

Undergraduate

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Academic Catalog

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

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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.

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.

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 for Christian Colleges and Universities (CCCU)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges & Universities (NAICU)
- Higher Learning Commission (HLC)
- National Association of Intercollegiate Athletics (NAIA)
- Hispanic Association of Colleges and Universities (HACU)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- International Accreditation Council for Business Education (IACBE)

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 Chief Academic Officer, the University President, and/or USW’s Title IX Coordinator.

Student Activities

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

Distinguished Lecture Series

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

Athletics

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

- Baseball
- Men’s Basketball
- Women’s Basketball
- Men’s Cross-Country
- Women’s Cross-Country
- Men’s Golf
- Women’s Golf
- Men’s Soccer
- Women’s Soccer
- Softball
- Women’s Volleyball

Athletic scholarships are available for each sport. Additional information about intercollegiate athletics at University of the Southwest may be obtained by contacting the appropriate coach or the Associate Vice President of Campus Facilities and Athletics.

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.

Sigma Tau Delta, Alpha Nu Chapter

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

Alumni Association

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

Healthcare Occupations Group (HOG)

The Healthcare Occupations Group (HOG) is a career exploration and preparation student organization for any USW students interested in pursuing a career in the healthcare field. HOG provides students an opportunity to learn about and prepare for various career paths in the healthcare industry by having weekly meetings, guest speaker events to hear from a wide variety of healthcare professionals, trips to local medical clinics and hospitals and to health professions programs at different colleges and universities, and offering study groups for admissions exams to health professions schools, and assistance with seeking volunteer, internship, shadowing a healthcare professional, and job opportunities and applying to health professions programs.

STEM Research Group

For the students who are interested in research, the purpose of this group is to foster the independence of conducting an undergraduate STEM (science, technology, engineering, and mathematics) research project, to gain essential hands-on experience working in the lab, to publish a paper in a peer-review academic journal, and to lay solid foundation for the further study at graduate school or for the skills in workplace.

TriBeta National Biological Honor Society

TriBeta National Biological Honor Society is an origination for undergraduate and graduate students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. The society's objectives are: To promote biological science understanding and appreciation, to facilitate activities and experiences in biological related fields, and to expose students to numerous avenues in the field of life science, exercise science and biology. Since its founding in 1922, more than 200,000 persons have been accepted into lifetime membership, and more than 626 chapters have been established throughout the United States and Puerto Rico. In addition to publishing the BIOS journal which focuses on student research, the society sponsors annual regional and national scientific meetings. A benefit to TriBeta student members is eligibility to apply for research grants from the national office. Only undergraduate students are eligible

to apply for research grants once a year from the national office. Grant applications are due in September each year.

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 Associate Vice President of Campus Life and Student Affairs.

Campus Calendar and Room Reservations

A master calendar of events and room use is maintained with the Associate Vice President of Facilities and Athletics. 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 Associate Vice President of Facilities and Athletics.

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 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 resolve conflict biblically and respectfully 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). University of the Southwest 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 Affairs 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 Affairs. This form will be kept confidential.
3. The Office of Student Affairs 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 Associate Vice President of Campus Life and Student Affairs 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

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 Associate Vice President of Campus Life and 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 student life game room.

Admissions Information

Admissions Procedures and Policies

Undergraduate Admissions

University of the Southwest is committed to providing equal educational opportunities for candidates without regard to race, color, gender, disability, or national origin. As an independent educational institution, the University reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the mission and purposes of the University.

How to Apply for Undergraduate Admission

Apply online at www.usw.edu

- Questions regarding admission may be submitted by email to admissions@usw.edu or by phone at 575-392-6561 or 800-530-4400.

First-time Freshman Admission Requirements

Applicants who have completed less than 12 hours of college credit are considered first-time freshmen. First-time Freshman Admissions includes dual credit and early college high school students. Supplemental documentation is recommended but not required. (i.e. ACT/SAT scores, letters of recommendation, essays, work of art, etc.)

- Application for Admission

Transfer Admission Requirements

A student who has 1 or more credit hour post high school or GED completion. This does not include dual credit students.

Admission will be considered when a transfer student submits the following:

- Application for admission.
- Official final college and/or university transcripts from all schools attended.
- Official final high school transcript if less than 24 college credits have been earned.
- GPA of 2.0 on 4.0 scale.

GED Admission Requirements

To be considered for admission, GED recipients must:

- Complete the application for admission.
- Submit an official GED transcript.
- Submit Professional Resume.

Under-Age Permission

Students who have earned a GED prior to their eighteenth birthday and their graduating class are currently in high school, may apply for admission by additionally submitting the following:

- Letter of permission for attendance from the high school principal of the school district he/she is currently residing in

- Letter of permission for attendance from his/her parent, guardian, or spouse if their spouse is 18 years of age or older

Transfer Students Who Have Been Placed on Probation or Suspended

Transfer students who left most recent institution on academic or disciplinary probation or suspension will be required to submit an appeal (in addition to following/completing all other admissions procedures) and, if approved, will be admitted on academic probation.

Admission Appeal Policy/Process

Transfer students who do not meet the standard undergraduate admissions requirements must seek approval for admission from their respective Dean. Students required to appeal will be notified in the application process via email by the appropriate Director of Undergraduate Admissions & Student Support. Each appeal is assessed on an individual basis and may or may not change the initial decision. Appeals will be reviewed by said Director of Undergraduate Admissions & Student Support in conjunction with the appropriate dean. All appeals must be submitted within 10 business days of original notification. All appeal decisions are final and will be communicated via email after appeal is reviewed.

Appeals must include the following:

- Current contact information (name, phone, email, postal address)
- Personal statement requesting special consideration. Statement must specifically address:
 - Why you did not meet and exceed USW's minimum admissions requirements
 - Outline specific steps you have taken or plan to take to ensure future success at USW
 - Why you have chosen USW
 - Your academic and/or career goals and how admission to USW will help you achieve them
 - Any other information that you feel would help the review team understand your unique situation
- Letter of support from academic or professional source. Letter should identify the writer's acquaintance with the student and must address the student's potential for academic success at University of the Southwest. Letters from immediate family members will not be accepted.

For more Admission Appeal information, please contact admissions@usw.edu.

International Admission Procedures

Required for Admission Consideration:

- **1. Transcripts**
Official evaluated transcripts are required for admittance. Students who have attended high school outside of the U.S. must submit an official transcript that has been evaluated by an accredited agency. We recommend a document-by-document evaluation (with a GPA) for high school credentials and a course-by-course evaluation for college/university transcripts from non-U.S. institutions. These evaluation agencies can convert your high school grades and/or international college credits to the American 4.0 grade point average (GPA) scale. They also can provide a translation into English, if necessary. USW will accept evaluation results from the following providers:
 - InCred
<https://www.incredevals.org/>
1200 Grand Blvd., Suite 100

Kansas City, MO 64106 U.S
Phone: 1-816-595-8300, Select Option 3

- World Education Services
<http://wes.org/>
P. O. Box 5087
Bowling Green Station
New York, NY 10274-5087
Telephone: 212.966.6311
Fax: 212.739.6100
- Academic Credentials Evaluation Institute (ACEI)
<http://www.acei-global.org/>
9461 Charleville Blvd., Box #188
Beverly Hills, California 90212
Phone: 310.275.3530
Fax: 310.275.3528
- Educational Perspectives
<https://www.edperspective.org/>
PH: 312-421-9300
55 E. Jackson Blvd. Suite 2175
Chicago, IL 60604
- World Education Services (WES)
<https://www.wes.org//>
PH: 800.361.3106

2. English Proficiency

Demonstrated proficiency of the English language is required for all international applicants whose sole and official language is not English and who have not studied full-time for one uninterrupted academic year at a university-level institution in which English is the language of instruction. Proof of proficiency may be submitted in one of the following forms:

- Score a minimum of 525 on the paper-based TOEFL (pBT)
- Score a minimum of 197 on the computer-based TOEFL (cBT)
- Score a minimum of 69 on the internet-based TOEFL (iBT)
- Score a minimum of 6.0 on the IELTS
- Score a minimum of 19 on the English portion of the ACT
- Score a minimum of 450 on the Evidence Based Reading and Writing portion on the SAT
- Score a minimum of 95 of the Duolingo English Test

3. Financial Statement

Every international student seeking an international student visa from the U.S. government must submit to the university a bank statement that is no more than six months old at the time you would start attending USW. It should show sufficient funds to cover the estimated cost of attendance at USW for one academic year and must be submitted with a completed Certificate of Financial Responsibility. The estimated direct cost of attendance for one year is approximately \$27,070 USD and includes tuition, books, room, and board. All bank statements and letters of support must be official certified, notarized, or attested.

International students are expected to pay in full by the semester tuition due date as listed in the academic calendar.

- Estimated cost of attendance is currently \$27,070
- Estimated Expenses for One Academic Year
- Tuition and Fees \$17,000
- Room and Board \$8,570*
- Miscellaneous \$1,500**

*Room & Board based on Double Occupancy and 19 Meal plan

**Books, health insurance, personal items, etc.

4. Copy of passport with photo and address pages.

Copy of visa and most recent I-94 (If applicable)

Additional Requirements for Applicants in the U.S. with F-1 Visa (Transfers)

Transfer in Form completed by current DSO

Copy of current I-20

Admitted international students must have adequate funds for all living expenses, including transportation to, from and within the United States. Students on F-1 visa has limited employment options. International students with F-1 visa are ineligible for financial aid consideration.

All international students must have valid medical insurance while in the United States. This insurance must be obtained before enrollment in the University. Applicants requesting F-1 visa will be considered for admission only after meeting all the above requirements. Completion of this procedure does not imply or guarantee automatic acceptance into the University.

International Student Check-In

Upon arrival international students are required to check in with the Director of International Admissions prior to their program start date. Failure to complete your immigration check-in will place you in violation of your student status.

Please bring the following documents to complete your check-in:

- Passport containing F-1 visa
- I-94
- Signed I-20
- Health insurance
- Social security card and driver's license (if applicable)

International Student Change of Information

Students must notify the Director of International Admissions of any changes in status including, but not limited to changes of address or phone number, transfer to another college, receiving a social security number or returning to their home country permanently. Failure to do so could affect their F-1 status.

Maintaining a Full Course of Study

International Students with an F-1 visa must enroll in and maintain a full course of study during Fall and Spring semesters. The regulations define a full course of study for Undergraduate studies as 12 credit hours per semester. Students may count no more than the equivalent of one class, or 3 credits, of online or distance-learning courses

per session toward the full course of study. Once having met full-time requirement, a student may add as many online courses as he or she wishes.

SEVIS Terminations and Status Violations

When a status violation occurs, the University may be required to terminate a student's SEVIS record. Termination of a SEVIS record (i.e. an I-20) is serious and can have negative consequences for a student and his/her ability to stay in the U.S. Grounds for termination of a SEVIS record include but are not limited to:

- Unauthorized employment.
- Unauthorized withdrawal from classes.
- Unauthorized drop below full course of study.
- Expulsion and suspension.
- Failure to enroll in classes.

In most cases, the termination of a student's SEVIS record results in the student's immediate departure from the US. The departure is necessary to avoid more severe consequences. Additionally, in cases of terminations, a student forfeits the 60-day grace period. If your SEVIS record is terminated, there are only two ways to regain your status:

- 1) By travel. Exit then re-enter the U.S. with a new I-20. This option is often the quickest and carries the least risk.
- 2) By reinstatement. Submit a reinstatement application to the US government. To see if you are eligible for reinstatement, please see your DSO.

To avoid termination of your SEVIS record, be aware of the following:

- Register for a full course of study each term
- Work only with permission
- Do not break University or U.S. laws Check your USW email for important reminders.

Curricular Practical Training

Curricular Practical Training (CPT) is work authorization that allows an F-1 student to engage in employment that is an "integral part of an established curriculum." At USW, this is defined to mean that the student is either

- participating in an internship that is a required component of their degree program, or
- participating in an optional experience for which they are enrolled in an internship or practicum course.

Student Eligibility Requirements

- Student is in good academic standing.
- Student has been enrolled as an F-1 student for at least one academic year (Fall & Spring semester).
- Student has maintained lawful F-1 status.
- Student has not completed the degree program.
- The employment is related to the field of study and commensurate with the level of study.

In most circumstances, students are limited to part time (20 hours/week or less) CPT during the fall and spring terms; full time CPT may be approved during summer terms when full time study is not a requirement.

Documentation and Application Process

You must submit the completed and signed Curricular Practical Training (CPT) Request Form and an employment letter which must include employment start and end dates, number of hours worked per week, name and address of workplace, job title and job description.

Please be aware that

- Although there is no limit on the amount of CPT which may be approved, if you are authorized for 12 months or more of full time CPT, you will be ineligible for Optional Practical Training. Part time CPT has no impact on OPT.

- Your work permission is not valid until you have the I-20 with the CPT authorization on it.
- CPT authorization is for a specific employer only; if you wish to change CPT employers a new application must be submitted and approved.
- You are permitted to work only between the dates authorized. We cannot backdate CPT. If you wish to extend your CPT permission, you must submit a new application and have it approved. We recommend you do this at least 2 weeks prior the beginning date of an extension request.

2nd Chance Education Program

The USW 2nd Chance Education Program is designed for incarcerated students to be able to receive a 4-year degree from USW at a discounted cost. Degrees offered through the 2nd Chance Education Program include a Bachelor of Arts and Sciences in Community Leadership and Social Engagement and a Bachelor of Business Administration in Management. To be considered for the 2nd Chance Education Program,

- Applicant will complete a USW application through an authorized correctional facility.

Conditional Admittance Policy

Applicants who are currently enrolled in classes at another institution can be conditionally admitted with an official, in-progress transcript. After the student's final and official college transcript, indicating their date of graduation and/or final grades, has been received, the student will be fully admitted.

Students may only be awarded financial aid upon admittance to the university. Conditionally admitted undergraduate students are not eligible to be awarded for financial aid. However, students may apply for financial aid at any time.

Re-Applicants

Students who have been absent one semester (Fall or Spring) or less, may return to USW through the appropriate Director of Undergraduate Admissions and Student Support. A student who has attended USW previously, but who has not attended for one or more academic years or has previously officially withdrawn from USW, must reapply for admission and will be required to follow the current catalog and degree plans.

To be considered for re-admission a student must:

- Complete the application for admission.
- Submit official college and/or university transcripts from all schools attended during the absence from USW.
- Meet current admission requirements.

Re-Admission After Academic Suspension

Students under academic suspension from USW will not be re-admitted for at least one standard semester (Fall or Spring) subsequent to the date of academic suspension. Please refer to Academic Probation. Students wishing to appeal the decision to suspend may do so by submitting a letter of appeal to the respective Dean Admission after suspension will be probationary. If a student is suspended for one academic year or more, the students must reapply for admission to the University and must submit official transcripts of all college and university work attempted during the term of probation. A student who has been re-admitted under the current catalog and most current degree plan.

Academic suspension appeal does not reinstate Financial Aid eligibility after a Financial Aid suspension.

Second Undergraduate Degree

A new student electing to pursue a second undergraduate degree may apply for admission through the Office of Admissions and Academic Affairs.

To be considered for admission, a student who is pursuing a second undergraduate degree must:

- Complete the application for admission.
- Submit official college or university transcripts from all schools attended.
- Meet current admission requirements.

Non-Degree Seeking Requirements

A student electing to pursue credit courses without declaring a major at USW may apply for special non-degree seeking status and must comply with the following admission procedures:

- Complete the application for admission

Non-degree seeking students are not eligible for financial aid.

A student currently enrolled as a non-degree seeking student may apply for a change of degree status through the Office of the Registrar.

Switching from Face-to-Face to 100% online

Students who started out at USW as a face-to-face student, but would like to become an online only student must submit a form to the Office of the Registrar.

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 undergraduate 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 undergraduate students must be enrolled half-time and maintain satisfactory academic progress (see SAP details in the next section).

All undergraduate 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 vice versa) can do so up to COA for the 8-week term by contacting 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 Financial Aid Director.

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, students with a suspended or terminated SAP status will be notified by email. It is the student's responsibility to monitor their personal SAP status which is available in Self-Service.

Qualitative Standard

Cumulative GPA is composed of all course work 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.

<i>Student Classification</i>	<i>Required Minimum Cumulative</i>	<i>GPA for Program</i>
Bachelors Programs	0 – 32 credit hours earned	2.0

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 not have completed 66.67% of their attempted credit hours ($80 / 120\% = 66.66\%$). Please note: completion rates will not be rounded up to meet progress. If a student has a completion rate of 66.66%, he/she are not meeting the minimum 66.67% federal requirement for financial aid SAP.

Maximum Time Frame

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

Break in Enrollment

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

Financial Award Terms Defined

At USW, a traditional semester is referred to as a standard term by the Department of Education's definition (e.g., Fall, Spring, and Summer). For face to face and online undergraduate students, a standard term is two 8-week modules which comprise a semester. In an academic year, face to face and online undergraduate students are offered aid packages in the Fall and Spring semesters only. 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 semester or modules. This will delay the SAP review process and may affect aid in subsequent semester or modules for some students. Students who are affected will have aid in a pending status until grades are submitted and SAP is reviewed.

Withdrawals and Incompletes

Courses from which a student withdraws or receives a grade of incomplete will not be considered as satisfactorily completed. The courses, which will be considered attempted but not completed, will negatively affect eligibility for

the next term. Withdrawals and incomplete grades will also factor into the measurement for the maximum time frame.

Return of Title IV Funds

Student Withdrawal and Return of Title IV Funds Policy

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

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

Academic Calendar

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

Payment Period and Total Number of Calendar Days

A return of title IV funds (R2T4) is computed for a payment period. A payment period is either the standard semester of Fall or Spring or the Summer trailer if applicable.

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

Scheduled Breaks

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

Treatment of Drop/Add Courses

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

Does Not Require Taking Attendance

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

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

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

Withdrawal from the University

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

Completed Scheduled Days – Not a University Withdrawal

A student has completed a term if:

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

Did Not Complete Scheduled Days – University Withdrawal

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

- Submits course withdrawal(s) from all courses scheduled for the semester/ module.
- Submits a course withdrawal from the last course or courses scheduled to attend, i.e., the course with the latest end date in the scheduled enrollment, whether or not any other course(s) was completed prior to ceasing attendance.
- A student is not considered to have withdrawn if the student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
- A student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
- A student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student under § 668.2 for the payment period.
- Please note that all of the withdrawal exemptions apply to both undergraduate and graduate students as long as the student and program meet the underlying exemption criteria (i.e. the program is offered in modules, the students are graduates, etc.). Finally, a student only needs to meet one of the withdrawal exemptions to be exempt from R2T4.

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

- A student is not considered to have withdrawn if the student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
- A student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
- A student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student under § 668.2 for the payment period.
- Please note that all of the withdrawal exemptions apply to both undergraduate and graduate students as long as the student and program meet the underlying exemption criteria (i.e. the program is offered in modules, the students are graduates, etc.). Finally, a student only needs to meet one of the withdrawal exemptions to be exempt from R2T4.

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 or special circumstances to 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/University of the Southwest Institutional Aid Earned

The amount of Title IV federal aid assistance/ University of the Southwest institutional aid earned by the student is determined on a pro-rata basis up to the end of the 60% point of the term. For example: if the student completed 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 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 College's tuition and fee refund policy.

Repeated Courses

The repeat coursework policies for financial aid eligibility differ from the academic policies. Federal financial aid regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. Students may only receive federal financial aid funding for **one repetition of a previously passed course.**

- Students **CAN** receive financial aid for repeated courses (as long as the courses are required for the degree) in the following situations:
 - They can repeat the same course until a "D" or better is earned (Note: Satisfactory Academic Progress must also be met); **OR**
 - They have already passed the course with a "D" or better and they are repeating the course for the first time (can only repeat once after D is earned); **OR,**

- They have taken the course and withdrawn from it (received W).
- Students **CANNOT** receive federal aid for repeated courses (even if the courses are required for their degree), in the following situations:
 - They have already passed the course two times with a "D" or better and they are repeating the course again; **OR,**
 - They have already passed the course with a "D" or better and then repeat the course and earn an "F."

Scenarios	1 st attempt	2 nd attempt	3 rd attempt	Eligible for Aid?
Scenario 1	F	D	Enrolled	Yes
Scenario 2	D	C	Enrolled	No
Scenario 3	F	F	Enrolled	Yes

A student cannot use credits from an ineligible repeated course (as determined above) toward enrollment for financial aid purposes. If the student is taking 12 credits hours, including the three credit hours that are considered as a third repeat, only nine credits will count toward federal financial aid eligibility.

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.

Undergraduate transfer students who are admitted to USW with a cumulative GPA lower than the qualitative measure of 2.0 will be placed on financial aid warning for one standard term and SAP will be reviewed at the end of the first standard term 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 one week of a course start date, will be reports for non-attendance and administratively withdrawn by the Registrar. 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 why the student was not academically successful, what has changed that will now allow the student to be academically successful.

The Director of Financial Aid 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 warning. SAP progress will be reviewed at the term of probation (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 undergraduate student to have a cumulative completion rate of 85% and a GPA requirement of 2.5 for the standard term (a semester for face-to-face students and a module for on-line students) of the approved appeal. This will ensure progress in making up the previous deficiency.

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

Withdrawals are not allowed during this process.

Student Should Monitor Progress

Students are responsible to review their grades and compare their progress to the standards set forth in the Financial Aid SAP Policy to ensure that he/she are aware of their standing. As a student reviews their academic information, students are encouraged to proactively seek assistance. Example: Students could pursue additional help, arrange tutoring, or regularly discuss their academic work with their instructor(s). The student's responsibility to monitor their own academic progress is important especially as the evaluation may immediately affect their financial aid eligibility for the next term. Example: A face to face undergraduate'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 Executive Director of Financial Aid, awards may be reduced or other aid substituted for Institutional Awards, according to the student's need, circumstances, or eligibility for other types of aid.

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

Sources of financial assistance at University of the Southwest include:

Federally Funded Assistance

The Federal PELL Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG) are federally sponsored programs regulated by guidelines and formulas established by the government. Student loans are also available to students and parents through the Department of Education. The Federal College Work-Study program provides both on-campus and off-campus employment.

- To be eligible for the FSEOG, Federal Student Loan programs, or Federal Work Study, students must be enrolled for a minimum of half-time, 6 credit hours in a semester.
- To be eligible for the Pell Grant, students must be enrolled for a minimum of 3 credit hours in a semester.
- To continue receiving federal aid, at the end of the freshman year of attendance at USW, students must have earned a cumulative GPA of at least 2.0. In subsequent years, students must maintain a 2.0 GPA.
- Students awarded a student work-study position can receive on-campus or off-campus work assignments. Students holding these positions will be evaluated periodically as a requirement of continuing in these positions. If a student is terminated as a result of the evaluation, the decision to terminate may be appealed, in writing, to the Director of Financial Aid, whose decision will be final.
- All loan adjustment request must be made in writing to USW's Financial Aid Office.

State Funded Assistance

The New Mexico Student Incentive Grant and the New Mexico Work-study program provides funds for students. These particular programs are for New Mexico residents only. Availability of these funds is legislated by the State annually. State College Work-Study provides on-campus and off-campus employment. Work-study funds can be credited to student accounts.

- To be eligible for the New Mexico Incentive Grant, students must be enrolled for a minimum of half-time, 6 credit hours in a semester.
- To continue state aid, at the end of the freshman year of attendance at USW, students must have earned a cumulative GPA of at least 2.0. In subsequent years, students must maintain a 2.0 GPA.
- Students awarded a student work-study position can receive on-campus or off-campus work assignments. Students holding these positions will be evaluated periodically as a requirement of continuing in these positions. If a student is terminated as a result of the evaluation, the decision to terminate may be appealed, in writing, to the Executive Director of Financial Aid, whose decision will be final.

Institutional Awards

University of the Southwest awards many scholarships, hereafter referred to as Institutional Discounts. Students receiving \$8500 or more in University Grants and Mustang Awards must live in university housing if available. At the discretion of the Office of Financial Aid, all or a portion of the student's discount may be replaced by grants, work-study, or other sources of aid, depending on the student's eligibility for other aid. Institutional discounts are adjusted to zero each semester and no credit balance is carried forward to the next semester. Institutional discounts are available during standard terms of Fall and Spring.

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

To receive Institutional financial awards, students must be enrolled full-time.

University Grants

University Grants are offered to full-time, face to face, undergraduate students (unless otherwise specified in the grant verbiage) who are enrolled in courses offered on the campus of USW and who demonstrate eligibility for the identified award. Recipients of the University Grant are strongly encouraged to enroll in at least 14-16 hours per semester. Students must maintain the same GPA standard as is required for every individual grant eligibility throughout their enrollment at USW. Continued eligibility for awards will be reviewed annually for all student recipients; annual renewal will occur at the July Grant Committee meetings.

Total Institutional Grant awards cannot exceed \$17,000. Any student failing to meet academic requirements for grant renewal may be considered for grants with lower academic requirements.

Presidential Grant

An annual grant of up to \$12,000 for incoming students; 3.9-4.0 GPA and/or a 28 or above ACT score (comparable SAT). Must live on campus and must maintain a 3.5 cumulative GPA. ATHLETICS PORTION WILL BE 6K, ACADEMICS PORTION WILL BE 6K.

Scholar-Athlete Grant

An annual athletic grant is awarded to individual student-athletes from the athletic department. Athletic grants can be reduced if you live off-campus and if not enrolled for 12 credit hours. Scholarships cannot be awarded in conjunction with any other institutional grants. (Renewed every semester at the discretion of the University Athletic Department.)

Athletic Grant

An annual athletic grant awarded through the athletic department to individual student-athletes. These are renewed every semester. Scholarships can be combined with academic scholarships, but CANNOT exceed \$12,000 annually. Athletic grants can be reduced if you live off campus and are not enrolled in 12 hours.

Lea County & Surrounding County Grants

Any high school senior or community college graduate in Lea County and contiguous counties, could receive up to \$5,000 per semester. The grant amount is based upon transferred GPA, with a minimum 2.5 GPA. Prospect must also be a resident commuter. Student must also maintain a 3.0 GPA or higher in order to keep the grant. This grant cannot be awarded in conjunction with other institutional awards.

Local Matching Grant

Any Lea County prospect receiving a local scholarship may be awarded a matching sum of up to \$6,000. To qualify, prospect must be a Lea County resident and an incoming freshmen or transfer. This grant applies only to locally awarded scholarships. This grant cannot be awarded in conjunction with other institutional awards.

Tyler James Memorial Scholarship

An annual scholarship in the amount of \$2,000 (\$1,000 Fall semester and \$1,000 Spring semester) will be awarded to one student golf team member in memory of Coach Tyler James. Student must be a full-time undergraduate student taking at least 12 credit hours per semester. Preference will be given to students from Killeen, TX.

USW 2nd Chance Education Program Scholarship

The USW 2nd Chance Education Program is designed for incarcerated students to be able to receive a 4-year degree from USW at a discounted cost. Degrees offered through the 2nd Chance Education Program include a Bachelor of Arts and Sciences in Community Leadership and Social Engagement and a Bachelor of Business Administration in Management. Incarcerated students accepted into the program are eligible for a scholarship of up to \$5,081 a year to help with the cost of tuition.

Conditions for receiving the 2nd Chance Education Program Scholarship include:

- Students must be incarcerated. The discount in tuition is available only to students enrolled in the program while incarcerated.
- Students must have submitted all application requirements and been accepted into the program.
- Students must be enrolled full time (12 credits Fall / 12 credits Spring / 24 credits year).
- Complete and return the Free Application for Student Aid (FAFSA) form
- Complete and return notarized Family Educational Rights and Privacy Act (FERPA) forms

Donor Funded Grants

These are managed by the Scholarship Coordinator and therefore not part of this analysis/proposal.

USW Academic Discount Program -

Recent graduate with an associate's degree qualifies for a grant of \$4,000 per semester. This grant cannot be awarded in conjunction with any other institutional grants. To qualify student must:

- Have an associate's degree compatible with USW programs.
- Open only to commuter, face to face.
- Full-time enrollment (12-18 hours), consecutive semesters. (Director will determine number of semesters).
- Enroll in and complete additional 9 hours of USW institutional requirements within established time frame.
- Maintain cumulative GPA of 3.0 at USW to remain in the program.

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 Officials (SCO) for assistance.

University of the Southwest
Sandy Wilkinson, Melissa Williams School Certifying Officials
6610 Lovington Highway 507
Telephone: (575) 492-2167; 833-879-4723 ext. 701

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 ®

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.

Students must also adhere to the following:

- Students must complete a Parent School Letter request form each semester. The student MUST inform the SCO if the student changes their courses, course section, or degree objective after completing the parent school letter request form.
- NO Parent School Letters will be issued without receipt of an enrollment schedule listing the courses the student is requesting to be approved for the Parent School Letter.
- Students are strongly encouraged to utilize early enrollment periods for parent school letters. Non-USW degree seeking students will not be certified for USW courses until an APPROVED Parent School Letter is received from the degree granting institution.
- Military credit evaluations are free. You will also need to bring in your DD-214's and DD-295's, or any military certificates of completion (if not on the DD-214's and DD-295's etc.) to the SCO for the evaluation to be done. You may also supply an AARTS transcript, but please make sure that all courses are listed on the transcript.
- Air Force personnel need to have a CCAF (Community College of the Air Force) transcript sent to USW-Admissions. This is a fully accredited institution, and you should automatically be enrolled in CCAF as an Air Force member.
- Prior evaluated military credit will not be re-evaluated by USW. The university accepts evaluation that has been officially recorded on accredited institutions of higher education. Students must have a paid enrollment at USW before the military credit evaluation will be done.

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

Tuition and Fees

Tuition	Semester	Annual
<u>Full-time Undergraduate Student:</u>		
12-18 credit hours	\$8,500	\$17,000
Over 18 credit hours	\$599	per credit hour
100% Online Undergraduate Student	\$499	per credit hour
<u>Part-time Undergraduate Student:</u>		
1-11 credit hours	\$599	per credit hour
<u>Room and Board (per semester)</u>		
<u>All Residence Halls</u>		
Double Occupancy	\$2,350	
Single Occupancy	\$3,470	
Housing Fee	\$100/year (non-refundable)	
19 Meal Plan	\$2,055	
<u>On-Campus Apartments (per semester rate)</u>		
Double Occupancy	\$2,350	
Single Occupancy	\$3,470	
<u>Other Fees</u>		
Diploma Replacement	\$50	
Return Check Fee	\$35	
Stop Payment Fee	\$35	
Student Service Fee	\$100	
Payment Plan Fee	\$50	
Late Payment Fee	\$30	
Housing Key Replacement Fee	\$50	
Housing Fob Replacement Fee	\$50	

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, course fees, and charges as deemed necessary.

Payment of Charges

The University of the Southwest operates on a semester system for payment of tuition, course fees, room, and board. All charges for tuition and course 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 a.m. – 5:00 p.m. 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.

Following the tuition due date for any term if a student owes a balance a hold will be placed on the students account which could prevent the following:

- Release of Academic Records
- Registering for future terms

Non-Payment or falling behind on payments will keep athletes from participating in their sport and all transcripts and diplomas will be withheld until all financial obligations are paid. Any student who gives a check for insufficient funds to the University will be subject to a \$35 Non-Sufficient Funds charge.

Late Payments

All charges of tuition and course 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 or within the grace period. Late payments will be charged \$30 for each payment past due.

Refund Policy

Schedule Changes

Students will receive a 100 percent refund of tuition for classes dropped no later than 11:59 p.m. Mountain Standard Time the Sunday after classes begin for the regular terms and the third 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 11:59 p.m. Mountain Standard Time the Sunday after classes begin for the regular terms and the third 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 student must actively participate by Week 1 of an 8-week course and by Day 4 of a 5 Week course**. Failure to participate in Week 1 prior to 11:59 p.m. Mountain Standard Time 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 11:59 p.m. Mountain Standard Time the 1st Sunday after classes begin will receive a 100% refund of tuition, course fees, room, and board. Students completely withdrawing from the university on or before the third day of the term of any term less than 8 weeks in duration will receive a 100% refund of their tuition, course fees, room, and board. After the above dates no refunds will be issued for any tuition, course 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:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct Loan Plus (Parent or Graduate Student)
4. Pell Grant
5. FSEOG

6. Other Title IV Program

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

For face to face and on-line undergraduate students, a standard term is two 8-week modules which comprise a semester. In an academic year, undergraduate students are offered aid packages in the Fall and Spring semesters only.

A payment period, is a semester for undergraduate students or two combined modules for on-line undergraduate students.

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 attends 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

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 1 of an 8-week course, and by the end of day 4 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 the student’s courses are listed as “Never Attended”, the Registrar’s Office will administratively drop the student from all their courses. The student will be notified of such action via email.
- In the event a student was listed in error as “Never Attended”, the instructor will update the roster to “Attended” and the Office of the Registrar will reinstate the student back into the course(s).

Withdrawals Automatic “W” Period

- The student must initiate and complete the withdrawal request during the Automatic “W” Withdrawal period which is the first 60 percent of any term. The last day to withdraw will be the next working day after 60 percent of the specific term has elapsed.
- To initiate a withdraw, the student must submit a Drop/Withdraw Request Form via the web.

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. (See Refund Policy)

Leave of Absence

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

Suspension, Dismissal or Termination

After following due process, a University official may administratively withdraw a student for academic or disciplinary reasons. These types of withdrawal include:

- Academic suspension (mandated leave of absence.)
- Academic expulsion (permanent dismissal from the University.)
- Disciplinary suspension (mandated leave of absence.)
- Disciplinary expulsion (permanent dismissal from the University.)
- Termination (mandated withdrawal from a graduate program.)

Distance Education Attendance/Participation

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

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

To review the current Federal Student Aid Handbook, please click here <https://fsapartners.ed.gov/knowledge-center/fsa-handbook/pdf/2022-2023> .

Academic Renewal

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

Renewal Procedures:

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

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

Transcripts

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

Transcripts will be put on hold if the student has an active Business Office hold or a Financial Exit Counseling hold.

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 and personal email.

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 to be conferred.

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. 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.

Undergraduate Academic Policies & Programs

Undergraduate Academic Policies

University of the Southwest is committed to providing equal educational opportunities for candidates without regard to race, color, gender, disability, or national origin. As an independent educational institution, the University reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the mission and purposes of the University.

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 or she selects. Familiarity with the published policies and frequent counseling with university personnel will contribute to a happy and productive college career.

Non-Discrimination Policy

University of the Southwest admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. USW does not discriminate on the basis of race, color, national and ethnic origin, physical handicap, or sex in the administration of its educational policies, admissions policies, scholarship and loan programs, athletics and other university-administered programs.

Academic Records

Once submitted, academic records and transcripts become a permanent part of the student's records at University of the Southwest and will not be returned. 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.

Classification

Units of college credit are expressed as semester hours. Each hour represents one class hour per week or a minimum of two hours of laboratory work per week. Student classification is based on the following numbers of semester hours earned toward a degree.

Freshman (First year)	0 – 30
Sophomore	31 – 60
Junior	61 – 90
Senior	91 – 120

Full-time Student: A student who is enrolled in at least 12 semester hours.

Part-time Student: A student who is enrolled in less than 12 semester hours.

Half-time Student: An undergraduate student who is enrolled in at least 6 credit hours but less than 12 credit hours in a term.

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	0 to 59	0.00	*CR	Credit
			*NC	No Credit

*Are not included in calculating the GPA.

The Grade Point Average (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.

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. A student's financial aid or academic progress may be impacted 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. An incomplete is generally reserved for students with extenuating circumstances, such as medical emergencies or military leave.

An Incomplete Form must be requested by the student to the faculty member teaching the course 4 days prior to the course ending. The faculty member will determine if student has attended at least 67 percent of the course along with evaluation of extenuating circumstances. The incomplete form will be submitted to the Dean for final approval. Approved incompletes will be sent to the registrar for processing of the "I." Faculty member will need to submit a grade change form to replace the "I" with grade of completed work or if no work was completed the earned grade of the course.

Repeating Courses

A student may repeat a course to improve GPA. A course may only be repeated a maximum of three times. 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.

Student Load

The normal full-time student load is 12 to 18 semester hours for each fall and spring semester. A student may take more than eighteen (18) hours only with the approval of the academic advisor, in consultation with the Dean. Additional course work taken without prior written approval from USW may not be accepted for transfer credit. A full load during summer session is determined by the length of the session.

Freshman Orientation Course

Freshman Orientation is a required course for Transfer Students with a GPA of 2.0 or lower and less than 15 earned credit hours and all First Time Freshman. It is a one-hour, face-to-face course that will assist in acclimating new students to our campus culture, introducing them to resources for student support, and informing them of the important role of servant leadership in the lives of our faculty, staff, and students.

Double Major

To complete a double major at USW, a student must meet the following requirements for graduation:

- The student must first declare the primary and secondary major areas of study.
- Complete all requirements specified for the primary major area of study along with a minor area of study.
- Complete 30 semester hours in the secondary major area of study (duplicate courses may not be counted for both majors.)
- Double majors require a minimum of 150 credit hours.

Only one diploma will be issued; however, both majors will appear on the official transcript.

Second Bachelor's Degree

To receive a second bachelor's degree from University of the Southwest, a student must meet the following requirements:

- Complete a bachelor's degree from an accredited institution.
- Complete a minimum of 30 additional semester hours at USW and at least 15 hours must be in the declared major.
- Fulfill all requirements specified for the major, including prerequisites and GPA requirements.
- Complete 6 hours of religion and USW 2233: Servant Leadership. (may be included in the 30 semester hours earned at USW.)

Honors

Bachelor degree students who have earned 60 or more hours at USW must meet the following GPA standards to earn the corresponding academic distinction:

4.00	Summa Cum Laude
3.90 – 3.99	Magna Cum Laude
3.80 – 3.89	Cum Laude

Special Awards

President's List recognizes degree-seeking students who have achieved a 4.00 semester GPA while enrolled in at least 6 semester hours.

The Chief Academic Officer's List names degree-seeking students who have achieved a 3.70 semester GPA while enrolled in at least 6 semester hours.

Awards Presented at Graduation

- President's Award is given to the graduating senior who best represents the ideals of the University on campus.
- Academic Achievement Award goes to the graduating senior with the highest overall GPA who has completed at least thirty (30) semester hours at USW.
- Trustees' Award is an honor given to the graduating senior who best represents the ideals of the University in the community.

Dean's Award goes to the graduating master's candidate believed to best exemplify the spirit of quality in the graduate program.

Academic Integrity

Honesty is expected of all members of the USW community. Indeed, the university's mission statement recognizes integrity and personal responsibility as core components. Academic dishonesty is defined as an act of academic fraud. This policy includes, but is not limited to: cheating on exams by use of unapproved materials or copying from another student, plagiarism on papers, theft of academic documents, alteration of academic documents for any purpose, impersonation by permitting another person to substitute for oneself at an examination, interference with

or sabotage of the work of any other person through vandalism or theft, or helping another to commit fraud in any of the above-mentioned ways.

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 syllabus 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.

Academic Good Standing

Students are considered in Good Standing if they maintain a cumulative grade point average (CGPA) of 2.00 or greater.

Academic Probation

If a student's cumulative GPA falls below a 2.00, the student will be placed on Academic Probation for the following 8 or 16-week semester. 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 semester:

Academic Probation Requirements:

Once on probation, the student must meet the following requirements

- Earn a minimum semester GPA of 2.200.
- Meet with your academic advisor prior to registration.
- Register no more than 15 semester credit hours
- Maintain satisfactory progress towards graduation.

If a student on Academic Probation meets the Academic Probation Requirements but fails to achieve a CGPA of 2.00, 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 the following 8 or 16-week semesters will result in Academic Suspension.

If at any time, a student's CGPA meets the minimum requirements of 2.000 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.

Continued Probation Requirements

A student will remain on continued academic probation until the student has a cumulative GPA of 2.0.

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 during the following 8 or 16-week semester including summer terms and mini terms until the student is readmitted to the university. Academic Suspension will be indicated on the student's academic record. Students are notified of their academic suspension status via USW Mustang Mail.

Length of Academic Suspension

- A student's First Academic Suspension will be for a period 8 or 16-week semester.
- A student's Second Academic Suspension will be for a period of one year (12 months).
- A student's third Academic Suspension is Final Dismissal from USW without a possible readmission.

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.

Readmission after Suspension

A student placed on Academic Suspension must petition to his or her dean for readmission. If the student has not declared a major or is a non-degree-seeking student, the student must petition the Dean.

The Dean must approve the readmission of all students previously placed on Academic Suspension.

A student that is readmitted may be subject to additional probationary conditions placed upon them by the dean. Such additional probationary conditions may be individual to the student and his or her academic circumstances, but will be designed to encourage the student to reach Academic Good Standing and be eligible for Graduation.

A student who reenters the University after Academic Suspension will reenter on Academic Probation.

Changing Majors

A student may decide that his or her interests and skills are better matched to a different academic discipline. Students who wish to change majors must complete the "Request to change Academic Information" form, and meet with academic advisor for new major. When changing majors, a student will automatically be updated to the most current academic catalog.

If a student has been placed on Academic Suspension and wishes to select a different academic discipline, the student must first complete the "Request to Change Academic Information" form prior to petitioning for readmission. If the form is approved, the student must petition to the new Dean for readmission.

Grade Appeal Process

During an Academic Term (3-, 5-, 8- or 16-week terms)

If a student is concerned about or questions a grade earned on a course assignment, the student must contact the instructor to discuss his or her concern. If a mutually acceptable decision is not reached, the student may then contact the Dean of the school 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 via their Director of Admissions & Student Support.

- 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:
 - The Instructor
 - The Dean of the program offering the course
 - 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 Chief Academic Officer detailing in what way his/her grade assignment was prejudiced, arbitrary, or otherwise improper.
- The Chief Academic Officer 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.

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, Room 144.

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 in the Mabee Teaching and Learning Center.

Contact the Director of the Office of Special Services, at (575) 492-2142, located in Room 144.

Academic Advising

All students will meet with the Director of Admissions & Student Support of their specific field of study.

Degree Plan

A degree plan will be prepared prior to initial registration for each individual student. The student will be expected to follow the degree plan under the catalog year in which the student began classes. If the student changes majors or degree plans, the student will be automatically updated to the most recent academic catalog. It is important for the student to follow the guidelines on the degree plan and periodically check in with his/her academic advisor to make sure he or she is on track.

Class Attendance

Each student is responsible for his or her attendance in the classroom. Prompt and regular attendance is expected and is considered an indicator of interest and responsibility. Students are reminded that missing class does hinder progress and performance in the class and may therefore affect grades.

The University reserves the right to assess cases of nonattendance on an individual basis. Students who accumulate excessive absences may earn a failing grade in the course.

Adding or Dropping Courses

Courses may be added or dropped during the add/drop period of each semester 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 and in the student portal. Schedule changes are the responsibility of the student and will not be initiated by faculty or the Registrar.

Sources of Alternative Academic Credit

University of the Southwest accepts transfer credits and will consider awarding academic credits from the sources outlined below. Students are responsible for providing official documentation (transcripts, certificates of completion, test scores, etc.) to the University Registrar 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.

Transfer Credits

All academic courses successfully completed at a accredited college or university are transferable; however, the University reserves the right to determine what constitutes an academic course. Students are responsible for providing official documentation (transcripts, certificates of completion, test scores, etc....). An Academic Advisor, in communication with the appropriate academic department, will evaluate completed coursework and determine which credits will transfer to USW.

You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of USW and of any other educational institutions to which you may want to transfer USW credits in the future.

There is no limit on the number of credits that can transfer to USW. However, to receive a USW degree, students must complete at least 40 credit hours of upper-division courses and a minimum of 30 hours must be completed at USW as part of the requirements for the plan of study.

While efforts are made to maximize the number of transfer credits according to this policy, credits earned from another program or institution may not be transferrable. Work completed at another institution can be considered for credit if all the following conditions are met.

Transfer Credit is Awarded for:

- Credits for all courses passed with a letter grade of D or higher at accredited institutions for core and electives.
- A grade of C or higher will transfer for credit towards the major/emphasis/minor on your degree plan.
- The course is substantially similar to USW courses.

Alternative Transfer Credits

- Advanced placement (AP) credit is granted to students who have taken the appropriate advanced placement examination and scored a 2 or higher. Students must request that their test scores be forwarded to USW Office of Admissions and Academic Affairs from AP Services.
- Dual Credit
- College Level Exam Program (CLEP) subject or general examinations may be taken prior to entering the University. If a student has passed a CLEP examination, the student may request an official CLEP transcript be sent to USW by visiting <https://clep.collegeboard.org/about/score>.

Other Transfer Credit Guidelines

- Grades earned at other schools are listed on your USW transcript, however transfer courses are never counted in your USW GPA.

- With the exception of the nine (9) hours associated with USW Institutional Requirements, the undergraduate Core Curriculum course requirements will be waived for students who earned an Associate in Arts or Associate in Science degree prior to matriculation at USW. However, students will still need to meet the minimum 120 hours toward completing a bachelor degree, so may need to take additional Electives to ensure adequate credits have been earned.
- Almost all credits earned at community and technical colleges are considered to be lower-division credit.
- Courses satisfactorily completed elsewhere toward the intended major or needed to fulfill the 40 upper-division credits requirement must be evaluated by the appropriate academic department for specific applicability.
- Credit hours transfer in at face value and will be transferred in as the same number of hours for which the student received credit at the other school. If the previously attended school operates on semester hours, these transfer to USW as is. If the school operates on quarter hours, the transferable credits will be converted to semester hours.
- A lower level course that is transferred for an upper-level course does not count towards the upper-level hour requirement.
- Credit earned more than 20 years prior to matriculation at USW will be subject to evaluation to determine acceptability.

Transfer Credit is Not Awarded for:

- A repeat course for a non-passing or low grade received at USW.
- A class taken outside of USW if that same course has been awarded credit at USW.
- "Credit by Examination" or placement exams completed at other colleges.
- Courses taken pass/fail will not be eligible for transfer.
- Courses taken in residence may not be repeated at another school for degree credit.
- No course may be transferred post matriculation that will substitute for USW 2233.
- Upper level, transferred courses with a grade lower than C may not be counted among the 40 upper-division credits required for graduation.
- Remedial, developmental, or intermediate coursework.
- Duplicate, overlapping, or regressive coursework.

Submitting Transcripts

Official transcripts submitted through an electronic transcript service (Parchment, for example) should be directed to the Office of Admissions and Academic Affairs email address: admissions@usw.edu.

Check with your university's registrar or records office about sending official transcripts to USW electronically. Transcripts that are scanned or emailed by the student are not considered official and will not be accepted.

Official paper transcripts may be mailed to USW's Office of Admissions and Academic Affairs:

University of the Southwest
 Office of Admissions and Academic Affairs
 6610 N Lovington Hwy Ste T-40
 Hobbs, NM 88240
 800-530-4400
admissions@usw.edu

Authorized Accrediting Organizations

HLC—Higher Learning Commission
 MSA—Middle States Association of Colleges & Schools
 NWCCU—Northwest Commission on Colleges & Universities
 NEASC-CIHE—New England Association of Schools & Colleges
 SACS—Southern Association of Colleges & Schools
 WASC-ACCJU Western Association of Schools & Colleges for Community & Junior Colleges
 WASC-ACSCU-Western Association of Schools & Colleges for Senior Colleges & Universities

Assessed Credit

Education achieved in a non-collegiate setting such as military service school or certain civilian employee training programs may be assessed for appropriate academic credit. The assessment is based on recommendations of organizations generally recognized as an authority by the higher education community.

Concurrent Enrollment

USW allows undergraduate students to enroll in other accredited school courses while enrolled in USW courses, however students must follow the USW transfer credit policy. Approval must be granted by the Office of the Registrar prior to concurrent enrollment and before transfer credit will be placed on the USW transcript.

Undergraduates in Graduate Courses

Undergraduates completing a Bachelor's degree may enroll in 9 hours maximum of graduate courses to complete their degree. Students must have a minimum 3.0 GPA, be in their last semester of completion, and have full approval from the Dean of their School. Upon graduation, students may use these 9 hours towards their Master's degree.

International Transfer Credit

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

Directed Study Policy

Directed studies may be offered in extraordinary circumstances to provide students appropriate educational experiences; however, they are not encouraged. Following are the guidelines for requesting a directed study:

1. Student must seek approval from and submit a written request to his/her Academic Advisor.
2. The Academic Advisor will determine if a Directed Study is necessary or if there is a course substitution that can be made.
3. If such a substitute cannot be found, the request must be forwarded to the Dean who will also attempt to find an alternative solution. If no alternative solution can be found, the Dean will secure a faculty member to supervise the directed study.
4. The request is then forwarded to the Chief Academic Officer for approval.
5. Once the appropriate parties have approved the request, it is forwarded to the Registrar, added to the schedule and the student is registered.

Student Requirements:

- Overall GPA of 3.00 or above
- Matriculated, degree-seeking student
- Completed at least fifteen (15) semester hours of course work at USW
- Accept the requirements stated in the syllabus prior to registering for a directed study
- Abide by the schedule and timeline set by the instructor
- Fulfill all requirements as set forth in the course syllabus

Faculty Requirements:

-

- Produce a course syllabus consistent with the curricular content of the subject
- Establish a calendar for student progress
- Commit the time necessary to assist the student in the learning process

Undergraduate Academic Programs

Student Learning Outcomes

Students share in the responsibility for a successful university educational experience. Upon completion of their degree and regardless of disciplinary major, undergraduates are expected to demonstrate ability in five essential areas.

Communication and Technical Writing

Students will demonstrate the ability to communicate clearly and effectively in both an oral and written format.

Knowledge

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.

Critical Thinking

Students will demonstrate the ability to access and interpret information, respond, and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Academic & Professional Integrity

Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.

Servant Leadership

Students will demonstrate awareness and understanding of the skills necessary to serve others and their community in a diverse and changing world.

Bachelor of Arts

General Information

- Forty of the total number of hours must be upper division (Jr/Sr level) hours.
- Students must have a 2.50 GPA in the major for graduation.
- Students must have a 2.00 cumulative GPA in order to graduate.
- Courses with grades below an "A" may need to be repeated in order to satisfy GPA and degree requirements.
- Students earning a D in any courses designated as major or minor courses must be retaken.
- 6 hours of religion and 3 hours of servant leadership are required at USW.

All undergraduate degree plans will share the same core curriculum or general education requirements.

Christian Studies

USW's Bachelor of Arts major in Christian Studies is designed for students wishing to pursue careers in Christian ministry, and is also appropriate for church staff and laypersons who serve in their churches and wish to engage in disciplined theological study.

Community Leadership and Social Engagement

Is a degree offered by USW for the University's 2nd Chance Education Program. It is an interdisciplinary program meant to prepare the graduate to effect positive community change through best practices in leadership, communication, ethics, and Christian studies.

General Studies

The General Studies degree plan allows students to engage in study across the disciplines—for example history, mathematics, sociology, psychology, literature, and religion—while also allowing students to choose their own academic emphases and to explore more in depth a particular area of study, as long as the basic requirements of the degree plan and of the University are met. This "generalist degree" offers an employer proof that an applicant has developed good skills in judgment, critical thinking, and analysis. This degree plan is typically for those students who already have a significant number of college credits completed from previous years of schooling, but were unable to finish their degrees at that time.

Minors

All USW majors may be a minor. Contact the appropriate Director of Admissions and Student Support to obtain the appropriate courses for each minor. Additional minors include Chemistry, Leadership, and Mathematics

Bachelor of Science

General Information

- 40 of the total number of hours must be upper division (Jr/Sr level) hours.
- Students must have a 2.50 GPA in the major for graduation.
- Students must have a 2.00 cumulative GPA in order to graduate.
- Courses with grades below an "A" may need to be repeated in order to satisfy GPA and degree requirements
- Students earning a D in any courses designated as major or minor courses must be retaken.
- 6 hours of religion and 3 hours of servant leadership are required at USW.

Biology

Bachelor of Science (B.S.) in Biology is designed to allow students to obtain the comprehensive, solid knowledge in biological sciences.

- **General Biology:** This degree plan prepares students for a variety of careers including conservation biologist, environmental site assessment scientists, government employee, biological graduate programs at universities, lab technicians in hospitals and research centers, high school teachers of biology/science, and technical sales and service representatives.
- **Pre-Medicine:** The Bachelor of Science (B.S.) in Biology with in Pre-Medicine is designed to allow students to obtain the comprehensive, solid knowledge in biological sciences and especially in medical sciences. This degree plan prepares students for the following careers, such as medical school admission, graduate school admission, lab technicians in hospitals and research centers, high school teachers of biology/science, medical business, and government employee in public health.
- **Pre-Nursing:** Pre-Nursing is a BS degree in Biology that fulfills the pre-reqs for admission to the majority of nursing schools and can be tailored to the individual student. This degree plan will also allow students to pursue traditional employment related to biology if they do not go to their intended health profession school.

Exercise Science

The Bachelor of Science in Exercise Science prepares students for application into careers in health and wellness, human fitness, work site health promotion/corporate fitness, personal training, clinical exercise physiology, cardiac rehabilitation, and other related fields. Preparation is also provided in fitness management, program management, sports skills development and enhancement, strength and conditioning and related topics.

Psychology

The Psychology program provides students with foundational knowledge in psychology, human growth and development of the mind and behavior. Their learning will center on the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology with view to practical applications. Upon completion, students will also be prepared to use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.

Minors

All USW majors may be a minor. Contact the appropriate Director of Admissions and Student Support to obtain the appropriate courses for each minor. Additional minors include Chemistry, Leadership, and Mathematics.

Bachelor of Business Administration

General Information

- 40 of the total number of hours must be upper division (Jr/Sr level) hours.
- Students must have a 2.50 GPA in the major for graduation.
- Students must have a 2.00 cumulative GPA in order to graduate.
- Courses with grades below an "A" may need to be repeated in order to satisfy GPA and degree requirements.
- Students earning a D in any courses designated as major or minor courses must be retaken.
- 6 hours of religion and 3 hours of servant leadership are required at USW.

Accounting

A specialty in accounting offers superb career opportunities. Most accounting majors are hired by their last semester of study and often times there are more jobs than graduates to fill them. Accounting graduates work in public accounting as auditors, tax specialists and consultants; in private firms in both financial and cost accounting and for governmental and not-for-profit entities as internal auditors and financial accountants. Completion of required

coursework can lead to licensing as a Certified Public or Managerial Accountant or graduate degrees in accounting or law.

E-Commerce

The BBA with emphasis in E-commerce provides a fundamental understanding of the tools and processes used to; conduct business electronically, engage in virtual marketing campaigns, maintain customer contact, and support via the internet, and develop competitive strategies to operate a successful e-business. The courses in this emphasis focus upon the implementation of virtual business media.

Energy Management

The BBA with emphasis in energy management provides students with the skills required to pursue a career path in the energy sector. Grounded in business concepts, energy management focuses upon relevant topics from other disciplines including; contracts, tax, leasing and law, renewable energy, sustainability, and corporate social responsibility. Courses in this emphasis are designed to provide a foundation for success as an energy professional and/or consultant.

Finance

The BBA with emphasis in Finance provides a fundamental understanding of financial markets, the role of financial institutions, general investment criteria, and the processes used for making sound financial business decisions. The courses in this emphasis area focus upon the implementation of quantitative analysis tools and build the foundation for success as a financial professional.

Global Business Management

A specialty in Global Business Management prepares the student to meet the challenges of a global marketplace. USW has combined our marketing and management degrees into this comprehensive specialty. Students will receive instruction in accounting, economics, finance, law, management, and marketing, all with an emphasis in a global environment. Upon completion of coursework, students will qualify for entry-level management positions or can pursue graduate degrees in business or other areas.

Healthcare Management

The BBA with emphasis in healthcare management provides a solid background in business fundamentals, followed by an engaging study of the topics relevant to the healthcare industry. This emphasis area allows business students to acquire the knowledge and skills common to non-medical healthcare professionals, and effectively transition to managerial and administrative roles in hospitals, health care facilities, insurance companies, pharmaceutical companies, and other health service organizations

Hospitality Management

The BBA with emphasis in hospitality management is a professional program emphasizing core business fundamentals with a focus on the topics relevant to the hospitality and tourism industries. This emphasis area prepares business students for managerial and administrative roles in hotels, tourism companies, tradeshow and convention hosting, food service, and other hospitality service organizations.

Management

The Bachelor of Business Administration with the Management emphasis includes courses in each business discipline. Courses include accounting, business law, finance, management, marketing, human resources, managing diversity, strategic planning, leadership, and effective organizational teams. The Management emphasis is designed to provide the business professional with a 21st Century education.

- Program also available for the University's 2nd Chance Education Program.

Marketing

The BBA with emphasis in marketing provides students with the skills required to develop and implement effective marketing strategies in the new economy. These skills include recognizing promotional opportunities, building brand awareness, creating pricing strategies, and utilizing technology in marketing campaigns. Courses in this emphasis are designed to provide a foundation for success as a marketing professional.

Sports Management

A specialty in Sports Management prepares students for a variety of positions in the domestic and international sports industry. These include general manager of a professional sports team, sport equipment sales, radio announcers, corporate sports department, recreational directors for public, private, and not-for-profit organizations, directors of sports arenas and sports agents. The students will gain a foundation in economics, management, sociology, project planning and law with a strong emphasis on hands-on applications so that learning is specific to the sports industry.

Bachelor of Science in Education

The Education Faculty offers coursework leading to a Bachelor of Science Degree in Early Childhood Education, Elementary Education, Secondary Education, and Special Education K-12 (SPED). Candidates seeking Elementary Education, Secondary Education, and Special Education K-12 (SPED) select teaching fields from the following areas: Language Arts, Mathematics, General Sciences, or Social Sciences. The Teacher Education Program is approved by the New Mexico Secretary of Public Education.

General Program Requirements

The general education program is designed to provide broad educational experiences for students as determined by the "purposes of common needs" of students. These learning experiences are provided to equip students for a higher level of personal and social effectiveness; provide a base for productive citizenship; develop a useful perspective of their cultural, political, scientific, and economic environment; and establish proficiency in the tools of communication. The general

Kinesiology - Self - Design

The BSE in Kinesiology provides extensive knowledge in human physiology and movement. Topics covered include: Care and Prevention of Athletic Injuries, Kinesiology, Biomechanics, Fitness Testing, and Exercise Prescription. Students create an individualized program of study from 33 self-design credit hours. The BSE in Kinesiology prepares candidates to be athletic trainers or work in recreational facilities. This degree is best suited for students who desire to improve people's overall health and wellness.

Kinesiology and Health Education

The BSE in Kinesiology and Health Education offers competencies in human physiology and movement, focusing on the sciences. Topics covered include: Care and Prevention of Athletic Injuries, Kinesiology, Biomechanics, Fitness Testing, and Exercise Prescription. Candidates take 42 credit hours of kinesiology, 24 credit hours of science courses, and 9 credit hours of education courses. This program prepares students for professions in rehabilitation centers, personal training, and fitness centers.

Teaching & Learning Self-Design

The BSE in Teaching and Learning is a non-licensure track that offers candidates the opportunity to tailor their program of study. Students take core education courses and choose 51 credit hours of additional education courses. Candidates will gain knowledge and skills in learner diversity, learning environments, instructional practice, and professional responsibility. This customizable program is best suited for professions in education nonprofits, youth development, or community programs.

education and institutional requirements for all bachelor's degrees are as follows, except for education majors:

Note for Education Majors: Education majors are required to complete credit hours beyond the number of credit hours specified in the General Requirements. Education majors therefore should consult the Education portion of this Catalog and/or USW's College of Education for additional requirements. Education majors may go online to the New Mexico Public Education Department for information on the requirements for teaching licensure (certification) in New Mexico.

New Experienced Teachers (NExT+) Program

New Experienced Teachers Program (NExT+) Program allows experienced educational paraprofessionals to earn undergraduate credit through a prior learning assessment portfolio submission process. Prior learning is knowledge acquired through work, professional development training programs, independent study, volunteering, or community service. Candidates may obtain up to 30 credits based on prior learning experiences that align with course learning outcomes. Credits earned will apply toward an undergraduate degree in education at University of the Southwest. Candidates must have 5 years of work experience as a paraprofessional in a PreK-12 classroom to apply to the NExT+ Program.

Teacher Education Program (TEP)

University of the Southwest provides a strong teacher preparation program. All education majors take a common core of pedagogical courses and then select either the elementary, secondary, K-12 SPED or PreK-3rd ECE block appropriate to their career goals.

Admission to TEP

All candidates who intend to become licensed or certified teachers must apply for admission to the Teacher Education Program (TEP). Admission to the University does not guarantee admission to the Teacher Education Program. Students are invited to apply to the TEP after completion of 45 semester credit hours towards degree. All education candidates are required to meet the following minimal eligibility criteria to be considered for provisional or conditional admission to the Teacher Education Program.

- Must be fully admitted to University of the Southwest and be in good standing;
- Must have completed at least 45 semester credit hours. Transfer students who enter the University after their sophomore year must apply when they meet the eligibility criteria;
- Must have an overall cumulative GPA of 2.75 or better;
- Must submit the completed Teacher Education Program application packet;
- Must have completed a successful admission interview with the TEP committee.

Candidates should carefully review the TEP Application Packet for details on admission to the Teacher Education Program. The TEP packet is made available during the Teacher Education Program meeting held every semester to students who have been identified as meeting criteria for admission. Admission to the TEP is not guaranteed by satisfying the minimal admission requirements. Candidates admitted to the Teacher Education Program are subject to all University academic and general policies as well as those specified for the teaching license. Any action taken by the New Mexico Legislature or the New Mexico Secretary of Public Education which affects teacher licensure supersedes requirements stated in this Catalog. Candidates should consult the College of Education or their academic advisors about the New Mexico Teacher Assessment (NMTA). Generally, candidates should take the Content Assessment during the semester they complete the coursework in their teaching fields.

Candidates who require alternative arrangements for the NMTA because of a disability must apply for special arrangements through the National Evaluation Systems, Inc. Information on alternative testing arrangement is in

the NMTA Registration Bulletin. Candidates may register for the NMTA and obtain the Bulletin on the Internet at www.nmta.nesinc.com.

Until an education major receives full admission to the TEP, the candidates are limited to the 1000 & 2000 level courses in Education prior to meeting the criteria for admission to the TEP. A delay in application for admission to TEP or failure to meet requirements may result in prolonging program completion. Candidates are encouraged to take the NMTA competency exams prior to or during the semester of their student teaching experience.

Teacher candidates are expected to demonstrate the skills, knowledge, and dispositions that will enable them to address the needs of all learners. They are required to master the entry-level competencies and standards identified by the University, the Secretary of Public Education, and designated professional organizations. If a candidate seems to be inadequate in any of these professional requisites, at the discretion and professional judgment of the faculty, the candidate may be required to appear before an Academic Review Committee. The Committee may recommend a variety of actions, ranging from developmental procedures to withdrawal from the Teacher Education Program.

Full Admission to Student Teaching or Intern Teaching

Admission and approval to the professional semester (intern teaching) is by administrative action. Application is filed with the Dean, or Director of Admissions and Student Support of the College of Education. The candidate's record is evaluated to determine if the following requirements have been met:

- Apply for admission by completing appropriate forms in the College of Education.
- Be a candidate in good standing, formally admitted to the Teacher Education Program.
- Have completed all the required professional education courses.
- Have completed all the courses for teaching field/endorsement areas.
- Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (Also required for graduation.)
- D's or F's must be repeated, but no more than two times. Candidates who fail to pass course work in professional education (major) and/or the teaching field (minor) must contact their advisor to explore other degree options.

Application for Teaching Licensure

Admission to the teaching profession is achieved through application and qualification for a teaching licensure. Applications may also be obtained online from www.nmped.com, the website of the Public Education Department. The completed application and official transcripts of all work attempted is to be filed directly with the Public Education Department after the teacher education program has been completed and/or bachelor's degree requirements have been fulfilled. The responsibility for filing the application with the Public Education Department and providing official transcripts rests with the individual.

Requirements for New Mexico Licensure are recommended by the Professional Practices Standards Commission (PPSC) and submitted to the Public Education Department for review.

Course Descriptions

Academic Course Identification

ACT	Accounting	FIN	Finance	LED	Leadership
ART	Art	GEOG	Geography	MUS	Music
BIO	Biology	GEO	Geology	NPM	Nonprofit Management
BUA	Business Administration	HLTH	Health	PHI	Philosophy
CHE	Chemistry	HCM	Healthcare	PHE	Physical Education
COMM	Communications		Management	PHY	Physics
CSI	Computer Science	HIS	History	POS	Political Science
CRJ	Criminal Justice	HSM	Hospitality	PSY	Psychology
EBUS	E-Commerce		Management	REL	Religion
ECE	Early Childhood	KES	Kinesiology & Exercise	SCI	Science
	Education		Science	SOC	Sociology
ECO	Economics	LIN	Linguistics	SPA	Spanish
EDU	Education	MGT	Management	SPED	Special Education
ENG	English	MKT	Marketing	SPM	Sports Management
ENV	Environmental Science	MAT	Mathematics	USW	University Course

Course Designation by Number

Digit One – Level of Offering

1	Freshman
2	Sophomore
3	Junior
4	Senior

Digit Four – Semester Hour Value

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

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

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

COURSE DESCRIPTIONS

Accounting

- ACT 2103 Computerized Accounting with QuickBooks** (3 credit hours)
Introduction to a selection of computer accounting software including QuickBooks, Peachtree, Simply Accounting.
- ACT 3113 Principles of Accounting I** (3 credit hours)
An introduction to the fundamental principles of accounting as a basis for business decision-making. The practical application of recording changes in assets, liabilities, and equities; the integrating of the accounting cycle into business operations.
- ACT 3123 Principles of Accounting II** (3 credit hours)
A continuation of the fundamental principles of accounting, to include accounting for partnerships, corporations, and cost accounting. Prerequisite: ACT 3113
- ACT 3203 Intermediate Accounting I** (3 credit hours)
Review of the accounting cycle and financial statement preparation. In-depth study of professional pronouncements affecting accounting for cash, receivables, inventory, fixed assets, liabilities, income taxes, and intangible assets. Prerequisite: ACT 3123
- ACT 3213 Intermediate Act II** (3 credit hours)
In-depth study of professional pronouncements affecting accounting for corporations, retained earnings and changes in equity, long-term investments, bonds, pensions, leases, accounting changes, analysis, financial reporting, and changing prices. Prerequisite: ACT 3203
- ACT 3233 Governmental and Nonprofit Accounting** (3 credit hours)
Introduction to the theories and procedures applied in accounting for non-profit businesses, state and municipal agencies, hospitals, educational institutions, and other non-profit organizations. Prerequisite: ACT 3123 and ACT 3213
- ACT 3243 Cost Accounting** (3 credit hours)
Procedures and principles of cost accounting as it applies to controlling and allocating materials, labor and manufacturing expenses, including cost, profit, and differential analysis for management decision. Prerequisite: ACT 3113
- ACT 4203 Personal Income Tax** (3 credit hours)
A detailed study of income tax principles and regulations as they pertain to individuals. Prerequisite: ACT 2103 and ACT 3123
- ACT 4213 Corporate Income Tax** (3 credit hours)
A detailed study of corporate, partnership, and judiciary taxation; tax research; and planning. Prerequisite: ACT 2103 and ACT 4203
- ACT 4253 Advanced Accounting** (3 credit hours)
Advanced theories of accounting as they apply to corporate combinations and consolidations, partnership accounting, governmental and nonprofit accounting, judiciary accounting, accounting for foreign operations, and insolvency. Prerequisite: ACT 3213
- ACT 4343 Auditing Theory and Ethics** (3 credit hours)
A study of the theory of auditing principles, procedures, and ethics. Recommended for those taking the CPA examination. Prerequisite: ACT 3213.

Art

- ART 1103 Art Appreciation** (3 credit hours)
Development of understanding and enjoyment of art is emphasized through the study of painting, sculpture, architecture, and design. Characteristics of style are examined in relation to the culture of the period and the development of art through the ages.
- ART 2103 History of Western Art I** (3 credit hours)
A study of art from the prehistoric period to the Renaissance.
- ART 2203 The History of Western Art II** (3 credit hours)
A study of art from the Renaissance.
- ART 2703 Topics in ART** (3 credit hours)
Each semester, this course will cover an in-depth study of a particular area of fine arts. The topic will change depending on the instructor, student demand, and relevance to the field.

Bilingual

- BIL 2213 Bilingual Education: School, Community and Family** (3 credit hours)
Hist Dev of bilingual education in the U.S. rationales for bilingual education; legal aspects; involvement of community and families; local state and national issues; and current research findings methods models and trends.
- BIL 3103 Teaching English as a Second Language** (3 credit hours)
Methods for assisting the elementary and secondary Limited-English-Proficient -LEP learner and English Language Learners -ELL- to acquire fluency.
- BIL 4103 Reading for the Bilingual Learner** (3 credit hours)
Methods and material for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Oral Spanish fluency required.

Biology

- BIO 1101 General Biology I Lab** (1 credit hours)
This lab accompanies General Biology I and covers the topics including the overview of different areas in biology, the chemistry of life, a tour of the cell, membrane structure and function, metabolism, cellular respiration, photosynthesis, cell communication and the cell cycle. \$50 lab fee
- BIO 1103 General Biology I** (3 credit hours)
The course covers the topics including the overview of different areas in biology, the chemistry of life, a tour of the cell, membrane structure and function, metabolism, cellular respiration, photosynthesis, cell communication and the cell cycle.
- BIO 1131 Introductory Biology Lab (non majors)** (1 credit hours)
This lab accompanies Introductory Biology I and covers the following areas: the scientific study of life, evolution & the diversity of life, evolutionary change & adaptation, animal structure & function, plant growth, structure & function, the biology of fungi, physical & chemical cycles & the biosphere, patterns of inheritance, and infectious diseases & the body's responses. \$50 lab fee.
- BIO 1133 Introductory Biology (non majors)** (3 credit hours)
The course covers the following areas: the scientific study of life, evolution & the diversity of life, evolutionary change & adaptation, animal structure & function, plant growth, structure & function, the biology of fungi, physical & chemical cycles & the biosphere, patterns of inheritance, and infectious diseases & the body's responses. & The biosphere, patterns of inheritance, and infectious diseases & the body's responses.
- BIO 1151 General Biology II Lab** (1 credit hours)

This lab accompanies BIO 1153 and focuses on the topics regarding meiosis and sexual life cycles, Mendelian inheritance, the molecular basis of inheritance, the flow of genetic information, regulation of gene expression, biotechnology, genomes, the Hardy-Weinberg equation, the tree of life and the survey of organisms. \$50 lab fee. Prerequisite: BIO 1103/1 (BIO 1131 is not a suitable Prereq for this course)

BIO 1153 General Biology II (3 credit hours)

The course focuses on the topics regarding meiosis and sexual life cycles, Mendelian inheritance, the molecular basis of inheritance, the flow of genetic information, regulation of gene expression, biotechnology, genomes, the Hardy-Weinberg equation, the tree of life and the survey of organisms. Prerequisite: BIO 1103/1 (BIO 1133 is not a suitable Prereq for this course)

BIO 2101 Principles of Human Anatomy & Physiology I Lab (1 credit hours)

This lab accompanies BIO 1153 and deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. In first semester, it includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. \$50 lab fee. Prerequisite: BIO 1103/1, BIO 1153/1, and BIO 2103 or concurrent enrollment in BIO 1153/1 BIO 2103.

BIO 2103 Principles of Human Anatomy & Physiology I (3 credit hours)

This course deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. In first semester, it includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Prerequisite: BIO 1103 & BIO 1153 or concurrent enrollment in BIO 1153

BIO 2111 Principles of Human Anatomy & Physiology II Lab (1 credit hours)

This lab accompanies BIO 2113 and is the continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. In the second semester, the course covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. \$50 lab fee. Prerequisite: BIO 2103/1 and BIO 2113 or concurrent enrollment in BIO 2113.

BIO 2113 Principles of Human Anatomy & Physiology II (3 credit hours)

This is the continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. In the second semester, the course covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. Prerequisite: BIO 2103

BIO 2201 Introductory Microbiology Lab (1 credit hours)

This lab accompanies BIO 2203 and the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology, and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration, and identification of microorganisms. \$50 lab fee. Prerequisite: BIO 1103/1, BIO 1153/1, and BIO 2203 or concurrent enrollment in BIO 2203.

BIO 2203 Introductory Microbiology (3 credit hours)

In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology, and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration, and identification of microorganisms. Prerequisite: BIO 1103 and BIO 1153

BIO 3101 Microbiology Lab (1 credit hours)

In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology, and ecology. They also learn basic techniques for

enrichment, selection, isolation, enumeration, and identification of microorganisms. \$50 lab fee. Prerequisite: BIO 1103/1, BIO 1153/1, and BIO 3103 or concurrent enrollment in BIO 3103.

- BIO 3103 Microbiology** (3 credit hours)
In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology, and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration, and identification of microorganisms. Prerequisite: BIO 1103 and BIO 1153
- BIO 3211 Nutrition Lab** (1 credit hours)
This lab accompanies BIO 3213 and provides an overview of the basic nutrients required by the body for health and life. The role of nutrition in various phases of the life cycle and the psychological and sociological implications of food are addressed. \$50 lab fee. Prerequisite: CHE 1103/1, BIO 2103/1, and BIO 3213 or concurrent enrollment in BIO 3213.
- BIO 3213 Nutrition (3 credit hours)**
The course provides an overview of the basic nutrients required by the body for health and life. The role of nutrition in various phases of the life cycle and the psychological and sociological implications of food will be addressed. Prerequisite: CHE 1103 and BIO 2103
- BIO 3311 Invertebrate Zoology Lab** (1 credit hours)
This course accompanies BIO 3313 and will help students understand the principles of animal taxonomy, recognize the characteristics of major phyla of animals, and comprehend the ecological significance of animal life. The lab portion will facilitate student's development of lab skills necessary for the study of zoology. \$40 lab fee. Prerequisite: BIO 1103/1 and BIO 1153/1
- BIO 3313 Invertebrate Zoology** (3 credit hours)
This course accompanies BIO 3311 and will help students understand the principles of animal taxonomy, recognize the characteristics of major phyla of animals, and comprehend the ecological significance of animal life. Prerequisite: BIO 1103 and BIO 1153
- BIO 3321 Vertebrate Zoology Lab** (1 credit hours)
This course accompanies BIO 3323 and will explore the diversity of vertebrates, morphologically, embryologically, and physiologically in the laboratory. Prerequisite: BIO 1103/1 and BIO 1153/1
- BIO 3323 Vertebrate Zoology** (3 credit hours)
This course will explore the diversity of vertebrates, morphologically, embryologically, and physiologically students develop lab skills necessary for zoology study. Prerequisite: BIO 1103 and BIO 1153
- BIO 3371 General Botany Lab** (1 credit hours)
This course accompanies BIO 3373 and provides an overview of the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. \$50 lab fee. Prerequisite: BIO 1103/1 and BIO 1153/1
- BIO 3373 General Botany** (3 credit hours)
This course provides an overview of the classification, relationships, structure, and function of plants. Topics involve reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Prerequisite: BIO 1103 and BIO 1153
- BIO 3401 Genetics Lab** (1 credit hours)
This lab accompanies BIO 3403 and focuses on the following areas: Mendelian genetics, modification of Mendelian ratios, sex determination and sex chromosomes, chromosome mutations, linkage and chromosome mapping in eukaryotes, quantitative genetics, and population genetics. \$50 lab fee. Prerequisite: BIO 1103/1 and BIO 1153/1
- BIO 3403 Genetics** (3 credit hours)

This course focuses on the following areas: Mendelian genetics, modification of Mendelian ratios, sex determination and sex chromosomes, chromosome mutations, linkage and chromosome mapping in eukaryotes, quantitative genetics, and population genetics. Prerequisite: BIO 1103 and BIO 1153

- BIO 3501 Ecology Lab** (1 credit hours)
This lab accompanies BIO 3503 and introduces basic principles of ecology regarding the relationships among living organisms, their environment, and each other. Topics cover plant and animal adaptations to the environment, the role environmental factors play in the distribution and abundance of organisms, the dynamics of population growth, species interactions including competition and predation, the structure of ecological communities, and the application of ecology to problems in conservation. \$50 lab fee. Prerequisite: BIO 1103/1 or BIO 1153/1
- BIO 3503 Ecology** (3 credit hours)
The course introduces basic principles of ecology regarding the relationships among living organisms, their environment, and each other. Topics cover plant and animal adaptations to the environment, the role environmental factors play in the distribution and abundance of organisms, the dynamics of population growth, species interactions including competition and predation, the structure of ecological communities, and the application of ecology to problems in conservation. Prerequisite: BIO 1103 or BIO 1153
- BIO 3511 Cell Biology Lab** (1 credit hours)
This lab accompanies BIO 3513 and concentrates on the topics containing cell chemistry, cells and organelles, biogenetics in the cell, membrane structure and function, signal transduction mechanisms, cytoskeletal system, and cellular movement. \$50 lab fee. Prerequisite: BIO 1153/1 and BIO 3513 or concurrent enrollment in BIO 3513.
- BIO 3513 Cell Biology** (3 credit hours)
The course concentrates on the topics containing cell chemistry, cells and organelles, biogenetics in the cell, membrane structure and function, signal transduction mechanisms, cytoskeletal system, and cellular movement. Prerequisite: BIO 1153
- BIO 3523 Research Methods in Biology** (3 credit hours)
This course focuses on the relationship between theory, research, hypothesis testing, and experimental design. Topics included are modes of observation, sampling techniques, validity of data, statistical analysis, interpretation of results, and formation of a proposal.
- BIO 4103 Pathophysiology I** (3 credit hours)
Pathophysiology focuses on concepts essential to understanding the diseases and disabling conditions that affect the body systems across the lifespan. Prerequisite: BIO 1103, BIO 1153, BIO 2103, BIO 2113, and BIO 3103
- BIO 4203 Medical Terminology** (3 credit hours)
This course will focus on how to break down a medical term by simply knowing the meaning of the prefix or suffix. These medical terms are related to all major body systems, such as muscular system, skeletal system, respiratory system, circulatory system, digestive system, reproductive system, and urinary system. Prerequisite: CHE 1103/1 and BIO 2103/1
- BIO 4701-3 Topics in Biology** (1-3 credit hours)
This course is designed for upperclassmen who are majoring in Biology. It includes the study of a particular field of biology selected by the instructor. Completion of the course requires the instructor's consent.
- BIO 4801-3 Internship in Biology** (1-3 credit hours)
This is a practical experience in the biological sciences with an approved employer or faculty member acting as a mentor. This course is designed to enhance what was learned in the classroom in a hands-on practical setting or through the direct observation of an acting professional. Students must complete a minimum of 40 contact hours per credit hour. A maximum of 4 credit hours can be credited to a student's degree. This course is only offered with the approval of the Biology Program Coordinator. The student's mentor must also complete a supervisor's evaluation form at the

conclusion of this course. Additionally, students may be required to complete a written report or oral presentation about the experience at the mentor's discretion.

BIO 4901-3 Undergraduate Research: (1-3 credit hours)

This course is designed for upper-class biology majors. A student and a faculty member will choose a research project of mutual interest in a field of biology or chemistry. The student may be required write a proposal, complete laboratory, or field research, analyze results of research, or complete a paper or presentation. \$50 lab fee.

Business Administration

BUA 1303 College Algebra with Business Applications (3 credit hours)

This course covers a study of algebraic concepts: expressions, equations and inequalities, polynomials, functions, graphing techniques, and systems of linear equations, as applied to business. **Prerequisite:** MAT 1013 or one year of high school algebra.

BUA 2103 Probability and Statistics with Business Applications (3 credit hours)

This course integrates the relevance of descriptive and inferential statistics with practical business applications. Students will learn to perform functional statistical analysis and use the results to make managerial business decisions. Students will complete computational exercises involving business research datasets and apply the findings to administrative scenarios. Course topics will include probabilities, measures of central tendency, correlation, covariance, analysis of variance, and regression analysis. **Prerequisite:** BUA 1303

BUA 3103 Business Law (3 credit hours)

This course covers the origin and development of law; judicial procedure; tort law; law of contracts; agency, employment law, and labor law; business organization and regulation; real and personal property; bailment; insurance; wills and estate planning, consumer, and creditor protection; and sport law.

Chemistry

CHE 1101 Principles of Chemistry I Lab (1 credit hours)

This lab accompanies CHE 1103 and concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. \$50 lab fee. Prerequisite: CHE 1103 or concurrent enrollment in CHE 1103.

CHE 1103 Principles of Chemistry I (3 credit hours)

The course concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure.

CHE 1201 Principles of Chemistry II Lab (1 credit hours)

This course accompanies CHE 1203 and covers the following areas: Gases & their properties, intermolecular forces & liquids, the chemistry of solids, solutions & their behavior, chemical kinetics, chemical equilibria, the chemistry of acids & bases, other aspects of aqueous equilibria, and entropy & free energy. \$50 lab fee. Prerequisite: CHE 1103/1 and CHE 1203 or concurrent enrollment in CHE 1203.

CHE 1203 Principles of Chemistry II (3 credit hours)

This course covers the following areas: Gases & their properties, intermolecular forces & liquids, the chemistry of solids, solutions & their behavior, chemical kinetics, chemical equilibria, the chemistry of acids & bases, other aspects of aqueous equilibria, and entropy & free energy. Prerequisite: CHE 1103

CHE 1571 Chemistry Lab (Non-major) (1 credit hours)

This lab accompanies CHE 1573 and concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. \$50 lab fee.

- CHE 1573 Chemistry (Non-major)** (3 credit hours)
The course concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure.
- CHE 2101 Introductory Organic Chemistry Lab** (1 credit hours)
This lab accompanies CHE 2103 and includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. \$50 lab fee. Prerequisite: CHE 1103/1 and CHA 1203/1.
- CHE 2103 Introductory Organic Chemistry I** (3 credit hours)
This course includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. Prerequisite: CHE 1203.
- CHE 3101 Organic Chemistry I Lab** (1 credit hour)
This lab accompanies CHE 3103 and includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. \$50 lab fee. Prerequisite CHE 1203/1
- CHE 3103 Organic Chemistry I** (3 credit hours)
This course includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. Prerequisite: CHE 1203
- CHE 3201 Organic Chemistry II Lab** (1 credit hours)
This lab accompanies CHE 3203 and focuses on the following areas: Alcohols, phenols and ethers, aldehydes, and ketones: nucleophilic addition reactions, carboxylic acids, and derivatives: nucleophilic acyl substitution reactions, carbonyl alpha-substitution reactions and condensation reactions, amines, structure determination. \$50 lab fee. Prerequisite CHE 3103/1
- CHE 3203 Organic Chemistry II** (3 credit hours)
This course focuses on the following areas: Alcohols, phenols and ethers, aldehydes, and ketones: nucleophilic addition reactions, carboxylic acids and derivatives: nucleophilic acyl substitution reactions, carbonyl alpha-substitution reactions and condensation reactions, amines, structure determination. Prerequisite: CHE 3103
- CHE 4301 Biochemistry Lab** (1 credit hours)
This lab accompanies CHE 3303 and provides a survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical events in living systems in terms of metabolism and structure-function relationships of biologically important molecules. \$50 lab fee. Prerequisite: CHE 1103/1, CHE 1203/1, BIO 1103/1 and BIO 1153/1, and BIO 4303 or concurrent enrollment in BIO 4303.,
- CHE 4303 Biochemistry** (3 credit hours)
This course provides a survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical events in living systems in terms of metabolism and structure-function relationships of biologically important molecules. Prerequisite: CHE 1103, CHE 1203, BIO 1103 and BIO 1153
- CHE 4701-4 Topics in Chemistry** (1-4 credit hours)
This course is designed for junior or above students majoring in biology. It includes the study of a particular field of chemistry selected by the instructor. The completion requires instructor's consent

Computer Science

- CSI 1203 Computer Applications** (3 credit hours)
Introduction to software applications in word processing, spreadsheets, database managers, presentation graphics, and web page design. A hands-on, practical examination of the most popular microcomputer applications and the benefits to be derived from their use.

Criminal Justice

- CRJ 1303 Introduction to Criminal Justice** (3 credit hours)
An introductory course designed to familiarize students with the facets of the criminal justice system, the sub-systems and how they interrelate including the processing of offenders, punishment and its alternatives, and evaluation of the future of the American criminal justice system. Offered in the Fall.
- CRJ 1403 History of American Criminal Justice System** (3 credit hours)
A study of the major social, economic, legal, and political events contributing to the formation of the American Criminal Justice System. Emphasis is placed on the common roots of the different components of the present system. Offered in the Fall.
- CRJ 2203 Fundamentals of Criminal Law** (3 credit hours)
This course offers an overview of the basic concepts of criminal law including definition of law, definition of crime, general principles of criminal responsibility, elements of the major crimes, punishments, conditions, or circumstances that may excuse criminal responsibility or mitigate punishment. Prerequisite: CRJ 1303 & CRJ 1403
- CRJ 2213 Police Systems and Practice** (3 credit hours)
This course provides an analysis of role behavior and expectations of police in the United States. An emphasis is placed on the social and political climate affecting police structures, practices, and processes of law enforcement, police culture, and other contemporary issues. Prerequisite: CRJ 1303 & CRJ 1403
- CRJ 2223 Corrections System & Practice** (3 credit hours)
This course provides an overview of the correctional infrastructure. Topics include due process, alternatives to incarceration, the types of correctional systems, and reintegration strategies. Prerequisite: CRJ 1303 & CRJ 1403
- CRJ 2303 Criminology** (3 credit hours)
This course examines the developing theories of crime causation from legal, social, political, and psychological perspectives. Crime is examined as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control, and treatment practices. Prerequisite: CRJ 1303 & CRJ 1403
- CRJ 2343 Courts and Criminal Procedure** (3 credit hours)
This course examines the procedural requirements for judicial processing of criminal offenders by providing a deeper understanding of evidence sufficiency, standards of proof, due process, and constitutional safeguards. Offered in the Fall. Prerequisite: CRJ 1303, CRJ 1403 & 2203
- CRJ 3113 Juvenile Justice System & Practice** (3 credit hours)
This course introduces the field of juvenile delinquency, the origins and development of the juvenile justice system, the various parts of the system (police, juvenile court, juvenile corrections) and analyzes the future of juvenile justice. Prerequisite: CRJ 1303, CRJ 1403 & 2203
- CRJ 3203 Victimology** (3 credit hours)
This course is designed to provide students with an overview of the integrated study of victimology, including a comprehensive review of the history and victimology theories, the interaction of crime victims with others in the criminal justice system, and an in-depth examination of current, as well as, classical works in the field with a focus on victim services. Prerequisite: CRJ 2303
- CRJ 3303 Sex Crimes** (3 credit hours)

This course provides a close examination into the issues involved in defining, measuring, and explaining sex crimes and how that relates to criminal justice and criminology. Students will examine general patterns of behavior and review early and contemporary theories that attempt to explain deviancy and criminal behavior. Prerequisite: CRJ 1303 & CRJ 1403

- CRJ 3313 Investigations and Practice** (3 credit hours)
This course provides a brief overview of scientific crime detection and in-depth discussion of techniques for case management and documentation. Emphasis may be placed on the investigation of types of crimes, for example, homicides, sex offenses, child abuse, and hate crimes. Prerequisite: CRJ 2213
- CRJ 3333 Homeland Security** (3 credit hours)
This course provides an overview of the field of Homeland Security infrastructure and utilizes a multi-dimensional approach drawing upon international relations and enforcement strategies. Students will gain the capacity to examine and scrutinize international strategies aimed at reducing terrorist incidents. Prerequisite: CRJ 1303 and CRJ 2303
- CRJ 3343 Race, Ethnicity, and Criminal Justice** (3 credit hours)
An overview of the integrated study of multiracial and multiethnic orientation in all aspects of the criminal justice system. Environmental appraisals and analysis of myths and misconceptions about race and ethnicity are also explored. Prerequisite: CRJ 2203 & CRJ 2303
- CRJ 4203 Issues in Ethics, Law and Criminal Justice** (3 credit hours)
This course is an in-depth examination of some ethical and decision-making dilemmas facing law enforcement and criminal justice professionals. Acceptable professional standards of behavior by criminal justice practitioners and challenges to ethical behavior also are examined. Prerequisite: CRJ 1303 Introduction to Criminal Justice
- CRJ 4303 Criminal Justice Administration** (3 credit hours)
Study of organizational and administrative theory and its application to criminal justice organizations. Provides an overview of problems faced by managers of justice-related agencies, including law enforcement, courts, and corrections. Prerequisites: CRJ 1303 & /CRJ 1403 Offered: Spring of even years.
- CRJ 4413 Civil Law and the Legal Systems** (3 credit hours)
This course outlines the structure and functions of civil and criminal courts in America. The roles of attorneys, judges and other court personnel, the operation of petit and grand juries, trial and appellate courts will also be reviewed. Federal immigration laws will be addressed as well. Prerequisite: CRJ 2203 & CRJ 2343
- CRJ 4503 Law Enforcement Strategies** (3 credit hours)
Analysis of police policies with particular attention to the current major problem areas from the point of view of both the administrator and the line operations officer. Integration of established scientific knowledge with practical police experience in the various areas of police functioning. Prerequisite: CRJ 2213
- CRJ 4523 Global Organized Crimes** (3 credit hours)
This course provides an overview of the field of terrorism and global organized crimes. Using a multi-dimensional approach that draws from international relations, law, and enforcement strategies, the course emphasizes research and analysis. Students also gain the ability to examine and scrutinize international laws and strategies aimed at reducing terrorist incidents. Prerequisite: CRJ 3333 & CRJ 4633
- CRJ 4533 Correctional Strategies** (3 credit hours)
This course examines treatment options in both institutional and field corrections settings. There is a focus upon special populations, including mental health populations and their treatment, aging in prison, women, HIV populations, and issues surrounding race and ethnicity. Prerequisite: CRJ 2223
- CRJ 4543 Constitutional Law** (3 credit hours)

This course focuses on the intersection and application of the U.S. Constitution and the evolution of those applications as guided by the appeal process and landmark case decisions. Prerequisite: CRJ 1303 and CRJ 2343

- CRJ 4553 White Collar Crime (3 credit hours)**
This course examines theories and scope dominant in the field of white-collar crime. These examinations will include the structural foundation of occupational political and organizational/corporate crimes as compared to predatory crimes. Multi-level criminal and social and political responses along with forms of interventions will also be addressed. Prerequisite: CRJ 2213 & 3313
- CRJ 4563 Public Information & Civic Communications (3 credit hours)**
This course focuses on the fundamental communication principles for building trust and public engagement with both the community and public agency. Prerequisite: CRJ 1303 & CRJ 3343
- CRJ 4603 Gender and Criminal Justice (3 credit hours)**
This course provides an overview of issues surrounding women and crime: as offenders, victims, and criminal justice professional. Students will analyze changing social views of women and women's roles, and the impact of feminism and affirmative action policies. Topics will include theories of female crime; the implications of social class and race in female offending; the manner women are processed through the criminal justice system; patterns of female victimization and the impact on their professional roles within criminal justice. Prerequisite: CRJ 1303 & CRJ 3343
- CRJ 4613 Comparative Justice (3 credit hours)**
The aim of this course encompasses the study of criminal justice practices within societies other than the United States. An emphasis is placed on different concepts of criminal justice administration within the respective global regions as related to illegal behavior management effectiveness within those systems. Prerequisite: CRJ 1303 and CRJ 2203
- CRJ 4633 Terrorism & Counterterrorism (3 credit hours)**
This course examines the indigenous and external sources of domestic and foreign terrorism. The focus remains confined to the implied objectives, strategy operations, and tactics dedicated to the countermeasure responses and foreign policy practices. Prerequisite: CRJ 1303 and CRJ 3333
- CRJ 4703 TOPICS**
Specialized topic or topics chosen by instructor. Sub prefix assigned according to the specialized topic.

E-Commerce

- EBUS 4103 Introduction to E-Commerce (3 credit hours)**
In this course, the foundational models of business-to-business and business-to consumer transactions are introduced. Course concepts will include; characteristics of e-marketing, ethics and privacy issues in e-commerce, strategies for success in a virtual environment, and the regulatory climate of e-business.
- EBUS 4203 Technologies for E-Commerce (3 credit hours)**
In this course, students examine the technologies required to conduct business via the internet. Integrating a variety of IT concepts including; search engine optimization, web browsers, secure system transactions, servers, and web page development, this course provides students with the fundamental knowledge necessary to operate in a virtual business environment.

ECONOMICS

- ECO 2303 Principles of Economics (3 credit hours)**
The course covers the key principles of economics with an overview of the macro view of growth economy and the micro view of individual economic units.

Early Childhood Education

- ECE 1123 Health, Safety and Nutrition (3 credit hours)**
Early childhood students will learn the importance of promoting physical and mental health and how to provide an emotionally and physically safe environment for young children in partnership with their families. Emphasis will be placed on sound health, safe and nutritional practices and how a safe environment aid in prevention and reduces injuries for young children who are only beginning to recognize dangerous situations. Field assignments will support the link between theory and practice.
- ECE 2123 Guiding Young Children (3 credit hours)**
This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines, and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach. Field assignments will support the link between theory and practice.
- ECE 2133 Family and Community Collaboration (3 credit hours)**
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings are discussed. Families' goals and desires for their children will be supported through culturally responsive strategies. Field assignments will support the link between theory and practice.
- ECE 2143 Assessment of Children & Evaluation of Programs(3 credit hours)**
The basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teacher, professionals, and families in the process. Field assignments will support the link between theory and practice.
- ECE 2162 Practicum (Birth-Pre-K) (3 credit hours)**
The beginning practicum course is a co-requisite with the course Curriculum Development through Play-Birth through age 4. The field-based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special need and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for all children, birth through age four, is emphasized.
- ECE 2172 Practicum (Pre-K-Grade 3) (2 credit hours)**
The beginning practicum course is a co-requisite with the course Curriculum development and implementation-Age 3 (PreK) through Grade 3. The field-based component of this course will provide experiences that address curriculum content that is relevant for teaching in developmentally and culturally sensitive ways. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Curriculum and adaptive learning for all children is emphasized.
- ECE 2203 Child Growth, Development and Learning (3 credit hours)**
This basic course in the growth, development and learning of young children, prenatal through age eight, provides students with theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological, physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each

child's growth, development and learning is emphasized. Field assignments will support the link between theory and practice.

- ECE 2303 Curriculum Development through Play (Birth-Pre-K)** (3 credit hours)
The beginning curriculum course plays at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills and adaptive learning for children, birth through age four is emphasized.
- ECE 2403 Curriculum Development (Pre-K-Grade 3)** (3 credit hours)
The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development a implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional awareness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of special needs and the development of IEPs is included.
- ECE 2503 Intro to Language, Literacy and Reading** (3 credit hours)
The course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research-based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. Field assignments will support the link between theory and practice.
- ECE 3182 Teaching & Learning Practicum** (2 credit hours)
The field practicum is a co-requisite course with Teaching and Learning Reading and Writing, Teaching, and learning Math and Science, Teaching and Learning Social Studies, Fine Arts, and Movement. The field-based component of this set of course will provide experiences that address curriculum content and practice teaching that is relevant for children Pre-K through Grade 3 in developmentally and culturally sensitive ways.
- ECE 3403 Young Children with Diverse Abilities** (3 credit hours)
The course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course will provide a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundation includes research-based decision making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions. Legal requirements and educating the child with disabilities or other special needs will be identified. Field assignments will support the link between theory and practice.
- ECE 4203 Teaching & Learning Social Studies, Fine Arts & Movement** (3 credit hours)
The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the "what and why" of social studies; assessing student learning; planning units, lessons, and activities; developing effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama.
- ECE 4303 Teaching & Learning Math and Science** (3 credit hours)
The focus of this advanced curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's

development and interests, including appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts.

- ECE 4403 Teaching & Learning Reading and Writing** (3 credit hours)
The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, language/literacy immersion and multicultural children's literature.
- ECE 4006 Student Teaching I - Early Childhood Setting** (3 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the early childhood ages, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- ECE 4016 Student Teaching II - Early Childhood Setting** (3 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the early childhood ages, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

Education

- EDU 2103 Foundations of Education** (3 credit hours)
This course examines American education in its cultural setting; its nature, role, and function in society. The application of theories, research, and philosophies of teaching/learning, school law, and the organization and finances of the school will be explored. Field observations and activities are required (10 hours).
- EDU 2203 Technology Integration & Personalized Learning** (3 credit hours)
This course is designed for pre-service teachers and focuses on the integration of technology in conjunction with Universal Design for Learning to support the implementation of a personalized learning approach to providing meaningful and authentic learning experiences for all learners. Topics will be examined through the lens of the ISTE Standards for teachers and students. Field assignments will support the link between theory and practice.
- EDU 2213 Educational Psychology** (3 credit hours)
Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference PSY 2213.
- EDU 2223 NExT+ Portfolio I** (3 credit hours)
This course examines American education in its cultural setting as well as provides space for students to submit a prior learning portfolio. The application of theories, research, and philosophies of teaching and learning will be explored. Enrollment is limited to students accepted into the NExT+ with 5 years of experience as a paraprofessional.
- EDU 3213 Culturally Responsive Teaching** (3 credit hours)
This course is designed for pre-service teachers and examines the importance of multicultural education in creating more equitable and accessible educational experiences for diverse learners. Topics include learner development, learning differences, cultural competence, culturally responsive teaching, and brain-based learning principles. Field assignments will support the link between theory and practice. Field assignments will support the link between theory and practice.
- EDU 3223 Creating a Culture of Learning** (3 credit hours)

Management in the democratic classroom, establishing a classroom culture that is conducive to learning, and leveraging instructional practices that engage and empower learners in meaningful and relevant ways. Field assignments will support the link between theory and practice.

- EDU 3233 Principles and Methods for Teaching Elementary Reading** (3 credit hours)
This course is designed for pre-service teachers and focuses on teaching reading at the elementary level. Topics include assessment and instruction of foundational reading skills in the early grades, strategies to develop reading and comprehension of narrative and informational text to build discipline-specific knowledge, methods of instruction that are sensitive and responsive to the individual needs of all students, and selection of appropriate instructional materials and assessments. Focus is placed on the five elements of reading success: comprehension, fluency, vocabulary, phonics, and phonemic awareness. Field assignments will support the link between theory and practice (10 hours).
- EDU 3243 Methods of Teaching Secondary Math and Science** (3 credit hours)
This course introduces standardized processes of evaluation available to classroom teachers. Preservice teachers will learn basic historical and theoretical aspects of testing, test reliability and validity, basic statistical concepts related to assessment and evaluation and interpretation. Prereq: TEP admission.
- EDU 3503 Methods and Materials for Reading and Integrated Communication Arts**
(3 credit hours)
Literacy is the currency of learning, and literacy opens the doors to all other learning. Therefore, every teacher needs to consider the ways in which reading, writing, speaking, and listening can be integrated in their classrooms. In this course, instructional routines that allow the development of literacy skills students need to comprehend course content, no matter what content area, will be explored. Field assignments will support the link between theory and practice (10 hours).
- EDU 3513 Reading Instruction** (3 credit hours)
Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include the following topics: neuropsychology, alphabetic [phonics and language], best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing instruction, and performance standards and benchmarks. Prerequisite: EDU 1101, EDU 2103, EDU 2213, EDU 3213, EDU 3503; SPED 2103 (Cross references with SPED 3513).
- EDU 3523 Classroom Assessment** (3 credit hours)
This course is designed for pre-service teachers and focuses on planning for instruction, instructional alignment, and the development and use of appropriate assessment methods, strategies, and tools. Emphasis is placed on authentic learning and assessment. Field assignments will support the link between theory and practice.
- EDU 3603 Integrating Technology into Middle/ Secondary Curriculum** (3 credit hours)
Students will select materials and develop a plan for integrating technology into the middle school and secondary curriculum subject areas. Methods for integrating both hardware and software into the curriculum will be examined. Prerequisite: TEP Admission.
- EDU 4103 Special Topics in Reading** (3 credit hours)
A special topics course designed to meet the individual needs of the student admitted to the teacher education program.
- EDU 4106 Student Teaching I - Elementary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the elementary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

- EDU 4113 Integrated Methods for the Elementary Classroom** (3 credit hours)
This course is designed for pre-service teachers and focuses on methods and instructional strategies for teaching elementary students through an integrated curriculum approach. Topics include making content comprehensible and accessible for all learners through Universal Design for Learning, brain-based learning, inquiry-based learning, culturally responsive teaching, multi-disciplinary/thematic teaching, and personalized learning. Field assignments will support the link between theory and practice.
- EDU 4116 Student Teaching II - Elementary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the elementary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4123 Special Topics: Issues/Problems in Elementary Education** (3 credit hours)
A special topics course designed for study and/or research on an identified topic in elementary education.
- EDU 4133 NExT+ Portfolio II** (3 credit hours)
This course examines the professional, ethical, and legal aspects of being an educator as well as provides space for students to submit a prior learning portfolio. Enrollment is limited to students that are accepted to the NExT+ Program with 5 years of experience as a paraprofessional.
- EDU 4203 Diagnostic/Corrective Reading of Reading Disabilities** (3 credit hours)
This course will emphasize appropriate methods and techniques for the identification of reading difficulties and disabilities and effective strategies for teaching reading to struggling learners with special needs.
- EDU 4206 Student Teaching I - Secondary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the secondary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4213 Teaching in the Secondary School** (3 credit hours)
This course is designed for pre-service teachers and focuses on methods and instructional strategies for teaching secondary students. Topics include making content comprehensible and accessible for all learners through Universal Design for Learning, brain-based learning, inquiry-based learning, personalized learning, culturally responsive teaching, and content specific methods. Field assignments will support the link between theory and practice.
- EDU 4216 Student Teaching II - Secondary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the secondary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4303 Literacy Development and Instruction for English Language Learners** (3 credit hours)
This course is designed for pre-service teachers and focuses on methods and instructional strategies for supporting the literacy development of English Language Learners. Teacher candidates will learn how to design and implement lessons that enhance learner engagement and success. A focus on the components of the science of reading (comprehension, fluency, vocabulary, phonics, and phonemic awareness) is woven throughout the course. Field assignments will support the link between theory and practice. Field assignments will support the link between theory and practice (10 hours).
- EDU 4403 Professionalism, Ethics & Frameworks for Teaching** (3 credit hours)

This course is designed for pre-service teachers and focuses on the professional, ethical, and legal aspects of teaching. As a course capstone assignment, teacher candidates will develop a teaching framework. Field assignments will support the link between theory and practice. Field Assignments will support the link between theory and practice. Prereq: TEP Admission.

- EDU 4413 Reading in the Content Areas** (3 credit hours)
Students are assigned to a classroom where they assist the teacher in various classroom tasks; assist individual students; guide small group activities; and, where appropriate, prepare and teach micro-lessons Prerequisite: EDU 1101, advisor approval.
- EDU 4502 Field Experience II** (2 credit hours)
Students are assigned to a classroom where they assist the teacher in various classroom tasks; assist individual students; guide small group activities; and, where appropriate, prepare and teach micro-lessons Prerequisite: EDU 1101, advisor approval.
- EDU 4540 Intern Prep** (0 credit hours)
Seniors who wish to intern teach must complete the application process one semester/term prior to the semester in which they wish to register for intern teaching. Failure to complete the application process prior to the semester of intern teaching will cause a delay in the placement process, and students will have to wait until the next semester to intern teach. PRE: All coursework must be completed and the appropriate NMTA exams passed.
- EDU 4546 Intern Teaching** (6 credit hours)
Intern teachers are assigned to a supervisory teacher in a public school where they work full time for a period of 14 weeks. Intern teachers gradually assume a full teaching load which they maintain for an appropriate period of time. The intern is expected to participate in all phases of school life. Prerequisite: Admission to Intern Teaching.
- EDU 4601 Intern Teaching Seminar** (1 credit hours)
A forum for sharing experiences and for developing and stimulating reflective teaching skills. Prerequisite: Admission to Intern Teaching, Taken concurrently with EDU 4546

English

- ENG 1113 Rhetoric and Composition** (3 credit hours)
Taught via the process approach, this course prepares students in basic expository writing techniques as well as research skills. Student must earn at least a 'C' in this course in order to move to the next level.
- ENG 1123 Rhetoric and Literature** (3 credit hours)
This course emphasizes reading and analyzing works from the principal genres of literature – fiction, poetry, drama, and comedy– and the techniques of research.
- ENG 1303 Christian Theology in Modern Fiction** (3 credit hours)
This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological world view and reflects Christian values, ethics, and morals. Course level reflects the academic expectation and requirements for the course.
- ENG 2213 Creative Writing** (3 credit hours)
This course teaches the fundamental skills in the composition of poetry, personal narratives, and short stories. Prerequisite: ENG 1123 and ENG 1113.
- ENG 2323 British & World Lit** (3 credit hours)
A study of classics of Greece and Rome, of Norse Legend, and of medieval folk literature of northern Europe provides a backdrop for a survey of important works of Britain drawn from genres of epic, drama, poetry, and the modern novel and short fiction.
- ENG 2403 American Literature** (3 credit hours)

This course is a study of American literature from the 18th century through the post-World War II period. Prerequisite: ENG 1123.

- ENG 2423 Western World Literature I** (3 credit hours)
This survey of writings that have shaped Western culture includes selections from ancient, medieval, and Renaissance literature. Prerequisite: ENG 1123.
- ENG 2443 Western World Lit II** (3 credit hours)
This survey of writings that have shaped Western culture includes selections from the 18th century to the present. Prerequisite: ENG 1123.
- ENG 3103 Shakespeare** (3 credit hours)
This study of the life and works of William Shakespeare includes a survey of his three basic dramatic genres: the history play, the comedy, and the tragedy. Prerequisite: ENG 1123.
- ENG 3213 Advanced Creative Writing** (3 credit hours)
This course assists the aspiring writer of short stories and poetry in polishing his or her work and attempts to see the student's work published. Prerequisite: ENG 2213 and ENG 3503.
- ENG 3233 Life and Literature of the Southwest** (3 credit hours)
This course surveys the literature and history of the Southwest. Prerequisite: ENG 1123.
- ENG 3413 Classical Mythology** (3 credit hours)
This course examines classical mythology of ancient Greece and Rome to provide a foundation for the study of Western literature. Prerequisite: ENG 1123
- ENG 3423 Classical Drama** (3 credit hours)
This course examines the development of Western theatre. Some of the major plays and theatre groups are studied. The selection of playwrights and plays may vary each semester. Prerequisite: ENG 1123
- ENG 3433 Popular Fiction** (3 credit hours)
Students analyze popular fiction in an attempt to identify the concerns of contemporary culture. Prerequisite: ENG 1123
- ENG 3503 Grammar** (3 credit hours)
This course is an intensive study of basic and advanced English grammar. Prerequisite: ENG 1113 and ENG 1123.
- ENG 3513 Children's Literature** (3 credit hours)
This course is a survey of children's literature appropriate for kindergarten through grade six. Prerequisite: ENG 1123.
- ENG 3543 Advanced Composition** (3 credit hours)
This advanced course in expository and persuasive writing includes in-depth readings in composition theory and classical rhetoric. Prerequisite: ENG 3503 or consent of instructor.
- ENG 3563 The Novel** (3 credit hours)
This study of selected novels and novelists, American, British, and European, emphasizes the development of the novel as a genre. Prerequisite: ENG 1123.
- ENG 3573 Young Adult Literature** (3 credit hours)
This survey of literature appropriate for grades seven through twelve emphasizes modern selections. Prerequisite: ENG 1123.
- ENG 3593 Christian Theology in Modern Literature** (3 credit hours)
This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological world view and reflects Christian values, ethics, and morals. Course

level reflects the academic expectation and requirements for the course. Prerequisite: ENG 1113 and ENG 1123.

ENG 4023 Topics in English (3 credit hours)

Each semester, this course will cover an in-depth study of a particular area of English or Literature. The topic will change depending on the instructor, student.

demand, and relevance to the field of English, literature, and technical writing.

ENG 4523 Major British Author (3 credit hours)

Major British Author (3 credit hours) This study of the life and works of a major British author may be repeated for credit as the subject changes. Prerequisite: ENG 2303 or 2313, 2403, 2413, 2423, 2443.

ENG 4533 Major American Author (3 credit hours)

This study of the life and works of a major American author may be repeated for credit as the subject changes. Prerequisite: ENG 2303, 2313, 2403, 2413, 2423, 2443.

Environmental Science

ENV 1103 Environmental Science I (3 credit hours)

Interdisciplinary analysis of our relationship with nature and dependence upon the environment. Designed as an introductory course that concentrates on the scientific principles of the earth's processes and human's impact on the environment.

ENV 1101 Environmental Science I Lab (1 credit hour)

Course accompanies ENV 1103. It is designed to teach students environmental science through active experiences. Students will conduct field and laboratory exercises to develop scientific literacy and environmental understanding. \$50 lab fee.

ENV 3213 Environmental & Energy Issues (3 credit hours)

This course focuses on the major issues in the increasingly important areas of environmental policy. The importance of political processes and factors on such phenomena as global warming, endangered species, and public lands are discussed.

ENV 4301 Environmental & Energy Lab (1 credit hours)

This lab accompanies ENV 4303. The course will include labs in several of the following areas: food production and the environment, water resources and water pollution, geology and nonrenewable mineral resources, energy resources, environmental hazards and human health, air pollution, climate change, and ozone depletion, solid and hazardous waste, environmental economics, politics, and worldviews. Prerequisite: BIO 1103/1, CHE 1103/1, and ENV 4303 or concurrent enrollment in ENV 4303. \$50 lab fee.

ENV 4303 Environment and Energy (3 credit hours)

The course covers the following areas: food production and the environment, water resources and water pollution, geology and nonrenewable mineral resources, energy resources, environmental hazards and human health, air pollution, climate change, and ozone depletion, solid and hazardous waste, environmental economics, politics, and worldviews. Prerequisite: BIO 1103 and CHE 1103.

Finance

FIN 3423 Financial Management (3 credit hours)

In this course, money and capital markets and the problems of financing business enterprises are studied. The scope includes working capital, financing, budgeting, analyzing financial statements, and intermediate long-term financing.

FIN 3433 Principles of Finance (3 credit hours)

Financial relationships in our economic environment stressing the techniques of financial management planning, capitalization, marketing of securities, dividend policies, financial combinations, the international dimensions, and social policy.

FIN 3443 Financial Analysis (3 credit hours)

Analysis of financial practices, policies, and strategies with relationship to theory, concepts, and techniques applicable to such analysis.

- FIN 4103 Global Finance** (3 credit hours)
An in-depth review of the type of financial decisions facing global companies. Debt financing including Domestic Bonds, Foreign Bonds, and Eurobonds are discussed. Other topics include international risk management of monetary exchange rates and the role of speculative hedging strategies. The seven major concepts in global finance: 1. Net Present Value, 2. The Capital Asset Pricing Model, 3. Efficient Capital Markets, 4. Value Additivity and the Law of Conservation of Value, 5. Capital Structure Theory, 6. Option Theory, and 7. Agency Theory. Prerequisite: FIN 3433.
- FIN 4413 Insurance and Risk** (3 credit hours)
The description and analysis of various types of insurance coupled with the functions of risk management.
- FIN 4423 Investments** (3 credit hours)
Presents various forms of investments available in order to make intelligent decisions when selecting investments to purchase. Emphasis on the development and management of an investment portfolio consistent with one's risk-return trade-off.
- FIN 4703 Topics in Finance** (3 credit hours)
Selected topics may include study areas such as: financial statement analysis, investment strategy, investment types, financial planning, risk assessment and planning, real estate, financial institutions, and other current topics of interest.

Geology

- GEO 1103 Physical Geology** (3 credit hours)
Study of the earth's physical processes, identification of common rocks and minerals, and interpretation of topographic maps. This course also covers natural disasters including earthquakes and volcanic events related to the geology of the earth.
- GEO 1101 Physical Geology Lab** (1 credit hour)
Study of the earth's physical processes, identification of common rocks and minerals, and interpretation of topographic maps. This course also covers natural disasters including earthquakes and volcanic events related to the geology of the earth. \$50 lab fee.
- GEO 1403 Historical Geology** (3 credit hours)
Historical Geology is the study of the history of Earth and life through time. It addresses the Earth's origin, evolution, changes in the distribution of lands and seas, growth and destruction of mountains, succession of animals and plants through time, and the developmental history of the solar system. Intelligent Design may be included at the instructor's discretion.
- GEO 1401 Historical Geology Lab** (1 credit hours)
Historical Geology is the study of the history of Earth and life through time. It addresses the Earth's origin, evolution, changes in the distribution of lands and seas, growth and destruction of mountains, succession of animals and plants through time, and the developmental history of the solar system. Intelligent Design may be included at the instructor's discretion. \$50 lab fee.
- GEOG 2103 Physical Cultural Geography** (3 credit hours)
This course is designed to provide the student with an introduction to physical, cultural, economic, and political geography, or as a Survey course to the basic themes of Geography. Modern technology and the growing interdependence of the people of the world dictate a need for a working knowledge and understanding of the relationships among the land, environment, and human cultures.

Healthcare Management

- HCM 4103 Healthcare Management** (3 credit hours)
This course provides a fundamental overview of the concepts and issues relevant to the healthcare industry. The class includes an in-depth look at healthcare leadership, managerial topics, and

operational situations of health service organizations. Students will participate in developing the skills and knowledge required to be successful in the healthcare sector. Course topics include; health service organizational design, business process management, leading professionals, and workplace diversity.

- HCM 4203 Healthcare Financial Management** (3 credit hours)
This course provides an introduction and overview of healthcare finance and the current financial environment in which health service organizations operate. The class includes a fundamental examination of how healthcare managers can apply financial principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to make sound financial decisions relevant to the healthcare sector. Course topics include; health service financial methods, managerial accounting, and capital allocation.
- HCM 4303 Healthcare Informatics** (3 credit hours)
This course provides an introduction and overview of healthcare informatics and the current issues involving the management of health service information. The class includes a fundamental examination of how healthcare managers can apply information systems principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to develop, design, and manage data systems relevant to the healthcare sector. Course topics include; basic informatics concepts, HIPPA, electronic health care records, and data management.
- HCM 4403 Legal Issues in Healthcare Management** (3 credit hours)
This course provides an introduction and overview of the legal liability issues involved with general healthcare operations. The class includes a fundamental examination of how healthcare managers can apply risk management principles to mitigate organizational liability. Students will participate in developing the skills and knowledge required to develop, design, and implement a risk management strategy. Course topics include; principles of employment and malpractice law, ethics, strategy, and organizational communication.

History

- HIS 1103 Western Civilization to 1715** (3 credit hours)
Readings and analysis of the creation and elaboration of the constituent elements of the Western heritage from the ancient Near East to the enlightenment.
- HIS 1203 Western Civilization from 1716** (3 credit hours)
Reading and analysis of the development of modern Europe.
- HIS 2103 American History to 1876** (3 credit hours)
Origin and historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values.
- HIS 2203 American History from 1877** (3 credit hours)
Historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values.
- HIS 2303 The History and Geography of New Mexico** (3 credit hours)
A study of how the history and geography of New Mexico have affected its political, cultural, and economic development.
- HIS 3143 History of Christianity to 1517** (3 credit hours)
A study of the development of Christian theology and practice up to the time of the Protestant Reformation. Cross-reference with REL 3143
- HIS 3213 Colonial America** (3 credit hours)

The course traces the major developments in the history of the settlement of the North American Continent, up to the Presidency of Thomas Jefferson.

- HIS 3223 Civil War and Reconstruction** (3 credit hours)
Examines the events leading up to the Civil War as well as the course of the war, the era of Reconstruction, and their consequences.
- HIS 3313 World History to 1500** (3 credit hours)
Studies various facets of human history, its cultures, and societies from their origins to the beginning of the modern period.
- HIS 3333 History of Christianity From 1517** (3 credit hours)
A study of the development of Christian theology and practice from the time of the Protestant Reformation. Cross-reference with REL 3333.
- HIS 3413 World History from 1500** (3 credit hours)
Studies various facets of human history, its cultures, and societies from the beginning of the modern era to the present.
- HIS 4123 Historical Methods and Interpretation** (3 credit hours)
Introduces historical methodology to students in education, history, sociology, business, and psychology.
- HIS 4203 Philosophies of History** (3 credit hours)
Examines, compares, and evaluates various philosophies of history, ancient, medieval, and modern, while encouraging the student to develop their own personal philosophy of history.
- HIS 4303 History of the Black Civil Rights Movement** (3 credit hours)
A study of the origins and progress of the Black Civil Rights Movement, with special emphasis on the events of the 1950s and 1960s.
- HIS 4313 History of U.S. Indian Policy** (3 credit hours)
A study of American policies with regard to Native Americans from the colonial era to the present.
- HIS 4403 Twentieth and Twenty First Century America** (3 credit hours)
An in-depth study of United States history in the era that has been dubbed as "the American Century."
- HIS 4503 Advanced Historical Research** (3 credit hours)
This class will study historic theological doctrine and texts with the intent of developing research skills in the student. Particular attention will be given to the historic Development of Christian thought and the systematic construal of a particular doctrine in preparation for research. Cross listed with REL-4503.
- HIS 4703 Topic in History** (3 credit hours)
Topics courses explore important historical issues in more detail.

Hospitality Management

- HSM 4103 Management in the Hospitality Industry** (3 credit hours)
This course provides a fundamental overview of the concepts and issues relevant to hospitality services. The class includes an in-depth look at innovative trends, managerial topics, and operational situations of organizations in the hotel, restaurant, and tourism industry. Students will participate in developing the skills and knowledge required to be successful in the hospitality sector. Course topics include; organizational design, business process management, customer service, workplace diversity, and general operations management.
- HSM 4203 Hospitality Industry Financial Management** (3 credit hours)

This course provides an introduction and overview of financial techniques used in the hospitality industry, as well as the current financial environment in which these service organizations operate. The class includes a fundamental examination of how hospitality industry managers can apply financial principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to make sound financial decisions relevant to the hotel, restaurant, and tourism sector.

HSM 4303 Food Service Management (3 credit hours)

This course provides a fundamental overview of the social, professional, and technical issues relevant to food service enterprises. The class includes an in-depth look at food/product selection, preparation/handling, sanitation, and the commercial equipment required in the hotel, restaurant, and tourism industry. Course topics include; history of food preparation, business process management, customer service, health and safety compliance, and general food service operations management.

Kinesiology & Exercise Science

KES 1303 Introduction to Sports and Fitness (3 credit hours)

A course emphasizing the aims and objectives and historical background for sports, fitness, and recreation. Includes survey of exercise and sport, analysis of professional career opportunities, and expectations of the KES department.

KES 1403 First Aid (3 credit hours)

A course which includes class discussion, reading and units on the fundamentals of safe conduct at home, in traffic, in play and recreation, and in the community with a section devoted to first aid in accordance with the latest National Safety Council first aid techniques and Advanced First Aid and CPR certification.

KES 2303 Nutrition (3 credit hours)

Principles of nutrition including roles of nutrients, psychosocial aspects of eating, nutritional at various stages in life; developing diet plans, computing energy

consumption and energy expenditures.

KES 3303 Health and Aging (3 credit hours)

Health concerns and quality of life during the aging process, ageism, demographics, ethnicity, research on aging, health status, nutrition, fitness, health care in the 21st century, and death and dying.

KES 3403 Care and Prevention of Athletic Injuries (3 credit hours)

Injury prevention, treatment, and rehabilitation techniques in sports.

KES 3503 Physiology of Exercise (3 credit hours)

Physiological response of the human body during various levels/intensities of physical activity and exercise.

KES 3603 Motor Learning and Development through the Lifespan (3 credit hours)

Acquisition and performance of movement behaviors including generalized patterns and specific skills for sport activities; how individuals learn movement skills' interaction with cognitive, affective, and psychomotor learning domains, application of learning theories to physical education, physical therapy, and athletics.

KES 3703 Kinesiology and Biomechanics (3 credit hours)

Mechanical analysis of human movement during physical activity and exercise. Applications of fundamental physics to anatomical structures and motion; analysis of musculoskeletal structure that influence human movement.

KES 4203 Test and Measurements (3 credit hours)

A course emphasizing the application of tests and measurements to the field of sports and fitness, including motor skills, and physical examinations and tests.

- KES 4303 Fitness Testing and Exercise Prescription** (3 credit hours)
Evaluation of health and fitness levels of athletic and nonathletic populations; creating effective exercise programs for various populations.
- KES 4403 Health Promotion in the Workplace** (3 credit hours)
Needs assessment; program development, implementation, and evaluation in corporate and private business settings; developing environmental and social support for healthy behaviors with the business community.
- KES 4503 Exercise Programming for Special Populations** (3 credit hours)
Creating exercise programs for populations of people experiencing health concerns of the 21st century; programming applications to coronary heart disease, diabetics, asthma, obesity, pregnancy, and physical and mental challenges.
- KES 4603 Legal and Ethical Issues in Exercise and Sport Science** (3 credit hours)
Basic legal principles, terminology, and risk management approaches; applications of legal principles to protection of employees, and employers in kinesiology related fields, contemporary ethical issues.
- KES 4703 Senior Capstone in Exercise and Sport Science** (3 credit hours)
Completion and presentation of a research project is required. Additionally, the research project must be submitted to a professional conference or publication or the student must attempt an approved professional certification examination. The senior portfolio will be presented to the faculty.
Prerequisite: senior standing.

Linguistics

- LIN 2253 Introduction to Linguistics** (3 credit hours)
The course studies the process of language acquisition and development.

Management

- MGT 3103 Principles of Management** (3 credit hours)
An introduction to the managerial functions as they apply to business and industry. A survey of the major problems facing management, as applied to production, personnel, finance, and distribution.
- MGT 3123 Ethics** (3 credit hours)
Ethics is a cogent contemporary issue problematic to the business environment. This course introduces a variety of ethical decision-making paradigms to discern potential ethical actions. Topics include Corporate Social Responsibility (CSR), fiduciary responsibilities to organizational Stakeholders, and ethical (or moral reasoning) models developed by Kohlberg and Rest. Ethical dimensions of technology in the workplace, marketing, and organizational governance are also explored.
- MGT 3403 Human Resources** (3 credit hours)
Fundamental problems, principles, and practices of personnel administration. Consideration of the functions of employment, testing, wage administration, training, safety, medical group and compensation insurance, and employee benefits.
- MGT 3413 Oil and Gas Law** (3 credit hours)
Examines the legal and ethical environment of the oil and gas business. Topics include the rights to minerals; how crude oil is bought and sold; various types of contracts to assign development rights; contracts between private companies engaged in exploration and production operations.
- MGT 3423 Oil and Gas Contracts and Tax** (3 credit hours)
Examination of contracts for the oil and gas industry. Covers exploration, production and development of oil and gas properties, investments, relationships created by such contracts, rights and duties of the parties, income tax consequences, and governmental regulations.

- MGT 3503 Organizational Behavior** (3 credit hours)
Effective management of organizational behavior requires an understanding of theory, research, and practice. Special emphasis in this course will be to look at how successful managers in the global economy will be able to anticipate, adapt, and manage change by understanding the world through the study of group dynamics, team building, motivation, individual and organizational culture, and the process of organizations.
- MGT 4104 Global Management** (4 credit hours)
An in-depth study of the challenges facing organizations transacting business in multiple foreign locations. Entrance strategies into foreign markets such as joint ventures with foreign entities, franchising, government partnerships, and other global growth strategies are explored. Course includes consideration of global models such as Porter's Five Forces and inclusion of the various global economic, political, and technological infrastructures. Prerequisite: MGT 3103, MGT 3503.
- MGT 4123 Management Information Systems** (3 credit hours)
Using a business management focus, the course is designed to help students use information systems, concepts, and technology to solve problems and pursue opportunities. Prerequisite: CSI 1203, MGT 4163 or consent of instructor.
- MGT 4163 Creating a Business Plan I** (3 credit hours)
This is the capstone course for Business Degrees. The disciplines of management, accounting, finance, and marketing are brought together to teach the business professional the major components of planning and starting a business. The course includes the requirements for each student to develop a comprehensive business plan. Prerequisite: ACT 3123, MKT 3103, MGT 3103, CSI 1203 or consent of instructor.
- MGT 4173 Creating a Business Plan II (3 credit hours)**
This is the second half/continuation of the capstone course for Business Degrees. The disciplines of management, accounting, finance, and marketing are brought together to teach the business professional the major components of planning and starting a business. The course includes the requirements for each student to develop a comprehensive business plan. This course serves as the final, comprehensive, student-assessment tool in the BBA program. Prerequisite: MGT 4163 or consent of instructor.
- MGT 4223 Oil Field Development** (3 credit hours)
Properties of petroleum fluids and reservoir rocks; geophysical environment and exploration methods; drilling and completion methods; well testing; producing mechanisms; evaluation methods.
- MGT 4233 Current Issues in Energy Management** (3 credit hours)
An advanced seminar dealing with current issues affecting the energy industry.
- MGT 4323 Managing Diversity** (3 credit hours)
A study about the divergent world-paradigms, cultures, and business ethics of major global cultures. Issues include expatriating employees abroad based on ethnocentric, polycentric, and geocentric strategies and managing, coaching, and team building individuals from diverse cultures. This course includes modules relevant to the Sports Management, Management, and Global Management BBA degree emphases.
- MGT 4333 Strategic Planning** (3 credit hours)
A study of the connection between organizational vision, mission, and strategy. The course focuses on strategic planning as a linear series of decisions and actions that management pursues to leverage core competencies as a competitive advantage to maximize organizational performance. Includes an overview of value chain management.
- MGT 4343 Leadership** (3 credit hours)
An overview of seminal and contemporary leadership models. Contemporary leadership models and styles include transactional, transformational, situational, contingent, etc. Reviews of seminal, early leadership styles include the scientific or efficiency model and McGregor's Theory X and Theory Y

model. Leadership modules relevant to Sports Management, Management, and Global Management are included.

- MGT 4353 Effective Organizational Teams** (3 credit hours)
21st Century organizations have emerged with organizational hierarchical designs with fewer layers of management. Organizational teams are organized to fill the void of less supervision and increasing autonomy. Teams are often organized to manage projects, troubleshoot, and fulfill management and other functional rolls. This course presents the various forms of teams- function and purpose. Issues such as virtual teams and the impact of emerging technology on synchronous communications are addressed. The various forms of team conflict resolution are also addressed.
- MGT 4413 Project Management** (3 credit hours)
Using theory and application, this course will explore an organizational approach to the management of ongoing operations. Designed to develop logical thinking and give training in written and oral presentation of solutions to problems. This course integrates the business of fields into a managerial concept of decision making. Prerequisite: Any 6 hours of the following ACT 3123, CSI 1203, MGT 3103, MGT 3403, MGT 3503, MGT 4123, MKT 3103.

Marketing

- MKT 3103 Principles of Marketing** (3 credit hours)
Fundamental concepts and problems of marketing within present economic, legal, and social environments.
- MKT 3143 Global Marketing** (3 credit hours)
A study of the mindset required for global corporations to “think globally and act locally” for developing marketing strategies for home and global markets. The course covers unique consumer behavior preferences in major global markets and the various methods of gaining market share in foreign markets. Additional topics include the value of emerging technology as marketing tools such as the internet, social media, personalized relationship marketing, e-marketing. Prerequisite: MKT 3103.
- MKT 3213 Introduction To & Use of Social Media** (3 credit hours)
In this introductory course, students will examine the role that social media plays in society, relationships, and enterprise. Learners will get hands-on experience with virtual communities and learn how to use a variety of social media tools to expand awareness, create a digital presence, and develop a social media strategy. Upon completion, students will be able to create a blog, distribute digital content, lead a participative online community, and implement a social media campaign.
- MKT 3503 Consumer Behavior** (3 credit hours)
A study of the fundamental concepts and problems associated with consumer/buyer behavior with an in-depth study of psychological, social, and cultural influences, and consumer behavior applications and trends. Prerequisite: MKT 3103 or equivalent.
- MKT 3513 Advertising and Promotion** (3 credit hours)
An introduction to the management and strategies of advertising following the decision sequence framework employed by a manager. It proceeds from situation analysis, to objectives and positioning, to strategies, to budgeting.
- MKT 4103 Public Relations** (3 credit hours)
This course provides an introduction and overview of public relations and campaign marketing. Course content will emphasize media management, promotion, publicity, customer-relationship marketing, and brand/relationship building. Upon completion, students will be able to recommend PR/media strategies designed to inform, influence, and motivate.
- MKT 4123 Service Marketing** (3 credit hours)
To gain a better understanding of the explicit difference between the marketing of goods and the marketing of services. Issues of importance of the 21st Century include service quality, links between

marketing and other disciplines, and transforming a product firm into a service firm. Prerequisite: MKT 3103.

- MKT 4133 Marketing Management** (3 credit hours)
To help students develop the ability to apply marketing theories and concepts to decision-making situations. Market segmentation, quality, customer service, brand equity, sales promotion, direct marketing, and database marketing will be covered. Prerequisite: MKT 3103.
- MKT 4343 Marketing Research** (3 credit hours)
A study of the fundamental concepts and problems associated with marketing research. Investigating the utility of marketing research: planning and reporting research results; design, measurement, experimental techniques, and analysis of data. Prerequisite: MKT 3103.

Mathematics

- MAT 1103 Mathematics I for Elem. Teachers K-8** (3 credit hours)
A study of mathematical concepts that will help prepare elementary teachers to teach math to students in grades K-8. Concepts covered will include patterns, classification, numbers and numbers sense, money, computation, measurement, geometry, fractions, decimals, ratio, percent, probability and statistics, pre-algebra, linear data, and problem solving. Two-course sequence continues with MAT 1113.
- MAT 1113 Mathematics II for Elem. Teachers K-8** (3 credit hours)
Continuation of MAT 1103. Prerequisite: MAT 1103
- MAT 1123 Contemporary Math** (3 credit hours)
This course connects modern mathematical concepts with current, real-world problems. Topics may include problem-solving, applications to finance, mathematical models, the mathematics of voting, theory of elections, and business.
- MAT 1203 College Algebra for Mathematics and Science Majors** (3 credit hours)
A study of equations and inequalities, complex numbers, functions, graphing, exponential and logarithmic functions, system of linear equations and matrices.
- MAT 1403 College Algebra** (3 credit hours)
A study of equations, systems of linear, matrices, relations, and functions and their graphs. This course introduces power functions, and exponential functions, and their inverses. We then create new functions by 1.) scalar multiplication, 2.) function addition 3.) function multiplication, 4.) function composition and 5.) piecewise functions. This generalized approach includes all the functions of a single variable traditionally used in undergraduate mathematics, including but not limited to rational, radical, polynomial, exponential, logarithmic, absolute value, and constant functions.
- MAT 1413 Pre-Calculus Mathematics** (3 credit hours)
A development of the elementary functions: power functions, exponential functions, trigonometric functions. We then create new functions by 1.) scalar multiplication, 2.) function addition, 3.) function multiplication, 4.) function composition, 5.) inverses, and 6.) piecewise functions. This continuation of the concepts developed in MAT 1403 also includes real-valued functions of several variables, vector valued functions, properties and operations of matrices and vectors, with applications of each. Prerequisite: MAT 1403.
- MAT 2103 Principles of Probability & Statistics** (3 credit hours)
The course covers the chapters including introduction of statistics, organizing and graphing data, numerical descriptive measures, probability, discrete random variables and their probability distributions, continuous random variables and the normal distribution, sampling distributions, estimation of the mean and proportion, hypothesis tests about the mean and proportion, estimation, and hypothesis testing: two populations, Chi-square tests, analysis of variance and simple linear regression. Prerequisite: BUA 1303, or MAT 1103 and MAT 1113, MAT 1203.
- MAT 2203 Statistical Methods I** (3 credit hours)

Includes the basic concepts of probability, and methods of collecting, organizing, and analyzing data. Methods of analysis using common spreadsheets involve the concepts of random variables, discrete probability distributions including Binomial and Poisson, as well as continuous distributions including Normal. The students will learn to estimate proportions, means, standard deviations and create confidence intervals. Elements of Hypothesis Testing claims of proportions, means, and standard deviations.

- MAT 2303 Single Variable Calculus** (3 credit hours)
Limits. Continuity. Derivative: definition, rules, geometric interpretation and as rate-of-change, applications to graphing, linearization and optimization. Integral: definition, fundamental theorem of calculus, substitution, other techniques of integration, improper integrals, numerical integration, and applications such as areas, volumes, and work. Prerequisite: C or better in MAT 1413 or departmental consent.
- MAT 2313 Calculus II** (3 credit hours)
Techniques of integration. Further applications. Plane analytic geometry. Polar coordinates and parametric equations. Infinite series, including power series. Prerequisite: MAT 2303.
- MAT 3103 Statistical Methods II** (3 credit hours)
Hypothesis testing of claims of proportions, means and standard deviations, then inferences from two samples, correlation and regression, goodness-of-fit and contingency tables, one-way and two-way analysis of variance, and some methods of nonparametric statistics. MAT Prerequisite: MAT 2103 or 2203.
- MAT 3213 Differential Equations** (3 credit hours)
First and second order and partial differential equations. Use of series, LaPlace transformation and numerical analysis to solve differential equations. Prerequisite: MAT 2313.
- MAT 3303 Linear Algebra** (3 credit hours)
Linear equations and matrices, real vector spaces, linear transformations, determinants, eigenvalues, and eigenvectors. Prerequisite: MAT 1413.
- MAT 3403 Geometry for Secondary Majors** (3 credit hours)
A study of the basic concepts of geometry including the properties of plane and solid figures; similarity, areas, and volumes. Prerequisite: MAT 1403.
- MAT 3413 Problem-Solving Strategies** (3 credit hours)
Apply problem-solving techniques to a variety of stated, application, and modeling problems. Unit analysis, matrix logic, and guess and check, as well as strategies typically taught in mathematics classes, will be addressed. Focus is on developing, selecting, implementing, and documenting effective strategies in a cooperative setting. The use of technology, as a tool, is encouraged.
- MAT 3423 Abstract Algebra** (3 credit hours)
A study of abstract algebra including rings, integral domains, groups, and fields. Prerequisite: MAT 2303 and MAT 3303.
- MAT 3433 Multivariate Calculus** (3 credit hours)
Sequences and series, vector operations, vector representation and planes of curves, functions of several variables, partial derivatives, gradient, tangent planes, optimization, multiple integrals in Cartesian, cylindrical and spherical coordinates, vector fields, line integrals and Green's Theorem. Prerequisite: MAT 2303 and MAT 3303.
- MAT 4203 Mathematical Analysis** (3 credit hours)
Topology of the real fields and the complex fields. A rigorous treatment of the concepts of the calculus including Green's, Stoke's, and the Divergence Theorems.
- MAT 4213 Discrete Mathematics** (3 credit hours)
A study of set theory, Boolean Algebra, symbolic logic, relations, mathematical induction, graph theory, groups, rings, and finite fields. Prerequisite: MAT 1413.

Leadership

- LED 3103 Principles of Effective Leadership** (3 credit hours)
This course will equip students with the knowledge and skills necessary to become leaders in their respective fields by applying effective principles in leadership studies. Prerequisite: USW 2233
- LED 3113 Communication for Leaders** (3 credit hours)
Students will be trained on how to communicate the principles of effective leadership through writing, public speaking, and interpersonal communication.

Music

- MUS 1103 Music Appreciation** (3 credit hours)
This is an introductory course in music featuring significant musical compositions of various styles and musical periods. Composers of note in Western Music from the Baroque, Classical, Romantic and the 20th century will be studied as a basis for intelligent listening habits for lifelong appreciation. Additional study in global music will be presented for a more multicultural view of the art of music and its place in man's culture in the world today.
- MUS 1203 The Great Composers** (3 credit hours)
Students are introduced to the lives and works of the great composers.
- MUS 1303 Drumline** (3 credit hours)
Student learn the requisite skills to play percussion instruments included in a traditional drum line with the intention of playing at University sporting events and other community-based events and/or activities.
- MUS 2103 Jazz: The American Music** (3 credit hours)
This course studies the history of jazz in America and its influence of popular and classical music around the world.
- MUS 2203 Introduction to Country and Western Music** (3 credit hours)
This course studies the history of country music and its origins in the folk ballads of England and Scotland to its present status as a form of popular music.
- MUS 2303 History of Rock and Roll** (3 credit hours)
Course intended to give bread and basic knowledge of Rock and Roll music from both a historical and cultural context. Designed for the non-music major, this course will provide a better understanding of music through reading, discussion and listening.
- MUS 3703 Worship and Music** (3 credit hours)
Music as it relates to worship.

Philosophy

- PHI 1103 Introduction to Philosophy** (3 credit hours)
Examines the questions that philosophers ask, outlining the methods and traditions which form the discipline and the underlying world views which affect those methods and traditions.
- PHI 2103 History of Philosophy** (3 credit hours)
Examines the lives and thought of philosophers from the classical to the modern age.
- PHI 2203 Logic** (3 credit hours)
Examines the methods of various logical systems, the role of semantics, and the issue of bias.
- PHI 3103 Philosophy of Religion** (3 credit hours)
Students are introduced to the philosophical bases of man's struggle for ultimate answers. Prerequisite: Either PHI 1103, PHI 2203, or PHI 3213.

PHI 3213 Ethics and Values (3 credit hours)
Examines various ethical systems and their implications.

Physics

PHY 1101 General Physics I Lab (3 credit hours)
This lab accompanies Physics 1. General Physics I is the first of a two-semester sequence in General Physics designed to present concepts and applications of the following topics: kinematics, dynamics, gravitation, energy, momentum, and heat. \$50 lab fee.

PHY 1103 General Physics I (3 credit hours)
General Physics I is the first of a two-semester sequence in General Physics designed to present concepts and applications of the following topics: kinematics, dynamics, gravitation, energy, momentum, and heat.

PHY 1201 General Physics II Lab (3 credit hours)
This lab accompanies Physics II. A continuation of PHY 1101 to include magnetism, electricity, sound, light, thermodynamics, and radiation physics. \$40 lab fee. Prerequisite: PHY 1103/1.

PHY 1203 General Physics II (3 credit hours)
A continuation of PHY 1103 to include magnetism, electricity, sound, light, thermodynamics, and radiation physics. Prerequisite: PHY 1103/1.

Political Science

POS 2003 American Government (3 credit hours)
A study of the Constitution of the United States, along with the organization, procedures, and duties of the branches of the national government. Also studied are the accomplishments and flaws of the branches.

POS 3103 American Ideologies (3 credit hours)
A study of the main ideologies of U.S. politics (capitalism, liberalism, conservatism, etc.) and the ideas that have challenged these views.

POS 3113 Political Parties (3 credit hours)
History and practice of party politics in the United States. A study of political parties, elections, and campaigns in the U.S.

POS 3303 American Presidency (3 credit hours)
A study of the Presidential election process, powers of the President, problems in the office, and selected Presidents and their styles of leadership with emphasis on modern presidents.

POS 4143 Comparative Politics (3 credit hours)
Nature of governments in modern society as seen through the philosophies and practices of selected systems of government of the world. Special attention will be given to democracy as a philosophy based on moral principles and values.

POS 4223 Constitutional History (3 credit hours)
A detailed study of the origin, development, and articulation of the Constitution of the United States.

POS 4313 World Systems and Ideologies (3 credit hours)
This course explores world systems and the main ideologies of these world groups. Discussions will also include the ideas that have challenged these views over time.

Psychology

PSY 1103 General Psychology (3 credit hours)
This survey course provides students with a broad introduction to the field of psychology including fundamental theories and major topics in the field (e.g., human development, sensation and

perception, cognition and intelligence, conditioning and learning, emotion and motivation, personality, and social behavior).

- PSY 2103 Psychology of Adjustment** (3 credit hours)
Studies self in relation to conflict, emotional stress, maturity, and frustration. Preventive mental health is emphasized.
- PSY 2113 Writing in Psychology** (3 credit hours)
Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference EDU 2213
- PSY 2213 Educational Psychology** (3 credit hours)
Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference EDU 2213
- PSY 2223 Developmental Psychology** (3 credit hours)
Growth and development from conception to maturity, including principles and processes of psychological, emotional, motor, and intellectual development. Prerequisite: PSY 1103 and at least one completed sophomore level PSY course.
- PSY 2403 Psychology of Sex and Gender** (3 credit hours)
An introduction to a wide variety of issues in the psychology of sex and gender including sexuality, sexual orientation, gender identity, physiological and psychological differences, gender roles and stereotypes, definitions of femininity and masculinity, and inequalities. This course will span the spectrum of topics related to all genders. This includes women, men, intersex, transgender, and others. Prerequisite: PSY 1103.
- PSY 3103 Learning and Behavior Modification** (3 credit hours)
Behavior modification is the study of basic principles of learning and behavior. Integral to this discipline is the examination of environmental events that impact human behavior. The purpose of this course is to learn how to apply behavior modification to various forms of behavioral development. Prerequisite: PSY 1103.
- PSY 3113 Cognitive Neuroscience** (3 credit hours)
Introduction to the study of the neural mechanisms underlying cognitive processes. Topics include relations between neural processes and attention, perception, memory, thinking and language; measuring change in electrical activity, blood flow, and metabolism in the brain during cognition; the problem of consciousness; and evolutionary perspectives. Prerequisite: PSY 1103.
- PSY 3123 Play: Psychological, Recreational, and Occupational Benefits** (3 credit hours)
Conceptual, theoretical, & empirical study of play will be focused on. Included are the development, organization, and impact of play on mental health, well-being, and occupation.
- PSY 3133 Affective and Motivational Science** (3 credit hours)
Motivation and emotion are multifaceted psychological constructs that encompass underlying processes to initiate, direct and maintain human behavior. The aim of this course is to introduce the history, theories, and principles of human motivation and emotions with specific attention paid to arousal, drive, addiction, mood, goal setting, stress, and coping. Students will examine constructs and underlying processes from a variety of perspectives including physiological, psychological, and social viewpoints. Prerequisite: PSY 1103.
- PSY 3213 Human Growth and Development** (3 credit hours)
This course explores human growth and development across the lifespan from the prenatal period to old age with consideration of genetic and environmental determinants of behavior and the influences of heredity, physiology, education, and culture on the social, emotional, and intellectual growth of the individual. Prerequisite: PSY 1103.
- PSY 3223 Adulthood and Aging** (3 credit hours)

A survey of the physical, psychological, emotional, and behavioral functioning of individuals from young adulthood to old age. Prerequisite: PSY 1103.

PSY 3333 Psychology of Stress, Trauma and Resilience (3 credit hours)

This course will introduce students to the field of traumatic stress. Students will gain an understanding of how humans cope with trauma, what factors (i.e., aspects of the trauma, social support, personality and coping style, biology, and genetics) predict who will have difficulty coping with trauma, and how we can treat trauma. Emphasizes practical applications of intervention and prevention in clinical, forensic, and community settings. Prerequisite: PSY 1103.

PSY 3403 Group Processes and Intercultural Relations (3 credit hours)

A study of group processes and cultural and subcultural differences from a psychological perspective. Comparison and documentation of variations in culturally learned differences in behavior as opposed to individual differences. Exploration of the psychological impact of differing cultural expectations. Topics may include: ethnocentrism, bystander dynamics, stereotyping, interpersonal and intercultural communication, culture shock, nonverbal behavior, conflict management, and developing intercultural interaction skills. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3413 Family Systems (3 credit hours)

This course offers a study of the family as a system and elements that lead to successful adjustment in family living. Dynamics of love, communication, and sexuality are examined as part of the developmental process of family. The major focus of this course is on the process of internal family development—the changing relationships of parents and children, familial roles and responsibilities, and common challenges experienced by traditional and non-traditional families at successive stages of the cycle of family life. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3423 Child and Adolescence (3 credit hours)

An introductory look at child and adolescent experiences from infancy to young adulthood using developmental, historical, and cultural approaches. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3503 Social Psychology (3 credit hours)

Social psychology covers a wide range of psychological processes, from intrapersonal processes within the mind of a single individual to collective processes between groups of individuals. Topics of study will include attitude formation and persuasion, interpersonal judgment and perception, social attraction, aggression, prejudice, and social influence including, conformity, stereotypes and gender roles, attraction and attachment, and social modeling. Prerequisite: Students must have completed PSY 1103, SOC 1103 or equivalent prior to enrollment.

PSY 3513 History of Psychology (3 credit hours)

This survey course focuses largely on the history of modern psychology, chiefly since 1879. Students will review at the philosophical and physiological viewpoints that led to the birth of the “new” psychology in Germany and ultimately to the major systems (or schools) of psychology in America. The science and practice of psychology evolved together in America and thus, this course will focus not only on the history of the science of psychology but also on the profession of psychology, emphasizing the four principal applied specialties: clinical, counseling, industrial/organizational, and school psychology. Prerequisite: PSY 1103.

PSY 4103 Theories of Personality (3 credit hours)

This course examines personality theories from the major schools of thought in the field of psychology. These personality theories serve as the foundation for nearly every branch of psychology and the study of human nature. Students will study, and critically evaluate, the philosophy, science, and art of these theories and the theorists who developed them. Prerequisite: PSY 1103.

PSY 4123 Family Studies (3 credit hours)

A brief overview of family systems and the roles of family members in traditional and non-traditional families. Students will be introduced to family systems theories. Prerequisite: PSY 1103

- PSY 4203 Abnormal Psychology** (3 credit hours)
This course details psychodynamic, behavioral, physiological, and social aspects of positive and negative abnormalities. Approaches to behavioral change including drugs, institutionalization, psychotherapy, and behavior modification are examined. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.
- PSY 4213 Theories of Counseling** (3 credit hours)
Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. Prerequisite: PSY 1103 and at least one completed sophomore level PSY course.
- PSY 4223 Forensic and Legal Psychology** (3 credit hours)
Psychology and law is an interdisciplinary field, which applies psychological principles to legal issues. This course is designed as an introductory-level course in forensic psychology. As such, students will investigate contemporary roles of forensic psychology, crime from the perpetrator, victim, and community perspectives, police psychology and investigations, risk assessment and psychopathy, and legal proceedings. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.
- PSY 4303 Industrial and Organizational Psychology** (3 credit hours)
A study of factors influencing work performance, satisfaction with work, and the kind of methods and procedures which will maximize work performance and satisfaction. Prerequisite: PSY 1103 and at least one completed sophomore level PSY course.
- PSY 4313 Counseling Techniques** (3 credit hours)
An examination of the process and techniques used in interviewing and counseling. Emphasis will be placed on the development of basic helping skills and ethical practice. Prerequisite: PSY 1103 and at least one completed sophomore level PSY course.
- PSY 4323 Clinical Psychology** (3 credit hours)
Clinical psychology is the study of psychological disorders and the treatments designed to improve the day-to-day lives of people suffering from them. This course will serve as an introduction to basic theories in clinical psychology, analyzing the normal and/or neurotic responses people have to conflict, emotional stress, and frustration. Additionally, students will explore psychopathology, addiction, psychopharmacology, and ethical and professional roles and responsibilities of clinicians across settings. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.
- PSY 4403 Experimental Psychology** (3 credit hours)
Research techniques in psychology with emphasis on experimental design, methodology, and scientific report writing. Prerequisite: PSY 1103 and MAT 2103 and at least one completed sophomore level PSY course.
- PSY 4423 Research Methods in Behavioral and Social Sciences** (3 credit hours)
This course serves as an introduction to laboratory and field research methods applied in the study of human behavior. Students will learn how to evaluate the quality of research through analyzing the kinds of conclusions that researchers make and the manner in which they collect data to support their conclusions. Course content emphasizes the development of sound methods of hypothesis testing, data interpretation and formal research report writing, the review of empirical, peer-reviewed literature, the critique and interpretation of applied research and the ethical responsibilities and codes of conduct related to psychological research. Prerequisite: PSY 1103, Cross listed with CRJ 4423 and SOC 4423.
- PSY 4523 Psychological and Educational Testing** (3 credit hours)
An overview of the various kinds of instruments in print and their different uses, how to choose an instrument, and evaluate strengths and weaknesses of them. Prerequisite: PSY 1103 and MAT 2103 and at least one completed sophomore level PSY course.

- PSY 4703 Special Topics in Psychology** (3 credit hours)
Special topics course allows students to develop an understanding of a psychological topic that is not focal in the undergraduate curriculum. Current topics include the Psychopathy of Serial Killers, Psychology of Sports and Competition, and Integration of Psychology and Christianity. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.
- PSY 4804-8 Psychology Practicum** (4 to 8 credit hours)
This course is an independent study opportunity that allows students to gain experience may be relevant to their field of psychology including human factors, health psychology, human services, or forensic science. Students may volunteer in local agencies, private organizations, local government, hospitals, laboratories, correctional facilities, or private practice settings. The course is intended to be more than a volunteer for credit arrangement. Students are expected to relate their work experiences to their academic program. Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only senior level Psychology majors are permitted to enroll.

Religion

- REL 1103 Old Testament Survey** (3 credit hours)
Studies in the Old Testament text and in its historical and social context.
- REL 1203 New Testament Survey** (3 credit hours)
Studies in the New Testament text and in its historical and social context.
- REL 1303 Christian Theology in Modern Fiction** (3 credit hours)
This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological world view and reflects Christian values, ethics, and morals. Course level reflects the academic expectation and requirements for the course.
- REL 2113 Women of the Bible and Contemporary Time** (3 credit hours)
This course celebrates the women of the Bible and contemporary times. Historical research will be completed of women in the Bible and contemporary times.
- REL 2213 Spiritual Formation** (3 credit hours)
An introduction to Spiritual Formation that explores the biblical, theological, and practical considerations of developing a healthy spiritual life.
- REL 2313 Sports Evangelism** (3 credit hours)
This course assists the student in exploring, learning, and practicing various types of evangelism techniques. Special attention is given to public presentation of the gospel of Jesus Christ and to being a player/coach with biblical character and integrity.
- REL 2403 Faith and Christian Ethics** (3 credit hours)
This course is an introduction to moral reasoning and ethical systems from a Christian perspective with a view to the application of a coherent Biblical ethical framework to the major moral issues in contemporary society.
- REL 2413 Real Reel Faith** (3 credit hours)
This course will explore theological patterns in movies throughout various decades and originating countries. Special attention will be given to the general revelation of the God of the Bible through the art of film. Preference will be given to the Biblical world view with some discussion of differing world views presented in selected movies.
- REL 2503 Hermeneutics** (3 credit hours)

This course is an advanced study of hermeneutical theory and its application to the Biblical text. Students will be instructed in the exegetical process and will be required to demonstrate their learning in the production of an exegetical paper.

- REL 2513 Discovering Intersection Theology Science (3 credit hours)**
An introduction to exploring and discovering general revelation and specific revelation through the science.
- REL 3113 Survey of Christian Theology (3 credit hours)**
This course is an exploration of Christian Doctrine including the Doctrines of God, the Trinity, the Person and Work of Christ, the Person and Work of the Holy Spirit, and the Inspiration of Scripture.
- REL 3143 History of Christianity to 1517 (3 credit hours)**
A study of the development of Christian theology and practice up to the time of the Protestant Reformation. Cross-reference with HIS 3143.
- REL 3213 Ethnographic Study (3 credit hours)**
This course assists the student in exploring, learning, formulating, and conducting an ethnographic study with an unreached people group. In class sessions will include training on how to set up, to conduct, and to collect, and to report qualitative ethnographic research. On the field training will include supervised data collection. Special attention is given to providing recommendations for engaging the unreached/unengaged people with the gospel of Jesus Christ in a culturally sensitive approach.
- REL 3313 Communicating the Gospel (3 credit hours)**
As a class on homiletics, this course trains students how to utilize biblical exegesis for the preparation and delivery of expository sermons and teaching lessons.
- REL 3333 History of Christianity from 1517 (3 credit hours)**
A study of the development of Christian theology and practice from the time of the Protestant Reformation. Cross-reference with HIS 3333.
- REL 3413 Practical Ministry (3 credit hours)**
This course is a study of pastoral ministry with an emphasis on the shepherding model. It will also include issues of credibility, leadership styles, mission, vision, and other practical matters. A study is also made of the pastor's duties in conducting weddings, funerals, communion, water baptism, dedication services, business meetings, hospital visitation, and ministry to the sick.
- REL 4113 Biblical Counseling (3 credit hours)**
This course will train students how to counsel others through use of the Nouthetic Counseling method. Students will utilize biblical and theological precepts to provide guidance, hope, and healing for others in a way typical for those engaging in practical ministry. Prerequisites: REL 1103 – Old Testament Survey; REL 1203 – New Testament Survey; REL 3113 – Survey of Christian Theology.
- REL 4233 Evangelism and Discipleship (3 credit hours)**
This course is a consideration of the Biblical and practical application of evangelism and discipleship. The social, cultural, community and ontological ramifications of evangelism and discipleship are considered, as well as a critique of current issues, world view, and the needs of the 21st century world.
- REL 4313 Advanced Biblical Research (3 credit hours)**
Advanced Biblical Research (3 credit hours) This course will be an in-depth study of a particular book or genre of the Bible with application to sound hermeneutics and an understanding of the cultural, historic, and literary contexts.
- REL 4503 Advanced Historical Theological Research (3 credit hours)**
This class will study historic theological doctrine and texts with the intent of developing research skills in the student. Particular attention will be given to the historic development of Christian thought and the systematic construal of a particular doctrine in preparation for research. Cross listed with HIS-4503.

REL 4723 Topics in Theological Study (3 credit hours)
This course will be an in-depth study of a particular doctrine in Christian theology with attention to its biblical and historical background.

REL 4813 Practicum (3 credit hours)
A practicum giving the student supervised experience in a ministry setting, this is a capstone course in Youth/Pastoral Ministry in which students strive to (1) integrate their previous academic experiences with practical experiences in a local church setting, (2) complete a professional portfolio of their experiences and work samples, (3) demonstrate competence in their discipline – assessing needs, finding answers, and providing help, information, or advice appropriately.

Science

SCI 2534 Physical Science for Elem Tchrs K-8 & Lab (4 credit hours)
Physical Science is a straightforward, substantial introduction to the fundamental behavior of matter and energy. It is intended to serve the needs of non-science majors who are required to complete one or more physical science courses. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about their environment. No prior work in science is assumed. The terms and language used, as well as the mathematics is as simple as can be practical for a college-level science course. A one-hour lab is required. This course is required of elementary education majors. \$50 lab.

Sociology

SOC 1103 Introduction to Sociology (3 credit hours)
Introduction to the general principles of sociology including the relationship of the individual to the society and culture. Contrasts will be drawn concerning other cultures and patterns of behavior.

SOC 2213 Marriage and the Family (3 credit hours)
This course explores the principles involved in developing a successful family throughout all the family's phases. Family variations, guiding children to adulthood, in-laws, and relatives, middle-aged and old-age, marriage and divorce laws, and healthy and unhealthy relationships in the family are studied.

SOC 3203 Ethnic and Racial Relations (3 credit hours)
An introduction to the nature of relationships between racial and ethnic groups and what consequences these have for their relative positions and behavior in society. Students will explore the concepts, perspectives, and research traditionally identified with majority and minority group relations in sociology and examine the nature of intergroup attitudes and discrimination and their role in the creation and maintenance of majority-minority relations in society.

SOC 3223 Sociology of Organizations (3 credit hours)
Structured and functional aspects of human groups from informal to complex formal types: small groups, institutions, complex organizations.

SOC 3503 Social Psychology (3 credit hours)
Social psychology covers a wide range of psychological processes, from intrapersonal processes within the mind of a single individual to collective processes between groups of individuals. Topics of study will include attitude formation and persuasion, interpersonal judgment and perception, social attraction, aggression, prejudice, and social influence including, conformity, stereotypes and gender roles, attraction and attachment, and social modeling. Cross list with PSY 4423 & CRJ 4423
Prerequisite: PSY 1103.

SOC 4423 Research Methods in Behavioral and Social (3 credit hours)
This course serves as an introduction to laboratory and field research methods applied in the study of human behavior. Students will learn how to evaluate the quality of research through analyzing the kinds of conclusions that researchers make and the manner in which they collect data to support their conclusions. Course content emphasizes the development of sound methods of hypothesis testing, data interpretation and formal research report writing, the review of empirical, peer-reviewed

literature, the critique and interpretation of applied research and the ethical responsibilities and codes of conduct related to psychological research. Cross List with PSY 4423. Prerequisite PSY 1103.

SOC 4703 Special Topics in Sociology (3 credit hours)

Special topics course allows students to develop and understanding of a sociological topic that is not focal in the undergraduate curriculum. Example topics include Social Crisis of Today or The Dark Side of social media.

Special Education

SPED 2103 Introduction to Special Education (3 credit hours)

This course surveys the historical development of Special Education, describes funding bases and legal implications, defines exceptionality, delineates service delivery options, and discusses theoretical foundations, curricula, and program models. Field observations and activities are required (10 hours).

SPED 3423 Access to the General Education Curriculum (3 credit hours)

This course is designed for pre-service teachers and examines instructional planning and strategies to provide opportunities to learn the general education curriculum. Topics include Universal Design for Learning, inclusive education, descriptive teaching, and competency-based education. Field assignments will support the link between theory and practice.

SPED 3503 Comprehensive Literacy Instruction (3 credit hours)

This course is designed for pre-service teachers to examine the fundamental instructional strategies for a comprehensive literacy approach. Students will learn how reading, writing, speaking, and listening are connected to oral and written language. Distinctions will be made for emergent to conventional readers and writers. Topics include phonemic awareness, phonics, word study, fluency, text comprehension, and vocabulary instruction. Field assignments will support the link between theory and practice.

SPED 3513 Accessible Instruction for Readers and Writers (3 credit hours)

This course is designed for pre-service teachers and focuses on designing and delivering accessible reading and writing instruction. Emphasis is placed on instructional strategies for emergent to conventional readers and writers. Field assignments will support the link between theory and practice.

SPED 3523 Assessment for Instructional Decisions (3 credit hours)

This course is designed for pre-service teachers and focuses on planning for instruction, instructional alignment, and the development and use of appropriate assessment methods, strategies, and tools for a range of learners. Assessment for special education referral, eligibility, and program planning are covered. Emphasis is placed on authentic learning, multi-tiered systems of support, and authentic assessment. Field assignments will support the link between theory and practice.

SPED 4013 AT & AAC (3 credit hours)

This course is designed for pre-service teachers and examines the selection and use of assistive technology (AT) and augmentative and alternative communication (AAC) supports to foster meaningful relationships and opportunities to learn the general education curriculum for students who need, use, and could benefit from AAC. Emphasis is placed on AT & AAC assessment, low- and high-tech technologies, and supporting self-determination for students. Field assignments will support the link between theory and practice.

SPED 4023 Collaborative Teaching for Inclusive Education (3 credit hours)

This course is designed for pre-service teachers and focuses on collaborative skill acquisition to promote positive relationships between families, educators, related service providers, and students. The professional, ethical, and legal aspects of teaching are examined. Emphasis is placed on co-teaching, inclusive practices, cultural understanding, and fostering self-determination for students. Field assignments will support the link between theory and practice.

SPED 4033 Supported Decision-Making (3 credit hours)

This course is designed for pre-service teachers and focuses on supported-decision making for the development of Individualized Education Programs and transition plans. Emphasis is placed on person-centered planning, self-determination, plans. Emphasis is placed on person-centered planning, self-determination, student-led IEPs, and transition plans. plans. Emphasis is placed on person-centered planning, self-determination, student-led IEPs, and transition plans.

SPED 4233 Empowered Learning Environments (3 credit hours)

This course is designed for pre-service teachers and focuses on supporting mental health and self-regulation in the democratic classroom, establishing a classroom culture that is conducive to learning, and leveraging instructional practices that engage and empower learners in meaningful and relevant ways. Field assignments will support the link between theory and practice.

SPED 4306 Student Teaching I - Special Education (3 credit hours)

Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on all grade levels in special education, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

SPED 4316 Student Teaching II - Special Education (3 credit hours)

Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on all grade levels in special education, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

SPED 4502 Field Experience II Sped (2 credit hours)

Students are assigned to Special Education public school classrooms and/ or non-school settings where they assist in all aspects of instruction. Prerequisite: Advisor approval.

Sports Management

SPM 3103 Socio-Cultural Dimensions of Sport (3 credit hours)

The course focuses on the cultural traditions, social values, and psychosocial experiences of sport from antiquity to today. Content explores sport and its societal issues of gender, race, disability, violence and deviant behavior, competitiveness, substance abuse, burnout and technology.

SPM 3503 Consumer Behavior (3 credit hours)

A study of the fundamental concepts and problems associated with consumer/buyer behavior with an in-depth study of psychological, social, and cultural influences, and consumer behavior applications and trends.

SPM 4303 Administration of PE and Sports (3 credit hours)

A study of the administration of physical education and athletic programs. Areas of study will include Organization and Planning, Leadership and Supervision, Human Relations and Personnel Management, Public Relations, Financial Management, Legal Issues including Risk Management, Intramural Program Management, and Facility and Equipment Management (Cross-reference with PHE 4303.)

SPM 4423 Sport Marketing (3 credit hours)

Sport Marketing is the application and unique principles of promotion and marketing in the sport and fitness industry including: Sponsorship, endorsements, fundraising, role of the media, ticket sales and their use in promotions, gathering and analyzing marketing ratings and shares, industry segmentation, and venue and event marketing. Cross references with MKT 4423 Prerequisite: MKT 3103.

USW Courses

USW 1001 Freshman Orientation (1 credit hour)

This seminar provides a collaborative environment in which students are introduced to the University of the Southwest academic community. Topics may include exploration of disciplines, technologies associated with coursework, insight on adjusting to college life, budgeting finances and/or time, creating resumes, or life skills topics. The purpose of the course is to help students form habits of inquiry necessary to succeed in academia and beyond.

USW 2003 Servant Leadership Internship/Practicum (3 credit hours)

This internship is designed to supplement students' educational backgrounds and Christian faith. Upon completion of the internship, the 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. Criteria will include- samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence.

USW 2233 Servant Leadership (3 credit hours)

This course focuses on Servant Leadership, and the transition of students from community members or volunteers to active citizens. Students will be exposed to various social issues, and will become actively involved in serving and building relationships with organizations in their local communities. The goal of this course is to teach students how to engage in dialogs regarding social responsibility as well as in meaningful service while they are students at USW and as professionals in their respective fields.

USW 4003 Servant Leadership Internship/Practicum (3 credit hours)

This internship is designed to supplement students' educational backgrounds and Christian faith. Upon completion of the internship, the 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. Criteria will include- samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence. Students will be expected to reflect upon their experiences and the impact of the internship on their personal development. Additionally, students will explain how servant leadership prepared them for their careers.

USW 4413 Transcending Leadership (3 credit hours)

This course examines the servant-leader concept in relationship to the individual, the work place, the community, and the world. Particular attention will be given to how the servant-leader affects team-oriented approaches to leadership and management in organizations.

Presidents

Hobbs Baptist College

1956 – 1960 B. CLARENCE EVANS

NM Baptist College

1960 – 1964 NELL MCLEROY

College of the Southwest

1964 – 1970 J.L. BURKE

1970 – 1971 C.B. WIVEL

1971 – 1974 EUGENE HUGHES

1975 – 1984 BRUCE EVANS

1984 – 1986 ROBERT GALVAN

1986 – 1987 W.L. MCDONNELL

1987 – 1989 HERMAN BARLOW

1989 – 2002 JOAN M. TUCKER

University of the Southwest

2002 – 2015 GARY A. DILL

2015 – 2022 QUINT THURMAN

2022 – Present RYAN TIPTON

Emeriti Faculty/Staff

***Linda Aycock**

Professor of Education

Sue Fox

Professor of Education

John Larry Goldman

Professor of History/Political Science

Will Roan

Professor of Mathematics

***Kenneth Sagerty**

Professor of Education

***Marilyn Smith**

Professor of Education

***Joan M Tucker**

President Emeritus

Robert Woodmansee

Professor of Biology

***Tyler James**

Head Golf Coach Emeritus

Board of Trustees

Gary Eidson, Chair

Lee Roberson Vice Chair

Kristi Goodwin, Secretary

Sam Spencer, Treasurer

2022

Heather Evans

Kristi Goodwin

Raul Quintana

Lee Roberson

2023

Cliff Brunson

LeAnne Gandy

Elaine Sena Cortez

2024

Gary Eidson

James Lackey

Larry Scott

2025

Ken Bromley

Brad Caress

George Klein

2026

Sabrina Amador

Laura Castillo

T.J. Parks

Brian Snider

Sam Spencer

* Emeriti Faculty/Staff who are deceased.

Faculty & Staff

Faculty and Staff

Gabrielle Arsiaga, 2022

Head Cross Country Coach
BS, University of the Southwest

Steve Appel, 2014

Associate VP of Campus Facilities and Athletics
AS, Ft. Scott Community College;
BS, MS, University of Bridgeport

Lita Arbson, 2022

Maintenance Assistant

Dr. Erica Armstrong, 2018

Assistant Professor – College of Education
Ed. S. Walden University;
B.S. University of the Southwest
M.S. University of the Southwest;
Ed.D. University of the Southwest

Brian Arnold, 2017

Director of Counseling Services and Career
Services
BBS, MA, Hardin-Simmons University

Dr. David Arnold, 1993

Professor-College of Business
BBA, Baylor University;
BBA, University of the Southwest;
MBA, University of Texas of the Permian Basin;
DM, Colorado Technical University

Dr. Jazmine Brantley, 2016

Assistant Professor-College of Business
MBA, Harding University,
DED New Mexico State University

Dr. Carol Brennan, 2013

Department Chair- Behavioral & Social Sciences
Professor of Mental Health Counseling
BS, MS, North Texas State University;
PhD, University of North Texas

Dr. Sara Cantu, 2022

Assistant Professor – College of Arts and
Science
BS, University of North Texas
MA, University of South Florida
PhD, Oregon State University

Cruz Castillo, 2018

Operations Director-College of Education
BS, University of the Southwest
MBA, University of the Southwest

Dr. Daniel Castillo, 2007

Professor of Business

BA, UNADECA;
MBA, National University;
DBA, ULACIT Costa Rica

Gloria Castillo, 2021

Operations Director – College of Business
and College of Arts and Science
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 – College of Arts and
Science
BS, Trine University
MS, Trine University
EdD, Regent University

Barbara De Souza, 2019

Financial Aid Director - College of Business
AA, Northwest College Powel WY
BBA, University of the Southwest
MBA, University of the Southwest

Linda Dominguez, 2021

Accounts Receivable Specialist
BBA, University of New Mexico

Michael Dominguez, 2021

Head Women's Basketball Coach
BS, Grand Canyon University

Misty Doshier, 2013

Financial Aid Director – College of Arts and
Science

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 - College of Arts and Science
BS, Eastern New Mexico University
MBA, University of the Southwest

Joshua Ford, 2007

Director of Resource Enterprise Systems
AS, New Mexico Junior College

Dr. Michael Frederick, 2021

Associate Professor-College of Education
AA, East Central College

BA, Saint Louis University
BS, University of Missouri
MED, University of Missouri
PhD, University of Utah

Andrew Garcia, 2022

Assistant Baseball Coach
AA, Paradise Valley Community College
BS, University of Texas – Rio Grande Valley
MS, University of Cincinnati

Lisa Gonzalez, 2017

Enrollment Counselor
BS, California State University

James Griffin, 2006

Director of Campus Mail Services

Amanda Guzman, 2014

Associate VP of Campus Life and Student Affairs
Director of Undergraduate Admissions & Student
Support - College of Business
BA, Angelo State University

Monica Gomez, 2022

Assistant to the Registrar

Dr. Mary Harris, 1998

Professor – College of Education
BA, Southeastern Louisiana University;
MEd, Eastern New Mexico University;
EdD, Nova-Southeastern University

Dr. Tamika Hibbert, 2014

Assistant Professor – College of Education
BA, York College
MS, Brooklyn College
Ed.S, Argosy University
Ed.D, Argosy University

Dr. Heath Hooper, 2019

Associate Professor – College of Arts and Science
BS, Reinhardt University
MA, Concordia University -Irvine
PhD, North Central University

Dr. Laura Hunt, 2019

Dean, College of Education
Assistant Professor - College of Business
Administration
BA, Texas Tech University;
MBA, Baker College;
DBA, University of the Southwest

Lauren Irwin, 2020

Executive Director, School Counseling Graduate
Program
BS, University of New Mexico
MSE, University of the Southwest

Dacia Johnson, 2019

Director of Undergraduate Admission and
Student Support – College of Education

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

Licensure Programs
Department Chair- 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-College of Education
BS, University of Northern Colorado
MA, Regis University
MA, National University
PhD, Colorado State University

Dr. Narayan Kandel, 2020

Assistant Professor – College of Arts and
Science
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

Myriah Kimble, 2021

Director of Payroll
Senior Business Analyst

Dr. Danny Kirkpatrick, 2015

Associate Professor – College of Arts and Science
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

LEAP Coordinator – College of Education
BA, Fort Lewis College
MA, University of New Mexico

Rhonnie Lester, 2022

Head Golf Coach
Assistant to the Athletic Trainer
BS, University of the Southwest

Dr. Alan Lobaugh, 2016

Assistant Professor – College of Arts and Science
BA, Phillips University,
MDiv., The Graduate Seminary, Phillips University;
Ph.D., The University of North Texas

Dr. Brianna Lopez, 2017

Dean of Instruction and Academic Affairs
Assistant Professor
BS, University of the Southwest;
MBA, University of the Southwest
DBA, University of the Southwest

Corina Madrid, 2019

Graduate Program Support Director-
College of Education
Director of Office of Special Services
BBA, University of the Southwest
MBA, University of the Southwest

Dr. Christine McNichols, 2019

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

Brian Melchor, 2020

Maintenance

Wyatt Miller, 2020

Online Enrollment Counselor

Edgar Negrete, 2019

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

Edrian Negrete, 2012

Assistant Soccer Coach
Game Management
BS, University of the Southwest

Timothy Nusser, 2022

Associate Head Baseball Coach
BUS, Eastern New Mexico University

Yolanda Orozco, 2017

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

Gracie Orrantia, 2011

Housekeeping

Dr. Vanda Pauwels, 2014

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

Christopher Petroski, 2020

Softball Coach
AS, Middlesex County College
BS, University of Bridgeport

Carla Potter, 2019

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

Donna Robbins, 2017

Senior Enrollment Counselor

Yasmeen Sanchez, 2022

Assistant to the Director of Student Affairs
BS, University of the Southwest
MS, University of the Southwest

Cassandra Smith, 2021

Head Volleyball Coach
BA, University of the Southwest
MS, University of the Southwest

Paula Smith, CPA, 2021

Executive Vice President/CFO
BBA, Tarleton State University
M.S, Texas Tech University Health-
Services Center

Dr. William Sumruld, 1989

Professor – College of Arts and Science
BA, Eastern New Mexico University;
MDiv, PhD- Southwestern Baptist Theological Seminary

Hope Sustaita, 2011

Housekeeping

Dr. Molly Tait, 2021

Assistant Professor – College of Education
BS, Western Michigan University
MS, Texas Woman's University
PhD, Texas Woman's University

Jose Tarin-Valdez, 2022

Assistant Director of Career Services
BS, University of the Southwest

Wesley Taylor, 2011

Assistant Director of Physical Plant

Jennifer Thorpe, 2022

Business Analyst
BBA, University of Texas at Arlington

Lissete Terrazas, 2011

Registrar
BS, University of the Southwest
MBA, University of the Southwest

Carmon Tippy, 2013

Assistant to the VP of Financial Services, AP
Accounting Assistant
BBA, University of the Southwest

Dr. Keisha Tipton, 2020

Associate Dean- College of 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

President/CEO
BBA, MBA- University of Texas of the Permian Basin;
DBA, 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 – College of Arts and Science
BA, Knox College
MA, Illinois State University
MS, Roosevelt University
DBA, University of the Southwest

James Voight, 2021

Head Men's Basketball Coach
AA, New Mexico Junior College
BS, University of the Southwest
MED, Eastern New Mexico University

Dr. Kevin Waldrop, 2020

Assistant Professor – College of Arts and Science
Department Chair, Christian Studies
PhD, Gateway Seminary
MDiv, Gateway Seminary
BS, Mississippi State University

Dr. Laverne Ware, 2021

Assistant Professor – College of Education
BS, University of West Georgia
M.Ed, University of West Georgia
Ed.S, University of West Georgia
PhD, Capella University

Sandy Wilkinson, 2016

Executive Director of Financial Aid and Data Compliance
Director of Graduate Admissions & Student Support - College of Business Administration- DBA Program
Colleague Implementation Director
Veteran Affairs Certifying Officer
BA, The Defiance College;
MBA, Southern Wesleyan University;
MBA, University of the Southwest

Daniel Williams, 2017

Senior Technology Specialist
AA, New Mexico Junior College
BM, Wayland Baptist University
BS, Western Governors University

Melissa Williams, 2019

Director of Financial Aid- College of Education
Veteran Affairs Certifying Officer
BA, University of New Mexico
MBA, Western Governors University

David Willis, 2018

Instructional Design Technician

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

Department Chair - Biological Sciences
BS, Beijing Agricultural University;
MS, Beijing Agricultural University;
PhD, South Dakota State University

Howard Wyer, 2017

Online Enrollment Counselor

Lauren Zarate, 2022

Graduate Program Support Director – College of Arts and Science and College of Business
BS, University of the Southwest
MSE, University of the Southwest