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**GRADUATE**  
**academic**  
**catalog**

Does the world need more people to be leaders...or more  
leaders to be servants?  
**What will you become?**

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



Dear Prospective Graduate:

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

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

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

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

Quint Thurman, Ph.D., President

# Contents

TABLE OF CONTENTS

General Information .....6  
 Mission and Purpose.....6  
 Honor Code.....6  
 Accreditations and Affiliations .....7  
 Title IX Compliance .....8  
 Organizations .....9  
 General Services and Policies.....9  
 Location of Records .....10  
 Scarborough Memorial Library Services.....11  
 Financial Information.....13  
 Tuition and Fees .....13  
 Refund Policy .....14  
 Financial Aid Policies.....15  
 Veterans Benefits.....18  
 Academic Information .....20  
 Admissions Procedures and Policies .....20  
 Academic Policies.....23  
 Academic Status .....27  
 Graduation Policies.....34  
 Academic Programs.....36  
 Master of Business Administration .....37  
 Master of Science in Education.....42  
 Educational Administration .....44  
 Course Descriptions .....54  
 Faculty and Staff.....81

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## General Information

### Mission and Purpose

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

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

### Honor Code

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

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

### Personal Responsibility

The Honor Code is not a list of rules; rather, it is a philosophy of conduct that guides our living, working, and studying together. The standards of honor at USW 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 USW 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 USW and the Honor Code are premised.

## Accreditations and Affiliations

University of the Southwest is an accredited member of the North Central Association of Colleges and Schools 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.

The North Central Association's accrediting process for institutions of higher education is accomplished through the Higher Learning Commission (HLC). USW was granted accreditation in 1980, and has maintained continuous accreditation. The most recent HLC review took place during the 2013-2014 school year.

The School of Education at University of the USW operates under the auspices of the New Mexico Public Education Department.

USW is a member of the following organizations:

- American Association of Presidents of Independent Colleges & Universities (AAPICU)
- Association of Governing Boards of Universities & Colleges (AGB)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges & Universities (NAICU)
- New Mexico Independent College Fund (NMICF)
- National Association of Intercollegiate Athletics (NAIA)
- Council for Christian Colleges and Universities (CCCU)
- College Board

## 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 Dean of Students, the university president, and/or USW’s Title IX Coordinator.

### Counseling Services

Short-term counseling is offered to all currently enrolled USW students free of charge. Appointments are made with one of USW’s on-campus counselors through the Office of Campus Ministry (ph. 575-492-2132) located in the Fadke Arts and Sciences Building. Clients are accepted for counseling who have the capacity to resolve their own problems with the assistance of a counselor. Primarily, person-centered and cognitive behavioral approaches are used. Clients requiring more than 4 counseling sessions will be referred to other specialized counseling services available in the surrounding area.

All counseling and medication management 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, the American Psychological Association, and the state board for licensing.

### Distinguished Lecture Series

Special activities offered regularly include speakers, concerts, films, and other productions selected to emphasize the cultural, political, economic, and scientific heritage of America.

For example, 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 and Dr. Benjamin Carson.

The Hatton W. Sumners Speaker Series sponsors an annual event aimed at fostering responsible citizenship in a free society. The series has hosted Christopher Gardner, author of *The Pursuit of Happiness*; award-winning educator, Erin Gruwell; actor, musician and author, Tom Sullivan; and American hero, Captain Scott O’Grady; and baseball legend, Jim Abbott.



## Organizations

### Alumni Association

USW graduates are inducted into the Association during their graduation ceremony. Alumni are informed of campus events through the Mustang newsletter and other campus mailings. 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.

### Awards Presented at Graduation

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

## 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.

### Lost and Found

Lost and found services are located in the main buildings on the USW campus through each support staff secretary's office.

### Student Complaints

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

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

### Textbook Purchases

MBS Direct provides online textbook service for University of the Southwest. The Virtual Bookstore is online at <http://direct.mbsbooks.com/csw.htm> or you may contact them toll-free at 800-325-3252.

## 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/she is a student;
- Alumni records that contain information about a student when he/she no longer is in attendance at USW, and the records do not relate to the former student as a student.

## Right of the University to Refuse Access

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

- Financial statement(s) of the student's parent(s);
- Letters and statements or recommendation(s) for which the student has waived his/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.

## 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.

## Location of Records

The following records are maintained in the Office of the Registrar:

- admission records,
- cumulative academic records,
- placement records,
- progress 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 the VPAT.
- 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.

## 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/she does not wish this information to be disclosed.

## Scarborough Memorial Library Services

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

## Library Collections

Scarborough Memorial Library houses over 54,500 items, most of which are to be found in the general stacks. There are three special collections housed in the Library: the New Mexico State Textbook Adoption Center with a collection of K-12 textbook samples; the Thelma A. Webber Southwest Heritage Room containing U.S. Southwestern history, literature, folklore, etc.; and the Hatton W. Sumners Freedom Collection specializing in items relating to entrepreneurship, free market economics, liberty, and freedom. All circulating Library materials are available for a three-week loan period. Materials may be renewed for an additional six weeks, as long as another patron has not placed a hold on the material in question.

The Library receives over 200 newspaper, journal, and periodical titles.

## Library Services

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

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

Electronic indexing and abstracting services are available on workstations throughout the Library. Internet searching and word processing also are available. The University Librarian and staff provide reference service and bibliographic instruction to both individuals and classes upon request. Students and faculty are encouraged to make full use of these services.

## Library Regulations

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

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

## Financial Information

### Tuition and Fees

USW reserves the right to make changes, without notice, in tuition, fees, and charges as deemed necessary.

Changes are effective June 1st of that academic year.

|                          |          |
|--------------------------|----------|
| Tuition per credit hour* | \$580.00 |
| Audit: per credit hour   | \$290.00 |
| Directed Study Fee       | \$200.00 |
| Schedule Change Fee**    | \$20.00  |
| Graduation Fee           | \$90.00  |
| Diploma Replacement      | \$50.00  |

\*No charge for the 15th and 16th semester hour in the standard Fall and Spring semesters only

\*\*This change made for any course change(s), including withdrawals other than those required by the University.

### Other Fees

|                               |          |
|-------------------------------|----------|
| Intern Teaching Fee           | \$150.00 |
| Late Payment Fee              | \$30.00  |
| Late Registration Fee         | \$50.00  |
| Placement Service Fee         | \$10.00  |
| Recording Fee per credit hour | \$25.00  |
| Transcript + Faxed copy       | \$12.50  |
| Transcript (official)         | \$7.50   |
| Vehicle Registration Fee      | \$10.00  |

### Payment Plan

Contact the Business Office or website for details.

### Payment of Charges

University of the Southwest operates on a term system for payment of tuition, fees, board, and housing. Payment is accepted by the Cashier located in the J. L. Burke Hall Administration Building Monday – Friday from 8:00 am – 5:00 pm MST or you may pay online with a credit card.

All charges for tuition and fees are due and payable one week before the start of classes. If in any case these financial obligations are not cleared before the end of the term, students will not be able to enroll in subsequent terms. Further transactions (including transcripts and grades) will be suspended until the student clears all financial obligations to the University.

The University reserves the right to administratively cancel registration of any student who fails to pay his/her debts to the University. Academic credits, transcripts, and diplomas will be withheld until all financial obligations are paid. Any student who gives a check for insufficient funds to the University may be subject to a \$20.00 fine and disciplinary action.

## Refund Policy

### Schedule Changes

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

### Dropped Classes

Students will receive a 100 percent refund of tuition for classes dropped no later than 5:00 p.m. MST the Friday after classes begin for the regular terms and the second day after classes begin for the shorter terms. Specific dates are published in the official academic calendar.

### Active Academic Participation Policy

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

### Withdrawal from the University

Students completely withdrawing from the University on or before the 60 percent point of the semester will receive a pro-rated refund of tuition, fees, room and board. There will be NO REFUND of any charges after the percent point.

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

### Repayment Distribution Policy

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

- 1) Direct Unsubsidized Loan
- 2) Direct Loan PLUS
- 3) TEACH Grant

Certain pro-rata refunds will be made to students attending University of the Southwest for the first time if he/she withdraw on or before the 60 percent point of the enrollment period.

## Financial Aid Policies

### Financial Assistance

Enrollment in another institution is prohibited. Federal aid cannot be received at two institutions for the same time period. Pending of dual loans at other institutions must be cancelled prior to being awarded financial aid at USW. The email address of the Office of Financial Aid is financialaid@usw.edu.

The University endeavors to assist each student with educational costs which are categorized as direct and indirect costs. University of the Southwest packages financial aid awards based on the student's costs, which include, but are not limited to tuition, fees, and books. Need is determined using the following formula: Cost of attendance minus EFC (Expected Family Contribution from the FASFA) equals need. A student may choose to finance all or a portion of costs through Direct unsubsidized loans, Direct Loan PLUS, or Alternative loans. Eligibility for these loans is determined by the individual student's circumstances and the University's educational costs.

### Satisfactory Academic Progress Policy

The Office of Financial Aid of University of the Southwest (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.

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 academic period. The academic review is cumulative and includes all courses taken at the student's current academic level. After the evaluation, letters will be sent to all students who have insufficient academic progress and are being placed on Financial Aid Probation or Suspension as a result.

### Qualitative Standard

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

| <i>Student Classification</i> | <i>Required Minimum Cumulative GPA for Program</i> |
|-------------------------------|--|
| Masters Programs              | 2.0  |

Additional academic progress criteria may exist for certain financial aid programs. Example: The Federal TEACH Grant requires a student to maintain a 3.25 cumulative GPA. Some private and institutional scholarships require a higher cumulative GPA than those listed above.

## Quantitative Standard

In order to meet the quantitative standard, students must complete 66.67% of attempted coursework at the current level. Withdrawals, incompletes, repeated courses, failure grades, and transfer hours will count as attempted coursework. Example: For a student who has attempted 120 credit hours and earned 80 credit hours, the student would have completed 66.66% 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 ( $128 \times 150\%$ ).

## All Unearned Credits

Students attempting at least half-time level credits and who earn no credits for the payment period will be placed on financial aid suspension and will not be permitted to receive financial aid in the next term.

## 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 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 suspension status for that term or until SAP is established.

## Terms/Summer Sessions

A traditional term is referred to as a standard term. Standard terms, as defined by USW, are comprised of a combination of smaller sub-terms (e.g. Fall(a), Fall(b), Spring(a), Spring(b), Summer(a), and Summer(b)). SAP requirements are calculated based on the combined terms and sub-terms 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 term. This will delay the SAP review process and may affect aid in subsequent terms 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.

Students with an Incomplete will be ineligible for aid for the subsequent term until the Incomplete becomes a grade

## Repeated Courses

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

## 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. 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 probation 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 probation status will be removed. If SAP is not met in the first standard term of enrollment, aid will be suspended.

## Course Attendance and Participation

Students receiving federal student aid are required to attend and actively participate in all courses registered. Instructors report lack of attendance and participation to the Registrar's office periodically at the start of each term. Financial aid will be cancelled for students reported as not actively participating attending, within first week of each term.

## Re-Establishing Eligibility

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

## Appeals

A student who is placed on financial aid suspension may appeal this decision. To appeal the financial aid suspension, a student must submit to the Director of Financial Aid a signed and dated SAP Suspension Appeal Form explaining why the student was not academically successful, what has changed that will now allow the student to be academically successful, and any supporting documentation from an objective third party professional (e.g. physician, counselor, lawyer, social worker, teacher, religious leader, death certificate, divorce decree, etc.). Family members of the student, friends, and USW employees are not considered an acceptable third party. A committee will review the appeal and the student will be notified in writing of the decision. All financial aid awards remain cancelled until the student follows these appeal procedures and receives a written notification of reinstatement. If a reinstatement is approved, the student will be placed on financial aid probation for one standard term. The student will also receive a Financial Aid Academic Plan to assist the student toward SAP. A student may receive aid while on financial aid probation. SAP progress will be reviewed at the end of the standard term of probation 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 student to have a cumulative completion rate of 85% and a GPA requirement of 2.5 for the standard term of the approved appeal. This will ensure progress in making up the previous deficiency.

**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 academic advising, 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: Failure to meet standards while on financial aid probation in the Spring term will immediately affect aid eligibility for the Summer and/or Fall terms.

## Veterans Benefits

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

University of the Southwest  
School Certifying Official  
6610 Lovington Highway  
Telephone: (575) 392-6564  
fax: (575) 392-6006

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

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

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

- Chapter 30 Montgomery GI Bill for Active Duty
- Chapter 30 Montgomery GI Bill for Veterans
- Chapter 1606 Montgomery GI Bill for Selected Reserves
- Chapter 1607 Reserve Educational Assistance Program (REAP)
- Chapter 31 VA Vocational Rehabilitation Students
- Chapter 35 Survivors' and Dependents' Educational Assistance Program
- Chapter 32 VEAP - Post-Vietnam Era Veterans' Educational Assistance Program
- Chapter 33: Post-9/11 G.I. Bill

Students must also adhere to the following:

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

## Academic Information

USW is committed to providing equal educational opportunities for students 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.

### Admissions Procedures and Policies

Where to apply for graduate admission:

Students must apply online at [www.usw.edu](http://www.usw.edu)

Questions regarding admission may be submitted by email to [online@usw.edu](mailto:online@usw.edu), or by phone at 800-350-2658 or 800-530-4400.

### Criteria

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

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

### Process

USW expects applicants to the Master of Business Administration (MBA) program or the Master of Science in Education (MSE) program to be well-qualified professionals, grounded in practical experience, and to demonstrate effective communication skills (i.e., oral, written, and technology skills).

To be considered for admission to the MBA program or the MSE, the applicant must:

- Complete and submit the online Graduate Application.
- Remit the \$50 application fee to the Business Office (Note: The graduate application fee is waived for applicants who hold degrees from USW).
- Submit required transcript(s) to the Office of Enrollment Services. A student who has applied and whose official transcript has not been received by the Office of Enrollment Services may be provisionally admitted to a graduate program. For full admission, an official transcript that reflects conferral of the baccalaureate degree from the accredited undergraduate institution must be submitted within the first term of being registered for graduate courses.

All graduate students will meet with an enrollment counselor, who will work with the student to determine the appropriate class(es) for the student's first term. Additionally, the student will:

- Contact the appropriate graduate advisor,
- Determine what course(s) to take in upcoming term(s),
- Current students can self-register for appropriate classes online.
- Students who are unable to self-register may contact their graduate advisor, and
- A student must contact his/her graduate program's director to request permission to take the practicum and/or internship.

The student must take EDU 5523 Educational Research at the first available opportunity and must make a grade of B, or better. If the student earns a grade lower than a B, the student must retake EDU 5523.

If a student retakes a course a second time and earns a grade lower than a B, the student will be denied admission to the graduate program..

All students are encouraged to contact their Graduate Advisor to ensure that their classes are taken in the proper sequence.

## Full Admission

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

## Provisional Admission

If the applicant fails to meet one or more of the requirements for admission, the Graduate Committee may choose to grant provisional admission with the understanding that the student has one (1) term to satisfy the deficiencies specified. The student may take no more than six (6) term hours of graduate course work as a provisional admittee.

If the applicant is missing an application fee or/and official transcript he/she will be provisionally admitted into USW. Once all documents are received, the applicants' status will change to fully admitted.

## Post-Master's Licensure-Only Program Admission

All admission decisions for Post-Master's Licensure-Only programs made by the Graduate Admission Committee are based on its judgment of the evidence presented. A student may be granted admission to a licensure program if the following conditions are met:

- The student must hold a Master's Degree from a regionally accredited college or university.
- The student has completed and signed an official application for graduate study and has paid the application fee.
- The student has submitted required transcript(s) of previous college work which documents a GPA of 3.0 or better on a 4.0 scale.

## Non-Degree Admission

Students possessing a bachelor's degree may be permitted to enroll in graduate courses as non-degree seeking students. Preference will be given to degree-seeking students when enrollment is limited. The non-degree student may complete no more than 12 term hours of coursework. After completing 12 hours the non-degree student must apply to the graduate program or discontinue taking graduate classes.

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

## Zero Credit Hour Courses

Courses with zero credit hours taken to complete licensure, internships, etc., are not eligible for financial aid.

## Re-Admission to the Graduate Program

A graduate student who has attended USW previously but who has not attended during the past academic year must contact the Office of Enrollment Services to reactivate active student status. A graduate student who has not been enrolled at USW for one academic year or longer will return under policies stated in the catalog that is current at the time of their return.

## Teaching Licensure/Certification

A student with at least a bachelor's degree who wants to pursue teaching licensure may use a combination of graduate and undergraduate courses to fulfill the licensure requirements. However, NO MORE THAN 9 TERM HOURS of graduate coursework may be completed before the student has taken at least the Basic Skills part of the New Mexico Teacher Assessments (NMTA). Read the entire section, but carefully study and follow the sections entitled Licensure/Certification Students and Admission to Intern Teaching. This option only applies to entry-level teacher preparation. Graduate licensure programs require a bachelor's degree and a master's degree from a regionally accredited college or university. For additional information on these programs, contact a graduate advisor.

## Educational Administration Licensure in New Mexico

A graduate student seeking licensure in educational administration must meet all of the following requirements:

- Bachelor's degree and Master's degree from a regionally accredited college or university;
- A minimum of 6 years of teaching experience;
- A valid New Mexico Level 2 teaching license; and
- A minimum of 18 term hours of graduate term hours in an educational administration program approved by the New Mexico Secretary of Public Education that addresses the functional areas and related competencies;
- An apprenticeship/internship as defined in the New Mexico State Regulations;
- Satisfactory demonstration of the New Mexico Secretary of Public Education's Level 3B competencies;
- Passage of the entry-level licensure NMTA examination adopted by the New Mexico Secretary of Public Education.

## School Counselor in New Mexico

A graduate student seeking licensure as a school counselor, Grades PreK-12, must meet the following requirements:

- Bachelor's degree and Master's degree from a regionally accredited college or university in a discipline other than school counseling; and
- 36-42 graduate hours that incorporate the New Mexico Secretary of Public Education's approved competencies in the area of school counseling and include an internship in a school setting; and
- Pass any required NMTA exams.

## Professional Mental Health Counselor in New Mexico

A graduate student seeking mental health licensure should contact the graduate program director and the graduate advisor. Mental Health counselors are required to meet the qualifications and requirements as set forth by the New Mexico Counseling and Therapy Board that include the completion of a minimum of 48 term hours of graduate coursework, which includes a minimum of 9 term hours in graduate supervised practicum and/or internship; the minimum number of required client contact hours under approved supervision; and passage of a Board approved examination.

## Licensure of Students from States Other than New Mexico

Students, who reside in a state other than New Mexico, must contact the appropriate licensing bureau in their state in order to determine if their state will recognize our programs and grant a license to the student who earns a Master's degree from our University. In lieu of NM Competencies students may use their home-state competencies.

## Notification of Admission Status

Written notification of graduate admission or non-admission is communicated to the student by the Office of Enrollment Services. Admission into the specified MSE graduate program will be communicated to the student by the Office of Enrollment Services.

## Academic Policies

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

## Academic Advisement and Program Planning

Once admitted to graduate study, each student will be assigned a graduate advisor. The student and the graduate advisor will discuss the graduate degree or licensure plan to be followed. Students are required to complete EDU 5523 Educational Research at the first available opportunity. A grade of B or better must be earned in EDU 5523 or the student must repeat the course no more than twice and earn at least a B. The graduate plan is to be reviewed prior to each term's registration to make certain satisfactory progress is being made. A copy of the student's graduate degree or licensure plan is to be filed with the School of Education and the Office of the Registrar. All revisions to the graduate plan must be filed with these offices.

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

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

## Academic Probation and Suspension Policy

### Academic Good Standing

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

### Academic Warning

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

### Academic Probation

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

Academic Probation Requirements:

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

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

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

### Academic Suspension

A student is placed on Academic Suspension when a student fails to comply with the Academic Probation Requirements. Once placed on academic suspension a student is not allowed to enroll courses at USW for one 8-week term in Fall and Spring or one 5- week term in Summer immediately following the term triggered for Academic Suspension.



Students on Academic Suspension will have a hold placed on their account and will not be able to register without approval from their Program Coordinator and Academic Dean.

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

Following the completion of the one term (8 week for Fall and Spring or 5 week for Summer) of Academic Suspension, the student must maintain a 3.0 term GPA every consecutive term thereafter, or he or she will be automatically suspended from the program for one year (12 calendar months). Students may reapply to their graduate program after completing this term of suspension.

Additionally, any student registered for 6 credit hours in any given term (8 week for Fall and Spring or 5 week for Summer) who receives a grade of "F" in both courses, will be automatically placed on Academic Suspension and will be subject to all terms and conditions specified.

## Academic Dismissal

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

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

## Academic Standing Appeals

Academic actions can be appealed to the Academic or the Provost. 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 30 days of receiving change of academic status notification.

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

## Non-Discrimination Policy

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

## Academic Records

Once submitted, academic records and transcripts become a permanent part of the student's records at USW and will not be returned. All records submitted will be destroyed when a student

fails to attend within one academic year of the date of anticipated attendance. A student found guilty of nondisclosure or misrepresentation in completing the admission forms will be subject to disciplinary action, including possible dismissal from the University.

## Full-Time Student Status

Full-time graduate student status requires the student to be enrolled in six term hours of graduate work. Registrations for more than six hours of graduate credit, including concurrent enrollment in another accredited institution, must have the approval of the Graduate Committee and the Provost. If a student receives financial aid the student must contact the Financial Aid Office if he/she takes less than six hours of work.

## Grading

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

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

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

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

## Incomplete Work

University of the Southwest will no longer give a grade of "I" for incomplete work. A student who has substantially completed a course but who lacks certain essentials of performance due to circumstances beyond his/her control is encouraged to communicate directly with the course instructor as soon as such situations arise. Communication between the student and instructor will be essential in determining the instructor's course of action. If the instructor agrees to make arrangements for a student to submit incomplete coursework after then end of a course, the student will be given whatever grade deemed appropriate for the amount of work completed. The instructor will then set a deadline for incomplete course work to be completed (between 1 and 4 weeks). If the incomplete course work is completed by the set deadline, the instructor will submit the appropriate grade change to the Registrar's Office.

**Exception:** Due to insurance liability issues, the only courses allowed to have a grade of "I" are Practicums and Internships. Students with a grade of "I" need to be reminded that the grade may affect financial aid eligibility.

## Comprehensive Examinations, Projects, Internships, and E-Portfolios

For the graduate degree program in education, a capstone experience is required. The capstone experience includes one or more of the following: a comprehensive written or oral exam, a graduate project, an internship (Ed. Ad., Ed. Diag., School Counseling, Mental Health Counseling), and/or an e-Portfolio. The exam format will be at the discretion of the Graduate Committee and

program specific.

## Graduate Internship

Students must register for the Internship Preparation Course (EDA, EDC, EDG 5800) prior to the term in which they want to begin the internship. Students enrolled in Internships (EDA 5803, EDC5803m, EDC5803s, EDG5803) will receive an "NC" until all course requirements are met. Students must complete a minimum of 3-credit hours of internship, which requires 300 contact hours. Upon completion of the internship, the University supervisor will submit a final grade. After registering for the internship for the first time, students have one calendar year to complete the internship.

## Academic Integrity

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

Since graduate programs at USW encourage open discussion that respects diversity of opinions, graduate students are expected to honor confidentiality and to act as professionals. Sensitive issues are sometimes discussed that evoke different positions. Graduate students should never divulge information in such a manner that an individual can be identified.

The USW community assumes responsibility for fostering academic integrity.

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

## Academic Status

### Academic Probation

A graduate student is placed on academic probation when his/her cumulative grade point average (GPA) falls below 3.00. A student on academic probation will be given one semester/term to show academic improvement. If academic improvement is not made by the end of the semester/term, the student will be required to meet with the Academic Probation and Suspension Committee (face-to-face meeting for on-campus students and virtual meeting with online students) before registering for the next semester/term. After meeting with the Academic Probation and Suspension Committee, the student will remain on probation for an additional semester and will be given the opportunity to raise his or her cumulative GPA. Failure to show academic improvement after two semesters/terms may result in academic suspension. Academic probation is removed when the cumulative GPA is raised above 3.00.

### Academic Suspension

A student placed on academic suspension may appeal to the Provost. If the appeal is denied, the student will be suspended. He or she will be eligible for re-admission on probation after one

full semester/term. Benefits of suspended veterans must be re-established by the Veterans' Administration.

## Dealing with Incidents of Academic Dishonesty

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

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

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

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

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

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

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

## Student's Right to Appeal

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

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

- look up the student's record of past incidents of dishonesty,
- schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident,
- consider requests from the student for additional time to gather evidence, and
- convene a committee to hear the appeal.

The committee hearing is not intended to be a full-fledged adversarial proceeding: it is intended to be a fair hearing with ample opportunity for both parties (the student and instructor) to present the facts. The committee will be comprised of three faculty members; two members will be appointed by the Academic Dean and one faculty member will be selected by the student.

In addition two students will be selected by the Academic Dean to sit on the committee. The Academic Dean will chair the committee and will assume the responsibility of notifying all parties. A hearing will be scheduled within five days of the Academic Dean's receipt of the notice of appeal.

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

Upon notification from the student, the Provost

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

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

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

### Instructor's Right to Appeal

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

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

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

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

### Grade Appeal Process

#### During an Academic Term (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 Unit offering the course. The student must attempt to resolve the grade issue during the term.

#### After the Last Day of an Academic Term (5-, 8- or 16-week terms):

1. After final grades have been submitted to the Registrar, a student who wishes to appeal a course grade must complete the Grade Appeals form found on the USW website.
2. 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 and/or thirty (30) days after the last day of a 16-week term.
3. The student must then demonstrate that he/she has met with the following people

in an informal attempt to resolve the situation:

- a. The Instructor
- b. The Dean of the Unit offering the course
- c. The Registrar

It is expected that these officers 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.

4. After contacting the instructor, the appropriate dean, and the Registrar, if a mutually acceptable decision is not reached, the student shall submit a detailed statement of appeal with supporting documentation to the PROVOST detailing in what way his/her grade assignment was prejudiced, arbitrary, or otherwise improper.

5. The Provost will promptly give written notice of the formal appeal to both the student and the involved committee. Written notice shall be accompanied by a copy of the student's detailed statement as well as the procedures and sequence of events to be followed in conducting the hearing.

## Hearing for Student Appeal

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

## Special Services

Students who have special needs are encouraged to submit a copy of the most recent diagnostic test results in which the special need was evaluated, an Individual Education Plan (IEP), or other supporting documentation that may assist the Director of Special Services to recommend appropriate accommodations for the student and determine the reasonable feasibility of the University to assist this student with his/her academic endeavors. Any student requesting special accommodations shall disclose any and all information relevant to the University's determination of such services. This may include the student's submission to additional testing required by the University, which will be the responsibility of the student. Any student who fails to self-disclose all of the appropriate documentation and information or refuses to submit to recommended university evaluations will only receive the reasonable accommodations as mandated by federal law and consistent with universal design. Failing to provide the necessary information or documentation or hindering the University's evaluation could adversely affect the decision regarding admission to the school.

## Students with Disabilities

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

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

administration, the academic challenges necessary to fulfill the academic requirements for the degree or licensure program pursued.

The Director of the Office of Special Services at the University coordinates activities for disabled students and should be contacted concerning initial enrollment, scheduling, and other arrangements. The Office of Special Services is located in the Fadke Arts and Sciences Building.

## 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 add/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.

## Withdrawal from a Course or from the University

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

- 16 week semesters – Friday, by 5:00 pm, of the 13th week
- 8 week terms – Friday, by 5:00 pm, of the 5th week
- 5 week terms – Friday, by 5:00 pm, of the 3rd week

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

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

## Sources of Alternative Academic Credit

University of the Southwest accepts transfer credits and will consider awarding academic credits from the sources outlined below. A maximum of 12 credits may be earned through any one source or a combination of sources. 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 and are given a grade of CR (credit).

## Transfer Credit

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

### Transfer Credit Requirements:

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

## Assessed Credit

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

Note: Masters of Science in Education candidates may only receive Assessed Credit for Leveling Courses. Furthermore, Graduate Assessed Credit will not be granted for any counseling field-based experiences (e.g., practicums and/or internships).

## Credit by Portfolio for Prior Learning

This is a 3-credit hour course designed for those students seeking credit for a core course due to professional experience acquired. Students will prepare and submit a portfolio demonstrating their collegiate level knowledge in regards to their professional experience.

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.

## Course Substitution

Students should follow steps outlined under "General Process for Requesting Credit." Course substitutions may be an internal or external option. External options are substitutions approved for courses taken previously at another institution and must be comparable to those offered at USW (credits are transferred in).

## Degree Completion

A master's degree cannot be completed in less than one academic year. After the student first enrolls in a graduate program, all work for that program must be completed within six (6) years, including the internship, and comprehensive assessment.

## Audit Policy

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

## Undergraduate in Graduate Courses

Qualified college seniors may register for a graduate (5000) level course with permission from the undergraduate advisor and appropriate Dean and must meet the minimum 3.0 GPA. Credit for this course may be counted toward the bachelor's degree or a graduate degree, but not both. No more than 9 term hours may be taken under this policy provision.

## New Courses and Special Offerings

Any new courses added to the graduate curriculum will not be counted toward a graduate degree unless the changes are approved by the Professional Practices and Standards Sub-Committee (PPSC) and the New Mexico Secretary of Public Education as part of the graduate degree programs. However, new courses and selected special course offerings may count as "electives"



on a “licensure only” plan (i.e., teacher licensure issued through the New Mexico Public Education Department or professional counselor licensure, or LPCC, issued through the New Mexico Counseling and Therapy Practice Board).

## Correction of Educational Records

If a student believes his/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/she believes ought to be changed and must specify why he/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 a decision is made 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/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/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.

## Transcripts

Transcripts can be ordered via the Internet 24/7 through the National Student Clearinghouse (<http://www.studentclearinghouse.org> ). You can place as many orders as you like in one session using any major credit card. Your card will only be charged after your transcript order has been completed. Status updates of your order will be e-mailed to you. You can also track your order online using your e-mail address and order number.

You may access the online transcript ordering service by contacting the National Student Clearinghouse at <http://www.studentclearinghouse.org> . You will need to select University of the Southwest on the drop down menu. Your signed consent will be required to fulfill your transcript order. For your convenience, a consent form will be generated for your order that you can return to Clearinghouse via fax, mail or as a scanned email attachment or you will have the opportunity to provide an e-signature. I would include something about it is quicker to use the e-signature.

## Additional Important Transcript Ordering Information

- The cost for one official transcript is \$7.50.
- We strive to process transcript orders within 1-2 working days from USW's receipt of your order.
- During busy request times (e.g. end of term), the processing time may take as long as 3-5 business days.
- There are no "RUSH" transcript services. The only service we offer is Express Mail through USPS.
- No "same day" service is available. All transcript requests are processed in the order in which they are received.
- Transcripts cannot be emailed to you or other recipients.
- Transcripts are not issued if you have an outstanding obligation to the university.
- If you request send "After Grades are Posted", the request will be held until all current term grades have been completely processed and academic status determined. (Approximately 2 business days after the last day of finals.)
- If you request "After Degree is Awarded", your degree may take as long as 2 weeks to complete after the final grades are entered in our system. Degrees are not posted at the same time as term grades.

## Graduate Internship and Practicum

Students must contact their graduate advisor, apply and receive approval from the program director for Practica (EDSC 5813, EDSC 5813C, EDSC 5823 and EDSC 5823C) and the internship (EDA 5803, EDA 5803C, EDSC 5803, EDSC 5803S and EDSC 5803M) the term prior to registering for the course. Students have no more than one calendar year to complete the internship. Students enrolled in internship will receive a grade of NC until the course requirements are met and the internship is completed. Internships must be completed within one calendar year and within the 6-year time limit for the degree. Students must complete a minimum of 3-credit hours for the internship and 3-credit hours for a practicum.

Potential interns must complete the minimum course prerequisites prior to beginning an internship (see EDA 5801 Internship in Educational Administration, EDSC 5801 Internship in Counseling for the prerequisites.) Interns will be provided an internship program handbook that details the requirements for admission to and completion of the internship.

Prior to beginning the internship, students must:

- register for the appropriate Intern Prep course,
- submit an application for the appropriate internship within the required time frames,
- meet all of the leveling requirements and prerequisites for internship,
- receive unconditional admission to the graduate program,
- be approved by the Coordinator for Graduate Records (which includes a review of GPA, coursework, admission status and proof of personal liability insurance).

Eligible students must consult with their program director for approval to register for the internship course. Prior to registration for an internship, the intern must submit all required paperwork that includes:

- proof of professional liability insurance,
- supervision agreement form(s),
- written approval from the school district or agency
- completion of all pre-requisites, and any other requirements listed in the guidelines or on the internship letter.

After approval and registration for internship, an intern may begin the internship and count hours and activities toward the internship requirements.

## Graduation Policies

Requirements for graduation for each student will be as set forth in the Catalog in effect at the time of the student's admission to USW.

### Honors

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

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

Note: The specific honor will be calculated on April 1st of the student's graduation year. The honor will be printed in the commencement program and the student will wear honor regalia. However, the final cumulative GPA will be recorded and that final GPA will determine the specific honor that will be printed on the official transcript. Honors will not be reflected on the diploma.

### Graduation Ceremony

It is the policy of the University that all students for degrees are invited to participate in the graduation ceremony. If an unreasonable hardship would occur to the graduate by attending commencement, he/she may request to be graduated in absentia. Such requests should be submitted in writing to the Office of the Registrar.

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.

**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.**

## Academic Programs

### Academic Course Identification

ACADEMIC INFORMATION

| <b>Department</b> | <b>Designation</b>                 |
|-------------------|------------------------------------|
| ECE               | Early Childhood Education          |
| EDA               | Educational Administration         |
| EDMH              | Mental Health Counseling           |
| EDSC              | School Counseling                  |
| EDG               | Educational Diagnostics            |
| EDI               | Curriculum and Instruction (C & I) |
| EDU               | Education                          |
| MBA               | Master of Business Administration  |
| SPED              | Special Education                  |
| USW               | University Course                  |

### Course Designation by Number

All graduate courses are in the 5000 series. Courses in the 4000 series or lower are undergraduate courses and do not count as graduate courses applied toward a master's degree.

### Course Description

Each course has a brief description that provides a concise explanation of the course, and lists any prerequisites. Course prerequisites are required prior to taking the course. Program prerequisites are required before taking any of the courses in the specialization area.

### Core Courses and Specialization

Each graduate degree program has an Educational Core that consists of educational foundation courses, and generally, it is recommended that the student completes the Core before taking courses in the Specialization. The Specialization is the selected major field of study (Business Administration, Educational Administration, School Counseling, Mental Health Counseling, Curriculum and Instruction, Early Childhood Education, or Educational Diagnostics). The Specialization may be sequenced and certain prerequisites may be required. The student should read carefully the course descriptions and consult with the graduate advisor before planning when courses are to be taken.

## Master of Business Administration

All MBA programs require completion of 36 hours.

### Accounting

The MBA in accounting is a 36 credit hour program delivered entirely online. The program is designed for individuals seeking their CPA certification and a career in accountancy. Students can complete the program in as little as 14 months and quickly gain a professional edge by working with instructors who are industry leaders in accounting. The program includes a strategic overview of accounting concepts, methodologies, and techniques aimed at providing students a competitive advantage in a dynamic career field.

#### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllership  
MBA 5263 Accounting and Auditing Research  
MBA 5253 Accounting and Professional Ethics  
MBA 5323 Marketing Concepts and Strategies  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

#### Specialization Course Requirements

MBA 6333 Financial Reporting  
MBA 5343 Internal Audit Theory and Practice  
MBA 6403 Small Business Accounting  
MBA 6343 Financial Planning and Investment Analysis  
MBA 6503 Organizational Design and Strategy (Capstone)

### Finance

The MBA in finance is a 36 credit hour program delivered entirely online. The program is designed for individuals seeking their CFP certification, securities license, and/or a career in the financial services sector. Students can complete the program in as little as 14 months and quickly gain a professional edge by working with instructors who are industry leaders in financial planning, consulting, and investment analysis. The program includes the practical application of financial concepts, methodologies, and techniques aimed at providing students a competitive advantage in a dynamic career field.

#### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllership  
MBA 5323 Marketing Concepts and Strategies  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

#### Specialization Course Requirements

MBA 5433 Multinational Financial Management  
MBA 6333 Financial Reporting  
MBA 6303 Small Business Finance  
MBA 6343 Financial Planning and Investment Analysis  
MBA 6503 Organizational Design and Strategy (Capstone)

## Healthcare Management

This specialization in healthcare administration will allow students to advance their leadership, policy analysis, and strategic planning skills for an ever-changing healthcare environment.

### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllershship  
MBA 5323 Marketing Concepts and Strategies  
MBA 5403 Human Resource Management  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

### Specialization Course Requirements

HCA 5113 Healthcare Administration  
HCA 5123 Healthcare Policy Analysis and Decision Making  
HCA 5133 Leading Healthcare Organizations  
HCA 5143 Quality Strategic Planning and Execution in Healthcare  
MBA 6503 Organizational Design and Strategy (Capstone)

## Human Resource Management

The Master of Human Resource Management (MHRM) degree is designed to prepare individuals to function as successful HR professionals in both private industry and the public sector. The MHRM program provides the content focus for both in-career and transitional students seeking become HR specialists with the desire to address issues with organizational performance and productivity. As a 36-hour, accelerated online program, the MHRM can be completed in 12 months. With a strong emphasis upon practical application of knowledge, program courses are taught by practitioner-scholars bringing executive-level experience to the classroom.

### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllershship  
MBA 5403 Human Resource Management  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

### Specialization Course Requirements

HRM 6103 Employment Law  
HRM 6113 Workforce Planning  
HRM 6123 Compensation and Benefits  
HRM 6203 Organizational Training  
MBA 6503 Organizational Design and Strategy (Capstone)

## Marketing

The MBA in marketing is a 36 credit hour program delivered entirely online. The program is designed for students pursuing an exciting career in marketing, sales, advertising, or promotion. Students can complete the program in as little as 14 months and quickly gain a professional edge by working with instructors who are industry leaders in the field. The program includes the design and application of marketing tools, campaigns, and promotional techniques aimed at providing students a competitive advantage in a truly engaging career.

### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllershship  
MBA 5323 Marketing Concepts and Strategies  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

### Specialization Course Requirements

MBA 5203 IT for E-Business  
MBA 6103 Innovation Management  
MBA 6203 E-Marketing  
MBA 6213 Small Business Marketing  
MBA 6503 Organizational Design and Strategy (Capstone)

## Public Administration

The Master of Public Administration (MPA) program is designed to prepare students for a professional career in public service. As an advanced degree for the public sector, the MPA program provides the requisite training for individuals to serve as managers in the executive arm of local, state, and federal government, as well as non-profit, and nongovernmental organizations. As a 36-hour, accelerated online program, the MPA can be completed in 12 months. With a strong emphasis upon practical application of knowledge, program courses are taught by practitioner-scholars bringing executive-level experience to the classroom.

### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllershship  
MBA 5403 Human Resource Management  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

### Specialization Course Requirements

MPA 6103 Public Administration  
MPA 6203 City and Public Personnel Management  
MPA 6213 Public Policy and Government  
MPA 6223 Fundraising for Non-Profit Organizations  
MBA 6503 Organizational Design and Strategy (Capstone)

## Strategic Management

The MBA in strategic management is a 36 credit hour program delivered entirely online. The program is designed for entrepreneurs and executives charged with developing strategic plans within their organization. Students can complete the program in as little as 14 months and quickly gain a professional edge by working with instructors who are industry experts at the design, development, and implementation of strategic initiatives. The program focuses on the tools, models, and techniques used to create competitive strategies with the goal of providing students expertise their career field.

### Core Course Requirements

- MBA 5223 Leadership
- MBA 5103 Information Technology for Managers
- MBA 5533 Business Analytics and Econometrics
- MBA 5243 Controllershship
- MBA 5323 Marketing Concepts and Strategies
- MBA 5513 Strategic Resource Allocation and Planning
- MBA 5423 Financial Management

### Specialization Course Requirements

- MBA 5403 Human Resource Management
- MBA 6103 Managing Innovation
- MBA 6113 Change Management
- MBA 6123 Sustainability Management
- MBA 6503 Organizational Design and Strategy (Capstone)

## Self-Designed

The self-designed MBA is a 36 credit hour program delivered entirely online. The program is designed to provide students with a customized, versatile specialization that is directly relevant to their existing or intended career path. Students can complete the program in as little as 14 months and have significant control over their area of specialization by tailoring their course preferences to suit their own needs. Students can choose up to twelve credit hours (4 classes) from the emphasis area course list to create a specialization that meets their career objectives.

### Core Course Requirements

- MBA 5223 Leadership
- MBA 5103 Information Technology for Managers
- MBA 5533 Business Analytics and Econometrics
- MBA 5243 Controllershship
- MBA 5323 Marketing Concepts and Strategies
- MBA 5513 Strategic Resource Allocation and Planning
- MBA 5423 Financial Management

### Specialization Course Requirements

*Students Select 4 courses from the list below:*

- MBA \_\_\_\_\_
- MBA \_\_\_\_\_
- MBA \_\_\_\_\_
- MBA \_\_\_\_\_
- MBA 6503 Organizational Design and Strategy (Capstone)



## Research Track

The Research Track MBA is designed for students with a strong desire to participate in academic research and scholarly writing/publication. As a 36 credit hour (minimum) program delivered entirely online, students engage in a well-rounded, multidisciplinary curriculum which addresses all of the primary content areas. Prior to completion of the program, students will work closely with a core team of subject matter experts to develop a research-based thesis. This committee will guide the student through the design, data collection, and analysis phases of the thesis project, providing a solid foundation for future study. Many Research Track MBA students choose to continue their academic career in a PhD/Doctoral program.

MBA 5523 Business Statistics Research Design  
MBA 5103 Information Technology for Managers  
MBA 5223 Leadership  
MBA 5243 Controllershship  
MBA 5323 Marketing Concepts and Strategies  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5203 Information Technology for E-Business  
MBA 5343 Internal Audit Theory and Practice  
MBA 5403 Human Resource Management  
MBA 5423 Financial Management  
MBA 5433 Multinational Financial Management  
MBA 5803 Thesis

## Sport Management and Recreation

Sport management and recreational career opportunities are emerging from the growing global popularity of sports and recreation activities. Many sport and recreation organizations operate as small businesses. Professionals with an advanced degree specializing in the financial, management, programming, risk-management, and psychological issues related to sport and recreation have a variety of career opportunities.

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

### Core Course Requirements

MBA 5223 Leadership  
MBA 5103 Information Technology for Managers  
MBA 5533 Business Analytics and Econometrics  
MBA 5243 Controllershship  
MBA 5323 Marketing Concepts and Strategies  
MBA 5513 Strategic Resource Allocation and Planning  
MBA 5423 Financial Management

### Specialization Course Requirements

MSM 5103 Management in Sport & Recreational Organizations  
MSM 5113 Social Psychology of Sport & Recreation  
MSM 5123 Law & Liability in Sport & Recreational Services  
MSM 5133 Programming for Sport & Recreational Service Organizations  
MBA 6503 Organizational Design and Strategy (**Capstone**)

# Master of Science in Education

## Mental Health Counseling-48 hours

Mental Health Counseling (EDMH) is an area of study that can result in excellent career opportunities and great personal satisfaction. The University's EDMH Master's program offers a thorough curriculum that includes online course work and field experiences designed to prepare each individual for New Mexico licensure eligibility. Theoretical knowledge and practical skills needed to diagnosis and treat mental and emotional disorders will be taught by skilled and knowledgeable professors who are also licensed professionals. Individuals who select this profession may pursue mental health counselor positions within community, various institutions, and/or private practice sites in New Mexico. Students from other states must check with a representative of their state's licensure bureau for EDMH in order to determine if USW's degree program will be accepted for licensing purposes.

### Required Courses

*It is required that the first 4 courses be taken in the order listed.*

EDMH 5123 Professional Orientation to Counseling  
 EDMH 5523 Research in the Behavioral Sciences  
 EDMH 5323 Counseling Theories  
 EDMH 5213 Professional & Ethical Issues in Counseling  
 EDMH 5203 Learning & Human Development  
 EDMH 5403 Group Counseling  
 EDMH 5413 Counseling Families  
 EDMH 5423 Child & Adolescent Counseling  
 EDMH 5463 Psycho-Educational Assessment  
 EDMH 5513 Multicultural Counseling  
 EDMH 5453 Psychopathology  
 EDMH 5313 Counseling Techniques

Choose a total of 3 Hours (one course) from the following:

EDMH/5103 Career Development & Life Planning  
 EDMH 5113 Introduction to Christian Counseling  
 EDMH 5433 Introduction to Play Therapy  
 EDMH 5553 Introduction to Addictions Counseling  
 EDMH 5543 Counseling Traumatized Clients  
 EDMH 5633 Program Development Management  
 EDMH 5563 Clinical Supervision of Counselors  
 EDMH 5233 Human Sexuality  
 EDMH 5723 Special Topics  
 EDMH 5473A Psychopharmacology I  
 EDMH 5473B Psychopharmacology II

(Total of 6 hours of practicum + 3 hours of internship required for LMHC, LPC, LPCC)

EDMH 5813 Graduate Counseling Practicum I  
 EDMH 5823 Graduate Counseling Practicum II  
 EDMH 5803 Internship in Mental Health Counseling

**Total Hours: 48**

## Mental Health Counseling- 60 hours

For State Licensure Information: Contact the New Mexico State: Counseling and Therapy Practice Board at [www.rld.state.nm.us/boards](http://www.rld.state.nm.us/boards).

### Required Courses

*It is required that the first 4 courses be taken in the order listed.*

EDMH 5123 Professional Orientation to Counseling  
EDMH 5523 Research in the Behavioral Sciences  
EDMH 5323 Counseling Theories  
EDMH 5213 Prof & Ethical Issues in Counseling  
EDMH 5203 Learning & Human Development  
EDMH/5103 Career Development & Life Planning  
EDMH 5403 Group Counseling  
EDMH 5413 Counseling Families  
EDMH 5423 Child & Adolescent Counseling)  
EDMH 5463 Psycho-Educational Assessment  
EDMH 5513 Multicultural Counseling  
EDMH 5453 Psychopathology  
EDMH 5313 Counseling Techniques

\*Choose a Total of 15 hours (five [5] course) from the following:

EDMH/5103 Career Development & Life Planning  
EDMH 5113 Introduction to Christian Counseling  
EDMH 5433 Introduction to Play Therapy  
EDMH 5553 Introduction to Addictions Counseling  
EDMH 5543 Counseling Traumatized Clients  
EDMH 5633 Program Development Management  
EDMH 5563 Clinical Supervision of Counselors  
EDMH 5233 Human Sexuality  
EDMH 5723 Special Topics  
EDMH 5473A Psychopharmacology I  
EDMH 5473B Psychopharmacology II

(Total of 6 hours of practicum + 3 hours of internship required for LMHC, LPC, LPCC)

EDMH 5813 Graduate Counseling Practicum I  
EDMH 5823 Graduate Counseling Practicum II  
EDMH 5803 Internship in Mental Health Counseling  
EDMH 5803C Continuing Internship in MH Counseling

**Total 60 Hours**

## Health and Human Performance

KES 5003 Physiological Basis of Human Performance  
KES 5013 Research Methods  
KES 5023 Advanced Human Nutrition  
KES 5033 Issues in Sports Law  
KES 5043 Diagnostic Tests & Measurements in Exercise Science  
KES 5053 Neurological Basis for Motor Learning and Control  
KES 5063 Group Dynamics  
KES 5073 Health and Human Behavior  
KES 5009 Advanced Practicum or Internship/Project in Exercise Science

**Total 33 Hours**

## Educational Administration

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

### Prerequisite for Licensure in New Mexico

Must be a Level-3 Teacher with 6 years of experience + NMTA pass on Ed Ad Exam. For more information go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

### Leveling Courses (Credits DO NOT apply to degree)

EDU/SPED 1101/5101 Field Observation  
EDU 2103/5103 Foundations of Education

### Required Courses

EDA 5013/ Instructional Strategies  
EDU 5203/ Theories of Learning & Human Development  
EDU 5513/ Culturally Diverse & Special Needs Population  
EDU 5633/ Program Development and Management  
EDU 5523/ Educational Statistics & Research Design  
EDA 5203/ Educational Leadership and Supervision  
EDA 5213/ Theories of Curriculum Development  
EDA 5303 Policies and Public Relations  
EDA 5313/ Educational Law  
EDA 5403 Educational Finance & Facilities  
EDA 5513 Theories of Administration

### Required Internship

EDA 5803/ Internship in Educational Administration

/ Indicates courses that are cross-referenced

**Total Hours: 36**

## Educational Diagnostics

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

### Pre-Requisites

Bachelor's degree and valid professional license OR 3 years' related experience [6NMAC 4.2.3.10]; for more information go to <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0004.htm>

### Leveling Courses (Credits Do Not Apply to Degree)

SPED 2103 Intro to Special Education

SPED 3523 Assessment, Evaluation, Referral, & Placement of Exceptional Lrnrs

### Core Course Requirements

EDU 5203 Learning & Human Development

EDG 5313 Educational & Special Education Law

EDU 5513 Culturally Diverse & Special Needs Populations

EDU 5523 Educational Research

### Specialization Course Requirements

EDG 5103/ Career Development & Transition Planning

EDR 5113/ Brain-Based Reading Instruction

EDG 5203/ Diagnostic & Corrective Reading

EDG 5223/ Advanced Assessment

EDG 5443A Individual Cog Assmt: Test Admin.

EDG 5443B Individual Cog Assmt: Interp/Rept Writing

EDG 5453A Indiv. Ach & Processing Assmt: Test Admin

EDG 5453B Indiv. Ach & Processing Assmt: Interp/Rept Writing

EDG 5463 Psycho-Educational Assessment

EDG 5533/ Exceptional Populations in Regular Classrooms

EDG 5803 Internship in Educational Diagnostics

\*EDG 5123/ High- & Low-Incidence Disabilities

\*EDG 5473 Educational Diagnostic Process for Except Lrnrs

/Indicates courses that are cross-referenced

\*Indicates optional courses

**Total Hours: 45**

## School Counseling

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

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

### Leveling Courses (Credits DO NOT apply to degree)

EDU/1101/5101 Field Observation  
SPED/2103/5103 Introduction to Special Education  
EDU 5203 Learning & Human Development  
EDU 5513 Culturally Diverse & Special Needs Populations

### Required Courses

*Take the first 4 courses listed in the order listed*

EDU 5523 Educational Research Take with EDC5323  
EDC 5323 Counseling Theories Take with EDC 5523  
EDC 5313 Counseling Techniques  
EDC 5213 Professional & Ethical Issues in Counseling  
EDC/5103 Career Development & Life Planning  
EDC 5403 Group Counseling  
EDC 5413 Counseling Families  
EDC 5423 Child & Adolescent Counseling  
EDC 5433 Introduction to Play Therapy \*  
EDC 5633/ Program Develop. & Management

### Choose a total of 9 hours (3 courses) from the following:

EDC 5203 Human Sexuality\*  
EDC 5723 Special Topics\*  
EDC 5463/ Psycho-Educational Assessment  
EDC 5523 Psychopathology  
EDC 5543 Counseling Traumatized Clients \*  
EDC 5553 Introduction to Addictions Counseling \*  
EDC 5813 Graduate Counseling Practicum I\*

### Required Internship

EDC 5803S Internship in School Counseling  
/ Indicates cross-referenced courses

**Total Hours: 42**

## Curriculum and Instruction (C&I): Non-Licensure

The Curriculum and Instruction (C & I) program prepares students to enhance teaching efficacy at the elementary or secondary level. Students will have opportunities to research instructional practices, including brain-based teaching and learning strategies, methods, theories, and interventions. Students will also explore curriculum development and evaluation. In addition, reading pedagogy, reflective practice, multiculturalism, service learning, and integration of technology are emphasized. This program is a 36-credit-hour program; a written or oral comprehensive exam and an e-portfolio are required, no internship is required. This program can be aligned with USW's post baccalaureate licensure program for New Mexico students who are interested in acquiring a teaching license. Students from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

### Leveling Courses (Credits DO NOT apply to degree)

EDU/SPED 1101/5101 Field Observation  
EDU 2103/5103 Foundations of Education

### Core Course Requirements

EDI 5013 Instructional Strategies  
EDU 5203 Learning & Human Development  
EDU 5513 Culturally Diverse & Special Needs Pops  
EDU 5523 Educational Research

### Specialization Course Requirements

EDI 5113/ Brain-Based Instruction  
EDI 5123/ Professionalism, Issues, and Ethics in Education  
EDI 5133 Advanced Instructional Technology  
EDI 5213/ Theories of Curriculum Development  
EDI 5223/ Advanced Assessment  
EDI 5233 Advanced Classroom Management  
EDI 5533/ Exceptional Populations in Reg Classrooms  
EDI 5333/ Reading Comprehension/Core Knowledge **-or-**  
EDI 5203/ Educational Leadership and Supervision  
/ Indicates courses that are cross-referenced

### Optional Plan Information

Elementary & Secondary (Teaching) Licensure Plans  
Contact your graduate advisor for more information.

**Total Hours: 36**

## Curriculum & Instruction: Bilingual

Curriculum and Instruction: Bilingual is a multicultural program that prepares students to improve learning for students of all languages and cultures. The program empowers and guides the students by addressing the following competencies: proficiency in the Spanish language, awareness of culture, proficiency in the English language, instructional methodology, community and family involvement, assessment, and professional leadership. This program is a 36-credit-hour program; no internship is required. Students from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

### Pre-Requisite

12 credit hours in Spanish or 8th grade proficiency (some classes taught in Spanish only)

### Licensure Information

Examine the New Mexico Public Education Department's Bilingual Endorsement requirements found at <http://www.nmcp.state.nm.us/nmac/parts/title06/06.064.0010.htm>

### Required Courses

EDU 5203 Learning & Human Development  
EDU 5523 Educational Research  
EDBL 5003/ Reading and the Bilingual Learner  
EDBL 5103/ Teaching English-as-a-Second Language  
EDBL 5113/ Humanities for Bilingual Learners  
EDBL 5203/ Science & Math for Bilingual Learners  
EDBL 5213/ Bilingual Education: School, Community, & Family  
EDBL 5303/ Early Literacy & Language Acquisition  
EDBL 5403/ Research and Evaluation of Bilingual Learners & Programs  
EDBL 5513 Culturally Diverse & Special Needs Population  
EDBL 5703/ Topics in Bilingual Education  
SPA 5103 Spanish Comparative Linguistics  
/ Indicates courses that are cross-referenced

### Optional Plan Information

Elementary & Secondary (Teaching) Licensure Plans  
Contact your graduate advisor for more information.

**Total Hours: 36**



## Curriculum & Instruction: TESOL

Curriculum and Instruction: TESOL is a multicultural program that prepares students to improve learning for students of all languages and cultures. The program empowers and guides the students by addressing the following competencies: awareness of culture, proficiency in the English language, instructional methodology, community and family involvement, assessment, and professional leadership. This program is a 36-credit-hour program; no internship is required. Students from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

Contact your USW advisor for information

### Licensure Information

Examine the New Mexico Public Education Department's TESOL Endorsement Requirements, which can be found at <http://www.nmcp.state.nm.us/nmac/parts/title06/06.064.0011.htm>

### Core Courses

EDU 5523 Educational Research  
EDT 5013 Instructional Strategies  
EDU 5203 Learning & Human Development

### Specialization Courses

EDT 5003 Reading & the Bilingual Learner  
EDT 5103 Teaching English as a Second Language  
EDT 5113 Humanities for Bilingual Learners  
EDT 5203 Science & Math for Bilingual Learners  
EDT 5213 BIL ED: School, Community & Family  
EDT 5303 Early Literacy & Language Acquisition  
EDT 5403 Research & Evaluation of BIL Learners & Programs  
EDT 5513 Culturally Diverse & Special Needs Populations  
SPA 5103 Spanish Comparative Linguistics

### Optional Plan Information

Elementary & Secondary (Teaching) Licensure Plans  
Contact your graduate advisor for more information.

**Total Hours: 36**

## Early Childhood Education

The Master's in Early Childhood Education (ECE) is a stand-alone Master's Degree consisting of 36 credits. It is not a licensure program. Students wanting to prepare for licensure as an Early Childhood teacher should consult their state's licensing department to determine if there are additional requirements for licensure beyond those covered in this degree.

Two practica are required consisting of 45 hours each and count for a total of 6 credits which can be fulfilled at a site convenient to the student or through the Credit by Experience application form for students with prior experience. Students will complete courses in research, family studies, methods, materials and appropriate content in all areas of the curriculum including Math, Science, Literacy, Physical Education, Art, Music, Health and Safety.

### Prerequisites

Bachelor's degree in Early Childhood Education or related field.

### Leveling Courses (Credits DO NOT apply to degree)

EDU/SPED 1101 Field Observation  
EDU 2103 Foundations of Education  
SPED 2103 Intro to Special Education  
CSI 2203 Educational Technology

### Required Courses

EDU 5513 Culturally Diverse/Special Needs  
EDU 5523 Educational Research - Take at first opportunity.  
ECE 5113/ Child Growth and Development  
ECE 5163/ Integrated EC Curriculum  
ECE 5173/ Methods and Materials: Math, Science, Motor  
ECE 5223/ Advanced Assessment  
ECE 5233/ Whole Child: Social Studies, Social Dev, Arts  
ECE 5263 Practicum I  
ECE 5273 Practicum II  
ECE 5303/ Early Literacy and Language Acquisition  
ECE 5323 Practical Issues: Core Knowledge Curriculum

### Electives- Choose one course from the following:

ECE 5203/ Educational Leadership and Supervision  
ECE 5313 Early Intervention: Infant and Toddler  
/ Indicates courses that are cross-referenced

### Optional Plan Information

Head-Start Programs are recommended for Practica

**Total Hours: 36**

## Special Education (Non-Licensure)

If your goal is to work with students who have special needs and you want to learn advanced interventions and techniques that can make a difference in their level of academic achievement, a master's in special education is the degree for you. By acquiring an in-depth knowledge of the characteristics, needs, and research-based intervention strategies for learners with special needs, you will be able to enhance your performance and skill as you deal with the diverse students you encounter in a general education or special education classroom. With the mandates of *No Child Left Behind*, educators who want to help all students learn and to try to leave no child behind can benefit by earning a graduate degree in special education. Passion plus professional expertise can equal success and satisfaction for children and educators alike! This is a 36-credit hour program. A written or oral comprehensive exam and an e-portfolio are required; no internship is required. This program can be aligned with USW's post-baccalaureate licensure program for New Mexico students who are interested in acquiring a teaching license. Students from other states must contact a representative with their state's department of education in order to determine if USW's degree program will be accepted for licensing purposes.

### Licensure Requirements for New Mexico

Go to the New Mexico Public Education Department's Special Education Licensure site at <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.061.0006.htm>.

### Leveling Courses (Credits DO NOT apply to degree)

SPED 2103/5103 Introduction to Special Education  
EDU 5203 Learning & Human Development  
EDU 5513 Culturally Diverse & Special Needs Population

### Required Courses:

EDU 5523 Educational Research  
SPED 5533/ Exceptional Populations in Regular Classrooms  
SPED 5113/ Brain-Based Instruction (SP/SUII)  
SPED 5123/ Learners Who Are Cognitively Different  
SPED 5213/ Learners with Learning Disabilities  
SPED 5223/ Advanced Assessment  
SPED 5233/ Advanced Classroom Management  
SPED 5243/ Learners with Behavior Disorders  
SPED 5313/ Educational Law and Special Education Law  
SPED 5423/ Special Education Curriculum  
SPED 5503/ Methods/Materials for Reading/Intg. Com. Arts

### Choose 1 course from the following:

SPED 5203/ Diagnostic and Corrective Reading  
SPED 5513/ Reading Instruction  
/ Indicates courses that are cross-referenced

### Optional Licensure Plan Information

Consult with your USW advisor about post-bachelor Licensure Plans.

**Total Hours: 36**

## Licensure: Educational Administration

### Pre-Requisites

In order to begin this plan, the individual must already have a Master's degree in another area. Level III license and six years of teaching experience required + NMTA pass on Ed Ad Exam. See the New Mexico Public Education Department's ED AD licensure requirements found at <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

### Required Courses

EDA 5203/ Educational Leadership and Supervision  
EDA 5303 Policies and Public Relations  
EDA 5313/ Educational and Special Education Law  
EDA 5403 Educational Finance & Facilities  
EDA 5803/ Internship in Educational Administration (Required)

### Select 6 hours (2 courses) from the following:

EDU 5633/ Program Development and Management  
EDA 5213/ Theories of Curriculum Development  
EDA 5503 School Administration  
EDA 5513 Theories of Administration  
EDA 5523 Applied Educational Leadership  
/ Indicates courses that are cross-referenced

**Total Hours: 21**

## Licensure: School Counseling

### Pre-Requisites

Master's Degree; Clinical Practice or mental health work in the United States; NMTA pass on School Counseling Exam. Refer to New Mexico Public Education Department website for Regulations/Competencies for licensure (6.63.6 NMAC)

### Leveling Courses (Credits DO NOT apply to degree)

EDU/1101/5101 Field Observation  
SPED/2103/5103 Introduction to Special Education  
EDU 5203 Learning & Human Development  
EDU 5513 Culturally Diverse & Special Needs Populations

### Required Courses

EDC/5103 Career Development & Life Planning  
EDC 5213 Professional & Ethical Issues in Counseling  
EDC 5313 Counseling Techniques  
EDC 5323 Counseling Theories  
EDC 5403 Group Counseling  
EDC 5423 Child & Adolescent Counseling  
EDC 5433 Introduction to Play Therapy \*  
EDC 5633/ Program Develop. & Management

### Choose a total of 9 hours (3 courses) from the following:

EDC 5413 Counseling Families  
EDC 5463/ Psycho-Educational Assessment  
EDC 5523 Psychopathology  
EDC 5203 Human Sexuality\*  
EDC 5723 Special Topics\*  
EDC 5543 Counseling Traumatized Clients \*  
EDC 5553 Introduction to Addictions Counseling \*  
EDC 5813 Graduate Counseling Practicum I\*

### Required Internship

EDC 5801S Internship in School Counseling

/ Indicates cross-referenced courses.

**Total Hours: 36**

# Course Descriptions

## Education Core

COURSE DESCRIPTIONS

- EDU 5101**      **Field-Based Observations** (1 credit hour)  
 An early field experience designed to explore teaching as a career. Involves intensive orientation to the public school program through observations and other guided experiences.
- EDU 5103**      **Foundations of Education** (3 credit hours)  
 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. Prerequisite:EDU 5101 or concurrent enrollment
- EDU 5123**      **Professionalism, Issues, and Ethics in Education** (3 credit hours)  
 Professionalism for educators focused on the study of professional ethics, the development of mentoring plans and skills, and the analysis of current educational trends and issues at the international, national, state, and local level. Cross referenced with EDI 5123.
- EDU 5203**      **Learning & Human Development** (3 credit hours)  
 Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.
- EDU 5513**      **Culturally Diverse and Special Needs Populations** (3 credit hours)  
 Theory, research, and methodology, and assessment relative to the needs of multicultural and special needs, and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.
- EDU 5523**      **Educational Research** (3 credit hours)  
 This course is an overview of research involving locating, analyzing, and evaluation educational research. Studies in current issues in education, development of skills in data collection and evaluation, and direct application to educational problems and decisions is included.
- EDU 5533**      **Program Development & Management** (3 credit hours)  
 Current trends, issues, and challenges in strategic planning, development, organization administration, and evaluation of school programs, including the NM Counseling Program. Includes development and presentation of proposed programs, units and activities. Federal and state-mandated initiatives are addressed, as well as the impact of technology on program development and delivery. Cross reference with EDC 5633

## Counseling-School

- EDC 5103**      **Career Development and Transition Planning** (3 credit hours)  
 Career development theories and systems of career counseling and guidance, decision making, life planning, career awareness and assessment: transition awareness; assessment and planning; career reports; and computer-assisted programs. This course is designed for students planning to be school counselors. Fee: \$100. Prerequisite: EDU 5203 (Cross references with EDG 5103)

- EDC 5203 Human Sexuality** (3 credit hours)  
 This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior.
- EDC 5213 Professional and Ethical Issues in Counseling** (3 credit hours)  
 Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications for school counselors.
- EDC 5313 Counseling Techniques** (3 credit hours)  
 This course is an introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship with students, administration, faculty and parents in a school setting. Through reading, discussion, written exercises, candidates will acquire an understanding of the counseling experience. Extensive discussion and attention will be given to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper. Prerequisite: EDC 5323, Practicum in Individual Counseling may be taken concurrently.
- EDC 5323 Counseling Theories** (3 credit hours)  
 Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. This course is required prior to taking advanced counseling courses and should be taken concurrently with EDU 5523 Educational Research.
- EDC 5403 Group Counseling** (3 credit hours)  
 This course prepares school counselors in the methods of organization and facilitation in group therapy as it relates to children in schools. Prerequisite: EDC 5313, EDC 5323
- EDC 5413 Counseling Families** (3 credit hours)  
 Systems theory applied to work with families. Includes parenting education and facilitation of parents' participation in education and in counseling. Prerequisite: EDC 5323, Counseling Practicum may be taken concurrently.
- EDC 5423 Child and Adolescent Counseling- Schools** (3 credit hours)  
 This course focuses on developmental counseling theories pertaining to school counseling and guidance programs. Included are areas in prevention, intervention, and motivational strategies, as well as developmentally appropriate guidance activities. Prerequisite: EDC 5323 Counseling Practicum may be taken concurrently.
- EDC 5433 Play Therapy** (3 credit hours)  
 Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and nondirective approaches, as well as organization of a play therapy program. Prerequisite: EDC 5323

- EDC 5463**     **Psycho-Educational Assessment** (3 credit hours)  
 Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis is placed in assessment through observation methods, interviewing, and the mental status examinations, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. Fee: \$125 (Cross reference with EDG 5463)
- EDC 5473A**     **Psychopharmacology I** (3 credit hours)  
 This course surveys Psychopharmacology Perspectives, Physiology Relevant to Psychopharmacology, Intrapsychic Issues in Psychopharmacology, Social & Cultural Perspectives, Integrated View of Drug Discovery, the Antidepressant Era & treatment of depression with medications. Prerequisite: EDC 5523 & EDU 5523
- EDC 5473B**     **Psychopharmacology II** (3 credit hours)  
 This course will include aspects psych-pharmacologic treatment of anxiety, psychosis, mood stabilizers, treatment of children, and use of herbaceuticals. Prerequisite: EDC 5523, EDU 5523, & EDC 5473A (Psychopharmacology I)
- EDC 5523**     **Psychopathology** (3 credit hours)  
 Overview of diagnostic categories as described in the DSM IV-TR. Focus on the assessment and treatment of mental disorders.
- EDC 5533**     **Program Development and Management** (3 credit hours)  
 This course focuses on the current trends, issues, and challenges in strategic planning in school counseling programs. Basic skills to assist in the development, organization, administration, and evaluation of school counseling programs will also be addressed as well as federal and state mandates as applicable.
- EDC 5543**     **Counseling Traumatized Clients** (3 credit hours)  
 Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse. Prerequisite: EDC 5323 (Sub)
- EDC 5553**     **Introduction to Addictions Counseling** (3 credit hours)  
 Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons. Prerequisite: EDC 5323
- EDC 5563**     **Clinical Supervision of Counselors** (3 credit hours)  
 Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors. Prerequisite: Previous counseling experience as a counselor and approval of the Counselor Preparation Program Advisor.
- EDC 5573**     **Mental Health Topics: Health Psychology** (3 credit hours)  
 This course in Health Psychology will concentrate on the interaction among biological, social and psychological factors which influence health and illness. This course will examine the effects of stress and health as related to the field of positive psychology. (Cross reference with EDMH 5573).



- EDC 5723 Special Topic** (3 credit hours)  
This course will address current issues in psychology, e.g., Child and Partner Spousal Abuse and Aging; Suicide; Aging; Cognitive Behavioral Therapy; Child & Adult Attachment.
- EDC 5800 Intern Prep** (0 credit hours)  
In order to begin a graduate internship, candidates must register the term before they want to begin completing the graduate internship. This registration is for the purpose of allowing graduate interns to complete all paperwork and procedures required by the SOE and by those required of the site for internship placement. Graduate candidates may not register for any graduate internship until all paperwork and procedures are completed and placement has been approved by the appropriate internship site administrator.
- EDC 5803 Internship in Counseling** (3 credit hours)  
Minimum of 300 hours of supervised placement in a school counseling setting. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision-making, and system support. PRE: EDU 5203, EDU 5513, EDU 5523, EDC 5313 EDC 5323, EDC 5403, EDC 5513, EDC 5523, EDC 5533 and approval of Program Advisor. Fee: \$400.
- EDC 5813 Graduate Counseling Practicum I** (3 credit hours)  
Minimum 60 hours of supervised counseling experiences in a school counseling setting. This course includes working with diverse populations, experiences in varied types of counseling, and appropriate supervision. The counseling student will conduct observation, co-counseling hours, and/or 1:1 counseling at the discretion of the site supervisor. This course must be taken prior to EDC 5803 Internship in Counseling.
- EDC 5823 Graduate Counseling Practicum II** (3 credit hours)  
A student must complete a minimum of 3 credit hours of internship (150 clock hours) in a school/mental health counseling setting. Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus, or through the on-campus USW Counseling & Testing Services. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. Taken concurrently with or prior to EDC 5803 Internship in Counseling.

## Curriculum and Instruction (C & I)

- EDI 5013 Instructional Strategies** (3 credit hours)  
Strategies of teaching with emphasis on student diversity, learning styles, pedagogical content, delivery media, and recommendations for classroom modifications and changes in teaching strategies for marginal and exceptional learners.
- EDI 5113 Brain-Based Reading Instruction** (3 credit hours)  
Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDG/EDR/SPED 5113.)
- EDI 5123 Professionalism, Issues, and Ethics in Education** (3 credit hours)  
Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications.



- EDBL 5113**     **Humanities for Bilingual Learners** (3 credit hours)  
Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. Spanish fluency required.
- EDBL 5203**     **Science and Math for Bilingual Learners** (3 credit hours)  
Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. Spanish fluency required (FA/SUI)
- EDBL 5213**     **Bilingual Education: School, Community, and Family** (3 credit hours)  
Historical development 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. Complete major project.
- EDBL 5303**     **Early Literacy & Language Acquisition**(3 credit hours)  
Examines acquisition of a first, then second, language; cultural implications/practices of languages; literacy development of children ages 0-8; and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes.
- EDBL 5403**     **Research and Evaluation of Bilingual Learners and Programs**  
(3 credit hours)  
Assessment methods, instruments, and models for evaluating students and programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education project.
- EDBL 5513**     **Culturally Diverse & Special Needs Populations** (3 credit hours)  
Theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.
- EDBL 5703**     **Topics in Bilingual Education** (3 credit hours)  
Various topics on current requests and needs to bilingual education. Written Spanish fluency required.
- SPA 5103**     **Spanish Comparative Linguistics** (3 credit hours)  
Examines the difference between standard/conventional and dialectical. Complete major project. Spanish fluency required.

## C & I: TESOL



- EDT 5003**     **Reading and the Bilingual Learner** (3 credit hours)  
Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project.
- EDT 5103**     **Teaching English-as-a-Second Language** (3 credit hours)  
Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project.
- EDT 5113**     **Humanities for Bilingual Learners** (3 credit hours)  
Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project.

- EDT 5203**      **Science and Math for Bilingual Learners** (3 credit hours)  
Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project.
- EDT 5213**      **Bilingual Education: School, Community, and Family** (3 credit hours)  
Historical development 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. Complete major project.
- EDT 5303**      **Early Literacy & Language Acquisition** (3 credit hours)  
Examines acquisition of a first, then second, language; cultural implications/practices of languages; literacy development of children ages 0-8; and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes.
- EDT 5403**      **Research and Evaluation of Bilingual Learners and Programs**  
(3 credit hours)  
Assessment methods, instruments, and models for evaluating programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education. Complete major project.
- EDT 5513**      **Culturally Diverse & Special Needs Populations** (3 credit hours)  
Theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.
- SPA 5103**      **Spanish Comparative Linguistics** (3 credit hours)  
Examines the difference between standard/conventional and dialectical. Complete major project. Written Spanish fluency required.
- Early Childhood Education**
- ECE 5113**      **Child Growth and Development** (3 credit hours)  
This advanced course in child growth, development and learning builds upon the foundational materials covered in the basic course in child growth, development and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically based research to inform their teaching of young children. For each course objective (core competency) students will demonstrate the indicators established for the master's level.
- ECE 5163**      **Integrated Early Childhood Curriculum** (3 credit hours)  
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 8. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, preschoolers and school age children through grade 3. This course builds upon indicators of competence established at the lower division (BS) level. For each course objective (core competency), students

will demonstrate the indicators of competence established for the Master's level.

- ECE 5173**     **Methods and Materials: Math, Science, Art** (3 credit hours)  
 This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades with a particular focus on Math, Science and Motor Skills development. For each course objective (core competency), students will demonstrate the indicators established for the Master's level.
- ECE 5203**     **Educational Leadership and Supervision** (3 credit hours)  
 Functions, roles, competencies, skills (including technology) and styles of educational leadership and supervision. Includes master schedules, staff evaluation, and staff development. (Cross references with EDA/EDI 5203)
- ECE 5223**     **Advanced Assessment** (3 credit hours)  
 Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDG/EDI/EDR/SPED 5223)
- ECE 5233**     **Whole Child: Social Studies, Social Development and the Arts**  
 (3 credit hours)  
 This advanced course focuses on one of the core concepts of teaching primary school children: the Whole Child approach. Emphasis is on developmentally appropriate content, learning environments, and curriculum implementation for children from Birth through 3rd grade in a diverse society. It combines appropriate social studies content and its depictions through art, with the closely related areas of social development and family/community partnerships. Integration with other content areas is stressed to achieve the cognitive, social/emotional and physical development of all children. For each course objective (core competency), students will demonstrate the indicators established by the State of New Mexico for Early Childhood Teachers.
- ECE 5263**     **Practicum I** (3 credit hours)  
 This advanced practicum provides opportunities for students to apply knowledge gained from ECE 5163 Integrated Early Childhood Curriculum, ECE 5173 Methods and Materials: Math, Science, Art, ECE 5303 Early Literacy and Language Acquisition and develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments of children from birth to age five. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs.
- The practicum experience will be divided equally among classrooms serving B-2 year-olds, 3-5 year-olds, and kindergartners. Thirty (30) hours at a State Licensed Head Start or NAEYC Certified child care facility will be required to be logged and signed by a supervising teacher.
- Student is responsible for securing permission at the practicum site, presenting course related material to the site to ensure that all parties know what is expected. Prerequisite: ECE 5163, ECE 5173 and ECE 5303

**ECE 5273**

**Practicum II** (3 credit hours)

This advanced practicum provides opportunities for students to apply knowledge gained from ECE 5163 Integrated Early Childhood Curriculum, ECE 5173 Methods and Materials: Math, Science, Art, ECE 5303 Early Literacy and Language Acquisition. In the first through third grade classrooms, students will develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments for children from ages 6 through 8. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs.

The practicum experience will be divided equally among first, second and third grade classrooms in a State Licensed elementary school. Thirty (30) hours of logged and signed experience must be completed.

Student is responsible for securing permission at the practicum site, presenting course related material to the site to ensure that all parties know what is expected. Prerequisite: ECE 5263

**ECE 5303**

**Early Literacy & Language Acquisition** (3 credit hours)

Examines acquisition of a first, then second, language, cultural implications/practices of languages, literacy development of children ages 0-8, and assessing early literacy. Program design with integrated technology and current research are discussed. Best practices based on research, trends in instruction and balancing literacy instruction are additional themes.

**ECE 5313**

**Early Intervention: Infant and Toddler** (3 credit hours)

This advanced course focuses on developmentally appropriate content, learning environments and curriculum implementation for children from birth through age two and the supporting research. It emphasizes integration of the arts, literacy, math, health, motor and social development, science, and social studies in a rich learning environment for infants and toddlers. In addition to learning about infant and toddler programs, students will learn about the field of Early Intervention and current issues in this field. For each course objective (core competency), students will demonstrate the indicators established for the Master's level.

**ECE 5323**

**Practical Issues: Core Knowledge Curriculum** (3 credit hours)

This advanced course focuses on current issues in Early Childhood Education with special emphasis on Core Knowledge Curriculum and Professionalism. Students will develop a personal philosophy based on both current and historical research that enables them to act as mentors and advocates within the field. Students will critically evaluate both research and implementation of a variety of programs, principles, practices, methods and materials and practice presentation of their findings with others.

**Educational Administration**

**EDA 5013**

**Instructional Strategies** (3 credit hours)

Strategies of teaching with emphasis on student diversity, learning styles, pedagogical content, delivery media, and recommendations for classroom modifications and changes in teaching strategies for marginal and exceptional learners.

**EDA 5203**

**Educational Leadership and Supervision** (3 credit hours)

Function, roles, competencies, skills—including technology, and styles of educational leadership and supervision. Includes master schedules, staff evaluation, and staff development. (Cross references with EDI & ECE 5203).

- EDA 5213 Theories of Curriculum Development** (3 credit hours)  
Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects.
- EDA 5303 Policies and Public Relations** (3 credit hours)  
Development, implementation, communication, and monitoring of educational policies, procedures, and public relations. Includes collaboration and partnerships with community agencies, organizations, and businesses and the use of technology as a communication tool to enhance public relations.
- EDA 5313 Educational Law and Special Education Law** (3 credit hours)  
Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education. (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDG/EDI/SPED 5313)
- EDA 5403 Educational Finance and Facilities** (3 credit hours)  
Public school fiscal policies and practices, sources of revenue, budgeting process, disbursement, chart of accounts, insurance, physical plant, and technology.
- EDA 5503 School Administration** (3 credit hours)  
Roles, functions, duties, and professional development of school administrative positions as well as local and state boards of education. Includes orientation, training requirements, and position relationships for local board of education members.
- EDA 5513 Theories of Administration** (3 credit hours)  
Theories of organizational behavior, educational management, and school administration with emphasis on strategic planning and decision-making models, paradigm shifts, and systemic changes.
- EDA 5523 Applied Educational Leadership** (3 credit hours)  
Design, implementation, and evaluation of field-based projects conducted in the public schools. Includes appropriate methods in action research, legal aspects, grant writing, conference presentation techniques including the use of technology, publication guidelines, and professional development.
- EDA 5800 Intern Prep** (0 credit hours)  
In order to begin a graduate internship, candidates must register the term before they want to begin completing the graduate internship. This registration is for the purpose of allowing graduate interns to complete all paperwork and procedures required by the SOE and by those required of the site for internship placement. Graduate candidates may not register for any graduate internship until all paperwork and procedures are completed and placement has been approved by the appropriate internship site administrator.
- EDA 5803 Internship in Educational Administration** (1-3 credit hours)  
Interns will complete a minimum of 3 credit hours of internship. The internship requires the completion of 180 contact hours of supervised placement in a school setting. Interns will be assigned to supervisory administrators in an accredited school to participate in and observe the administrative functions of the school. Must open and close the school year. Prerequisite: EDU core, EDA 5203, EDA 5313, EDA 5403, and permission required. Fee: \$400.

## Educational Diagnostics

COURSE DESCRIPTIONS

- EDG 5103 Career Development and Transition Planning** (3 credit hours)  
 Career development theories and systems of career counseling and guidance, decision making, life planning, career education, occupational awareness, career assessment, career reports, computer-assisted programs, and transition plans. Prerequisite: EDU 5203. Fee \$100. (Cross references with EDC 5103)
- EDG 5113 Brain-Based Instruction** (3 credit hours)  
 Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDR/SPED 5113)
- EDG 5123 High- and Low-Incidence Disability** (3 credit hours)  
 Course prepares Special Education teachers and other personnel to work with students with disabilities. All 13 exceptionalities will be explored and defined so that Special Education teachers and other personnel understand the various learning styles and individual needs presented by these students.
- EDG 5203 Diagnostic/Corrective Reading** (3 credit hours)  
 Extends the diagnostic/corrective concept to include all content areas as well as interpretation of diagnostic instruments, concepts, and task analysis. (Cross references with EDR 5203 and EDU 4203).
- EDG 5223 Advanced Assessment** (3 credit hours)  
 Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDI/EDR/SPED 5223)
- EDG 5313 Educational Law and Special Education Law** (3 credit hours)  
 Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDI/SPED 5313)
- EDG 5443A Individual Cognitive Assessment** (3 credit hours)  
 Course is designed to address the aspects of the use of individual appraisal instruments and techniques in educational evaluation of children and youth. Considerations for culturally and linguistically diverse populations will be included. Fee \$175. Prerequisite: SPED 2103, SPED 3523
- EDG 5443B Individual Cognitive Assessment: Interpretation & Report Writing** (3 credit hours)  
 Course focuses on interpretation of cognitive assessment test results and writing up of results. Includes Statistics and psychometric theory, due process rights, evaluation of test instruments, and requirements for evaluation of various exceptionalities. **Prerequisite:** EDG 5443A



- EDG 5453A Individual Achievement and Processing Assessment** (3 credit hours)  
Covers theory and application of administering, scoring, and interpreting testing instruments designed to measure school achievement and processing in psychoeducational evaluations. The selection of reading and math inventories to individualize instruction is included. Special considerations and best practices for testing and assessment of individuals with special needs are addressed. Fee \$175. (Cross references with SPED 5453) Prerequisite: SPED 2103, SPED 3523
- EDG 5453B Individual Achievement & Processing Assessment: Interpretation & Report Writing** (3 credit hours)  
Course focuses on interpretation of achievement and processing test results and writing up of results. Statistics and psychometric theory, due process rights, critical evaluation of test instruments, and requirements for evaluation of various exceptionalities. Prerequisite: EDG 5453A.
- EDG 5463 Psycho-Educational Assessment** (3 credit hours)  
Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis in assessment through observation methods, clinical interviewing, and the mental status exam, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. Fee \$125. (Cross reference with EDC 5463).
- EDG 5473 Educational Diagnostician Process for Exceptional Learners** (3 credit hours)  
All aspects of diagnostician's responsibilities includes: referral and evaluation processes; IEP and transition assessment and planning; information on exceptionalities; cultural and linguistic considerations; early childhood assessment and programming; cross battery assessment. Prerequisite: All required courses (except EDG 5803) for degree or licensure plan, including leveling courses and prerequisites.
- EDG 5533 Exceptional Populations in Regular Classrooms** (3 credit hours)  
Strategies to organize, modify, and supplement curricula; to provide appropriate learning activities on an individual basis, to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDI/EDR/SPED 5533)
- EDG 5800 Intern Prep** (0 credit hours)  
In order to begin a graduate internship, candidates must register the term before they want to begin completing the graduate internship. This registration is for the purpose of allowing graduate interns to complete all paperwork and procedures required by the SOE and by those required of the site for internship placement. Graduate candidates may not register for any graduate internship until all paperwork and procedures are completed and placement has been approved by the appropriate internship site administrator.

**EDG 5803 Internship in Educational Diagnosticians** (3 credit hours)  
 Students must complete a minimum of 240 hours of supervised placement in a school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. Must include the total diagnostician process (i.e., screening, referral, assessment, testing, evaluation, report writing, recommendations, EAR committee leadership, IEPs, and professional communication). Fee \$400. Prerequisite: All required courses.

## Health & Human Performance

**KES 5003 Physiological Basis for Human Performance** (3 credit hours)  
 The purpose of this course is to prepare the student in the areas of exercise physiology. The goals of this course are to provide the student with an active learning experience that will increase their knowledge of (a) energy metabolism and nutrition, (b) aerobic and anaerobic principles of work and exercise, (c) body composition measurement themes in exercise science, (d) cardiorespiratory / renal responses to exercise, and (e) muscular / neural responses to exercise, and (f) thermoregulation during exercise in differing environments. Historical and contemporary concepts of exercise physiology will be discussed to improve the students understanding of the genesis and progression of exercise physiology throughout the twentieth century. This course will prepare the student for practical applications of exercise physiology in school and professional settings.

**KES 5008 Advanced Practicum or Internship/Project in Exercise Science** (3 credit hours)  
 This internship is designed to follow-up with your educational background and work history. Upon completion of the internship, the graduate student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. The graduate student will reflect on their experience - what they learned about the job, and discuss what they learned about themselves. In conclusion, how well their classes at the University of the Southwest prepared them for their careers. Criteria will include- samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence.

**KES 5013 Research Methods** (3 credit hours)  
 This course provides students with integrated background in exercise science and prepares them for research testing in procedures commonly found in exercise science research. Students are introduced to current trends and research topics coupled with laboratory techniques in areas of motor behavior, biomechanics and exercise physiology. They will access research information, read, critique, and discuss applications of research in Kinesiology and exercise science. Students will delineate a research problem, develop appropriate methodology and data analysis technique as part of a written proposal for a research study. Students will demonstrate knowledge of APA style in preparing a research paper, in citing sources and in developing a reference list.

**KES 5023 Advanced Human Nutrition** (3 credit hours)  
 The content of this course will be focused on the metabolism of food by various tissues of the body and its relation to exercise. The role of diet in the development and treatment of some chronic diseases will be discussed along with the application of nutritional principles to enhance overall lifestyles. This course provides an integrated overview of the physiological requirements and functions of energy and the major nutrients that are determinants of health and diseases in human populations.

- KES 5033**     **Issues in Sports Law** (3 credit hours)  
 This Sport Law course is designed to enable graduate students to expand their knowledge of some of the laws, rules and regulations that apply to the sport and the exercise science industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, and contract and business law. The purpose of the course is to provide graduate students with an understanding of the legal issues involved in the operation and management of organizations in the sport business industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) if they are employed in the field of sport and exercise science. In-class discussions on current legal issues and emerging legal topics in sport and exercise science will constitute a significant portion of this class.
- KES 5043**     **Diagnostic Test and Measurements in Exercise Science** (3 credit hours)  
 This course will provide students with the background on the appropriate design structures, both qualitative and quantitative, for research projects. Within the different framework of experimental designs and emphases will be on how to collect and organize data, data cleaning, statistical analysis and the interpretation of data. At the conclusion of the course the student should have identified and be comfortable applying the appropriate experimental design for their thesis/project. The student will be able to appropriately apply, computer analyze and interpret various statistical techniques found in exercise science research, such as the t-test (dependent and independent), ANOVA (repeated measures and between-subjects designs), regression analysis and others.
- KES 5053**     **Neurological Basis for Motor Learning and Control** (3 credit hours)  
 This course is designed to provide an understanding of psychological/ physiological principles involved in motor learning, control, and performance in skill acquisition for school age children and adult populations. This course will focus on how people learn skills and perform them, how they develop skills, and how skills are used in various situations. The study of motor learning is a relatively permanent change in performance resulting from experience or practice which leads to ways of determining success and is related to the quality of movement that the performer produces.
- KES 5063**     **Group Dynamics** (3 credit hours)  
 This course is designed to have two interrelated goals: 1) acquaint you with theory and research on small groups 2) improve your skills as participant in & observer of small groups To accomplish these goals, readings, lecture, and discussion are paired with group exercises and hands-on practice in observing and interpreting group dynamics. Students will complete a case analysis, post regularly on the graduate blog, and comment on the blogs of other grad students. They will observe and give feedback to the groups & collaborate in pairs on a literature review paper.
- KES 5073**     **Health and Human Behavior** (3 credit hours)  
 This course will review behavioral and biomedical theory and research with regard to the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Students will consider the effect of activity and exercise as they relate to illness and disease. The course also defines and explores adherence and psychoneuroimmunology, which examines behavior related to the diseases of cancer and hypertension, explores treatment recommendations, and reviews coping strategies for the patient and family.

Prevention and wellness are presented in the context(s) of intentional and unintentional injuries. A discussion of health, life expectancy, and quality of life will conclude the course.

## Healthcare Manangement

COURSE DESCRIPTIONS

**HCA 5113 Healthcare Administration (3 credit hours)**  
 This course is designed to help students gain a conceptual framework for healthcare administration and the practical applications of such skills within a healthcare setting. Best practices for healthcare administration are analyzed along with sound business practices from management theory. Strategic planning, policies, objectives, change management, and organizational strategy will be covered in this fundamental course. The relationship between consumer (patient) and business (practitioner) will be analyzed.

**HCA 5123 Healthcare Policy Analysis and Decision Making (3 credit hours)**  
 The emphasis of this course is the role of the government in healthcare policy, the US healthcare system, costs of healthcare, and an analysis of the ethical and business implications of social welfare. This course will emphasize current trends in economic and social issues along with efforts to revise the system. Students will benefit from a deeper understanding of the political, economic, and social issues affecting healthcare businesses and how decisions are impacted as a result.

**HCA 5133 Leading Healthcare Organizations (3 credit hours)**  
 This course provides students with an overview of understanding the current healthcare trends with leadership challenges. In this course, students will gain knowledge of the collaboration of leadership and accountability to offer organizational success. The students will discover the organizational success. The students will discover the servant leadership model for gaining organizational efficiencies and managing healthcare professionals, technology demands, change management and best practices. Students will gain a broad perspective of leadership and an introduction to quality systems management and strategic planning. This course is a predecessor to Quality Strategic Planning and Execution in Healthcare.

**HCA 5143 Quality Strategic Planning and Execution in Healthcare (3 credit hours)**  
 This course is designed to help students gain the conceptual framework for developing quality systems and executing organizational strategies in a healthcare setting, Quality management tools will be examined and blended with strategic planning tools (collaboration of PDCA and dashboards, balance scorecards, metrics, etc.) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization plans, decision-making and change management, gaining efficiencies, and how to implement and execute strategic plans. The prerequisite for this course is Leading Healthcare Organizations.

## Master of Human Resource Management

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

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

## Master of Business Administration

- MBA5003 Special Topics/Intensive - Entrepreneurship** (3 credit hours)  
 This course is a 3-unit intensive course designed to cover the core components of Entrepreneurship in a compressed time frame. These core components include; new idea/concept generation, industry analysis, new venture creation and funding, new product development, and life cycle management. Students engage with the course materials through a variety of immersive technologies including electronic resources, interactive webinars, simulations, and discussion forums. (This course will be offered in the mini-mester terms only).
- MBA 5103 Information Technology for Managers** (3 credit hours)  
 The course examines information technology in organizations and the strategic use of information systems. Course learning will include the ethical considerations of technical resource allocation and cross-functional input. (Fb)
- MBA 5203 Information Technology for E-Business** (3 credit hours)  
 E-Commerce technology and business environments including E-Commerce planning and implementation, internet technologies, multimedia on the web, and web-based databases. Designing and building E-Commerce sites. It will include a module on the ethical dilemmas of managing sensitive, private information.
- MBA 5223 Leadership** (3 credit hours)  
 Study of key leadership models and practical application. The course emphasizes the ethical impact of leadership on all stakeholders including employees, vendors, customers, owners, unions, and the community. The student will learn that a true transformational leader is aware of the ethical dilemma facing leadership to treat stakeholders as "ends" and not merely as "means to an end."
- MBA 5243 Controllership** (3 credit hours)  
 In-depth study of issues related to the job of Controller within a business organization. Financial and management reporting, accounting systems, tax reports, and accounting department organization will be highlighted. Ethical

financial responsibility will be highlighted through case studies of ethical dilemmas facing finance professionals.

- MBA 5253**     **Accounting and Professional Ethics** (3 credit hours)  
 This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing individuals in most business organizations. The specific objectives of the course are to raise general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve our ability to reason toward a satisfactory resolution of an ethical dilemma. The course will rely heavily on AICPA's professional code of conduct as a guide for decision making. Case studies will utilized to explore ethical dilemmas.
- MBA 5263**     **Accounting and Auditing Research** (3 credit hours)  
 Accounting and Auditing Research helps prepare students to conduct research in their future practice, for the CPA exam, or other professional designations. Dramatic changes continue to take place in the accounting and auditing environments, both in the United States and worldwide. Developing applied professional research skills in accounting, auditing, and tax has become even more important for the successful future professional. Course designed to serve both as an educational and reference tool for the practitioner or the student who strives to become proficient in conducting professional research. The course integrate teaching and learning capabilities through tools and strategies, enabling users to find justifiable, authoritative solutions to accounting, auditing, tax, and business problems.
- MBA 5323**     **Marketing Concepts & Strategies** (3 credit hours)  
 Course examines marketing functions, the institutions that perform them, and the study of marketing planning, strategy, and tactics. Includes organization, execution, and control of the marketing plan. Students learn how to implement global marketing strategy. The connection between relationship marketing and the desired outcomes of stakeholders trust and commitment are studied within the context of creating a partnership with stakeholders based on ethical considerations.
- MBA 5343**     **Internal Audit Theory & Practice** (3 credit hours)  
 Extension and utilization of audit concepts and techniques with emphasis on application in internal audit departments. Internal control planning and implementation will be highlighted. The impact of the Sarbanes-Oxley Act on management's responsibility for internal controls and ethical financial reporting and disclosure will also be studied.
- MBA 5403**     **Human Resource Management** (3 credit hours)  
 Examination of the principles and methodology of personnel administration with emphasis on manpower planning, selection, development, and evaluation. Study of employment laws and regulations. Ethnocentric, polycentric, and geocentric global staffing issues will be explored as well as expatriation and repatriation strategies. The underpinnings of this course are based on seminal and germinal management theories and models which stress the significance of maximizing the human potential. This course is taught by highlighting the ethical significance of the human relations school of management where self-actualization, passion and commitment, and social responsibility are desired outcomes.
- MBA 5423**     **Financial Management** (3 credit hours)  
 Survey of financial management covering financial mathematics, capital budgeting, sources of capital, and financial analysis. Emphasis is placed

on working capital management as well as the ethical considerations of balancing the capital mix to maximize shareholder value without ignoring the consequences to other stakeholders.

**MBA 5433**

**Multinational Financial Management** (3 credit hours)

This course investigates issues in corporate financial management for multinational firms, including foreign exchange forecasting and risk management, multinational capital budgeting, multinational capital structure, and international financial markets. An overview of the various ethical concepts across diverse global markets will complement the student's understanding of the complexities involved in globalization.

**MBA 5513**

**Strategic Resource Allocation and Planning** (3 credit hours)

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

**MBA 5523**

**Business Statistics Research Design**(3 credit hours)

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

**MBA 5533**

**Business Analytic & Econometrics** (3 credit hours)

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

**MBA 5803**

**Thesis/Capstone** (3 credit hours)

This course requires the student to communicate graduate level business knowledge. The student has the opportunity to conduct research; apply knowledge and skills learned in preceding courses to write a substantive thesis paper. The thesis may be (1) an applied business research project or, (2) a comparative study. Each thesis must have a leadership and ethics component.

**MBA 6103**

**Managing Innovation** (3 credit hours)

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

**MBA 6113**

**Change Management** (3 credit hours)

This course provides a strategic level understanding of change implementation, as well as the methodologies for identifying and prioritizing key organizational issues that require change. The class includes an in-depth look at techniques

for defining and aligning change initiatives at the enterprise, business process, and human capital levels. Course topics include; developing change agents, measuring initiative success, and overcoming resistance.

**MBA 6123**

**Sustainability Management (3 credit hours)**

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

**MBA 6203**

**E-Marketing (3 credit hours)**

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

**MBA 6213**

**Small Business Marketing (3 credit hours)**

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

**MBA 6303**

**Small Business Finance (3 credit hours)**

This course focuses on the financial principles used by small businesses and start-up companies to achieve growth and make sound investment decisions. Students will analyze overall financial performance, evaluate financial alternatives, and engage in techniques for managing working capital. Course topics include; cash flow management, company/business valuation, conducting due diligence for investments, budgeting, start-up funding, venture capital, and alternative financing.

**MBA 6333**

**Financial Reporting (3 credit hours)**

This course prepares students with the knowledge to engage in the techniques for financial reporting relative to the roles of CPAs and financial services professionals. Students will explore the criteria unique to this process including; determining capital changes, valuing fixed assets, calculating cost structures, and preparing consolidated financial statements. Additional course topics include; debt restructuring, income/cash flow statement analysis, tax deferment, and balance sheets.

**MBA 6343**

**Financial Planning and Investment Analysis (3 credit hours)**

This course emphasizes a strategic focus on investment strategies, portfolio allocation theories, evaluation of negotiable instruments, debt and equity security analysis, and portfolio management. Students will engage in activities to determine and evaluate client risk tolerance and develop investment plans that align with stated financial objectives. Course topics include; retirement planning, estate planning, tax planning, risk evaluation, portfolio analysis, and asset management.



**MBA 6403**     **Small Business Accounting** (3 credit hours)  
 This course provides an operational perspective of the accounting procedures used by small businesses to make sound administrative decisions. Students will evaluate and analyze the overall performance of an organization using accounting data, techniques, and enterprise software. Course topics include; financial statements, budget reports, accounting controls, and appropriate allocation of costs.

**MBA 6503**     **Organizational Design & Strategy (Capstone)** (3 credit hours)  
 This course focuses on the development and implementation of enterprise-wide business strategies. Successful organizations and their leaders must understand the current competitive environment and be able to make predictions and forecasts about future market forces. The course emphasizes the practical application of strategic business models to existing and future market scenarios in an effort to maximize efficiency, competitive advantage, and stakeholder value.

## Master of Public Administration

**MPA 6103**     **Public Administration** (3 credit hours)  
 This course examines the fundamental theories regarding the nature and development of public administration in the U.S. An exploration of the tensions between bureaucracy and democracy is a key component of the class.

**MPA 6203**     **City and Public Personnel Management** (3 credit hours)  
 This course covers the essentials of public versus private personnel management; such as recruitment, selection, training, career management, performance assessment, grievances and appeals are addressed. Also, the class will review city management issues regarding relating to communities, working with the governing body, overseeing the delivery of services, promoting the community's future, and conducting relations with other governments.

**MPA 6213 P**     **Public Policy and Government** (3 credit hours)  
 This class reviews models of the policy making process; such as privatization, public enterprises, deregulation, and benefit-cost analysis. Also, the course addresses city and suburban governments in metropolitan areas; with special emphasis devoted to such topics as governmental form, city-suburb relations, race and ethnic relations, and economic change.

**MPA 6223**     **Fundraising for Non-Profit Organizations** (3 credit hours)  
 This course covers the creation of development plans, institutional mission & readiness factors, development of office operations, analysis of constituencies & effectiveness, communications & marketing, the role of the board of directors & volunteers, ethical considerations of fundraising, benchmarking, & the role of technology on philanthropy.

## Mental Health Counseling

**EDMH 5103**     **Career Development and Transition Planning** (3 credit hours)  
 Career development theories and systems of career counseling and guidance, decision making, life planning, career awareness and assessment: transition awareness; assessment and planning; career reports; and computer-assisted programs.

- EDMH 5113 Introduction to Christian Counseling** (3 credit hours)  
This course is designed to provide students with an overview of Christian counseling including the use of scripture in counseling, Christian care-giving, individuals and family development, Christian reconciliation and Christian counseling consultation and collaboration.
- EDMH 5123 Professional Orientation to Counseling** (3 credit hours)  
Professional Orientation to Counseling is a required course that is taken as one of the first courses in the Mental Health Counseling graduate program. It provides a thorough and informative overview of the counseling profession including, but not limited to counseling theories, professional ethics, license, techniques and best practices for counseling children, adolescents and families individually and in groups. **One of the first 2 courses to be taken.**
- EDMH 5203 Learning & Human Development** (3 credit hours)  
Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.
- EDMH 5213 Professional and Ethical Issues in Counseling** (3 credit hours)  
Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications. **One of the first 4 courses to be taken.**
- EDMH 5233 Human Sexuality** (3 credit hours)  
This course explores sexuality from biological, social and Psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior.
- EDMH 5313 Counseling Techniques** (3 credit hours)  
Practice of attending skills, reflection skills, challenging skills, and creative counseling skills. Overview of DSM 5 and assessment. Research of major presenting problems and appropriate techniques to alleviate symptoms and foster growth.
- EDMH 5323 Counseling Theories** (3 credit hours)  
Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. This course is required prior to taking advanced counseling courses. **One of the first 4 courses to be taken.**
- EDMH 5403 Group Counseling** (3 credit hours)  
Methods of organization and facilitation in group therapy. Includes group experiences as both a group facilitator and group member.
- EDMH 5413 Counseling Families** (3 credit hours)  
Systems theory applied to work with families. Includes parenting education and facilitation of parents' participation in education and in counseling.

- EDMH 5423 Child and Adolescent Counseling** (3 credit hours)  
This course focuses on developmental counseling theories pertaining to school counseling and guidance programs. Included are areas in prevention, intervention, and motivational strategies, as well as developmentally appropriate guidance activities.
- EDMH 5433 Play Therapy** (3 credit hours)  
Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and nondirective approaches, as well as organization of a play therapy program.
- EDMH 5453 Psychopathology** (3 credit hours)  
Overview of diagnostic categories as described in the DSM 5. Focus on the assessment and treatment of mental disorders.
- EDMH 5463 Psycho-Educational Assessment** (3 credit hours)  
Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis in assessment through observation methods, clinical interviewing, and the mental status exam, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing.
- EDMH 5473A Psychopharmacology I** (3 credit hours)  
This course surveys Psychopharmacology Perspectives, Physiology Relevant to Psychopharmacology, Intrapsychic Issues in Psychopharmacology, Social & Cultural Perspectives, Integrated View of Drug Discovery, the Antidepressant Era & treatment of depression with medications.
- EDMH 5473B Psychopharmacology II** (3 credit hours)  
This course will include aspects psych-pharmacologic treatment of anxiety, psychosis, mood stabilizers, treatment of children, and use of herbaceuticals.
- EDMH 5513 Multicultural Counseling** (3 credit hours)  
Examination of multicultural and pluralistic characteristics of diverse groups including identity development, social justice and advocacy as well as identification and elimination of barriers, prejudices, oppression and discrimination; multicultural counseling competencies, theories and models; role of counselor self awareness in working with diverse client populations and advocating for wellness in diverse populations. Prerequisite: EDMH 5123, EDMH 5323, & EDMH 5523.
- EDMH 5523 Research in the Behavioral Sciences** (3 credit hours)  
Quantitative and qualitative research design with emphasis on direct application to a Graduate research setting. Techniques for locating, analyzing, and evaluating existing research. Application of American Psychological Association (APA) style, ethical guidelines, rudiments of statistical concepts, and the Institutional Review Board (IRB) process. Must be taken at the first opportunity. Must earn a grade of B or better. **One of the first 2 courses to be taken.**
- EDMH 5533 Program Development and Management** (3 credit hours)  
This course focuses on the current trends, issues, and challenges in strategic planning in school counseling programs. Basic skills to assist in the development, organization, administration, and evaluation of school counseling

programs will also be addressed as well as federal and state mandates as applicable.

- EDMH 5543 Counseling Traumatized Clients** (3 credit hours)  
Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse.
- EDMH 5553 Introduction to Addictions Counseling** (3 credit hours)  
Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons.
- EDMH 5563 Clinical Supervision of Counselors** (3 credit hours)  
Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors.
- EDMH 5573 Mental Health Topics: Health Psychology** (3 credit hours)  
This course in Health Psychology will concentrate on the interaction among biological, social and psychological factors which influence health and illness. This course will examine the effects of stress and health as related to the field of positive psychology.
- EDMH 5723 Special Topic** (3 credit hours)  
This course will address current issues in psychology, e.g., Child and Partner Spousal Abuse and Aging; Suicide; Aging; Cognitive Behavioral Therapy; Child & Adult Attachment.
- EDMH 5800 Intern Prep** (0 credit hours)  
In order to begin a graduate internship, candidates must register the term before they want to begin completing the graduate internship. This registration is for the purpose of allowing graduate interns to complete all paperwork and procedures required by the SOE and by those required of the site for internship placement. Graduate candidates may not register for any graduate internship until all paperwork and procedures are completed and placement has been approved by the appropriate internship site administrator.
- EDMH 5803 Internship in Mental Health Counseling** (3 credit hours)  
A student must complete a minimum of 3 credit hours of internship (300 clock hours). Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision- making, and system support.
- EDMH 5810 Practicum I Prep** (0 credit hours)  
Must be taken before enrollment in the Practicum is allowed.
- EDMH 5813 Graduate Counseling Practicum I** (3 credit hours)  
A student must complete a minimum of 3 credit hours of internship (150 clock hours) in a school/mental health counseling setting. Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision.
- EDMH 5820 Practicum II Prep** (0 credit hours)  
Must be taken before enrollment in the Practicum is allowed.

**EDMH 5823 Graduate Counseling Practicum II** (3 credit hours)  
 A student must complete a minimum of 3 credit hours of internship (150 clock hours) in a school/mental health counseling setting. Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision.

## Special Education

**SPED 5101 Field-Based Observation in Special Education Settings** (1 credit hour)  
 An experience designed to explore teaching in Special Education settings. Involves intensive orientation to a variety of public school and non-school settings through observations and other guided experiences.

**SPED 5103 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.

**SPED 5113 Brain-Based Reading Instruction** (3 credit hours)  
 Synthesizes recent brain research relative to practical instructional and learning activities that enhance literacy and intellectual abilities of diverse student populations. Includes brain-friendly classroom accommodations and modifications. (Cross references with EDI/EDG/EDR 5113).

**SPED 5123 Learners Who Are Cognitively Different** (3 credit hours)  
 In-Depth study of the characteristics and needs of learners who are gifted and/or talented and of learners with cognitive deficits; research-based intervention strategies included for these learners.

**SPED 5203 Diagnostic and Corrective Reading** (3 credit hours)  
 This course reinforces and extends the diagnostic/corrective concept to include content areas as well as reading. Pre-service teachers administer and interpret diagnostic instruments and procedures (both formal and informal assessments). Practical application is accomplished through diagnosing and instructing the struggling readers from surrounding area schools in one-on-one settings during the school day. The application is 20-30 hours total during the term. Pre-service teachers will learn to write evaluation reports and confer with teachers and parents.

**SPED 5213 Learners with Learning Disabilities** (3 credit hours)  
 In-depth study of the characteristics and needs of learners with learning disabilities; research-based intervention strategies included for these learners.

**SPED 5223 Advanced Assessment** (3 credit hours)  
 Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in students, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDG/EDI/EDR 5223).

**SPED 5233 Advanced Classroom Management** (3 credit hours)  
 Strategies to manage and organize classrooms to affect change in students with unique academic or behavior problems that interfere with learning in the regular

classroom. Includes student behavior, teacher behavior, and classroom climate.

- SPED 5243** **Learners with Behavior Disorders** (3 credit hours)  
In-depth study of the characteristics and needs of learners with behavior disorders and learners with other exceptionalities, such as physical impairments, low/vision blindness, hearing loss and other health issues, low-incidence, etc.; research-based intervention strategies included for these learners.
- SPED 5313** **Educational Law and Special Education Law** (3 credit hours)  
Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDG/EDI 5313).
- SPED 5323** **Nature & Needs of the Gifted** (3 credit hours)  
The student will learn the current and historical issues in the field of gifted education. The intellectual, social, emotional developmental and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed.
- SPED 5423** **Special Education Curriculum** (3 credit hours)  
Curricula for Special Education at various levels (Pre-K through secondary, vocational adult, etc.) are discussed. Program models, curriculum development, socio-cultural issues, parenting techniques, and resource areas are explored.
- SPED 5442** **Individual Cognitive Assessment** (2 credit hours)  
This course is designed for all professional personnel who work with students who are gifted. It comprehensively reviews teaching-learning models and strategies that can be used in the development and implementation of curriculum for gifted students.
- SPED 5443** **Instructional Strategies for the Gifted** (3 credit hours)  
This course is designed for all professional personnel who work with students who are gifted. It comprehensively reviews teaching-learning models and strategies that can be used in the development and implementation of curriculum for gifted students.
- SPED 5503** **Methods/Materials for Reading/Integrated Communication Arts** (3 credit hours)  
This course provides in-depth information on the teaching of reading, writing, spelling, speaking, listening, and thinking skills, and includes reading methods and techniques for identifying, adapting, and developing instructional material; also provides instructional methodology in reading and other subject matter areas for delivery of instruction to diverse populations ranging from infancy through adulthood. The course includes inclusion, "main-streaming," or transition techniques and models.
- SPED 5513** **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.
- SPED 5523** **Assessment, Evaluation, Referral, and Placement of the Exceptional**

**Learner** (3 credit hours)

Growth and development (social, cultural, physiological) of exceptional learners is discussed; formal and informal assessment is explored; screening, referral, and placement procedures are described; responsibilities of the Educational Appraisal and Review Committee (EARC) are described; and development of individualized Educational Plans (IEP) is discussed. (Cross references with SPED 3523)

**SPED 5533**

**Exceptional Populations in Regular Classrooms** (3 credit hours)

Strategies to organize, modify, and supplement curricula; to provide appropriate learning activities on an individual basis, to assess exceptional students in reading and other curricula in the regular classroom. (Cross references with EDG/EDI/EDR 5533).

**SPED 5623**

**Twice Exceptional and Other Special Populations of Gifted Learners** (3 credit hours)

This course is designed for all professional personnel who work with students who are gifted. This course focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification and development of appropriate educational services for twice exceptional and special populations of gifted learners.

**SPED 5633**

**Twice Exceptional and Other Special Populations of Gifted Learners** (3 credit hours)

This course is designed for all professional personnel who work with students who are gifted. This course focuses upon the development of appropriate curriculum, courses, and units for gifted students.

**Sport Management and Recreation**

**MSM 5103**

**Management in Sport & Recreational Organizations** (3 credit hours)

Utilizes contemporary management theory and models in sport and recreational behavior to instill a philosophy of administration applicable to sport and recreational service organizations.

**MSM 5113**

**Social Psychology of Sport and Recreation Activities** (3 credit hours)

Examines the theories and models of sport and recreational behavior from a social psychological perspective. Psychological issues connected to involvement in sport and recreational activities for individuals and organizations are analyzed.

**MSM 5123**

**Law and Liability of Sport and Recreational Organizations** (3 credit hours)

Exploration of the legal principles and regulations affecting the administration of sports, recreation, and athletic programs. Risk-management, safety regulations, and insurance issues related to sport and recreation are explored. Emerging litigation trends are discussed and strategies to minimize legal risks are examined.

**MSM 5133**

**Programming for Sports and Recreational Service Programs** (3 credit hours)

Conceptual and theoretical framework for comprehensive program design concepts, marketing and advertising, promotion, and program evaluation methods for sport and recreation activities are explored.

## USW 5903

### **Portfolio Assessment of Prior Learning** (3 credit hours)

The course is designed to assist adult learners in assessing their experiential background and preparing a portfolio demonstrating their collegiate level knowledge.



## Presidents

|  |                   |
|--|-------------------|
| 1956 – 1960 (Hobbs Baptist College).....       | B. CLARENCE EVANS |
| 1960 – 1964 (NM Baptist College) .....         | NELL MCLEROY      |
| 1964 – 1970 (College of the Southwest) .....   | 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    |
| 2002 – 2015 (University of the Southwest)..... | GARY A. DILL      |
| 2015 – Present .....                           | QUINT THURMAN     |

## Emeritus Faculty

|   |   |
|---|---|
| <b>Linda Aycock</b><br>Professor of Education                       | Professor of Education                            |
| <b>Glynese Floyd</b><br>Professor of Theatre/Speech                 | <b>Marilyn Smith</b><br>Professor of Education    |
| <b>Sue Fox</b><br>Professor of Education                            | <b>Gertrude Thompson</b><br>Professor of Business |
| <b>John Larry Goldman</b><br>Professor of History/Political Science | <b>Joan M Tucker</b><br>Professor of Business     |
| <b>Will Roan</b><br>Professor of Mathematics                        | President Emeriti                                 |
| <b>Kenneth Sagerty</b>  | <b>Robert Woodmansee</b><br>Professor of Biology  |

## Board of Trustees

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R. Finn Smith, Vice Chair  
Debra Hicks, Secretary  
Gary Eidson, Treasurer

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Ken Bromley  
Brad Caress  
Bill Helwig  
George Klein

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Laura Castillo  
Debra Hicks  
David Pyeatt  
Sam Spencer

### Class of 2017

Cindy Bryan  
Garry Buie  
Heather Evans  
R. Finn Smith  
Russell Williams

### Class of 2018

Cliff Brunson  
Gary Fonay  
Will Hawkins

### Class of 2019

Shannon Duncan  
Gary Eidson  
Larry Scott  
Gary Sims  
Michael Whitehead

## Faculty and Staff

**Steve Appel** 2014

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

**Dr. David Arnold** 1993

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

**Melody Arnold** 2006

Payroll Director

**Paul Baker** 2007

Tennis Coach; Assistant Professor of History  
BSE, Lubbock Christian University; MEA, Eastern New Mexico University

**Tammie Baker** 2011

Director of Licensure Program/Internships; Assistant Professor of Education  
BSE, Lubbock Christian University; MEd, Eastern New Mexico University

**David Barrett** 2015

Instructional Design Technician  
BIS, University of Virginia; ITMA, Virginia Tech

**Jessica Becker** 2015

Assistant Track and Field Coach/Head Strength and Conditioning Coach

**Garrett Bertola** 2012

Sports Information Webmaster; Social Media Administrator  
BBA, MBA- University of the Southwest

**Dr. Catherine Berryhill** 2014

Professor

**Alan Bishop** 2013

Online Graduate Financial Coordinator  
BBA, New Mexico State University; MBA, University of the Southwest

**Dr. Carol Brennan** 2013

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

**Kenneth Brown** 2004

Assistant Professor  
BS, Eastern New Mexico University; MA, University of Arkansas;  
MFA, University of Missouri-Kansas City

**Steve Burback** 2004

Head Athletic Trainer; Adjunct Instructor  
BA, Metropolitan State College of Denver; BA, Colorado State University

**David Burnett** 2014

Assistant Professor of Business  
Certified Public Accountant  
BBA, Abilene Christian University; MBA, Harding Simmons University;  
DBA, Argosy University

**Jamene Caldwell** 2014

Head Women's Basketball Coach  
BA, University of South Alabama; M.Ed. Sam Houston State University

**Henry Campos** 2014

Maintenance

**Betty Casey** 2014

Head Women's Soccer Coach  
BS, Mississippi State University

**Dr. Daniel Castillo** 2007

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

**Julio Castillo** 2008

Senior Network Administrator

**Dr. Parvathi Chary** 2014

Associate Professor of Biological Sciences

**Vijay Chary** 2014

Assistant Professor of Business

Professional Engineer

BS; BE, Osmania University, India; ME, Tulsa University; MBA, Webster University

**Laurie Dean** 2006

Director of Development Operations and Marketing; Assistant Professor of Business

BA, University of South Florida; MBA, University of the Southwest

**Sara Dennis** 2011

Director of Admissions and Program Support Services; Assistant Professor of Education

AS, New Mexico Junior College; BS, MSE- University of the Southwest

**Dr. Corinne DiBlasi** 2005

Associate Professor of ECE/Counseling

BS, PhD, St. Johns University; MS, Brooklyn College; EdD, Rutgers State University

**Andrea Dodson** 2014

Executive Assistant to the Provost, Jack Maddox Distinguished Lecture Series Liaison

BA, Western Illinois University

**Misty Doshier** 2013

Financial Aid Advisor

**Shelbie Faught** 2014

Assistant Admissions Director

BS, New Mexico State University

**Dr. Stephanie Ferguson** 2015

Director of Instructional Design, Associate Professor

BS, Millersville University of Pennsylvania; MEd Southeastern Louisiana University;

D.Phil The University of Southern Mississippi

**Maria Santa Fierro** 2002

Controller

Western States School of Banking, BAS, University of the Southwest

**Joshua Ford** 2007

Assistant Director of Technology Services

AS, New Mexico Junior College

**Cyndi Garrison** 1997

Technical Services – Library

**Charles Goar** 2013

Men's Basketball Coach; Assistant Professor of Education

BS, Mid-America Christian University; MED, University of Central Oklahoma

**Michelle Goar** 2013

Vice President for Enrollment Management and Student Life; Assistant Professor of Business & Professional Studies

BS, University of Central Oklahoma; MHR, University of Oklahoma

**Nichole Green** 2014

Campus Life Director; Assistant Professor of Arts & Sciences

BS, University of North Texas; MLA, Texas Christian University

**James Griffin** 2006

Director of Campus Mail Services

# USW GRADUATE STUDIES

## FACULTY & STAFF

**Dr. Larry M. Guerrero** 2015

Provost and Vice President of Academic Affairs

BS, MEd Oklahoma City University, EdD Oklahoma State University

**Amanda Guzman** 2014

Student Support Director- School of Business

BA, Angelo State University

**Hawk Harris** 2014

Instructor

**Dr. Mary Harris** 1998

Associate Provost; Dean of School of Education; Professor of Education/Special Education

BA, Southeastern Louisiana University; MSped, Eastern New Mexico University; EdD, Nova-Southeastern University

**Lonnie Harrison** 2010

Director of Physical Plant

**Victor Hawkins** 2011

Security Officer

**Dr. Tamika Hibbert** 2014

Assistant Professor of Education

MsEd, Brooklyn College; Ed.D, Argosy University

**Julie Hillard** 2008

Administrative Assistant to Dean of Education, Graduate Records Coordinator

**Jean Hobbs** 2012

Library Assistant

BS, Eastern New Mexico University

**Dr. Susan Hull** 2014

Assistant Professor of Education

Teaching English as a Second Language Certificate, Golden Gate Baptist Theological Seminary

Mandarin Language Diploma, Ningxia University

BA, California Baptist University; MA, Golden Gate Baptist Theological Seminary;

EDD University of Phoenix

**Sanetra Jackson** 2014

Assistant Women's Basketball Coach

**Lauren Irwin** 2015

Administrative Assistant for Arts and Sciences/Business

**Kay Kautz** 2014

Associate Professor of Education

BA; MA Wichita State University; Ed.D., Oklahoma State University

**Jeff Kavalunas** 2014

Head Men's and Women's Track and Field & Cross Country Coach

**Danny Kirkpatrick** 2014

Campus Pastor

**Kimberlee Kistler** 2014

Assistant Trainer

**Dawny Kringel** 2015

Director of Financial Aid

BS, Lubbock Christian University

**Dana Lambert** 2013

Executive Assistant to the Athletic Director

BS, Eastern New Mexico University

**Ron Landschoot** 2004

Softball Coach; Assistant Professor of Education

BBA, Rochester Institute of Technology; MS, University of Southern California

**Rhonel McBee** 2014

Arts and Sciences Graduate Counselor

**Ron McBee** 2014

Vice President for Financial Services/Chief Financial Officer; Assistant Professor of Communications  
BBA, Texas A&M University; ME, Texas Tech University

**John McCance** 1989

Dean of Library Services; Assistant Professor of Communications  
BA, Arizona State University; MLS, University of Arizona

**Dr. Jill McMahan** 2014

Assistant Professor

**Dr. Danny McNabb** 2014

Associate Professor, Program Director: Curriculum & Instruction; Educational Administration  
PHD, Louisiana State University

**Dr. Jeri Midgley** 2014

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

**Sonya Mills** 2015

Admissions Coordinator

**Melissa Mitchell** 2007

Graduate Counselor- School of Education; Assistant Professor of Education  
BA, Harding University; MSE, University of the Southwest

**Priscilla Morgan** 2015

Head Women's Volleyball Coach

BS, Belhaven University

**Michael Niemeier** 2014

Assistant Men's Soccer Coach

**Caitlin Odom** 2010

Registrar; Assistant Professor of Education

BS, MA- New Mexico State University

**Gracie Orrantia** 2011

Housekeeping

**Ronnie Pace** 2013

Assistant Professor of Education

BA, MA- Louisiana Tech University; MS, University of Phoenix- Albuquerque; PhD (ABD), Walden University

**Dr. Virginia Padilla-Vigil** 2014

Associate Professor

**Dr. Elyn Palmer** 2013

Dean of Arts and Sciences

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

**Dr. Vanda Pauwels** 2014

Assistant Professor of Philosophy

BBA, MSA, PhD; Texas Tech University

**Dr. Connie Ponce** 2014

Assistant Professor

**Johnny Ramirez** 2012

Maintenance

**Otilia Rangel** 2014

Housekeeper

**Richard Ring** 2014

Graduate Student Financial Aid Advisor

BA, Eastern Washington University

**Robert Ssejjemba** 2014

Head Men's Soccer Coach

BS, Virginia Intermont College

# USW GRADUATE STUDIES

## FACULTY & STAFF

**Becky Sheppard** 1993

Administrative Assistant/Business

**Olivia Sisneros** 2005

Cashier/Accounts Receivable Clerk

**Vivian Sumney** 2007

Food Services Director

**Dr. William Sumruld** 1989

Professor of History, Religion, Philosophy

BA, Eastern New Mexico University; MDiv, PhD- Southwestern Baptist Theological Seminary

**Hope Sustaita** 2011

Housekeeping

**Wesley Taylor** 2011

Maintenance Assistant

**Lisette Terrazas** 2011

Assistant Director of Financial Aid

BS, University of the Southwest

**Carmon Tippy** 2013

Accounts Payable – Accounting Assistance

**Dr. Quint Thurman** 2015

President

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

**Dr. Ryan Tipton** 2010

Dean of Business, Online Instruction; Chief Technology Officer

BBA, MBA- University of Texas of the Permian Basin; D.BA, Walden University

**Veronica Torrez** 2013

Assistant VP of Human Resources

**Richard Trout**

Instructor

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

**Bill Weidner** 2014

Vice President for Advancement, Director of Athletics; Assistant Professor of Education

BS, Springfield College; MA, Stanford University

**Dr. Marianne Westbrook** 1985-1987, 2001

Professor of Education, Psychology

BGS, University of New Hampshire; MA, Pacific Lutheran University; MEd, New Mexico State University; PhD, University of Maryland

**Dr. Mike Westbrook** 2007

Associate Professor of Education

BS, University of Maryland; MA, PhD- Fielding Graduate Institute

**Douglas Wilkinson** 2014

Head Men's and Women's Golf Coach

**Leah Wilson** 2014

Directory of Campus Ministry Activities

BS, Lee University

**Linda Woodfin** 2003

Director of the Office of the President and Board of Trustees

AS, New Mexico Junior College; BBA, University of the Southwest

**Dr. Yusheng Wu** 2010

Assistant Professor of Biological Sciences

BS, Beijing Agricultural University; MS, Beijing Agricultural University; PhD, South Dakota State University

## Index

### A

Academic Dishonesty 27, 28  
Academic Integrity 27  
Academic Policies 23  
Academic Probation 27  
Accounting 37  
Accreditations 7  
Adding or Dropping Courses 31  
Admissions Procedures and Policies 20  
Affiliations 7  
Alternative College Credit 31  
    Concurrent Enrollment 31  
    Course Substitution 31  
    Credit by Examination 31  
    Credit by Experience 31  
    Credit by Portfolio 31  
    Process 31  
Alumni Association 9  
Appeal  
    Grade Appeal 29  
Appeals 18  
    Financial Aid 18  
    Grade Appeal Process 29  
    Instructor's Right to Appeal 29  
    Student's Right to Appeal 28  
Audit Policy 32

### B

Bilingual Courses 58  
Board of Trustees 80

### C

Complaints 9  
Conditional Admission 21  
Counseling Courses 73  
Counseling Services 8  
Course Description 36  
Course Descriptions 54  
Course Designation 36  
Course Identification 36

### D

Directory 11  
Disabilities 30  
Disclosure 10  
Distinguished Lecture Series 8

Dropping Courses 31

## E

Early Childhood Education Courses 60  
Educational Administration Courses 62  
Educational Diagnostics Courses 64  
Educational Records 10  
Education Core Courses 54  
Emeritus Faculty 80

## F

Faculty 81  
Fees 13  
FERPA 10  
Financial Aid Policies 15

## G

General Information 6  
Grading 26  
Graduate Internship 27  
Graduation Ceremony 35  
Graduation Policies 35

## H

Honor Code 6  
Honors 9, 35

## I

Incomplete Work 26  
Internship and Practicum 34

## L

Library 82  
Licensure 21, 22, 23, 43, 44, 46, 47, 48, 49, 51, 52, 53  
Location of Records 10

## M

Master of Business Administration 20, 36, 37, 68  
    Accounting 37  
    Finance 37  
    Marketing 37  
    Research Track 41  
    Self-Designed 40  
    Sport Management and Recreation 41  
    Strategic Management 37  
Master of Business Administration Courses 68  
Master of Science in Education  
    Curriculum and Instruction (C&I)  
    Bilingual 48  
    Non-Licensure 47



Curriculum and Instruction (C&I):

- TESOL 49
  - Early Childhood Education 50
  - Educational Administration 44
  - Educational Diagnostics 45
  - Licensure
    - Educational Administration 52
    - School Counseling 52
    - School Counseling 46
    - Special Education (Non-Licensure) 51
- MBS Direct 9
- Mission Statement 6

## P

- Payment of Charges 13
- Payment Plan 13
- Practicum 34
- Presidents 80
- Probation
  - Academic Probation 27
  - Financial Aid Probation 17, 18
- Programs 36

## R

- Re-Admission 21
- Refund Policy 14
- Repayment Distribution Policy 14

## S

- Schedule Changes 14
- Special Needs 30
- Special Services 30
- Suspension 27
  - Academic 27
  - Financial Aid Suspension 16, 18

## T

- TESOL Courses 59
- Title IX of the Education Amendments of 1972 8
- Transcripts 33
- Tuition and Fees 13

## U

- USW Courses 79

## W

- Withdrawal 31

