, Walden University
Ph.D., New Mexico State University
Dr. Stephanie Johnson, 2021
  Associate Professor-COE
  BS, University of Northern Colorado
  MA, Regis University
  MA, National University
  PhD, Colorado State University
Dr. Narayan Kandel ,2020
  Assistant Professor of Biology
  MS, Tribhuvan University (Nepal)
  BS, Tribhuvan University (Nepal)
  PhD, Texas Tech University
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
  Dean for College of Arts and Science
  Associate Professor of Christian Studies
  BA, Hardin-Simmons University; MDiv,
  Southwestern Baptist Theological Seminary;
  PhD, University of Wales (UK)
Sarah Krohn, 2019
  Graduate Admissions and Support Director,
  EdD Program
  BS, Trinity University
  MBA, University of the Southwest
Kimberly Lanoy-Sandoval, 2020
  Program Director of LEAP
  BA, Fort Lewis College
  MA, University of New Mexico
Amber Lewis, 2017
  Director of Payroll Services
Dr. Paul Lilly, 2021
  Associate Professor-Criminal Justice
  BS, Texas Wesleyan University
  MS, Texas State University
  PhD, University of Arizona
Dr. Alan Lobaugh ,2016
  Assistant Professor of Mental Health
  Counseling
  BA, Phillips University, MDiv., The Graduate
  Seminary, Phillips University; Ph.D., The
  University of North Texas
Dr. Brianna Lopez, 2017
  MBA and International Admissions and
  Student Support Director Operations
  Director - College of Business
  Administration
  BS, University of the Southwest; MBA

University of the Southwest
DBA, University of the Southwest
Corina Madrid,2019
    Student Learning Resources Director
    BBA, University of the Southwest
    MBA, University of the Southwest
Dr. Danny McNabb, 2020
    Assistant Professor (CAS)
    BS, McNeese State University
    M.Ed., McNeese State University Ph.D.,
    Louisiana State University
Dr. Christine McNichols, 2019
    Associate Professor of Mental Health
    Counseling B.A., The University of
    Colorado- Boulder; M.S., Texas A&M
    University- Corpus Christi; Ph.D. Texas A&M
    University- Corpus Christi
Brian Melchor , 2020
    Maintenance
Wyatt Miller, 2020
    Online Enrollment Counselor
Dr. Melissa Mireles, 2020
    Assistant Professor of Business
    BS, University of the Southwest
    MBA, University of the Southwest
    DBA, California Intercontinental University
Edgar Negrete, 2019
    Head Men's Soccer Coach
    BS, University of the Southwest
Lisa Nelson ,2018
    Assistant Registrar
    VA Certifying Official
    BBA Texas State University
Yolanda Orozco,2017
    Enrollment Counselor
    AA, Santa Ana College; BA, UC Berkeley
Gracie Orrantia, 2011
    Housekeeping
Dr. Vanda Pauwels, 2014
    Assistant Professor of Business
    BBA, MSA, PhD; Texas Tech University
Christopher Petroski, 2020
    Softball Coach
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
Dr. Myrna Roberts, 2020
    Assistant Professor of Communications
    PhD, Regent University
    MHR, Oklahoma University
    BLS, Oklahoma University

Brandon Rodriguez, 2019
    Administrative Assistant for College of
    Education and College of Arts and
    Science
    BBA, University of the Southwest
    MBA, University of the Southwest
Donna Robbins, 2017
    Senior Enrollment Counselor
Lauren Shields, 2020
    Executive Director, Graduate School Coun-
    seling School Counseling
    BS, University of New Mexico
    MSE, University of the Southwest
Olivia Sisneros ,2005
    Cashier
Anthony Skiles, 2020
    Head Cross Country/Track & Field Coach
    BA History Kutztown University
    BA Political Science Kutztown University
Cassandra Smith, 2021
    Head Volleyball Coach
    BA, University of the Southwest
    MS, University of the Southwest
Kyle Stafford ,2019
    Assistant Baseball Coach
    BS, California State University
    MS, University of the Southwest
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
Dr. Molly Tait, 2021
    Assistant Professor - COE
    BS, Western Michigan University
    MS, Texas Woman's University
    PhD, Texas Woman's Univesity
Lissete Terrazas, 2011
    Registrar
    BS, University of the Southwest
    MBA, University of the Soutwest
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. Keisha Tipton, 2020
  Associate Dean of Professional Education
  Assistant Professor of Education
  AAS, Kaplan University
  BS, Walden University
  M.A.SpEd., University of Texas of the
  Permian Basin
  Ed.D., University of New England
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
  Permian Basin;
  D.BA, Walden University
Veronica Torrez, 2013
  Assistant VP of Human Resources
  AA, New Mexico Junior College
  BBA, University of the Southwest
  MBA, University of the Southwest
Dr. Richard Trout,2002
  Assistant Professor of Communications
   BA, Knox College
   MA, Illinois State University
   MS, Roosevelt University
   DBA, University of the Southwest
Iris Landaverde-Voight, 2021
  Director of Compliance and Business
  Operations
  AA, Eastern New Mexico-Roswell
  BSW, Eastern New Mexico-Portales
James Voight, 2021
  Head Mens Basketball Coach
  AA, New Mexico Junior College
  BS, University of the Southwest
  MED, Eastern New Mexico University
Dr. Laverne Ware, 2021
  BS, University of West Georgia
  M.Ed, Unviersity of West Georgia
  M.Ed University of Georgia
  Ed.S, University of West Georgia
  PhD, Capella University
Dr. Kevin Waldrop, 2020
  Assistant Professor of Christian Studies
  Director of Prison Seminary Program
   Program Chair, Christian Studies
   PhD, Gateway Seminary
   MDiv, Gateway Seminary
   BS, Mississippi State 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
  BS, Western Governors University
Melissa Williams, 2019
  Graduate Admissions and Support
  Director – College of Education
  BA, University of New Mexico
  MBA, Western Governors University
David Willis, 2018
   Instructional Design Technician
Sandy Wilkinson, 2016
  Executive Director of Financial Aid and Data
  Compliance
  Director of Graduate Admissions & Student
  Support for the College of Business
  Administration DBA Program
  Colleague Implementation Director
  Adjunct Instructor
  BA, The Defiance College;
  MBA, Southern Wesleyan University;
  MBA, 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
  Professor of Biological Sciences
  BS, Beijing Agricultural University; MS,
  Beijing Agricultural University; PhD, South
  Dakota State University
Howard Wyer, 2017
  Online Enrollment Counselor