

2 0 1 7 - 2 0 1 8



academic
catalog

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



Dear Prospective Graduate:

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

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

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

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

Quint Thurman, Ph.D., President

TABLE OF CONTENTS

University Profile.....	7
History	8
Mission and Purpose.....	8
Honor Code.....	9
Accreditations and Affiliations	9
Facilities	10
Student Services Information.....	13
Title IX Compliance	14
Student Activities.....	14
Ministries and Organizations.....	15
Student Success Services.....	16
General Services and Policies.....	16
Scarborough Memorial Library Services.....	18
Admissions Information	21
Admissions Procedures and Policies.....	22
Undergraduate Admissions	22
Graduate Online	26
Financial Aid Policies	28
Satisfactory Academic Progress Policy.....	28
Return of Title IV Funds	30
Sources of Assistance	36
Tuition and Fees	42
Refund Policy	44
General Academic Information	45
Administrative Withdrawal Policy	48
Initial Course Participation	51
Graduation Polices	53
Undergraduate Academic Policies & Programs	55
Undergraduate Academic Policies.....	56
Undergraduate Academic Programs.....	67
Bachelor of Arts and Sciences.....	68
Bachelor of Science.....	69
Bachelor of Business Administration	71
Bachelor of Science in Education.....	73
Graduate Academic Policies & Programs	77
Graduate Academic Policies.....	78
Master of Business Administration.....	87
Master of Science in Education	89
Course Descriptions.....	91
Course Descriptions	92
Faculty & Staff.....	157
Faculty and Staff	159

University Profile

HISTORY

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

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

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

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

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

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

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

Mission and Purpose

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

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

Honor Code

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

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

Personal Responsibility

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

Respect for Self

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

Respect for Others

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

Accreditations and Affiliations

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

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

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

organizations:

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

Facilities

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

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

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

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

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

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

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

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

The Mabee Teaching and Learning Center (MTL) was completed in 2002, and houses the School of Education, the Learning Resource Center, the Play Therapy Room, the Testing Center, four classrooms, a conference room, a student lounge, ten offices, and the Computer Services Center. The School of Education (SOE) faculty calls this building home.

The newest building on campus is called the Jack & Mabel Maddox Student Life Center. The

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

All buildings are accessible by ramps. All rest rooms are renovated, they are remodeled to meet ADA guidelines.

**Student
Services
Information**

Title IX Compliance

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

Title IX of the Education Amendments of 1972

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

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

Student Activities

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

Distinguished Lecture Series

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, Dr. Benjamin Carson, Malcolm Gladwell.

Athletics

The USW Mustangs belong to the National Association of Intercollegiate Athletics (NAIA), Red River Athletic Conference. At the present time, the Mustangs compete in

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

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

Ministries and Organizations

Alpha Chi National Honor Society

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

Student Government

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

ENACTUS

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

Fellowship of Christian Athletes (FCA)

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

Sigma Tau Delta, Alpha Nu Chapter

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

Alumni Association

USW graduates are inducted into the Association during their graduation ceremony. 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.

Special Awards

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

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

Awards Presented at Graduation

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

Student Success Services

Student Success Services, under the umbrella of Academic Affairs, exists primarily for the purpose of assisting students in the achievement of their academic and career goals. Services provided for academic success include three courses dealing in the different levels of admission to USW; the first-time freshman, the continuing freshman, and the transfer student; group and individual tutoring and/or mentoring. Services are on an individual and small- group basis; offering academic success strategies. Cooperative special needs programs are also individualized but are initiated through the School of Education. Weekly study halls are available for all subjects, placing a strong focus on lower-level courses in mathematics and English.

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

General Services and Policies

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

General student conduct standards are explained in the student handbook.

Campus Solicitations

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

Campus Calendar and Room Reservations

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

Counseling Services

Short-term counseling is offered to all currently enrolled USW students free of charge.

Appointments are made with the USW on-campus counselor. Clients are accepted for counseling who have the capacity to resolve their own problems with the assistance of a counselor. Clients requiring more than 10 counseling sessions will be referred to other specialized counseling services available in the surrounding area. All counseling services are held in the strictest of confidence. University of the Southwest supports and maintains confidentiality to the limits provided by New Mexico law and the professional ethics set forth by the National Board for Counseling Certification, the American Counseling Association, and the state board for licensing.

Student Complaints

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

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

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

Steps

1. Initially, complaints should be resolved respectfully following the biblical model of addressing the person or department responsible for resolving your complaint. If you are unsure who that person is, please contact the Office of Student Life to get appropriate direction.
2. If step 1 is not successful in resolving your complaint, formal complaints may be registered with the Office of Student Life. Formal complaints may be registered by downloading the complaint form located on the student life link. Please complete this form and turn it in to the Office of Student Life for the Director of Student Life. This form will be kept confidential.

3. The Office of Student Life will act as a mediator between the student and party or parties named in the complaint. After your complaint is reviewed, you will receive a letter documenting the receipt and appraisal of your grievance from the office who is named in the document within ten days of receiving the complaint.

4. If the complaint is not resolved in steps 1-3, the Director of Student Life will determine if any further actions are required from the University in order for resolution to be made.

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

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

Additional contact information for complaints:

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

Textbook Purchases

Textbooks can be purchased through <http://usw.ecampus.com/>.

Scarborough Memorial Library Services

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

Library Collections

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

The Library receives newspaper, journal, and periodical titles.

Library Services

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

patrons may have access to all holdings.

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

Seventy electronic indexing and abstracting services are available on workstations throughout the Library make available through ELIN. These same services are available to students through their electronic devices when they complete an ELIN application. In addition, for the School of Business undergraduate and graduate students, the Library provides the Proquest Business Premium Collection which indexes over 10,000 business journals and trade publications. This collection is accessible through their class syllabi. For the graduate and undergraduate students in the Schools of Arts and Sciences and Education, the Library provides the SAGE Premier Collection which indexes approximately 1,000 magazines and journals in the arts and sciences and education curricular areas. The University Librarian and staff provide reference service and bibliographic instruction to both individuals and classes upon request.

Additional Library Facilities

As well as all library collections and services, Scarborough Memorial Library houses a computer classroom and two additional classrooms. A favorite study area, the two-story interior library atrium is also used for formal and informal campus and community activities. For the convenience of the students, a textbook rental/purchase kiosk is provided in the main study area of the Library.

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.

Admissions Information

ADMISSIONS PROCEDURES AND POLICIES

Undergraduate Admissions

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

How to Apply for Undergraduate Admission

- Apply online at www.usw.edu
- Visit the Office of Admissions and Academic Affairs
 - Location: J.L. Burke Hall, Suite 506
 - Hours: 8:00am – 5:00pm, Monday through Friday

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

First-time Freshman Admission Requirements

Applicants who have completed less than 12 hours of college credit are considered first-time freshman. Applicants must attain 2 out of 3 of the following to be considered for admission:

- Top 50% of their graduating class
- ACT composite of 18 or SAT of 940
- GPA of 2.0 on 4.0 scale

Transfer Admission Requirements

A student who has been formally admitted to another accredited college or university and has earned 12 or more college credits is considered a transfer student.

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

- Application for admission
- Official final college and/or university transcripts from all schools attended.
- Official final high school transcript if less than 60 college credits have been earned
- GPA of 2.0 on 4.0 scale

GED Admission Requirements

To be considered for admission, GED recipients must:

- Complete the application for admission
- Submit an official GED transcript

Under-Age Permission

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

- Letter of permission for attendance from the high school principal of the school district he/she is currently residing in
- Letter of permission for attendance from his/her parent, guardian or spouse if their spouse is 18 years of age or older

Transfer Students Who Have Been Placed on Probation or Suspended

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

Online Admission Requirements

Students who seek admittance as an online student must first be admitted to the University under the same admission requirements listed for undergraduate students. Student may submit the application online at www.usw.edu. Please note that not all undergraduate programs are offered as 100% online programs.

Student advisement will be conducted with online students by email and/or telephone by the School's Director of Undergraduate Admissions & Student Support. A Degree Plan will be completed and delivered to the student and copies will be kept on file at the University. Online students register for classes in the same manner as on campus students.

Admission Appeal Policy/Process

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

Appeals must include the following:

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

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

International Admission Procedures

To be considered for admission, International students must:

- 1. Transcripts-** Official evaluated transcripts are required for admittance. You will need to submit your high school and/or college transcript for evaluation and have the results sent to USW. The university will accept evaluation results from any of the following:

- Academic Credentials Evaluation Institute (ACEI)
 - ◊ P.O. Box 6908, Beverly Hills, CA 90212
 - ◊ www.acei1.com Phone: 310-275-3530 Fax: 310-275-3528
 - Josef Silney & Associates, Inc. www.jsilny.com
 - World Education Services www.wes.org
 - Global Credential Evaluations, Inc. www.gceus.com
- 2. English Proficiency-** All international students coming to the United States to study are required to submit official English proficiency score reports to the Office of Admissions and Recruitment at USW. This can be in the form of one of the following:
- ACT English score of 19
 - SAT score of at least a 910
 - TOEFL score of 550 on the paper-based exam, a 213 on the computer-based exam or a 79 on the internet-based exam
 - IELTS score of 6.0
- 3. Financial Statement-** Every international student seeking an international student visa from the U.S. government must submit to the university a bank statement that is no more than six months old at the time you would start attending USW. It should show sufficient funds to cover the estimated cost of attendance at USW for one academic year and must be submitted with a completed Statement of Financial Backing (form can be found on the USW website). The estimated direct cost of attendance for one year is approximately \$24,036 and includes tuition, books, room, and board.
- 4. Health Insurance-** Health Insurance is required by all international students. Please submit proof of health insurance coverage at the same time you submit your transcripts and test scores. If proof of insurance is not provided or you do not have coverage, health insurance is available through the University at a reasonable cost and can be purchased through the Office of Admissions and Academic Affairs.
- 5. Housing-** All unmarried freshman and sophomore students under the age of 21 are required to live on-campus. Please complete and submit the online housing application at <https://www.usw.edu/Student-Life/Residential-Living/Housing-Application> A housing deposit of \$350 is required and must be submitted at the same time you submit your transcripts and test scores. The deposit can be paid by credit card or mailed to the school: University of the Southwest - 6610 N. Lovington Hwy. – Hobbs, NM 88240
- 6. I-20** (Certificate of Eligibility for Nonimmigrant (F-1) Student Status-For Academic and Language Students) Your I-20 will be issued only after you have been officially admitted to USW.

Conditional Admittance Policy

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

Conditionally admitted undergraduate students are not eligible for financial aid.

Re-Applicants

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

and degree plans.

To be considered for re-admission a student must:

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

Re-Admission After Academic Suspension

Students under academic suspension from USW will not be re-admitted for at least one standard semester (Fall or Spring) subsequent to the date of academic suspension. Please refer to Academic Probation. Students wishing to appeal the decision to suspend may do so by submitting a letter of appeal to the Office of the Provost. Admission after suspension will be probationary. Students must reapply for admission to the University and also must submit official transcripts of all college and university work attempted during the term of probation. A student who has been re-admitted within two academic years will return under the catalog governing the term of original admittance; however, the student's course work will be governed by the most current degree plan.

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

Admission to Teacher Education Program

A new student electing to pursue teacher licensure exclusive from the Graduate School of Education program must apply for admission through the School of Education, if the student has earned a bachelor degree or higher. Admittance to USW does not guarantee enrollment into Teacher Education Program.

Second Undergraduate Degree

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

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

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

Non-Degree Seeking Requirements

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

- Complete the application for admission

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

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

Non-Degree Seeking Audit

A student electing to audit courses without receiving credit and without declaring a major may apply for special non-degree seeking audit status by completing the following admission procedures:

- Complete the application for admission

Switching from Face-to-Face to 100% online

Students who started out at USW as a face-to-face student, but would like to become an online only student must reapply to USW.

GRADUATE ONLINE

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

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

Admission requirements vary depending on the program.

Masters of Business Administration

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

Masters of Science in Education

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

Masters of Science in Education (Mental Health Counseling)

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

Masters of Science in Education (School Counseling)

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

All students are encouraged to contact their Director of Graduate Admissions & Student Support 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.

Conditional Admission

If the applicant fails to meet one or more of the requirements for admission, the Graduate Committee may choose to grant conditional admission with the understanding that the student has one (1) term to satisfy the deficiencies specified. The student may take no more than three (3) term hours of graduate course work as a conditional admittee.

Post-Master's Licensure-Only Program Admission

All admission decisions for Post-Master's Licensure-Only programs made by the Dean are based on his/her judgment of the evidence presented. For Specific admission criteria contact the School of Education Dean. **Licensure-Only students are not eligible for Financial Aid**

Non-Degree Admission

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

Re-Admission to the Graduate Program

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

FINANCIAL AID POLICIES

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

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

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

Satisfactory Academic Progress Policy

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

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

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

Evaluating SAP

The standards against which all students are measured include Qualitative, Quantitative, Maximum Time Frame, and All Unearned Credits Standards. The academic record of all students is reviewed after the end of each payment period. The academic review is cumulative and includes all courses taken at the student's current academic level. After the evaluation, letters will be sent to all students who have insufficient academic progress and are being placed on Financial Aid Warning 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</i>	<i>GPA for Program</i>
Bachelors Programs	0 – 32 credit hours earned	2.0
Bachelors Programs	32 plus hours earned	2.0
Masters Programs		3.0

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

Quantitative Standard

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

Maximum Time Frame

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

Break in Enrollment

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

Financial Award Terms Defined

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

For face to face undergraduate students, a standard term is a semester. In an academic year, face to face undergraduate students are offered aid packages in the Fall and Spring semesters only.

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

For on-line graduate students, a standard term is two 5 or 8 week modules which comprise a semester. In an academic year, on-line graduate students are offered aid packages in the Fall,

Spring, & Summer semesters.

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

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

Delay or Changes with Future Aid

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

Withdrawals and Incompletes

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

Return of Title IV Funds

Student Withdrawal and Return of Title IV Funds Policy

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

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

Academic Calendar

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

Payment Period and Total Number of Calendar Days

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

For R2T4, the total number of calendar days in a semester is defined by the student's scheduled course enrollment, i.e., start and end dates of courses, excluding scheduled breaks of at least five consecutive days. The days are counted from the start date of the earliest course to the end date of the last course scheduled to complete (i.e., has the latest end date), excluding scheduled breaks. This may be less than the full length of a term that is 16 weeks in the fall and spring and 10 weeks in the summer.

Scheduled Breaks

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

Treatment of Drop/Add Courses

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

Does Not Require Taking Attendance

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

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

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

Withdrawal from the University

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

Completed Scheduled Days – Not a University Withdrawal

A student has completed a term if:

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

Did Not Complete Scheduled Days – University Withdrawal

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

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

Withdrawal Date

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

Student-Initiated Notification – Official Withdrawal

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

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

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

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

No Student-Initiated Notification – Unofficial Withdrawal

An unofficial withdrawal occurs when a student:

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

The withdrawal date will be the midpoint of the term.

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

Last Date of Attendance

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

Date of Determination of Withdrawal

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

Student-Initiated Notification – Official Withdrawal

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

No Student-Initiated Notification – Unofficial Withdrawal

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

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

Calculation of Earned Title IV Assistance

Federal Aid Used in R2T4 Calculation

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

Percentage of Title IV Aid Earned

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

Total Days Scheduled to Complete

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

Total Days to Date of Withdrawal

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

Amount of Title IV Aid Earned

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

Post-Withdrawal Disbursements

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

Post-Withdrawal Disbursement of Grant Funds

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

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

Post-Withdrawal Disbursement of Loan Funds

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

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

Return of Unearned Funds to Title IV

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

Funds Returned by University of the Southwest

Amount of funds to be returned:

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

Order in which funds are returned:

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

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

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

Unearned Aid Returned and Repayment by Student

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

Enrollment After Title IV Funds Have Been Returned

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

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

Repeated Courses

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

Students may only receive federal financial aid for one repetition (repeat) of a course. For example, students (undergraduate and graduate) who have already passed a course with a grade of D or better may only repeat the class one additional time and receive financial aid for that course.

No student may repeat a course a third time or more and receive financial aid for the course.

Transfer Courses

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

Undergraduate transfer students who are admitted to USW with a cumulative GPA lower than the qualitative measure of 2.0 will be placed on financial aid warning for one standard term and SAP will be reviewed at the end of the first standard term to determine aid eligibility.

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

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

Change in Major/Additional Degrees

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

Course Attendance and Participation

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

Failure to Make Satisfactory Academic Progress

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

Re-Establishing Eligibility

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

Appeals

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

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 warning for one term (a semester for face to face undergraduate students and a module for undergraduate on-line students and graduate students). The student will also receive a Financial Aid Academic Plan to assist the student toward SAP. A student may receive aid while on financial aid warning. SAP progress will be reviewed at the term of warning (a semester for face to face undergraduate students and a module for undergraduate on-line students and graduate students) to determine continued aid eligibility.

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

The Academic Plan for the probationary period requires every undergraduate student to have a cumulative completion rate of 85% and a GPA requirement of 2.5 for the standard term (a semester for face to face students and a module for on-line students) of the approved appeal. This will ensure progress in making up the previous deficiency.

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

Withdrawals are not allowed during this process.

Student Should Monitor Progress

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

Sources of Assistance

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

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

Students must re-apply for financial assistance each academic year; awards are not automatically renewed. The University reserves the right to adjust the amount of aid a student may receive

if there is a change in need, academic status, financial status, or availability of funds. At the discretion of the Director of Financial Aid, awards may be reduced or other aid substituted for Institutional Awards, according to the student's need, circumstances, or eligibility for other types of aid.

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

Sources of financial assistance at University of the Southwest include:

Federally Funded Assistance

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

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

State Funded Assistance

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

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

Institutional Awards

University of the Southwest awards many scholarships, hereafter referred to as Institutional Discounts. Students receiving \$8000 (effective Spring - 2016) or more in University Grants and Mustang Awards must live in university housing if available. At the discretion of the Office of Financial Aid, all or a portion of the student's discount may be replaced by grants, work-study, or other sources of aid, depending on the student's eligibility for other aid. Institutional discounts

are adjusted to zero each semester and no credit balance is carried forward to the next semester. Institutional discounts are available during standard terms of Fall and Spring.

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

University Grants

University grants are offered to full-time undergraduate students who are enrolled in courses offered on the campus of USW, who demonstrate eligibility and meet the criteria below, and do not receive a USW athletic award. This includes freshman, transfer, and returning students.

A student who is in their last semester of enrollment who falls below the standard requirement of full time status, and who will graduate at the end of that term will qualify for institutional awarding for that term only. Awarding will be adjusted based on hours enrolled. The Office of the Registrar must verify that the student will graduate by the end of that term.

- Academic transcripts and ACT and/or SAT scores are evaluated during the admissions process, at which time eligibility for a merit award is determined.
- Must maintain a cumulative GPA of 3.50 for all Presidential and Dean's Awards. All other awards must maintain a cumulative GPA of 2.50.
- Recipients of the University Grant are strongly encouraged to enroll in at least 14-16 hours per semester.
- All University Grants will be awarded for a maximum period of up to 4 years of continuous enrollment.
- Application deadline for fall is August 1st and for spring the application deadline is January 1st.

Presidential Grant - \$5,000 - \$10,000 per year

Average Profile: High School cumulative GPA of 3.91+ and/or ACT score of 31+ or SAT score (Critical reading and math) of 1380 within the last 3 years. Recipients of this award must maintain a full time status. Note: 50% awarded in Fall, 50% awarded in Spring.

Dean's Grant - \$4,000 - \$8,000 per year

Average Profile: High School GPA of 3.71 to 3.90 and/or an ACT score of 28-30 or SAT score (Critical reading and math) of 1250 to 1379 within the last 3 years. Recipients of this award must maintain a full time status. Note: 50% awarded in Fall, 50% awarded in Spring

Lea County & Surrounding County Grants-\$4,000 to \$6,000 per year.

Students must be a graduate of a Lea County or surrounding county High School with a graduating grade point average of 3.0. Students may also be a graduate of New Mexico Junior College with an earned Associate's degree. Students may not have attended any other college or university after graduation.

Plus 1 Grant - \$4,000 per year

Any new, full time, undergraduate, residential student who is referred to the University of the Southwest by a current or prospective USW student may receive a scholarship award of \$4,000 annually. The referred friend or Plus 1 student must have a high school or college transfer grade point average of 3.0 on a 4.0 scale. Certain restrictions apply. Please see the conditions listed below.

- Full time status is required each semester.
- Award offered for enrollment in full 16 week semester only.
- This offer is not available to any student receiving the following awards:

- Any USW athletic award
- The Lea County award
- The Permian Basin award
- The award recipient must maintain a grade point average of 3.0 each semester to continue the award.
- This award is limited to residential undergraduate students only.
- Withdrawal from the University automatically cancels the scholarship and it cannot be renewed.

Christian School/Ministry Grant - \$1,000 per year

Student Profile: Any new incoming student who graduated from a secondary private Christian school or homeschool, or dependent of someone engaged in full-time professional ministry will receive a scholarship per year up to 4 years. Recipients of this award must maintain a full time status. Note: 50% awarded in Fall, 50% awarded in Spring

Achievement Grants

Average Profile: ACT or SAT as listed below and High School cumulative GPA or Transfer cumulative GPA as listed below within the last 3 years. Recipients of this award must maintain a full time status.

Athletic Grants/Institutional Support Grants/Fifth Year and Graduate Students

The President, Provost, and Athletic Director may award students with an Athletic or Institutional Support Grant (ISG). It is at the discretion of the President, Provost, and Athletic Director the amount that will be awarded and the terms of employment. It is at the discretion of the President, Provost, and Athletic Director to determine if the student will be employed with an athletic team or by a university department. Students will not determine where they will be employed. This policy is to include graduate assistants and/or non-athletes.

USW Debt Buyback Program

Beginning Fall 2016 USW will offer a debt buyback program as a reward for good academic progress. Undergraduate students who continuously enroll full-time and finish within four years will be eligible to reduce their debt and receive up to \$3,000 the semester they graduate with an overall, final GPA of 3.5 and up to \$5,000 if they achieve 3.9 or higher.

Under the University of the Southwest's student debt buyback plan, the college will pay up to \$5,000 toward a student's school debt if the student meets prescribed academic and service requirements. The debt buyback program will be available to students entering in fall 2016. To qualify, students must be a first-time college student and earn a diploma in four years or less of continuous, full-time enrollment at the University of the Southwest. USW's debt buyback plan, recognizes the need to make college more affordable and creates a strong value proposition for the university.

Some specifics of the debt buyback program:

- Restricted to Federal Direct Subsidized or Direct Unsubsidized student loans that relate to enrollment at University of the Southwest.
- Requires a pledge by the student to borrow only what is necessary to meet educational expenses.
- Restricted to first-time college students who earn a diploma in four years or less of continuous, full-time enrollment at USW. Dual Credit freshman with no more than 30 hours of credit may qualify for the program.
- Buyback amounts vary depending on a student's final grade-point average (GPA), out of a possible 4.0, as well as number of terms to earn diploma, no

less than 3 years or 6 terms but not to exceed 4 years or 8 terms).

Students who complete 7 terms of enrollment will receive the following:

- \$3000 for those with a GPA of 3.5 to 3.69
- \$4000 for those with a GPA of 3.7 to 3.89
- \$5000 for those with a GPA of 3.9 or higher

Students who complete 7 terms of enrollment will receive the following:

- \$2625 for those with a GPA of 3.5 to 3.69
- \$3500 for those with a GPA of 3.7 to 3.89
- \$4375 for those with a GPA of 3.9 or higher

Students who complete 6 terms of enrollment will receive the following:

- \$2250 for those with a GPA of 3.5 to 3.69
- \$3000 for those with a GPA of 3.7 to 3.89
- \$3750 for those with a GPA of 3.9 or higher
- Students must demonstrate an active involvement and participation in activities and community services that would benefit the University of the Southwest, such as: participating in student government, working with community organizations, tutoring other students, and participating in campus sustainability initiatives.

Graduate Assistant Policy

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

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

The rate of pay for approved USW Graduate Assistants will be \$8.00 per hour. Graduate Assistants will not be allowed to work more than twenty (20) hours per week. Each Graduate Assistant will be required to submit work study timesheets to the Director of Payroll for payment. Tuition waived in these cases should not likely result in any taxable benefits and those Graduate Students within this program will not be permitted to acquire more aid from the institution and other sources than exceeds their financial need as determined by the Financial Aid Office.

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

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

Veterans Benefits

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

Official (SCO) for assistance.

University of the Southwest
 School Certifying Official
 6610 Lovington Highway T-508
 Telephone: (575) 492-2126
 fax: (575) 392-6006

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

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

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

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

Students must also adhere to the following:

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

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

TUITION AND FEES

Tuition	Semester	Annual
Full-time Undergraduate Students:		
12-18 credit hours	\$8,000	\$16,000
Over 18 credit hours	\$552	per credit hour
100% Online Undergraduate Student	\$449	per credit hour
Audit: Undergraduate Student	\$276	per credit hour
Dual Credit per semester hour	\$110	per credit hour
Part-time Undergraduate Student:		
1-11 credit hours	\$552	per credit hour
Full-time or Part-time Graduate Student:		
Graduate Student	\$599	per credit hour
Audit: Graduate Student	\$299	per credit hour
Directed Study Fee	\$200	per course
Schedule Change Fee	\$20	
This change made for any course change(s) other than those required by the University		
Student Service Fee (Undergraduate Student) term	\$100	per semester
Graduation Fee(Undergraduate Student)	\$70	
Graduation Fee(Master's)	\$90	
Diploma Replacement	\$50	
Room and Board (per semester)		
All Residence Halls		
Double Occupancy	\$2,150	
Single Occupancy	\$3,020	
Housing Deposit	\$350	
14 Meal Plan	\$1,755	
19 Meal Plan	\$1,868	
On-Campus Apartments(per semester rate)		
Double Occupancy	\$2,150	
Single Occupancy	\$3,020	
Other Fees		
Intern Teaching Fee	\$150	
Credit by Exam Fee	\$50	
Credit by Experience Fee	\$25	per credit hour
Return Check Fee	\$30	
Payment Plan Fee	\$50	
Refund Replacement Fee	\$33	
Late Payment Fee	\$30	
Processing Fee(late registration)	\$50	
Vehicle Registration Fee	\$10	
Housing Fob Replacement Fee	\$20	
Course Fees		
Laboratory fees are listed in the course descriptions		

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

Payment Plan

Contact the Business Office or website for details.

Payment of Charges

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

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

If in any case these financial obligations are not cleared before the end of the semester:

- Student will not be allowed to attend class.
- Student will not be allowed to participate in final exams.
- Student will not be allowed to participate in their sport.
- Student will not be allowed to enroll in subsequent terms.
- Student will be asked to leave the campus if the balance exceeds \$500.
- Further transactions (including transcripts and grades information) will be suspended until the student clears all financial obligations to the University.

The University reserves the right to administratively cancel registration of any student who fails to pay his or her debts to the University. Academic credits, transcripts, and diplomas will be withheld until all financial obligations are paid. Any student who gives a check for insufficient funds to the University will be subject to a \$30 Non-Sufficient Funds Charge and disciplinary action.

Late Payments

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

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

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

Refund Policy

Schedule Changes

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

Dropped Classes

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

Active Academic Participation Policy

Federal Financial Aid Regulations require that all students demonstrate **active academic participation** in order for the institution to distribute federal loans and grants. In order to comply with these regulations, **all student must actively participate 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 (excludes change fee), room and board. There will be **NO REFUND** from withdrawal of any charges after the last day of the day to drop /add during the first week of classes.

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

Repayment Distribution Policy

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

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

**General
Academic
Information**

Directory Information

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

Student Rights with Regard to Education Records

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

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

Right of the University to Refuse Access

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

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

The University's Right to Refuse to Provide Copies

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

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

Location of Records

The following records are maintained in the Office of Admissions and Academic Affairs:

- Admission records
- Cumulative academic records
- Placement records

Other records kept on campus include:

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

Disclosure of Educational Records

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

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

Availability of Records of Requests for Disclosure

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

Correction of Educational Records

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

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

Administrative Withdrawal Policy

[Expanded withdrawal policy to cover leave of absence, administrative withdrawals, student withdrawals, and attendance requirements.]

Definitions

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

General Withdrawal Information

- Withdrawals will not occur without sufficient warning and due notice to students.
- Students who are administratively withdrawn from a single course or all courses in a semester/term:
 - are responsible for all debts and other charges related with the course (except for non-participation drops)
 - are not eligible for a tuition refund for the course
 - may lose their eligibility for residential status or athletic competition if the withdrawal drops them below full-time status.
 - may experience changes in financial aid eligibility as a result of the withdrawal. Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students must be informed that their administrative withdrawal may have an impact on their Financial Aid awards and/or student visa status.

Student Initiated Schedule Changes

- Schedule changes are processed by the student via the web (if registration is in unofficial status) or through the Director of Admissions & Student Support, during the add/drop period.
- A student who wishes to drop all classes and withdraw from the University should be referred to the Registrar's Office or website, where the withdrawal request will be completed and processed.

Administrative Schedule Changes

- An Administrative Schedule Change enables one or more departments to change the student's schedule.
 - Each change must have the student's signature before it will be processed.
 - All administrative Schedule Change forms processed after the census date must have documentation attached supporting the reason for late add or drop.

Drops and Withdrawals for Non-Attendance

- If a student is listed on the non-participation roster as "Never Attended", the Registrar's Office will administratively drop the student from the course. The student will be notified of such action via email.
- If all of the student's courses are listed as "Never Attended", the Registrar's Office will administratively withdraw the student from all of their courses. The student will be notified of such action via email.
- In the event a student was listed in error as "Never Attended", the instructor will update the roster to "Attended" and the Office of the Registrar will reinstate the student back into the course(s).

Drops and Withdrawals Automatic "W" Period

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

Drops and Withdrawals During the Grading Period

- Dropping all classes: Withdrawals processed after the Automatic "W" period, but prior to the withdrawal deadline (2 weeks prior to the start of final exams for fall and spring semesters and 1 week prior to the start of final exams for summer terms) will be assigned a grade by the instructor during the grading process. The term "withdrawal" will appear as a note on the grade roster for the specific classes in which the student is enrolled at the time of withdrawal.
- Dropping one class: When students experience documented medical or similar emergencies which preclude completion of a class (such as a broken limb affecting completion of a "jogging class"), they may appeal with documentation to the chair or director of the department or school. The chair or director will review the documentation and forward to the Registrar a recommendation for or against dropping the course. If recommended to drop, the term "dropped" will appear on the grade roster for the specific class.
- A "W" grade will be assigned.

Administrative Drops and Withdrawals Based on Appeals and After Final Grade Rosters or After the Semester Ends

- To initiate an appeal to drop a class or classes AFTER THE SEMESTER HAS ENDED the student must provide (a) a written letter of appeal and (b) documentation of extremely extenuating circumstances to the appropriate dean(s) If in the judgment of the appropriate dean, extremely extenuating circumstances do not exist the appeal will be denied.
- Dropping one class: To register a drop appeal involving less than the entire schedule of classes, the student must submit the documents described in paragraph 17 to the dean of each college in which the course is taught. Such appeals will be treated no differently than any other grade appeals, and each college dean will follow his/her college's procedures for handling such grade appeals.
- Dropping all classes (withdrawal): To register an appeal to drop the entire semester's schedule and withdraw from the university the student must submit the documents described in paragraph 19 to the college dean of the student's major. If, in the judgment of the dean, extremely extenuating circumstances exist, the dean will appoint a committee of three (or more) constituted as follows.
 - An assistant dean, associate dean, or chair (other than the individual noted in (b) below) from the college of the student's major. This person will serve as chair of the committee.
 - The faculty member(s) of the course(s) involved. Such faculty who are unavailable will be represented by their chair or program coordinator.
- The committee recommends to the dean whether or not the documented extenuating circumstances warrant the assignment of "AW" grades. The dean has the final decision.
- The dean will complete the "Change of Grade" forms(s), write "administrative" on the signature blanks, and forward the form(s), along with the committee report, to the Registrar's Office.
- 26. The dean will notify the student in writing of the results of the appeal.

During the appeal process the student has the right, and obligation, to continue attending the class(es) in question.

Leave of Absence

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

Suspension, Dismissal or Termination

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

Initial Course Participation

Federal regulations require that students attend all classes in order to receive federal financial aid funds. Eligibility for federal student aid is, in part, based on your enrollment status for the term in which you are enrolled. Attendance/Participation is defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Students who register for courses but do NOT attend or participate will be reported for non-attendance. Your financial aid will be adjusted each term and you will receive funding for only those classes you actually attend.

USW instructors are required to report Initial Course Participation (ICP) the Monday after the first week of classes.

If a student has attended at least one class OR submitted one academic-related activity (quiz, homework, sign-in sheet, etc.), they are considered to have commenced participation for that individual course. Only those students who have never attended at least one class and have never submitted an academic-related activity are reported by the professor as not participating in the course.

Logging into Blackboard Learn is not considered in determining ICP, but academic activity submitted within Black Board is considered in ICP reporting.

Students will be administratively dropped from any course where attendance cannot be demonstrated. Based upon this information, your financial aid will be re-evaluated accordingly.

Regulations define attendance/participation as follows:

Academically related activities include but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include activities where a student may be present but not academically engaged, such as:

- living in institutional housing;
- participating in the school's meal plan;
- logging into an online class without active participation; or
- participating in academic counseling or advisement.

Students that have documented proof of attendance may be eligible to have their enrollment and financial aid reconsidered.

Example: A student is enrolled 12 credit hours. The student has three face-to-face classes and one online class. The student goes to two of their face-to-face classes regularly and turns in class assignments on a consistent basis in the online class. The professors of the two face-to-face classes the student attends regularly and the online class will mark the student as attending. In the other face-to-face class, the professor will mark the student as not attending and the student's financial aid package will be adjusted using 9 credit hours instead of 12 credit hours.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically

related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Distance Education Attendance/Participation

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

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

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

Academic Renewal

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

Renewal Procedures:

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

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

Transcripts

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

Graduation Policies

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

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

Final Registration

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

Intent to Graduate Application

Candidates for graduation must file an "Intent to Graduate" application and submit the application to the Office of the Registrar. Applications are due by the end of the add/drop period of your final semester.

Graduation Fee

A fee for graduation will be charged at the time of the student's last registration and must be paid prior to the anticipated graduation date.

Graduation Ceremonies

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

Special circumstances for students with six credit hours or less remaining towards completion of their degree may be appealed, and participation in May graduation may be granted. A student may be allowed to participate with approval from the Registrar.

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

***Undergraduate
Academic Policies
& Programs***

UNDERGRADUATE ACADEMIC POLICIES

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

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

Non-Discrimination Policy

University of the Southwest admits students of any race, color, national and ethnic origin. 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 University of the Southwest and will not be returned.

A student found guilty of nondisclosure or misrepresentation in completing the admission forms will be subject to disciplinary action, including possible dismissal from the University.

Classification

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

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

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

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

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

Grading

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

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

*Are not included in calculating the GPA.

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

Incomplete Work

An instructor may assign the grade of I (incomplete) to students who have been unable to complete the work of the course because of illness or serious reasons beyond their control. An incomplete grade is appropriate only when enough work in the course has been completed for students to finish the remaining work without re-enrolling in the course or attending additional classes. An Incomplete Form must be submitted to the Dean for approval and the work must be completed within four (2) weeks after finals or the incomplete grade will automatically lapse to an F. Students should not re-enroll in a class for which they earned an incomplete. Students may not earn a degree or graduate with an incomplete on their transcript.

The effect of removing an I grade on a student's academic standing (scholastic warning, probation, or suspension) depends on the date the transaction is officially recorded on the student's academic record. If the transaction is recorded before the student begins another semester, the grade replacing the I is included in the grade-point average calculation that establishes the student's academic standing. If the transaction is recorded after the student begins another semester, the new grade's effect on academic standing is based upon its inclusion with grades for the semester in which the student is enrolled.

An I grade could affect the student's financial aid eligibility.

Repeating Courses

A student may repeat a course to improve GPA. A course may only be repeated a maximum of three times. All grades earned will be retained on the transcript; however, the last grade earned in each course will be used to calculate the GPA. The course must be retaken at the earliest opportunity.

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

Student Load

The normal full-time student load is 12 to 18 semester hours for each fall and spring semester. A student may take more than eighteen (18) hours only with the approval of the academic advisor, in consultation with the Dean. Additional course work taken without prior written approval from

USW may not be accepted for transfer credit. A full load during summer session is determined by the length of the session.

Freshman Orientation Course

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

Double Major

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

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

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

Second Bachelor's Degree

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

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

Honors

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

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

Academic Integrity

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

The USW community assumes responsibility for fostering academic integrity.

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

Academic Good Standing

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

Academic Probation

If a student's cumulative GPA falls below a 2.00, the student will be placed on Academic Probation for the following 8 or 16-week semester. Academic Probation will be indicated on the student's academic record. Students are notified of their academic probation status via USW Mustang Mail.

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

Academic Probation Requirements:

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

If a student on Academic Probation meets the Academic Probation Requirements but fails to achieve a CGPA of 2.00, the student will remain on Academic Probation and must continue to comply with all Academic Probation Requirements. Failure to comply with the Academic Probation Requirements after the following 8 or 16-week semesters will result in Academic Suspension.

If at any time, a student's CGPA meets the minimum requirements of 2.000 overall the student will recover Academic Good Standing. A student's CGPA is only affected by USW coursework. Coursework at another institution cannot be used to return a student to Academic Good Standing.

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

Length of Academic Suspension

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

Academic Standing Appeals

Academic actions can be appealed to the Dean of the student's major. The Dean may repeal suspensions of students not making satisfactory academic progress when it deems the failure to be due to exceptional circumstances and judges the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. All appeals must be made within 10 business days of receiving change of academic status notification.

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

Readmission after Suspension

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

The dean or Provost must approve the readmission of all students previously placed on Academic Suspension.

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

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

Changing Majors

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

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

Grade Appeal Process

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

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

After the Last Day of an Academic Term (3-, 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 ten (10) business days after the last day of the term.

3. The student must then demonstrate that he/she has met with the following people in an informal attempt to resolve the situation
 - The Instructor
 - The Dean of the Unit offering the course
4. It is expected that these officers are to be approached in the order listed above. The student will have a maximum of ten (10) business days to complete this process. The Registrar may extend the time limit to avoid undue hardship or injustice.
5. After contacting the instructor, the appropriate dean, 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.
6. The Provost will give written notice of the final decision.

Special Services

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

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

Reasonable accommodations are determined by examining:

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

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

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

- Oral exams
- Peer tutoring
- Lecture notes outline

Disability accommodations at USW do not include:

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

Academic Advising

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

Degree Plan

A degree plan will be prepared prior to initial registration for each individual student. The student will be expected to follow the degree plan under the catalog year in which the student began classes. It is important for the student to follow the guidelines on the degree plan and periodically check in with his/her Academic Advisor to make sure he or she is on track.

Class Attendance

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

The University reserves the right to assess cases of nonattendance on an individual basis. Students who accumulate excessive absences may be administratively withdrawn from a class.

Adding or Dropping Courses

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

Withdrawal from a Course(s) 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

3 week terms – Wednesday, by 5:00 pm, of the 1st 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. Students are responsible for providing official documentation (transcripts, certificates of completion, test scores, etc.) to the University Registrar for evaluation and consideration of applying such credits to the student's USW transcript. Letter grades earned at other institutions or in a non-collegiate setting, prior to enrollment at USW, are not used in calculating a student's cumulative grade point average at USW.

Transfer Credits

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

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

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

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

Transfer Credit is Awarded for:

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

Alternative Transfer Credits

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

Other Transfer Credit Guidelines

- Grades earned at other schools are listed on your USW transcript, however transfer courses are never counted in your USW GPA.
- With the exception of the nine (9) hours associated with USW Institutional Requirements, the undergraduate Core Curriculum course requirements will be waived for students who earned an Associate in Arts or Associate in Science degree prior to matriculation at USW. However, students will still need to meet the minimum 120 hours toward completing a bachelor degree, so may need to take additional Electives to ensure adequate credits have been earned.
- Almost all credits earned at community and technical colleges are considered to be lower-division credit.
- Courses satisfactorily completed elsewhere toward the intended major or needed to fulfill the 40 upper-division credits requirement must be evaluated by the appropriate academic department for specific applicability.
- Credit hours transfer in at face value and will be transferred in as the same number of hours for which the student received credit at the other school. If the previously attended school operates on semester hours, these transfer to USW as is. If the school operates on quarter hours, the transferable credits will be converted to semester hours.
- A lower level course that is transferred for an upper-level course does not count towards the upper level hour requirement.
- Credit earned more than 20 years prior to matriculation at USW will be subject to evaluation to determine acceptability.

Transfer Credit is Not Awarded for:

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

Submitting Transcripts

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

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

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

University of the Southwest
 Office of Admissions and Academic Affairs
 6610 N Lovington Hwy Ste 506
 Hobbs, NM 88240
 800-530-4400
admissions@usw.edu

Authorized Accrediting Organizations

HLC—Higher Learning Commission

MSA—Middle States Association of Colleges & Schools

NWCCU—Northwest Commission on Colleges & Universities

NEASC-CIHE—New England Association of Schools & Colleges

SACS—Southern Association of Colleges & Schools

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

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

Assessed Credit

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

Concurrent Enrollment

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

Undergraduates in Graduate Courses

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

International Transfer Credit

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

Directed Study Policy

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

1. Student must seek approval from and submit a written request to his/her Academic Advisor
2. The Academic Advisor will determine if a Directed Study is necessary or if there is a course substitution that can be made.
3. If such a substitute cannot be found, the request must be forwarded to the Dean who will also attempt to find an alternative solution. If no alternative solution can be found, the Dean

will secure a faculty member to supervise the directed study.

4. The request is then forwarded to the Provost for approval.
5. Once the appropriate parties have approved the request, it is forwarded to the Registrar, added to the schedule and the student is registered.

Student Requirements:

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

Faculty Requirements:

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

Auditing Courses

Registration for audit courses occurs like all other classes and the 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.

Financial Aid is not available for courses being audited.

UNDERGRADUATE ACADEMIC PROGRAMS

Student Learning Outcomes

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

Communication

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

Knowledge

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

Critical Thinking

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

Academic & Professional Integrity

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

Servant Leadership

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

Bachelor of Arts and Sciences

General Information

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

All undergraduate degree plans will share the same core curriculum or general education requirements as listed on page 52.

Christian Studies

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

General Studies

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

History

Courses included on the History degree plan include general survey courses, as well as courses that allow for more in-depth study. The History major provides students ample opportunity to conduct and report on historical research. History majors prepare for careers as teachers or professors, as United States government employees, and as employees at private organizations requiring strong research skills and a broad understanding of society.

Bachelor of Science

General Information

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

Biology

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

- **General Biology:** This degree plan prepares students for a variety of careers including conservation biologist, environmental site assessment scientists, government employee, biological graduate programs at universities, lab technicians in hospitals and research centers, high school teachers of biology/science, and technical sales and service representatives.
- **Pre-Medicine:** The Bachelor of Science (B.S.) in Biology with in Pre-Medicine is designed to allow students to obtain the comprehensive, solid knowledge in biological sciences and especially in medical sciences. This degree plan prepares students for the following careers, such as medical school admission, graduate school admission, lab technicians in hospitals and research centers, high school teachers of biology/science, medical business, and government employee in public health.
- **Environmental Science:** The Bachelor of Science (B.S.) in Biology with an emphasis in Environmental Science is for students looking to pursue careers in agriculture, fish and wildlife, or environmental science. It is a comprehensive degree program with a multi-disciplinary focus in the sciences.

Kinesiology & Exercise Science

Bachelor of Science (B.S.) in Kinesiology and Exercise is designed to allow students to obtain professional training with a broad application. It prepares students for several careers and educational endeavors, including pre physical therapy, cardiac rehabilitation, personal training, strength and conditioning specialist, fitness and wellness management, sport nutrition, health promotion, and several other related areas that could lead into graduate school. Majors can receive a Bachelor of Science degree in Kinesiology and Exercise Science at the undergraduate level and then continue their education at the graduate level for a Master of Science in Exercise Science.

Career Opportunities include College Professor, Exercise Physiologist, Cardiac Rehabilitation Specialist, Biomechanist, Sport Psychologist, City Sports Recreation Director, Strength and Conditioning Coach, Personal Fitness Trainer, Sports Official, Athletic Trainer, Recreation Leader, Physical Education Teacher, Health Education Teacher, Athletic Coach, Athletic Director, Physical Education Administrator, Public Health Education, Sports Facilities Manager, Aquatics Specialist, Choreographer, Camp Director, Sports Information Director, Recreation and Intramural Director, And Therapeutic Recreation Specialist.

Pre-Medicine

The Bachelor of Science (B.S.) in Biology with emphasis in Pre-Medicine is designed to allow students to obtain the comprehensive, solid knowledge in biological sciences and especially in medical sciences. This degree plan prepares students for the following careers, such as medical school admission, graduate school admission, lab technicians in hospitals and research centers, high school teachers of biology/science, medical business, and government employee in public health.

Criminal Justice

The Bachelor of Science in Criminal Justice and Corrections offers students a robust learning experience in Criminology. Courses cover a wide-range of topics relevant to the criminal justice and corrections professional. Topics include criminal law, the judicial process, criminal investigation, cyber-crime, correctional facility operations and management, juvenile justice, forensic science, and probation and parole.

Psychology

Courses on the psychology degree plan lead to the Bachelor of Science degree.

- **General Psychology:** The Bachelor of Science (B.S.) in general Psychology emphasizes the range of human behaviors within various contexts of human experiences. Graduates often pursue careers in the fields of mental health, psychology, social work, and graduate studies.
- **Family Studies:** The Bachelor of Science (B.S.) in Psychology with an emphasis in Family Studies includes specific courses in which students study topics like family structures and human development along with traditional psychological research topics. Students continue to graduate school to ultimately enter into various careers in the fields of psychology and social work.
- **Forensic Psychology:** The Bachelor of Science (B.S.) in Psychology with an emphasis in Forensic Psychology emphasizes the role of psychology in criminal justice and corrections. Students study various topics related to criminal and victim behavior, specifically in the context of psychological development. Students are prepared to pursue graduate studies and ultimately careers in law enforcement agencies (i.e., criminal profiling, mental health counseling within the prison systems).

Bachelor of Business Administration

General Information

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

Accounting

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

E-Commerce

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

Energy Management

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

Finance

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

Global Business Management

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

Healthcare Management

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

Hospitality Management

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

Management

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

Marketing

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

Nonprofit Management

The BBA with emphasis in nonprofit management provides a solid background in business fundamentals, followed by an engaging study of the topics relevant to success and leadership in the nonprofit sector. This emphasis area allows business students to acquire the knowledge and skills common to social entrepreneurs, and effectively transition to managerial and administrative roles in philanthropic foundations, non-governmental organizations (NGOs), and international/multilateral institutions.

Sports Management

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

Bachelor of Science in Education

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

General Program Requirements

The general education program is designed to provide broad educational experiences for students as determined by the “purposes of common needs” of students. These learning experiences are provided to equip students for a higher level of personal and social effectiveness; provide a base for productive citizenship; develop a useful perspective of their cultural, political, scientific, and economic environment; and establish proficiency in the tools of communication. The general education and institutional requirements for all bachelor’s degrees are as follows, except for education majors:

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

Teacher Education Program (TEP)

University of the Southwest provides a strong teacher preparation program. All education majors (except SPED and ECE majors) take a common core of pedagogical courses and then select either the elementary or secondary block appropriate to their career goals. A different core curriculum is required for candidates wishing to attain licensure in K-12 SPED or in PreK-3rd ECE. A third option is the elementary/secondary block designed for the candidate who wants to be licensed for both elementary and secondary teaching. Candidates who select this option should follow the secondary Degree Plan and work closely with an advisor in order to select courses appropriate for their career goals.

Admission to TEP

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

- Must be fully admitted to University of the Southwest and be in good standing;
- Must have completed at least 45 semester credit hours. Transfer students who enter the University after their sophomore year must apply when they meet the eligibility criteria;
- Must have passed the Basic Skills part of the New Mexico Teacher Assessment (NMTA). (Candidates must see their academic advisor as requirements may change). Test materials are available for check out in the SOE office;
- Must have an overall cumulative GPA of 2.5 or better;
- Must have a completed and signed copy of their education degree plan or licensure plan;
- Must submit one letter of recommendation from any reliable source excluding family members;
- Must submit the completed Teacher Education Program application packet;

- Must have completed a successful admission interview with the TEP committee.

Candidates should carefully review the TEP Application Packet for details on admission to the Teacher Education Program. The Packet is available in the School of Education Office in the Mabee Teaching and Learning Center and on the USW website. Admission to the TEP is not guaranteed by satisfying the minimal admission requirements. Candidates admitted to the Teacher Education Program are subject to all University academic and general policies as well as those specified for the teaching license. Any action taken by the New Mexico Legislature or the New Mexico Secretary of Public Education which affects teacher licensure supersedes requirements stated in this Catalog. Candidates should consult the School of Education or their academic advisors about the New Mexico Content Knowledge Assessments (NMCKA). Generally, candidates should take the Content Assessment during the semester they complete the coursework in their teaching fields. Students must pass the NMCKA before they can student teach. A candidate who does not pass the NMCKA must contact his or her advisor immediately to explore other degree options.

Candidates who require alternative arrangements for the NMTA because of a disability must apply for special arrangements through the National Evaluation Systems, Inc. Information on alternative testing arrangement is in the NMTA Registration Bulletin. Candidates may register for the NMTA and obtain the Bulletin on the Internet at www.nmta.nesinc.com.

Until an education major receives full admission to the TEP, the candidates are limited to the completion of the Pre-Professional courses in Education prior to meeting the criteria for admission to the TEP. A delay in application for admission to TEP or failure to meet requirements may result in prolonging program completion. Prior to student teaching, candidates must be fully admitted to the TEP and have passed NMTA tests for basic skills and content knowledge. Candidates are encouraged to take the NMTA competency exam during the semester before the end of their student teaching experience.

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

Application Process for Post-Baccalaureate Licensure/Certification

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

- Apply for admission to University of the Southwest as a licensure or certification candidate. For information on licensure in the Graduate Program, refer to Graduate Policies, Licensure Only Program Admission. Graduate policies immediately follow the undergraduate course descriptions in the Catalog. Note: The candidate may complete simultaneously both a Master's degree and a post-baccalaureate licensure plan.
- Submit transcripts of ALL previous college work within 30 days of initial enrollment.
- Complete a Licensure Plan in the School of Education.
- To be admitted to the Teacher Education Program (TEP), a "degreed" candidate must:
 - Pass the Basic Skills portions of the New Mexico Teacher Assessments

- (NMTA).
- Complete the Teacher Education Packet after passing the Basic Skills part of the NMTA.
- Submit a letter of recommendation.
- Successfully complete a TEP admission interview.
- Maintain a 3.0 in courses for professional Education and in the teaching field.
- Pass the content knowledge portion of the NMTA.

All degreed-licensure/certification candidates must pass the NMTA Basic Skills and Content Knowledge exams prior to Intern Teaching (student teaching) and meet the same requirements for admission to intern teaching as any other TEP candidate except for the overall and teaching field GPAs. Degreed-licensure candidates must have a GPA of at least 3.0 in their professional education courses. (See Admission to Intern Teaching)

Full Admission to Student Teaching or Intern Teaching

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

- Apply for admission by completing appropriate forms in the School of Education.
- Be a candidate in good standing, formally admitted to the Teacher Education Program.
- Have completed all of the required professional education courses.
- Have completed all of the courses for teaching field/endorsement areas.
- Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (Also required for graduation.)
- Have a faculty letter of recommendation from the major or teaching field.
- Licensure/Certification candidates must maintain a 3.0 in professional Education courses.
- D's or F's must be repeated, but no more than two times. Candidates who fail to pass course work in professional education (major) and/or the teaching field (minor) must contact their advisor to explore other degree options.
- TEP students must have passed the NMTA exams for Basic Skills and Content Knowledge. In addition to having passed the basic skills content knowledge and the NMTA: Reading exams, the students must have taken the appropriate teacher competency exam. If the candidate did not pass the competency exam, he/she will have the option of changing to a General Studies degree, or retake and pass it during intern teaching to be considered a program completer.
- Be in good disciplinary standing.

Application for Teaching Licensure

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

Applications should be sent to:

Professional Licensure Unit
New Mexico Public Education Department

Education Building
Santa Fe, New Mexico 87501-2786

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

**Graduate
Academic Policies
& Programs**

GRADUATE ACADEMIC POLICIES

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

Academic Advisement and Program Planning

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

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

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

Graduate Academic Probation and Suspension Policy

Academic Good Standing

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

Conditional Academic Warning

A student will be placed on Conditional Academic Warning for the first term when admitted conditionally. (Conditional admission is when an the applicant fails to meet one or more of the requirements for admission, the Graduate Committee may choose to grant conditional admission.) The student may take no more than three (3) term hours of graduate course work as a conditional admittee and his/her term GPA needs to be above 3.00 for good standing the next term. A conditional academic warning does not appear on the official academic transcript. If a student's cumulative GPA falls below a 3.00, the student will be placed on Academic Probation for the following term. Students are notified of their academic status via USW Mustang Mail by the Registrar.

Academic Warning

A student will be placed on Academic Warning for the following 8-week term when his/her term GPA is below the minimum required for good standing, even though the institutional CGPA is at or above 3.00. 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 students status requires the student to be enrolled in six credit hours per semester. Ex: Total of 6 per semester which can be made up of 6 credits in one module (A term) or 3 credits in each module (A & B term) of the semester. Registrations for more than six hours of graduate credit, including concurrent enrollment in another accredited institution, must have the approval of the Dean for the appropriate program. If a student receives financial aid the student must contact the Financial Aid Office if he/she takes less than six hours of work.

Grading

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

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

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 the 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, 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 program coordinator.

Honors

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

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

Note: The specific honor will be calculated on April 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.

Academic Integrity

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

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

The USW community assumes responsibility for fostering academic integrity.

- The University assumes responsibility for establishing, publishing, and consistently enforcing policies that ensure academic integrity.
- Students are responsible for understanding what is expected from every

academic assignment and what would indicate academic dishonesty. Students are advised to follow each instructor's syllabi and abide by the guidelines set forth.

- Each faculty member has the responsibility of clearly articulating the University's position on academic honesty and the requirements of assignments.

Dealing with Incidents of Academic Dishonesty

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

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

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

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

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

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

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

Student's Right to Appeal

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

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

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

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

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

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

Upon notification from the student, the Provost

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

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

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

Instructor's Right to Appeal

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

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

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

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

Grade Appeal Process

During an Academic Term (5 or 8 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 or 8 week terms):

- After final grades have been submitted to the Registrar, a student who wishes to appeal a course grade must complete the Grade Appeals form found on the USW website.
- The student then submits the completed electronic form in order to formally file notice of intention to appeal with the Registrar. This must be done within fifteen (15) days after the last day of an 8-week term and/or thirty (30) days after the last day of a 16-week term.
- The student must then demonstrate that he/she has met with the following people in an informal attempt to resolve the situation:
 - a. The Instructor
 - b. The Dean of the 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.

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

Hearing for Student Appeal

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

Special Services

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 Mabee Teaching and Learning Center.

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*:

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

Transfer Credit

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

Transfer Credit Requirements:

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

Assessed Credit

Graduate students may be granted up to 6 hours (2 courses) of academic credit for education achieved in a non-collegiate setting such as work experience or professional training. In order to have this experience or training assessed, the student must submit a 500 word essay 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). Mental Health Counseling candidates are not allowed academic credit for work experience or professional training.

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. At the time of completion, a student’s cumulative GPA must be a 3.0 or higher.

Audit Policy

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

New Courses and Special Offerings

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

MASTER OF BUSINESS ADMINISTRATION

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

Accounting

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

Finance

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

Healthcare Administration

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

Human Resource Management

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

Law Enforcement and Corrections

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

Marketing

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

Public Administration

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

Self-Design

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

Sport Management and Recreation

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

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

Strategic Management

The MBA in strategic management program is designed for entrepreneurs and executives charged with developing strategic plans within their organization. The program focuses on the tools, models, and techniques used to create competitive strategies with the goal of providing students expertise their career field.

MASTER OF SCIENCE IN EDUCATION

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.

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.

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.nmcprr.state.nm.us/nmac/parts/title06/06.062.0002.htm>

Special Education (Non-Licensure)

If your goal is to work with students who have special needs and you want to learn advanced interventions and techniques that can make a difference in their level of academic achievement, a master's in special education is the degree for you. By acquiring an in-depth knowledge of the characteristics, needs, and research-based intervention strategies for learners with special needs, you will be able to enhance your performance and skill as you deal with the diverse students you encounter in a general education or special education classroom. Through examination of state and federal special education law, educators who want to help students learn can benefit by earning a graduate degree in special education. Passion plus professional expertise can equal

success and satisfaction for children and educators alike! A written or oral comprehensive exam and an e-portfolio are required; no internship is required.

Mental Health Counseling - 48/60 hour programs

Mental Health Counseling (EDMH) is an area of study that can result in excellent career opportunities and great personal satisfaction. The University's Mental Health Counseling Master's program offers a 48 hr. program of study (designed to meet New Mexico professional licensing eligibility) as well as a 60 hr. degree option. The program offers a thorough curriculum that includes online study and field experiences. Theoretical knowledge and practical skills needed to diagnose and treat mental and emotional disorders are taught by skilled and knowledgeable instructors who are also licensed professionals. Individuals selecting this profession may pursue mental health counseling positions within community, various institutions, and/or private practice settings. Students from states outside of New Mexico must check with a representative of their state's licensing board for professional counselors in order to determine if USW's program will be accepted for licensing purposes.

Exercise Science

Two of the most notable issues in society today are the provisions of health care and the rising concern with the epidemic of obesity. Many more Americans are becoming aware of their health and its relationship to the quality of life with health and aging. Although they may understand the importance of diet and exercise in maintaining good health, they often are uneducated or untrained as to proper exercise techniques and how to ensure proper nutrition. Hence, there is an increasing demand for trained health care professionals who can serve the general public by raising awareness and providing quality instruction, both of which may help reduce health care costs and assist individuals in improving and maintaining their health.

The Master of Science in Education in Exercise Science will develop trained professionals. The coursework has been designed to allow students to develop and demonstrate their knowledge, skills, and abilities in the areas of clinical evaluation, fitness assessment, nutrition, and exercise prescription. As student's progress through the program they will have opportunities to work with normal, healthy individuals, active agers, cardiac patients, and centenarians and will gain experience working with populations with chronic conditions such as diabetes, obesity, hypertension, chronic obstructive pulmonary disease and cardiac conditions, to enable them to understand and assist in their treatment.

In developing this program, the department has carefully studied the needs of current health care professionals, teachers, coaches, corporate wellness employees, and assistants in athletic programs. Graduates of the program will be able to pursue advanced career opportunities such as: Sub-disciplines: Exercise Physiology, Sport History, Motor Development, Sport Pedagogy, Motor Learning, Sports Medicine (Athletic Training, Pre-PT), Biomechanics, Sport Philosophy, Sport Psychology, Sport Sociology, Sport Management, Adapted Physical Education, Health Education, Physical Education, Leisure, and Recreation.

Course Descriptions

Academic Course Identification

ACT	Accounting	HCA	Healthcare Administration	NPM	Nonprofit Management
ART	Art			PHI	Philosophy
BIO	Biology	HCM	Healthcare Management	PHE	Physical Education
BUA	Business Administration			PHY	Physics
CHE	Chemistry	HIS	History	POS	Political Science
COMM	Communications	HSM	Hospitality Management	PSY	Psychology
CSI	Computer Science			REL	Religion
CRJ	Criminal Justice	HRM	Human Resource Management	SCI	Science
ECE	Early Childhood Education	KES	Kinesiology & Exercise Science	EDSC	School Counseling
ECO	Economics			SOC	Sociology
EDU	Education	LIN	Linguistics	SPA	Spanish
EDUC	General Graduate Education	MGT	Management	SPED	Special Education
ENG	English	MKT	Marketing	SPM	Sports Management
ENV	Environmental Science	MBA	Master of Business Administration	MSM	Sport Management & Recreation
FIN	Finance	MPA	Public Administration	USW	University Course
GEOG	Geography	MAT	Mathematics		
GEO	Geology	EDMH	Mental Health Counseling		
HLTH	Health	MUS	Music		

Course Designation by Number

Digit One – Level of Offering

1	Freshman
2	Sophomore
3	Junior
4	Senior
5	Graduate

Digits Two and Three – Specific Course Identity

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

Digit Four – Semester Hour Value

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

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

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

COURSE DESCRIPTIONS

Accounting

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

Art

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

Biology

- BIO 1101 General Biology I Lab** (1 credit hours)
This lab accompanies General Biology I and covers the topics including the overview of different areas in biology, the chemistry of life, a tour of the cell, membrane structure and function, metabolism, cellular respiration, photosynthesis, cell communication and the cell cycle. \$40 lab fee.
- BIO 1103 General Biology I** (3 credit hours)
The course covers the topics including the overview of different areas in biology, the chemistry of life, a tour of the cell, membrane structure and function, metabolism, cellular respiration, photosynthesis, cell communication and the cell cycle.
- BIO 1131 Introductory Biology Lab (non majors)** (1 credit hours)
This lab accompanies Introductory Biology I and covers the following areas: the scientific study of life, evolution & the diversity of life, evolutionary change & adaptation, animal structure & function, plant growth, structure & function, the biology of fungi, physical & chemical cycles & the biosphere, patterns of inheritance, and infectious diseases & the body's responses. \$40 lab fee.
- BIO 1133 Introductory Biology (non majors)** (3 credit hours)
The course covers the following areas: the scientific study of life, evolution & the diversity of life, evolutionary change & adaptation, animal structure & function, plant growth, structure & function, the biology of fungi, physical & chemical cycles & the biosphere, patterns of inheritance, and infectious diseases & the body's responses.
- BIO 1151 General Biology II Lab** (1 credit hours)
This lab accompanies BIO 1153 and focuses on the topics regarding meiosis and sexual life cycles, Mendelian inheritance, the molecular basis of inheritance, the flow of genetic information, regulation of gene expression, biotechnology, genomes, the Hardy-Weinberg equation, the tree of life and the survey of organisms. \$40 lab fee. **Prerequisite:** BIO 1104 (BIO 1131 is not a suitable Prereq for this course)
- BIO 1153 General Biology II** (3 credit hours)
The course focuses on the topics regarding meiosis and sexual life cycles, Mendelian inheritance, the molecular basis of inheritance, the flow of genetic information, regulation of gene expression, biotechnology, genomes, the Hardy-Weinberg

equation, the tree of life and the survey of organisms. **Prerequisite:** BIO 1104 (BIO 1133 is not a suitable Prereq for this course)

- BIO 2101 Principles of Human Anatomy & Physiology I Lab** (1 credit hours)
This lab accompanies BIO 1153 and deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. In first semester, it includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. \$40 lab fee. **Prerequisite:** BIO 1101 & BIO 1151 or concurrent enrollment in BIO 1151
- BIO 2102 Medical Terminology (2 credit hours)**
This course will focus on how to break down a medical term by simply knowing the meaning of the prefix or suffix. These medical terms are related to all major body systems, such as muscular system, skeletal system, respiratory system, circulatory system, digestive system, reproductive system, and urinary system. **Prerequisite:** CHE 1104 and BIO 2104
- BIO 2103 Principles of Human Anatomy & Physiology I** (3 credit hours)
This course deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. In first semester, it includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. **Prerequisite:** BIO 1104 & BIO 1153 or concurrent enrollment in BIO 1153
- BIO 2111 Principles of Human Anatomy & Physiology II Lab** (1 credit hours)
This lab accompanies BIO 2113 and is the continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. In the second semester, the course covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. \$40 lab fee. **Prerequisite:** BIO 2103
- BIO 2113 Principles of Human Anatomy & Physiology II** (3 credit hours)
This is the continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. In the second semester, the course covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. **Prerequisite:** BIO 2103
- BIO 2201 Introductory Microbiology Lab** (1 credit hours)
This lab accompanies BIO 2203 and the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration and identification of microorganisms. \$40 lab fee. **Prerequisite:** BIO 1103 and BIO 1153
- BIO 2203 Introductory Microbiology** (3 credit hours)
In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration and identification of microorganisms. **Prerequisite:** BIO 1103 and BIO 1153

- BIO 3101 Microbiology Lab** (1 credit hours)
 In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration and identification of microorganisms. \$40 lab fee. **Prerequisite:** BIO 1103 and BIO 1153
- BIO 3101 Microbiology** (3 credit hours)
 In this course the students study the overview of the microbial world including identification and properties of microbes, microbial cell structure, function, metabolism, and fundamental concepts of microbial genetics, pathogenesis, physiology and ecology. They also learn basic techniques for enrichment, selection, isolation, enumeration and identification of microorganisms. **Prerequisite:** BIO 1103 and BIO 1153
- BIO 3211 Nutrition Lab** (1 credit hours)
 This lab accompanies BIO 3213 and provides an overview of the basic nutrients required by the body for health and life. The role of nutrition in various phases of the life cycle and the psychological and sociological implications of food are addressed. \$40 lab fee **Prerequisite:** CHE 1101 and BIO 2101
- BIO 3213 Nutrition (3 credit hours)**
 The course provides an overview of the basic nutrients required by the body for health and life. The role of nutrition in various phases of the life cycle and the psychological and sociological implications of food are addressed. **Prerequisite:** CHE 1103 and BIO 2103
- BIO 3311 Zoology Lab** (1 credit hours)
 This lab accompanies BIO 3313 and will help students understand the principles of animal taxonomy, recognize the characteristics of the major phyla of animals, introduce the structure and function of the principal body systems of animals, and comprehend the ecological significance in animal life. The lab portion will facilitate students develop lab skills necessary for zoology study. \$40 lab fee. **Prerequisite:** BIO 1101 and BIO 1151
- BIO 3313 Zoology** (3 credit hours)
 The course will help students understand the principles of animal taxonomy, recognize the characteristics of the major phyla of animals, introduce the structure and function of the principal body systems of animals, and comprehend the ecological significance in animal life. The lab portion will facilitate students develop lab skills necessary for zoology study. **Prerequisite:** BIO 1101 and BIO 1153
- BIO 3371 General Botany Lab** (1 credit hours)
 This lab accompanies BIO 3373 and provides an overview of the classification, relationships, structure, and function of plants. Topics involve reproduction and development of seed and nonseed plants, levels of organization, form and function of systems, and a survey of major taxa. \$40 lab fee. **Prerequisite:** BIO 1101 and BIO 1151
- BIO 3373 General Botany** (3 credit hours)
 This course provides an overview of the classification, relationships, structure, and function of plants. Topics involve reproduction and development of seed and nonseed plants, levels of organization, form and function of systems, and a survey of major taxa. **Prerequisite:** BIO 1103 and BIO 1153

COURSE DESCRIPTIONS

- BIO 3401** **Genetics Lab** (1 credit hours)
This lab accompanies BIO 3403 and focuses on the following areas: Mendelian genetics, modification of Mendelian ratios, sex determination and sex chromosomes, chromosome mutations, linkage and chromosome mapping in eukaryotes, quantitative genetics, and population genetics. \$40 lab fee.
Prerequisite: BIO 1101 and BIO 1151
- BIO 3403** **Genetics** (3 credit hours)
This course focuses on the following areas: Mendelian genetics, modification of Mendelian ratios, sex determination and sex chromosomes, chromosome mutations, linkage and chromosome mapping in eukaryotes, quantitative genetics, and population genetics. **Prerequisite:** BIO 1104 and BIO 1154
- BIO 3501** **Ecology Lab** (1 credit hours)
This lab accompanies BIO 3503 introduces basic principles of ecology regarding the relationships among living organisms, their environment and each other. Topics cover plant and animal adaptations to the environment, the role environmental factors in the distribution and abundance of organisms, the dynamics of population growth, species interactions including competition and predation, the structure of ecological communities, and the application of ecology to problems in conservation. \$40 lab fee. **Prerequisite:** BIO 1101 or BIO 1151
- BIO 3503** **Ecology** (3 credit hours)
The course introduces basic principles of ecology regarding the relationships among living organisms, their environment and each other. Topics cover plant and animal adaptations to the environment, the role environmental factors in the distribution and abundance of organisms, the dynamics of population growth, species interactions including competition and predation, the structure of ecological communities, and the application of ecology to problems in conservation.
Prerequisite: BIO 1101 or BIO 1153
- BIO 3511** **Cell Biology Lab** (1 credit hours)
This lab accompanies BIO 3513 and concentrates on the topics containing cell chemistry, cells and organelles, biogenetics in the cell, membrane structure and function, signal transduction mechanisms, cytoskeletal system, and cellular movement. \$40 lab fee. **Prerequisite:** BIO 1151
- BIO 3513** **Cell Biology** (3 credit hours)
The course concentrates on the topics containing cell chemistry, cells and organelles, biogenetics in the cell, membrane structure and function, signal transduction mechanisms, cytoskeletal system, and cellular movement.
Prerequisite: BIO 1153
- BIO 3523** **Research Methods in Biology** (3 credit hours)
The course focuses on the relationship between theory and research, hypothesis testing, experimental designs, modes of observation, sampling, validity, data on. \$40 lab analysis, and interpretation.
- BIO 4701-4** **Topics in Biology is as follows:** (1-4 credit hours)
This course is designed for junior or above students majoring in biology. It includes the study of a particular field of biology selected by the instructor. The completion requires instructor's consent.
- BIO 4901-4** **Undergraduate Research is as follows:** (1-4 credit hours)
This course is designed for senior students majoring in biology. A student and a faculty member choose a research project of mutual interest in a field of biology or chemistry. The student works with the faculty member in a lab or in outdoor field to complete the project. \$40 lab fee.

Business Administration

- BUA 1303 College Algebra with Business Applications** (3 credit hours)
This course covers a study of algebraic concepts: expressions, equations and inequalities, polynomials, functions, graphing techniques, and systems of linear equations, as applied to business. **Prerequisite:** MAT 1013 or one year of high school algebra.
- BUA 2103 Probability and Statistics with Business Applications** (3 credit hours)
This course integrates the relevance of descriptive and inferential statistics with practical business applications. Students will learn to perform functional statistical analysis and use the results to make managerial business decisions. Students will complete computational exercises involving business research datasets and apply the findings to administrative scenarios. Course topics will include probabilities, measures of central tendency, correlation, covariance, analysis of variance, and regression analysis. **Prerequisite:** BUA 1303
- BUA 3103 Business Law** (3 credit hours)
This course covers the origin and development of law; judicial procedure; tort law; law of contracts; agency, employment law, and labor law; business organization and regulation; real and personal property; bailment; insurance; wills and estate planning, consumer and creditor protection; and sport law.

Chemistry

- CHE 1101 Principles of Chemistry I Lab** (1 credit hours)
This lab accompanies CHE 1103 and concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. \$40 lab fee. **Prerequisite:** MAT 1203 or concurrent enrollment
- CHE 1103 Principles of Chemistry I** (3 credit hours)
The course concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. **Prerequisite:** MAT 1203 or concurrent enrollment
- CHE 1201 Principles of Chemistry II Lab** (1 credit hours)
This course accompanies CHE 1203 and covers the following areas: Gases & their properties, intermolecular forces & liquids, the chemistry of solids, solutions & their behavior, chemical kinetics, chemical equilibria, the chemistry of acids & bases, other aspects of aqueous equilibria, and entropy & free energy. \$40 lab fee. **Prerequisite:** CHE 1103
- CHE 1203 Principles of Chemistry II** (3 credit hours)
This course covers the following areas: Gases & their properties, intermolecular forces & liquids, the chemistry of solids, solutions & their behavior, chemical kinetics, chemical equilibria, the chemistry of acids & bases, other aspects of aqueous equilibria, and entropy & free energy. **Prerequisite:** CHE 1103
- CHE 1571 Chemistry Lab (Non-major)** (1 credit hours)
This lab accompanies CHE 1573 and concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. \$40 lab fee. **Prerequisite:** MAT 1203 or concurrent enrollment

COURSE DESCRIPTIONS

- CHE 1573 Chemistry (Non-major)** (3 credit hours)
The course concentrates on basic concepts of chemistry, atoms, molecules & ions, chemical reactions, stoichiometry, principles of chemical reactivity, the structure of atoms & periodic trends, and bonding & molecular structure. **Prerequisite:** MAT 1203 or concurrent enrollment
- CHE 2101 Introductory Organic Chemistry Lab** (1 credit hours)
This lab accompanies CHE 2103 and includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. \$40 lab fee. **Prerequisite:** CHE 1201.
- CHE 2103 Introductory Organic Chemistry I** (3 credit hours)
This course includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. **Prerequisite:** CHE 1203.
- CHE 3101 Organic Chemistry I Lab** (1 credit hour)
This lab accompanies CHE3103 and includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. \$40 lab fee. **Prerequisite:** CHE 1201 and CHE 1203
- CHE 3103 Organic Chemistry I** (3 credit hours)
This course includes the following two major parts: (1) organic compound structures starting with the simple and progressing to the more complex; (2) properties and common reactions of organic compounds. **Prerequisite:** CHE 1203.
- CHE 3201 Organic Chemistry II Lab** (1 credit hours)
This lab accompanies CHE 3203 and focuses on the following areas: Alcohols, phenols and ethers, aldehydes and ketones: nucleophilic addition reactions, carboxylic acids and derivatives: nucleophilic acyl substitution reactions, carbonyl alpha-substitution reactions and condensation reactions, amines, structure determination. \$40 lab fee **Prerequisite:** CHE 3103
- CHE 3203 Organic Chemistry II** (3 credit hours)
This course focuses on the following areas: Alcohols, phenols and ethers, aldehydes and ketones: nucleophilic addition reactions, carboxylic acids and derivatives: nucleophilic acyl substitution reactions, carbonyl alpha-substitution reactions and condensation reactions, amines, structure determination. **Prerequisite:** CHE 3103
- CHE 3301 Biochemistry Lab** (1 credit hours)
This lab accompanies CHE 3303 and provides a survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical events in living systems in terms of metabolism and structure-function relationships of biologically important molecules. \$40 lab fee. **Prerequisite:** CHE 1103, CHE 1203, BIO 1103 and BIO 1153
- CHE 3303 Biochemistry** (3 credit hours)
This course provides a survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical events in living systems in terms of metabolism and structure-function relationships of biologically important molecules. **Prerequisite:** CHE 1103, CHE 1203, BIO 1103 and BIO 1153
- CHE 4701-4 Topics in Chemistry** (1-4 credit hours)
This course is designed for junior or above students majoring in biology. It includes the study of a particular field of chemistry selected by the instructor. The completion requires instructor's consent.

Communications

COMM 1103 Principles of Speech (3 credit hours)

A performance course in fundamentals of voice, oral reading, and public speaking. Emphasis will be placed on the preparation, organization, and presentation of all forms of speaking.

COMM 1113 Interpersonal Communication (3 credit hours)

Students study fundamental concepts and develop skills for verbal and nonverbal communication in every day interactions that take place between two or more persons. This course will help students understand what works and what doesn't work in communication with friends, families, and coworkers. Areas of study include: perception, verbal and nonverbal messages, listening, and relationship development.

COMM 1123 Christianity and Communication (3 credits hours)

A historical perspective on the Christian faith and the field of communication. A particular focus will be given to how changes in communication methods have impacted worldviews and the development of Christianity both in thought and in practice.

COMM 2103 Introduction to Media Studies (3 credit hours)

An introduction to concepts of critical analysis of print (books, magazines, newspapers) and electronic (the Internet, television, audio, film, radio) media. Students will learn to view both fictional and journalistic media in a wider cultural context and to examine the influence of media in the context of economic, political, historical, and philosophical frames.

COMM 2113 Introduction to Media Writing (3 credit hours)

Fundamentals of reporting and writing for various media industries, from television, newspapers and magazines to advertising, public relations, and the Web. The course critically examines media ethics, the sources available to writing professionals, and the skills required to function effectively at a media organization. Students will undergo hands-on experiences in writing for publications or/and public relations or advertising agencies.

COMM 2203 Intercultural Communication (3 credit hours)

This course explores the challenges and benefits of communications among culturally diverse individuals. Focus will be given to understanding the context of varying language, behavioral, and social differences among differing cultures. However, students will also be encouraged to maintain their own cultural identity as we look at spiritual, moral, and ethical issues often involved in intercultural communication.

COMM 3103 Introduction to Communication Theory (3 credit hours)

An introduction to communication theory – how it works, what it's used for, and where it can be applied in the real world. Theories covered range from semiotics to interpersonal. Class will consist of descriptions and applications of varying theories and students will be required to find real world situations or media examples to apply a chosen theory.

COMM 3203 Communication Research Methods (3 credit hours)

This is a hands-on, practical course that introduces students to qualitative and quantitative research methods. Attention is given to how the acquired skills are useful both in academia as well as communications careers such as journalism, public relations, advertising, and digital media. Students will implement such methods as textual analysis, ethnographic research, focus groups, in-depth

interviews, content analysis, survey design, and basic statistical analysis. This course will also focus on crafting research questions grounded in communication theory and highlight how this sort of research can be used in creating and supporting a theory. **Prerequisite:** COMM 3103 Intro to Communication Theory

COMM 3213 Rhetorical Thought and Theory (3 credit hours)

This course will cover an array of classical and contemporary rhetorical theories and require students to choose a theory to apply to a rhetorical artifact such as a novel, news article, film, etc. Focus will be given to expository writing techniques, research skills, and the ability to make a clear written argument **Prerequisite:** COMM 3103 Communication Theory

COMM 3303 Quantitative Research (3 credit hours)

Students will implement a semester long quantitative research project attempting to support a theory. Tasks will include the creation of surveys, screening participants, and data analysis. (Prerequisite: COMM 3203 Communication Research Methods)

COMM 3323 Qualitative Research (3 credit hours)

Students will implement a semester long qualitative research project on a topic of their choosing based on a research question. They must support their conclusion through interviews, focus groups, or other qualitative methods. **Prerequisite:** COMM 3203 Communication Research Methods

COMM 3403 Writing for Social Media (3 credit hours)

Given the increasing importance of businesses and organizations having a strong social media presence, this class will focus on the skills needed to craft concise and meaningful messages for a positive Internet presence. Whether it means writing a blog, a Twitter feed, or a Facebook post, this course will look at how media theories are applied in the professional environment, and how pitfalls are impossible to avoid. Areas of emphasis will include keyword strategies for search engine optimization and writing that encourages readers to follow and share.

COMM 3413 Screenwriting (3 credit hours)

Students will learn the fundamentals of writing for visual media, including in-depth script formatting, narrative techniques, and writing in a way that emphasized the visual aspect of video. These projects will then be made into a short fiction film or documentary in order to implement their work.

COMM 3423 Journalistic Media Writing (3 credit hours)

The course will provide an overview of the news industry and a history of print journalism as it evolved from the printing press to electronic devices. Media ethics, integrity, freedom of speech, libel, and defamation will be some areas of emphasis. Students will undergo hands-on experience in writing for print and web publications, including visiting a newsroom and radio station.

COMM 4103 Historical Critical Methods (3 credit hours)

This writing heavy course will cover a number of historical/critical communication theories before requiring students to apply the theory to a cultural artifact of their choosing (movie, novel, video game, media outlet, etc.). Focus will be given to the ability to write a strong argument and support your thesis. **Prerequisite:** COMM 3203 Communication Research Methods)

COMM 4703 Topics in Communication (3 credit hours)

Each semester, this course will cover an in-depth study of a particular area of communications. The topic will change depending on the instructor, student demand, and relevance to the field of communication.

COMM 4723 Communication Studies: Capstone Project (3 credit hours)

An overview of ways in which the chosen focus of the student can be implemented in their future endeavors. Primary focus is given to preparing students for the next step in their education or entrance into the workforce by creating a portfolio of work that can show their skill sets to graduate schools or potential employers. (COMM Major with Senior Standing)

Computer Science

CSI 1203 Computer Applications (3 credit hours)

Introduction to software applications in word processing, spreadsheets, database managers, presentation graphics, and web page design. A hands-on, practical examination of the most popular microcomputer applications and the benefits to be derived from their use.

Criminal Justice

CRJ 1013 Introduction to Criminal Justice (3 credit hours)

This course provides students with an understanding of criminological, bio-psychosocial, systemic and environmental theories of crime and criminal behavior. The historic development of law enforcement, courts and corrections, and the modern operations of these agencies will also be discussed.

CRJ 2113 Probability and Statistics for Criminal Justice (3 credit hours)

This course integrates the relevance of descriptive and inferential statistics with practical applications to criminal justice. Students will learn to perform functional statistical analysis and use the results to make decisions. Students will complete computational exercises involving functional research datasets and apply the findings to administrative scenarios. Course topics will include probabilities, measures of central tendency, correlation, covariance, analysis of variance, and regression analysis. **Prerequisite:** BUA 1303, or MAT 1103 and MAT 1113, or MAT 1203.

CRJ 2313 Principles of Law Enforcement (3 credit hours)

This course covers the development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change.

CRJ 2503 Corrections in the 21st Century (3 credit hours)

This course surveys approaches to corrections; types of correctional institutions, residents, programs and management; and special problems associated with corrections and correctional institutions. The history, philosophy and development of adult and juvenile probation and parole in the United States also will be covered.

CRJ 2513 Introduction to Judicial Processes (3 credit hours)

This course covers the criminal court system and criminal processes and analyses of major judicial decisions. Legal definitions, development of criminal procedures and laws, and constitutional oversight and theory issues are discussed as well.

CRJ 3023 Criminal Law I (3 credit hours)

This course offers an overview of the theoretical issues and functions of the law involved in controlling deviance in society. Historical foundations and the limits of criminal law will also be covered.

CRJ 3033 Criminal Law II (3 credit hours)

This course considers the definitions and development of criminal law, criminal procedure and criminal rights, with special emphases in constitutional theory

and practice. Legal problems associated with the investigation of crime are also addressed.

- CRJ 3103 Criminology** (3 credit hours)
 This course examines the major criminological issues including definitions of crime and developing theories of crime causation from legal, social, political and psychological perspectives. The purpose of the course is to teach students to be informed and critical users of research reported by criminal justice agencies and criminology and criminal justice journals.
- CRJ 3223 Terrorism and Counter Terrorism** (3 credit hours)
 This course examines the indigenous and external sources of terrorism, and declared and implied objectives or strategies operations and tactics and the countermeasures that are created. This course will take an even closer look at prioritizing terrorism while trying to focus on other U.S. problems and foreign policy objectives.
- CRJ 3323 Race, Ethnicity, and Criminal Justice** (3 credit hours)
 This course will focus on the intersectionality of race, ethnicity, crime and the functioning of the criminal justice system. This course will investigate the impact of race and ethnicity on levels of criminality, and the associated social responses. Several extra-legal factors (age, gender, social class, and others) will be explored. Modern empirical research on this topic will be analyzed.
- CRJ 3503 Juvenile Justice Systems** (3 credit hours)
 This course is an introduction to the field of juvenile delinquency, including causation; development of delinquent and criminal behavior; and initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts. Issues dealing with jurisdiction of juvenile agencies, the processing and detention of offenders, case dispositions, juvenile status, and court procedures are also addressed.
- CRJ 3513 Victimology** (3 credit hours)
 This course introduces students to the field of victimology and explores its conceptual boundaries, basic concepts and literature within various sub areas. The course explores policy developments and practical applications which stem from the concern over victims. The progression from a criminal to a victim justice system will be emphasized. It also presents an overview of conceptual and substantive issues in victim-centered theory and research, including impact of crimes upon the victim and the role of the victim.
- CRJ 4203 Issues in Ethics, Law and Criminal Justice** (3 credit hours)
 This course is an in-depth examination of some ethical and decision-making dilemmas facing law enforcement and criminal justice professionals. Acceptable professional standards of behavior by criminal justice practitioners and challenges to ethical behavior also are examined.
- CRJ 4303 Criminal Justice Administration** (3 credit hours)
 Field service training in public and private criminal justice agencies at the federal, state, and local levels. The internship is designed to provide actual work experience, observation, and analysis in the student's chosen career field.
- CRJ 4413 Civil Law and the Legal Systems** (3 credit hours)
 This course outlines the structure and functions of civil and criminal courts in America. The roles of attorneys, judges and other court personnel, the operation

COURSE DESCRIPTIONS

of petit and grand juries, trial and appellate courts will also be reviewed. Federal immigration laws will be addressed as well.

- CRJ 4423 Criminal Justice Research Methods** (3 credit hours)
Introduction to the basic methods of criminological research; overviews of philosophy of science and research ethics; research design issues such as sampling and measurement; and methods of data collection, including survey, experimental, and evaluation research.
- CRJ 4803 Capstone in Criminal Justice** (3 credit hours)
This course is designed for upper-level criminal justice students to give them tools they need to succeed in a criminal justice organization and beyond. In this course, students will have the invaluable opportunity to learn about criminal justice organizations, and their various processes and problems of general importance to the field of criminal justice.
- CRJ 4813 Criminal Justice Internship I** (3 credit hours)
Field service training in public and private criminal justice agencies at the federal, state, and local levels. The internship is designed to provide actual work experience, observation, and analysis in the student's chosen career field.
- CRJ 4833 Criminal Justice Internship II** (3 credit hours)
Field service training in public and private criminal justice agencies at the federal, state, and local levels. The internship is designed to provide actual work experience, observation, and analysis in the student's chosen career field.

Economics

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

Early Childhood Education

- ECE 3113 Research in Child Growth, Development & Learning** (3 credit hours)
This advanced course in child growth, development, and learning builds upon the foundational material 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-culture, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professional to use empirically-based research to inform their teaching of young children. This advanced course builds upon indicators of competence established at the lower division (aa) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.
- ECE 3133 Advanced Family and Community Collaboration** (3 credit hours)
This advanced course prepares prospective teachers for working effectively as partners with family and community members to facilitate the development and learning of children birth through age 8, including students with special needs. It focuses on diverse family types that include various family structures, lifestyles, and linguistic, cultural, and ethnic groups. The complexity and dynamics of families as systems will be included, and community resources to support families will be identified.

- ECE 3143 Advanced Assessment of Children and Evaluation of Programs** (3 credit hours)
 This advanced course builds upon student understanding of the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective and social domains will be explored. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences, will be emphasized.
- ECE 1122 Health, Safety and Nutrition** (3 credit hours)
 Early childhood students will learn the importance of promoting physical and mental health and how to provide an emotionally and physically safe environment for young children in partnership with their families. Emphasis will be placed on sound health, safe and nutritional practices and how a safe environment aid in prevention and reduces injuries for young children who are only beginning to recognize dangerous situations.
- ECE 2152 Professionalism** (3 credit hours)
 Course will focus on professionalism built upon individual integrity, responsibility and ethical practices which will incorporate a demonstration of profound respect for all children and their families. Students will embrace a multicultural perspective that is responsible to individuals in culturally diverse communities in New Mexico. Learning will incorporate decision-making skills based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level and family characteristics. Early childhood professional will learn how to advocate for excellence in the ECE programs and will participate in ongoing professional development to enhance their knowledge and skills.
- ECE 4006 - Student Teaching I - Early Childhood Setting** (3 credit hours)
 Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the early childhood ages, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- ECE 4016 - Student Teaching II - Early Childhood Setting** (3 credit hours)
 Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the early childhood ages, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

Education

- EDU 1101 Field Observation** (1 credit hours)
 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. **Prerequisite:** advisor approval.
- EDU 2103 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.

COURSE DESCRIPTIONS

- EDU 2203 Education Technology** (3 credit hours)
Basic microcomputer concepts, production tools (i.e., PowerPoint, Internet, Publisher, Websites etc.), and multimedia presentation tools (i.e., digital and video cameras, scanners, media projectors, document cameras, smart boards) for student learning. Application of technology as an instructional strategy to support diverse learners. Multimedia evaluation techniques for assessing student learning, evaluation of internet resources, and strategies to manage students when using technology. Required of all education majors.
- EDU 2213 Educational Psychology** (3 credit hours)
Theories of development and learning. Understanding and utilizing the teaching/ learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference PSY 2213
- EDU 3213 Multicultural Learners & Literacy** (3 credit hours)
A survey which identifies the educational and literacy (reading) problems and basic procedures designed to help teachers meet the needs of multicultural students in regular classroom settings.
- EDU 3223 Classroom Management and Organization** (3 credit hours)
Basic principles and procedures of classroom management including various current behavioral management plans, time management strategies, and other current classroom management strategies to use with all students, including exceptional learners.
- EDU 3503 Methods and Materials for Reading and 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.
- EDU 3513 Reading Instruction** (3 credit hours)
Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include the following topics: neuropsychology, alphabetic [phonics and language], best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing instruction, and performance standards and benchmarks. **Prerequisite:** EDU 1101, EDU 2103, EDU 2213, EDU 3213, EDU 3503; SPED 2103 (Cross references with SPED 3513)
- EDU 3523 Educational Measurement and Evaluation** (3 credit hours)
An introduction to evaluation and measurement concepts. History of testing, test construction, basic test statistics, theoretical aspects of testing, test properties, and test goals and objectives. Interpreting and communicating test data to various groups. **Prerequisite:** EDU 2103 and EDU 2213
- EDU 4106 Student Teaching I - Elementary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the elementary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

COURSE DESCRIPTIONS

- EDU 4113 Teaching in the Elementary School** (3 credit hours)
A methods course designed for pre-service teachers to explore techniques for teaching science, math, and social studies. Students will investigate the classroom teacher's role regarding music, art, and physical education. **Prerequisite:** EDU 2103, EDU 2213, CSI 2203
- EDU 4116 Student Teaching II - Elementary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the elementary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4203 Diagnostic/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 semester. Pre-service teachers will learn to write evaluation reports and confer with teachers and parents. **Prerequisite:** EDU 3503, EDU 3513, EDU 3523
- EDU 4206 Student Teaching I - Secondary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the secondary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4213 Teaching in the Secondary School** (3 credit hours)
Methods and materials used for instruction by secondary teachers. **Prerequisite:** EDU 2103 and EDU 2213
- EDU 4216 Student Teaching II - Secondary Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on the secondary grades, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- EDU 4413 Reading in the Content Areas** (3 credit hours)
Course emphasizes reading problems and processes as they relate to the secondary student. The evaluation and selection of appropriate instructional material is included. **Prerequisite:** EDU 2103, EDU 2213, CSI 2203 (Cross references with EDR 5413)
- EDU 4502 Field Experience II** (2 credit hours)
Students are assigned to a classroom where they assist the teacher in various classroom tasks; assist individual students; guide small group activities; and, where appropriate, prepare and teach micro-lessons **Prerequisite:** EDU 1101, advisor approval.

COURSE DESCRIPTIONS

- EDU 4540 Intern Prep** (0 credit hours)
Seniors who wish to intern teach must complete the application process one semester/term prior to the semester in which they wish to register for intern teaching. Failure to complete the application process prior to the semester of intern teaching will cause a delay in the placement process, and students will have to wait until the next semester to intern teach. **PRE:** All coursework must be completed and the appropriate NMTA exams passed.
- EDU 4546 Intern Teaching** (6 credit hours)
Intern teachers are assigned to a supervisory teacher in a public school where they work full time for a period of 14 weeks. Intern teachers gradually assume a full teaching load which they maintain for an appropriate period of time. The intern is expected to participate in all phases of school life. **Prerequisite:** Admission to Intern Teaching
- EDU 4601 Intern Teaching Seminar** (1 credit hour)
A forum for sharing experiences and for developing and stimulating reflective teaching skills. **Prerequisite:** Admission to Intern Teaching, Taken concurrently with EDU 4546

General Graduate Education

- EDUC 5103 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.
- EDUC 5113 Cultivating Cultural Responsiveness in Schools** (3 credit hours)
A study of the factors that affect student learning and achievement in schools. Topics include exploring the concept and practice of being a culturally responsive teacher who meets the needs of all students, creating a learning environment that is tolerant and accepting of differences, and becoming familiar with the federal/state programs and personnel within a school district that are responsible for providing resources for diverse populations of students and families.
- EDUC 5123 Human Development Across Lifespan** (3 credit hours)
Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.
- EDUC 5273 Technology in Education** (3 credit hours)
This course will focus on the implementation of technology in the schools, as well as the implications, challenges, trends, costs, and pertinent issues encountered with such implementation. Copyright laws, acceptable use policies, and development of technology for student assessment are topics that will be covered.
- EDUC 5283 Current Trends & Issues in Education** (3 credit hours)
A course that examines the current events and challenges in public education today. Real issues facing administrators, teachers, and communities will be examined.
- EDUC 5293 Education Capstone** (3 credit hours)
An arranged course taken as the last course in a program in which the graduate student presents final project under the supervision and direction of the major advisor/program coordinator.

COURSE DESCRIPTIONS

- EDUC 5413 Introduction to Educational Administration** (3 credit hours)
Provides an overview of the complete program and the principles of educational leadership. Students will begin identifying their leadership style, learning time-management techniques and developing documents in preparation for future administrative positions.
- EDUC 5423 Learning and Accountability** (3 credit hours)
Examines the responsibilities of managing curriculum, instruction, and assessments in schools. This examination will include evaluation of curriculum and instructional practices to maximize learning for all students, analysis of data from local and statewide assessments, and development of strategies to support diverse students and multiple learning styles.
- EDUC 5433 Legal & Ethical Issues for Campus Administrators** (3 credit hours)
Examines legal and ethical issues related to equity, diversity, and accessibility in schools, including examining cases affecting school-based practices, identifying the legal and ethical responsibilities of school employees, and understanding the rights of students.
- EDUC 5443 Facility Management and School Safety** (3 credit hours)
Identify all of the components in managing the school facilities and working with the finance, maintenance, transportation, food services and custodial departments in the district. This class also explores school safety, crisis management, and emergency planning.
- EDUC 5453 Parent & Community Involvement** (3 credit hours)
Develop various strategies for building relationships with all members of the school community. Topics will include identifying and understanding diversity of the community, establishing partnerships with area business and organizations, and working with local media outlets.
- EDUC 5463 Personnel Selection & Professional Development** (3 credit hours)
Understand the process in working with Human Resources in recruiting and hiring practices, developing meaningful induction and mentoring programs, managing teacher and staff evaluations, and providing needs-based professional development for all staff members.
- EDUC 5473 Educational Leadership** (3 credit hours)
Examine multiple resources that focus on leadership development, implementation of campus goals, and professionally growing and leading your campus staff. Communication strategies will be discussed at length.
- EDUC 5490 Pre-Internship** (3 credit hours)
Provides an opportunity to submit all necessary paperwork to prepare for the internship classes. This class will also allow you to begin working on the hours necessary to fulfill the requirements in EDUC 5492 A&B.
- EDUC 5493A Internship in Educational Administration I** (3 credit hours)
Develop necessary skills to becoming a successful school administrator by working under the supervision of a public school administrator. The internship includes a minimum of 90 clock hours in the "A" section of the semester and 90 hours in the "B" section of the semester for a minimum total of 180 hours. **Prerequisite:** Advisor Approval
- EDUC 5493B Internship in Educational Administration II** (3 credit hours)
Develop necessary skills to becoming a successful school administrator by working under the supervision of a public school administrator. The internship includes

a minimum of 90 clock hours in the "A" section of the semester and 90 hours in the "B" section of the semester for a minimum total of 180 hours. **Prerequisite:** Advisor Approval

Educational Diagnostics

- EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities** (3 credit hours)
An overview of the characteristics of students with mild, moderate, and severe disabilities to include eligibility criteria, assessment, program development, and design of learning environments. Focus will be on inclusionary/mainstreaming educational and family/community involvement.
- EDUC 5313 Adapting Curriculum for Exceptional Learners** (3 credit hours)
A course that provides strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies will be covered to organize, modify, and supplement curricula based on the individual needs of students with mild and moderate disabilities. In addition, a comparison of the full inclusion model and the continuum of services will be examined to determine the strengths and weaknesses associated with each.
- EDUC 5323 Diagnostic and Corrective Reading** (3 credit hours)
This course extends the diagnostic/corrective concept to include all content areas as well as reading. Includes the administration and interpretation of diagnostic instruments, concepts, and task analysis. (F, S)
- EDUC 5333 Behavior Management** (3 credit hours)
Focuses on the theories and methods for promoting behavior change for students with emotional/behavioral disorders. This course will address current research and best practices in behavior interventions and support. Students will learn proactive techniques to create a safe and effective learning environment. Emphasis will be placed on the development of functional behavior assessments and behavior change plan.
- EDUC 5343 Special Education Law** (3 credit hours)
This course covers the historical basis of special education and laws governing those services with an emphasis on litigation, legislation and laws pertaining to the delivery of special education support and services. Topics such as the six principles of IDEA, Section 504, parental rights and due process, and discipline will be covered in depth.
- EDUC 5353 Introduction to Psychoeducational Assessment** (3 credit hours)
This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-referenced and criterion-referenced test scores. Factors that affect assessment results, such as culture, linguistics, behavior, and socioeconomic status, will also be examined. Multiple assessment techniques, such as interviews, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents, will also be examined.
- EDUC 5363 Delivery of Sped Services in Preschool & HS Settings** (3 credit hours)
An examination of the many aspects of the delivery of services at the preschool level, including early childhood transitions, IFSPs, and PPCD requirements, as well as the IEP requirements for students receiving services at the high school level, including CTE requirements, transition planning, graduation plans, etc. Special

attention will be given to legal requirements such as transfer of rights, IEPs, community resources, and transition planning and inventories for the preparation of life after high school.

EDUC 5373 Advanced Intellectual Assessment (3 credit hours)

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

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

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

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

Students will continue to complete internship hours (toward the state-mandated 300 clock hours) of supervised activities in an approved school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. The Intern will be directly supervised by a university supervisor during enrollment of the internship and must meet the requirements specified in the educational diagnostician internship handbook. **Prerequisite:** All required courses and completion of EDUC 5393A with a B or better and advisor approval.

English

ENG 1113 Rhetoric and Composition (3 credit hours)

TTaught via the process approach, this course prepares students in basic expository writing techniques as well as research skills. Student must earn at least a 'C' in this course in order to move to the next level.

ENG 1123 Rhetoric and Literature (3 credit hours)

This course emphasizes reading and analyzing works from the principle genres of literature – fiction, poetry, drama and comedy– and the techniques of research. **Prerequisite:** ENG 1113 with 'C' or better.

ENG 1303 Christian Theology in Modern Fiction (3 credit hours)

This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological worldview and reflects Christian values, ethics and morals. Course level reflects the academic expectation and requirements for the course.

ENG 2213 Creative Writing (3 credit hours)

This course teaches the fundamental skills in the composition of poetry, personal narratives, and short stories. **Prerequisite:** ENG 1123

ENG 2323 British & World Lit (3 credit hours)

A study of classics of Greece and Rome, of Norse Legend, and of medieval folk literature of northern Europe provides a backdrop for a survey of important works of Britain drawn from genres of epic, drama, poetry, and the modern novel and short fiction.

COURSE DESCRIPTIONS

- ENG 2403 American Literature** (3 credit hours)
This course is a study of American literature from the 18th century through the post-World War II period. **Prerequisite:** ENG 1123
- ENG 2423 Western World Literature I** (3 credit hours)
This survey of writings that have shaped Western culture includes selections from ancient, medieval, and Renaissance literature. **Prerequisite:** ENG 1123
- ENG 2443 Western World Lit II** (3 credit hours)
This survey of writings that have shaped Western culture includes selections from the 18th century to the present. **Prerequisite:** ENG 1123
- ENG 3103 Shakespeare** (3 credit hours)
This study of the life and works of William Shakespeare includes a survey of his three basic dramatic genres: the history play, the comedy, and the tragedy. **Prerequisite:** ENG 1123
- ENG 3213 Advanced Creative Writing** (3 credit hours)
This course assists the aspiring writer of short stories and poetry in polishing his or her work and attempts to see the student's work published. **Prerequisite:** ENG 2213 and ENG 3503
- ENG 3233 Life and Literature of the Southwest** (3 credit hours)
This course surveys the literature and history of the Southwest. **Prerequisite:** ENG 1123
- ENG 3413 Classical Mythology** (3 credit hours)
This course examines classical mythology of ancient Greece and Rome to provide a foundation for the study of Western literature. **Prerequisite:** ENG 1123
- ENG 3423 Classical Drama** (3 credit hours)
This course examines the development of Western theatre. Some of the major plays and theatre groups are studied. The selection of playwrights and plays may vary each semester. **Prerequisite:** ENG 1123
- ENG 3433 Popular Fiction** (3 credit hours)
Students analyze popular fiction in an attempt to identify the concerns of contemporary culture. **Prerequisite:** ENG 1123
- ENG 3503 Grammar** (3 credit hours)
This course is an intensive study of basic and advanced English grammar. **Prerequisite:** ENG 1113 and ENG 1123
- ENG 3513 Children's Literature** (3 credit hours)
This course is a survey of children's literature appropriate for kindergarten through grade six. **Prerequisite:** ENG 1123
- ENG 3543 Advanced Composition** (3 credit hours)
This advanced course in expository and persuasive writing includes in-depth readings in composition theory and classical rhetoric. **Prerequisite:** ENG 3503 or consent of instructor
- ENG 3553 Successful Coaches** (3 credit hours)
The courses will explore four stories of successful coaches and one story of successful coaching tactics. Students will read, discuss, and write about *The Bowden Way*, by Bobby Bowden (football), *Joe Torre's Ground Rules for Winners*, by Henry Dreher (baseball), *Sacred Hoops*, by Phil Jackson (basketball), *Sum It Up*, by Pat Summit (basketball), and *The Seven Secrets of Successful Coaches*, by Jeff

Janssen. Students also will write a paper about a coach from their past or present and a research paper about a famous college or professional coach. Successful Coaches will enhance the writing, research, and verbal skills of students who completed ENG 1113 and ENG 1123. The 2000-level course will encourage servant leadership ideals and self-discipline by using respected authority figures in sports as mentors in various categories of success, including education, career, family, and service to others. **Prerequisite:** ENG 1113 and ENG 1123

ENG 3563 The Novel (3 credit hours)

This study of selected novels and novelists, American, British and European, emphasizes the development of the novel as a genre. **Prerequisite:** ENG 1123

ENG 3573 Young Adult Literature (3 credit hours)

This survey of literature appropriate for grades seven through twelve emphasizes modern selections. **Prerequisite:** ENG 1123

ENG 3593 Christian Theology in Modern Literature (3 credit hours)

This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological worldview and reflects Christian values, ethics and morals. Course level reflects the academic expectation and requirements for the course.

ENG 4523 Major British Author (3 credit hours)

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

ENG 4533 Major American Author (3 credit hours)

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

Environmental Science

ENV 3213 Environmental & Energy Issues (3 credit hours)

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

Finance

FIN 3423 Financial Management (3 credit hours)

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

FIN 3433 Principles of Finance (3 credit hours)

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

FIN 3443 Financial Analysis (3 credit hours)

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

COURSE DESCRIPTIONS

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

Geography

- GEOG 2103 Physical & Cultural Geography** (3 credit hours)
This course examines how physical features, natural resources, and climatic patterns affect global, national, and regional social and political institutions.

Geology

- GEO 1104 Physical Geology & Lab** (4 credit hours)
Study of the earth's physical processes, identification of common rocks and minerals, and interpretation of topographic maps. \$40 lab fee
- GEO 1403/1 Historical Geology & Lab** (4 credit hours)
The course covers the following topics: minerals, igneous rocks, volcanoes, weathering, sedimentary rocks, metamorphic rocks, mass wasting, running water, groundwater, glaciers, deserts and wind, shorelines, earthquakes, plate tectonics, origin of the ocean floor, crustal deformation and mountain building, geologic time, and Earth's evolution through geologic time. \$40 lab fee.

Health

- HLTH 1203 Essentials of Public Health** (3 credit hours)
This course will cover basic public health functions and principles as well as historical context, the core disciplines of public health, essential functions that every public health system should apply, and health communications.
- HLTH 2203 Essentials of Epidemiology** (3 credit hours)
Epidemiology, the study of disease occurrence and determinants, lays the foundation for all public health practice. It is a scientific way of thinking about cause and effect. Epidemiology is used to investigate disease outbreaks, determine the natural history of disease, set resource priorities, and develop policies. Basic epidemiologic theory and techniques, applicable to public health practice, will be taught.

HLTH 2213 Essentials of Global Health (3 credit hours)

This course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health, and how health is measured. Students will also review the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low-and middle-income countries and on the health of the poor.

HLTH 2313 Essentials of Health Behavior and Health Promotion (3 credit hours)

This course focuses on how to address health issues facing communities by making changes at the individual, community, organizational, and governmental levels. Students will examine methods and theories to promote healthful changes using real life examples. Specifically, the course will cover individual change theories, community development strategies, diffusion of innovation theory, and media advocacy strategies.

HLTH 3003 Community Health Assessment (3 credit hours)

This course will focus on the assessment of community health and the capacity to support the development of policy and community-based systems of health protection, health promotion, disease control, and health services. Students in this course will investigate the impact that social determinants of health (i.e., gender, race/ethnicity, socioeconomic status, etc.) have on community health.

HLTH 4003 Program Planning and Evaluation (3 credit hours)

This course will emphasize a systems approach in the planning of effective health services. Students will develop an evidence-based program that will include effective and culturally appropriate implementation strategies using state or national health objectives as a framework for planning.

Healthcare Administration

HCA 5113 Healthcare Administration (3 credit hours)

This course is designed to help students gain a conceptual framework for healthcare administration and the practical applications of such skills within a healthcare setting. Best practices for healthcare administration are analyzed along with sound business practices from management theory. Strategic planning, policies, objectives, change management, and organizational strategy will be covered in this fundamental course. The relationship between consumer (patient) and business (practitioner) will be analyzed. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

HCA 5123 Healthcare Policy Analysis and Decision Making (3 credit hours)

The emphasis of this course is the role of the government in healthcare policy, the US healthcare system, costs of healthcare, and an analysis of the ethical and business implications of social welfare. This course will emphasize current trends in economic and social issues along with efforts to revise the system. Students will benefit from a deeper understanding of the political, economic, and social issues affecting healthcare businesses and how decisions are impacted as a result. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

HCA 5133 Leading Healthcare Organizations (3 credit hours)

This course provides students with an overview of understanding the current healthcare trends with leadership challenges. In this course, students will

gain knowledge of the collaboration of leadership and accountability to offer organizational success. The students will discover the organizational success. The students will discover the servant leadership model for gaining organizational efficiencies and managing healthcare professionals, technology demands, change management and best practices. Students will gain a broad perspective of leadership and an introduction to quality systems management and strategic planning. This course is a predecessor to Quality Strategic Planning and Execution in Healthcare. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

- HCA 5143 Quality Strategic Planning and Execution in Healthcare** (3 credit hours)
 This course is designed to help students gain the conceptual framework for developing quality systems and executing organizational strategies in a healthcare setting. Quality management tools will be examined and blended with strategic planning tools (collaboration of PDCA and dashboards, balance scorecards, metrics, etc.) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization plans, decision-making and change management, gaining efficiencies, and how to implement and execute strategic plans. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

Healthcare Management

- HCM 4103 Healthcare Management** (3 credit hours)
 This course provides a fundamental overview of the concepts and issues relevant to the healthcare industry. The class includes an in-depth look at healthcare leadership, managerial topics, and operational situations of health service organizations. Students will participate in developing the skills and knowledge required to be successful in the healthcare sector. Course topics include; health service organizational design, business process management, leading professionals, and workplace diversity.
- HCM 4203 Healthcare Financial Management** (3 credit hours)
 This course provides an introduction and overview of healthcare finance and the current financial environment in which health service organizations operate. The class includes a fundamental examination of how healthcare managers can apply financial principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to make sound financial decisions relevant to the healthcare sector. Course topics include; health service financial methods, managerial accounting, and capital allocation.
- HCM 4303 Healthcare Informatics** (3 credit hours)
 This course provides an introduction and overview of healthcare informatics and the current issues involving the management of health service information. The class includes a fundamental examination of how healthcare managers can apply information systems principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to develop, design, and manage data systems relevant to the healthcare sector. Course topics include; basic informatics concepts, HIPPA, electronic health care records, and data management.
- HCM 4403 Legal Issues in Healthcare Management** (3 credit hours)
 This course provides an introduction and overview of the legal liability issues involved with general healthcare operations. The class includes a fundamental examination of how healthcare managers can apply risk management principles to

mitigate organizational liability. Students will participate in developing the skills and knowledge required to develop, design, and implement a risk management strategy. Course topics include; principles of employment and malpractice law, ethics, strategy, and organizational communication.

History

- HIS 1103 Western Civilization to 1715** (3 credit hours)
Readings and analysis of the creation and elaboration of the constituent elements of the Western heritage from the ancient Near East to the enlightenment.
- HIS 1203 Western Civilization from 1716** (3 credit hours)
Reading and analysis of the development of modern Europe.
- HIS 2103 American History to 1876** (3 credit hours)
Origin and historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values.
- HIS 2203 American History from 1877** (3 credit hours)
Historical development of the United States with special attention to the interplay of physical, economic, political, cultural, and social forces shaping the United States. Special attention will be given to democracy as a philosophy based on moral principles and values.
- HIS 2303 The History and Geography of New Mexico** (3 credit hours)
A study of how the history and geography of New Mexico have affected its political, cultural, and economic development.
- HIS 3143 History of Christianity to 1517** (3 credit hours)
A study of the development of Christian theology and practice up to the time of the Protestant Reformation. Cross-reference with REL 3143
- HIS 3213 Colonial America** (3 credit hours)
The course traces the major developments in the history of the settlement of the North American Continent, up to the Presidency of Thomas Jefferson.
- HIS 3223 Civil War and Reconstruction** (3 credit hours)
Examines the events leading up to the Civil War as well as the course of the war, the era of Reconstruction, and their consequences.
- HIS 3313 World History to 1500** (3 credit hours)
Studies various facets of human history, its cultures, and societies from their origins to the beginning of the modern period
- HIS 3333 History of Christianity From 1517** (3 credit hours)
A study of the development of Christian theology and practice from the time of the Protestant Reformation. Cross-reference with REL 3333
- HIS 3413 World History from 1500** (3 credit hours)
Studies various facets of human history, its cultures, and societies from the beginning of the modern era to the present.
- HIS 4123 Historical Methods and Interpretation** (3 credit hours)
Introduces historical methodology to students in education, history, sociology, business, and psychology.

COURSE DESCRIPTIONS

- HIS 4203 Philosophies of History** (3 credit hours)
Examines, compares, and evaluates various philosophies of history, ancient, medieval, and modern, while encouraging the student to develop their own personal philosophy of history.
- HIS 4303 History of the Black Civil Rights Movement** (3 credit hours)
A study of the origins and progress of the Black Civil Rights Movement, with special emphasis on the events of the 1950s and 1960s.
- HIS 4313 History of U.S. Indian Policy** (3 credit hours)
A study of American policies with regard to Native Americans from the colonial era to the present.
- HIS 4403 Twentieth and Twenty First Century America** (3 credit hours)
An in depth study of United States history in the era that has been dubbed as “the American Century.”
- HIS 4703 Topic in History (3 credit hours)**
Topics courses explore important historical issues in more detail.

Hospitality Management

- HSM 4103 Management in the Hospitality Industry** (3 credit hours)
This course provides a fundamental overview of the concepts and issues relevant to hospitality services. The class includes an in-depth look at innovative trends, managerial topics, and operational situations of organizations in the hotel, restaurant, and tourism industry. Students will participate in developing the skills and knowledge required to be successful in the hospitality sector. Course topics include; organizational design, business process management, customer service, workplace diversity, and general operations management.
- HSM 4203 Hospitality Industry Financial Management** (3 credit hours)
This course provides an introduction and overview of financial techniques used in the hospitality industry, as well as the current financial environment in which these service organizations operate. The class includes a fundamental examination of how hospitality industry managers can apply financial principles to improve organizational cost-effectiveness. Students will participate in developing the skills and knowledge required to make sound financial decisions relevant to the hotel, restaurant, and tourism sector.
- HSM 4303 Food Service Management** (3 credit hours)
This course provides a fundamental overview of the social, professional, and technical issues relevant to food service enterprises. The class includes an in-depth look at food/product selection, preparation/handling, sanitation, and the commercial equipment required in the hotel, restaurant, and tourism industry. Course topics include; history of food preparation, business process management, customer service, health and safety compliance, and general food service operations management.

Human Resource Management

- HRM 6103 Employment Law** (3 credit hours)
A study of current legal issues impacting the human resource function of an organization. These issues include employment-at-will, EEO, sexual harassment and Supreme Court decisions. Students will explore the application of these and other laws to human resource situations, from both the employer and employee perspectives. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5403.

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

Kinesiology & Exercise Science

- KES 1303 Introduction to Sports and Fitness** (3 credit hours)
 A course emphasizing the aims and objectives and historical background for sports, fitness, and recreation. Includes survey of exercise and sport, analysis of professional career opportunities, and expectations of the KES department.
- KES 1403 First Aid** (3 credit hours)
 A course which includes class discussion, reading and units on the fundamentals of safe conduct at home, in traffic, in play and recreation, and in the community with a section devoted to first aid in accordance with the latest National Safety Council first aid techniques and Advanced First Aid and CPR certification.
- KES 2303 Nutrition** (3 credit hours)
 Principles of nutrition including roles of nutrients, psychosocial aspects of eating, nutritional at various stages in life; developing diet plans, computing energy consumption and energy expenditures.
- KES 3303 Health and Aging** (3 credit hours)
 Health concerns and quality of life during the aging process, ageism, demographics, ethnicity, research on aging, health status, nutrition, fitness, health care in the 21st century, and death and dying.
- KES 3403 Care and Prevention of Athletic Injuries** (3 credit hours)
 Injury prevention, treatment, and rehabilitation techniques in sports.
- KES 3503 Physiology of Exercise** (3 credit hours)
 Physiological response of the human body during various levels/intensities of physical activity and exercise.

COURSE DESCRIPTIONS

- KES 3603 Motor Learning and Development through the Lifespan** (3 credit hours)
Acquisition and performance of movement behaviors including generalized patterns and specific skills for sport activities; how individuals learn movement skills' interaction with cognitive, affective, and psychomotor learning domains, application of learning theories to physical education, physical therapy, and athletics.
- KES 3703 Kinesiology and Biomechanics** (3 credit hours)
Mechanical analysis of human movement during physical activity and exercise. Applications of fundamental physics to anatomical structures and motion; analysis of musculoskeletal structure that influence human movement.
- KES 4203 Test and Measurements** (3 credit hours)
A course emphasizing the application of tests and measurements to the field of sports and fitness, including motor skills, and physical examinations and tests.
- KES 4303 Fitness Testing and Exercise Prescription** (3 credit hours)
Evaluation of health and fitness levels of athletic and nonathletic populations; creating effective exercise programs for various populations.
- KES 4403 Health Promotion in the Workplace** (3 credit hours)
Needs assessment; program development, implementation, and evaluation in corporate and private business settings; developing environmental and social support for healthy behaviors with the business community.
- KES 4503 Exercise Programming for Special Populations** (3 credit hours)
Creating exercise programs for populations of people experiencing health concerns of the 21st century; programming applications to coronary heart disease, diabetics, asthma, obesity, pregnancy, and physical and mental challenges.
- KES 4603 Legal and Ethical Issues in Exercise and Sport Science** (3 credit hours)
Basic legal principles, terminology, and risk management approaches; applications of legal principles to protection of employees, and employers in kinesiology related fields, contemporary ethical issues.
- KES 4703 Senior Capstone in Exercise and Sport Science** (3 credit hours)
Completion and presentation of a research project is required. Additionally, the research project must be submitted to a professional conference or publication or the student must attempt an approved professional certification examination. The senior portfolio will be presented to the faculty. **Prerequisite:** senior standing.
- KES 5003 Physiological Basis of Human Performance**
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.
- KES 5009 Advanced Practicum or Internship/Project in Exercise Science** (9 credit hours)
This internship is designed to follow-up with your educational background and work history. Upon completion of the internship, the graduate student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. The graduate student will reflect on their experience - what they learned about the job, and discuss what they learned about themselves.

COURSE DESCRIPTIONS

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.

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.

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 exercise science industry and that impact the work setting of sport organizations.

KES 5043 Diagnostic Tests & Measurements in Exercise Science (3 credit hours)

This course will provide students with the background on the appropriate design structures, both qualitative and quantitative, for research projects. Within the different framework of experimental designs and emphases will be on how to collect and organize data, data cleaning, statistical analysis and the interpretation of data.

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.

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.

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.

Linguistics

LIN 2253 Introduction to Linguistics (3 credit hours)

The course studies the process of language acquisition and development.

Management

MGT 3103 Principles of Management (3 credit hours)

An introduction to the managerial functions as they apply to business and industry. A survey of the major problems facing management, as applied to production, personnel, finance, and distribution.

COURSE DESCRIPTIONS

- MGT 3123 Ethics** (3 credit hours)
Ethics is a cogent contemporary issue problematic to the business environment. This course introduces a variety of ethical decision-making paradigms to discern potential ethical actions. Topics include Corporate Social Responsibility (CSR), fiduciary responsibilities to organizational Stakeholders, and ethical (or moral reasoning) models developed by Kohlberg and Rest. Ethical dimensions of technology in the workplace, marketing, and organizational governance are also explored.
- MGT 3403 Human Resources** (3 credit hours)
Fundamental problems, principles, and practices of personnel administration. Consideration of the functions of employment, testing, wage administration, training, safety, medical group and compensation insurance, and employee benefits.
- MGT 3413 Oil and Gas Law** (3 credit hours)
Examines the legal and ethical environment of the oil and gas business. Topics include the rights to minerals; how crude oil is bought and sold; various types of contracts to assign development rights; contracts between private companies engaged in exploration and production operations.
- MGT 3423 Oil and Gas Contracts and Tax** (3 credit hours)
Examination of contracts for the oil and gas industry. Covers exploration, production and development of oil and gas properties, investments, relationships created by such contracts, rights and duties of the parties, income tax consequences, and governmental regulations.
- MGT 3503 Organizational Behavior** (3 credit hours)
Effective management of organizational behavior requires an understanding of theory, research, and practice. Special emphasis in this course will be to look at how successful managers in the global economy will be able to anticipate, adapt, and manage change by understanding the world through the study of group dynamics, team building, motivation, individual and organizational culture and the process of organizations.
- MGT 4104 Global Management** (4 credit hours)
An in-depth study of the challenges facing organizations transacting business in multiple foreign locations. Entrance strategies into foreign markets such as joint ventures with foreign entities, franchising, government partnerships, and other global growth strategies are explored. Course includes consideration of global models such as Porter's Five Forces and inclusion of the various global economic, political, and technological infrastructures. **Prerequisite:** MGT 3103, MGT 3503
- MGT 4123 Management Information Systems** (3 credit hours)
Using a business management focus, the course is designed to help students use information systems, concepts, and technology to solve problems and pursue opportunities. **Prerequisite:** CSI 1203, MGT 4163 or consent of instructor
- MGT 4163 Creating a Business Plan I** (3 credit hours)
This is the capstone course for Business Degrees. The disciplines of management, accounting, finance, and marketing are brought together to teach the business professional the major components of planning and starting a business. The course includes the requirements for each student to develop a comprehensive business plan. **Prerequisite:** ACT 3123, MKT 3103, MGT 3103, CSI 1203 or consent of instructor.

- MGT 4173 Creating a Business Plan II (3 credit hours)**
 This is the second half/continuation of the capstone course for Business Degrees. The disciplines of management, accounting, finance, and marketing are brought together to teach the business professional the major components of planning and starting a business. The course includes the requirements for each student to develop a comprehensive business plan. This course serves as the final, comprehensive, student-assessment tool in the BBA program. **Prerequisite:** MGT 4163 or consent of instructor.
- MGT 4223 Oil Field Development (3 credit hours)**
 Properties of petroleum fluids and reservoir rocks; geophysical environment and exploration methods; drilling and completion methods; well testing; producing mechanisms; evaluation methods.
- MGT 4233 Current Issues in Energy Management (3 credit hours)**
 An advanced seminar dealing with current issues affecting the energy industry.
- MGT 4323 Managing Diversity (3 credit hours)**
 A study about the divergent world-paradigms, cultures, and business ethics of major global cultures. Issues include expatriating employees abroad based on ethnocentric, polycentric, and geocentric strategies and managing, coaching, and team building individuals from diverse cultures. This course includes modules relevant to the Sports Management, Management, and Global Management BBA degree emphases.
- MGT 4333 Strategic Planning (3 credit hours)**
 A study of the connection between organizational vision, mission, and strategy. The course focuses on strategic planning as a linear series of decisions and actions that management pursues to leverage core competencies as a competitive advantage to maximize organizational performance. Includes an overview of value chain management.
- MGT 4343 Leadership (3 credit hours)**
 An overview of seminal and contemporary leadership models. Contemporary leadership models and styles include transactional, transformational, situational, contingent, etc. Reviews of seminal, early leadership styles include the scientific or efficiency model and McGregor's Theory X and Theory Y model. Leadership modules relevant to Sports Management, Management, and Global Management are included.
- MGT 4353 Effective Organizational Teams (3 credit hours)**
 21st Century organizations have emerged with organizational hierarchical designs with fewer layers of management. Organizational teams are organized to fill the void of less supervision and increasing autonomy. Teams are often organized to manage projects, troubleshoot, and fulfill management and other functional rolls. This course presents the various forms of teams- function and purpose. Issues such as virtual teams and the impact of emerging technology on synchronous communications are addressed. The various forms of team conflict resolution are also addressed.
- MGT 4413 Project Management (3 credit hours)**
 Using theory and application, this course will explore an organizational approach to the management of ongoing operations. Designed to develop logical thinking and give training in written and oral presentation of solutions to problems. This course integrates the business of fields into a managerial concept of decision making. **Prerequisite:** Any 6 hours of the following ACT 3123, CSI 1203, MGT 3103, MGT 3403, MGT 3503, MGT 4123, MKT 3103.

Marketing

- MKT 3103 Principles of Marketing** (3 credit hours)
Fundamental concepts and problems of marketing within present economic, legal, and social environments.
- MKT 3143 Global Marketing** (3 credit hours)
A study of the mindset required for global corporations to “think globally and act locally” for developing marketing strategies for home and global markets. The course covers unique consumer behavior preferences in major global markets and the various methods of gaining market share in foreign markets. Additional topics include the value of emerging technology as marketing tools such as the internet, social media, personalized relationship marketing, e-marketing. **Prerequisite:** MKT 3103
- MKT 3213 Introduction To & Use of Social Media** (3 credit hours)
In this introductory course, students will examine the role that social media plays in society, relationships, and enterprise. Learners will get hands-on experience with virtual communities and learn how to use a variety of social media tools to expand awareness, create a digital presence, and develop a social media strategy. Upon completion, students will be able to create a blog, distribute digital content, lead a participative online community, and implement a social media campaign.
- MKT 3503 Consumer Behavior** (3 credit hours)
A study of the fundamental concepts and problems associated with consumer/buyer behavior with an in-depth study of psychological, social, and cultural influences, and consumer behavior applications and trends. **Prerequisite:** MKT 3103 or equivalent
- MKT 3513 Advertising and Promotion** (3 credit hours)
An introduction to the management and strategies of advertising following the decision sequence framework employed by a manager. It proceeds from situation analysis, to objectives and positioning, to strategies, to budgeting.
- MKT 4103 Public Relations** (3 credit hours)
This course provides an introduction and overview of public relations and campaign marketing. Course content will emphasize media management, promotion, publicity, customer-relationship marketing, and brand/relationship building. Upon completion, students will be able to recommend PR/media strategies designed to inform, influence, and motivate.
- MKT 4123 Service Marketing** (3 credit hours)
To gain a better understanding of the explicit difference between the marketing of goods and the marketing of services. Issues of importance of the 21st Century include service quality, links between marketing and other disciplines, and transforming a product firm into a service firm. **Prerequisite:** MKT 3103
- MKT 4133 Marketing Management** (3 credit hours)
To help students develop the ability to apply marketing theories and concepts to decision-making situations. Market segmentation, quality, customer service, brand equity, sales promotion, direct marketing, and database marketing will be covered. **Prerequisite:** MKT 3103
- MKT 4343 Marketing Research** (3 credit hours)
A study of the fundamental concepts and problems associated with marketing research. Investigating the utility of marketing research: planning and reporting research results; design, measurement, experimental techniques, and analysis of data. **Prerequisite:** MKT 3103

Master of Business Administration

- MBA 5003 Special Topics/Intensive - Entrepreneurship** (3 credit hours)
This course is a 3-unit intensive course designed to cover the core components of Entrepreneurship in a compressed time frame. These core components include; new idea/concept generation, industry analysis, new venture creation and funding, new product development, and life cycle management. Students engage with the course materials through a variety of immersive technologies including electronic resources, interactive webinars, simulations, and discussion forums. (This course will be offered in the mini-mester terms only).
- MBA 5103 Information Technology for Managers** (3 credit hours)
The course examines information technology in organizations and the strategic use of information systems. Course learning will include the ethical considerations of technical resource allocation and cross-functional input.
- MBA 5203 Information Technology for E-Business** (3 credit hours)
E-Commerce technology and business environments including E-Commerce planning and implementation, internet technologies, multimedia on the web, and web-based databases. Designing and building E-Commerce sites. It will include a module on the ethical dilemmas of managing sensitive, private information.
- MBA 5223 Leadership** (3 credit hours)
Study of key leadership models and practical application. The course emphasizes the ethical impact of leadership on all stakeholders including employees, vendors, customers, owners, unions, and the community. The student will learn that a true transformational leader is aware of the ethical dilemma facing leadership to treat stakeholders as "ends" and not merely as "means to an end."
- MBA 5243 Controllership** (3 credit hours)
In-depth study of issues related to the job of Controller within a business organization. Financial and management reporting, accounting systems, tax reports, and accounting department organization will be highlighted. Ethical financial responsibility will be highlighted through case studies of ethical dilemmas facing finance professionals.
- MBA 5253 Accounting and Professional Ethics** (3 credit hours)
This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing individuals in most business organizations. The specific objectives of the course are to raise general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve our ability to reason toward a satisfactory resolution of an ethical dilemma. The course will rely heavily on AICPA's professional code of conduct as a guide for decision making. Case studies will be utilized to explore ethical dilemmas. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 5263 Accounting and Auditing Research** (3 credit hours)
Accounting and Auditing Research helps prepare students to conduct research in their future practice, for the CPA exam, or other professional designations. Dramatic changes continue to take place in the accounting and auditing environments, both in the United States and worldwide. Developing applied professional research skills in accounting, auditing, and tax has become even more important for the successful future professional. Course designed to serve both as an educational and reference tool for the practitioner or the student who strives to become proficient in conducting professional research. The course integrates teaching and learning capabilities through tools and strategies, enabling users to find justifiable,

authoritative solutions to accounting, auditing, tax, and business problems.

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

- MBA 5323 Marketing Concepts & Strategies** (3 credit hours)
 Course examines marketing functions, the institutions that perform them, and the study of marketing planning, strategy, and tactics. Includes organization, execution, and control of the marketing plan. Students learn how to implement global marketing strategy. The connection between relationship marketing and the desired outcomes of stakeholders trust and commitment are studied within the context of creating a partnership with stakeholders based on ethical considerations.
- MBA 5343 Internal Audit Theory & Practice** (3 credit hours)
 Extension and utilization of audit concepts and techniques with emphasis on application in internal audit departments. Internal control planning and implementation will be highlighted. The impact of the Sarbanes-Oxley Act on management's responsibility for internal controls and ethical financial reporting and disclosure will also be studied. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 5403 Human Resource Management** (3 credit hours)
 Examination of the principles and methodology of personnel administration with emphasis on manpower planning, selection, development, and evaluation. Study of employment laws and regulations. Ethnocentric, polycentric, and geocentric global staffing issues will be explored as well as expatriation and repatriation strategies. The underpinnings of this course are based on seminal and germinal management theories and models which stress the significance of maximizing the human potential. This course is taught by highlighting the ethical significance of the human relations school of management where self-actualization, passion and commitment, and social responsibility are desired outcomes.
- MBA 5423 Financial Management** (3 credit hours)
 Survey of financial management covering financial mathematics, capital budgeting, sources of capital, and financial analysis. Emphasis is placed on working capital management as well as the ethical considerations of balancing the capital mix to maximize shareholder value without ignoring the consequences to other stakeholders.
- MBA 5433 Multinational Financial Management** (3 credit hours)
 This course investigates issues in corporate financial management for multinational firms, including foreign exchange forecasting and risk management, multinational capital budgeting, multinational capital structure, and international financial markets. An overview of the various ethical concepts across diverse global markets will complement the student's understanding of the complexities involved in globalization. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 5443 Organizational Behavior** (3 credit hours)
 This course will present a comprehensive approach to the way in which total organizational effectiveness is conceptualized, measured, and realized in practice through the understanding of individual and team behavior/effectiveness. It will also explore how improvement can be initiated, managed, and sustained throughout the organization.

- MBA 5453 Business Ethics** (3 credit hours)
 This course will begin by examining the meaning of ethics through the review of several philosophical approaches. Students will identify internal and external stakeholders affected by ethical decision making. The course seeks to help develop an awareness and appreciation for ethical consideration in personal and professional decision making. The content of this course is designed to expand critical thinking to analyze how individual and business decisions affect our society.
- MBA 5513 Strategic Resource Allocation and Planning** (3 credit hours)
 This course is designed to address specific issues that have emerged from globalization and severe economic collapse. "Soft skills" such as emotional intelligence, communication and interpersonal skills, people-focused managerial capabilities, and conflict resolution are inculcated within a framework of ethical leadership. Technical competencies including congruence of organizational mission, culture, and core competencies are evaluated as essential components of strategic planning. The course concludes by illustrating how the soft skills and technical competencies may be utilized to maximize the organization's value chain process. 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 6103 Managing Innovation** (3 credit hours)
 This course provides a strategic level understanding of the role of innovation in successful organizations, as well as the methodologies for stimulating enterprise-wide innovation and creativity. The class includes an in-depth look at individual and team creativity, disruptive and sustaining innovations, and the implications for product and company life cycles. Course topics include; operational strategies, product/process creativity, and market disruption. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.
- MBA 6113 Change Management** (3 credit hours)
 This course provides a strategic level understanding of change implementation, as well as the methodologies for identifying and prioritizing key organizational issues that require change. The class includes an in-depth look at techniques for defining and aligning change initiatives at the enterprise, business process, and human capital levels. Course topics include; developing change agents, measuring initiative success, and overcoming resistance. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.
- MBA 6123 Sustainability Management** (3 credit hours)
 This course emphasizes the need for successful organizations to engage in enterprise-wide operations that create sustainable competitive advantage. Doing so requires companies to transact business responsibly and align the profit

motive with the purpose motive. The course encourages business students to explore the implications of business processes in terms of resource consumption, materials processing and disposal, long-term social impacts, and natural systems. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5513.

- MBA 6133 Statistics in Criminal Justice** (3 credit hours)
This course is intended to equip the student with the ability to calculate and conduct statistical analyses for original research, and to ensure the ability to interpret the results of statistical analysis and to apply those results appropriately to real world situations.
- MBA 6143 Administration of Organizations in the Criminal Justice System** (3 credit hours)
This course will provide students with the knowledge to conduct general systems based analysis of criminal justice organizations and to develop programs to improve the efficiency of such organizations. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.
- MBA 6153 Administration of Corrections Organizations** (3 credit hours)
This course examines the administrative functions of correctional organizations including human resource management, budgeting, administrative structure, and safety. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.
- MBA 6203 E-Marketing** (3 credit hours)
This course focuses on electronic and internet marketing techniques and strategies, customer acquisition methodologies, and brand building in a digital environment. Students will explore the techniques for online promotion and advertising, brand/ message development and communication, creation and delivery of marketing initiatives through appropriate channels, and fostering customer relationships in a virtual setting. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5323.
- MBA 6213 Small Business Marketing** (3 credit hours)
This course provides a strategic level understanding of the marketing techniques available to small businesses and organizations operating within budget constraints. Students will address marketing challenges unique to small businesses through collaboration, creativity, and critical thinking. Course topics include; market research, fostering customer intimacy, brand-building, market segmentation, product differentiation, and strategic pricing initiatives. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, MBA 5423, and MBA 5323.
- MBA 6223 Criminal Law** (3 credit hours)
This course is intended to provide a functioning knowledge of constitutional law as it pertains to law enforcement and criminal justice. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.
- MBA 6233 Crime Mapping** (3 credit hours)
This course will provide students with the theoretical, analytical and technical skills necessary for studying crime in a geographic context. The course will involve a combination of approaches to the subject including development of base maps, geocoding (pin mapping), hot spot and choropleth mapping, special analysis and layouts including map books. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 6133, MBA 5243, and MBA 5423.

- MBA 6303 Small Business Finance** (3 credit hours)
 This course focuses on the financial principles used by small businesses and start-up companies to achieve growth and make sound investment decisions. Students will analyze overall financial performance, evaluate financial alternatives, and engage in techniques for managing working capital. Course topics include; cash flow management, company/business valuation, conducting due diligence for investments, budgeting, start-up funding, venture capital, and alternative financing. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6333 Financial Reporting** (3 credit hours)
 This course prepares students with the knowledge to engage in the techniques for financial reporting relative to the roles of CPAs and financial services professionals. Students will explore the criteria unique to this process including; determining capital changes, valuing fixed assets, calculating cost structures, and preparing consolidated financial statements. Additional course topics include; debt restructuring, income/cash flow statement analysis, tax deferment, and balance sheets. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6343 Financial Planning and Investment Analysis** (3 credit hours)
 This course emphasizes a strategic focus on investment strategies, portfolio allocation theories, evaluation of negotiable instruments, debt and equity security analysis, and portfolio management. Students will engage in activities to determine and evaluate client risk tolerance and develop investment plans that align with stated financial objectives. Course topics include; retirement planning, estate planning, tax planning, risk evaluation, portfolio analysis, and asset management. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6403 Small Business Accounting** (3 credit hours)
 This course provides an operational perspective of the accounting procedures used by small businesses to make sound administrative decisions. Students will evaluate and analyze the overall performance of an organization using accounting data, techniques, and enterprise software. Course topics include; financial statements, budget reports, accounting controls, and appropriate allocation of costs. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.
- MBA 6503 Organizational Design & Strategy (Capstone)** (3 credit hours)
 This course focuses on the development and implementation of enterprise-wide business strategies. Successful organizations and their leaders must understand the current competitive environment and be able to make predictions and forecasts about future market forces. The course emphasizes the practical application of strategic business models to existing and future market scenarios in an effort to maximize efficiency, competitive advantage, and stakeholder value. **Prerequisite:** Must have completed 27 graduate credit hours which should include all of the core course requirements per degree plan.

Public Administration

- MPA 6103 Public Administration** (3 credit hours)
 This course examines the fundamental theories regarding the nature and development of public administration in the U.S. An exploration of the tensions between bureaucracy and democracy is a key component of the class. **Prerequisite:** MBA 5223, MBA 5103 / MBA 5203, MBA 5533, MBA 5243, and MBA 5423.

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

Mathematics

- MAT 1103 Mathematics I for Elem. Teachers K-8** (3 credit hours)
 A study of mathematical concepts that will help prepare elementary teachers to teach math to students in grades K-8. Concepts covered will include patterns, classification, numbers and numbers sense, money, computation, measurement, geometry, fractions, decimals, ratio, percent, probability and statistics, pre-algebra, linear data, and problem solving. Two-course sequence continues with MAT 1113.
- MAT 1113 Mathematics II for Elem. Teachers K-8** (3 credit hours)
 Continuation of MAT 1103. **Prerequisite:** MAT 1103
- MAT 1123 Contemporary Math** (3 credit hours)
 This course connects modern mathematical concepts with current, real-world problems. Topics may include problem-solving, applications to finance, mathematical models, the mathematics of voting, theory of elections, and business.
- MAT 1203 College Algebra for Mathematics and Science Majors** (3 credit hours)
 A study of equations and inequalities, complex numbers, functions, graphing, exponential and logarithmic functions, system of linear equations and matrices. **Prerequisite:** 2 years of high school algebra or MAT 1103 AND MAT 1113.
- MAT 1403 College Algebra** (3 credit hours)
 A study of equations, systems of linear, matrices, relations, and functions and their graphs. This course introduces power functions, and exponential functions, and their inverses. We then create new functions by 1.) scalar multiplication, 2.) function addition 3.) function multiplication, 4.) function composition and 5.) piecewise functions. This generalized approach includes all the functions of a single variable traditionally used in undergraduate mathematics, including but not limited to rational, radical, polynomial, exponential, logarithmic, absolute value, and constant functions. **Prerequisite:** Two years of High School Algebra

- MAT 1413 Pre-Calculus Mathematics** (3 credit hours)
A development of the elementary functions: power functions, exponential functions, trigonometric functions. We then create new functions by 1.)scalar multiplication, 2.)function addition, 3.)function multiplication, 4.)function composition, 5.) inverses, and 6.) piecewise functions. This continuation of the concepts developed in MAT 1403 also includes real-valued functions of several variables, vector valued functions, properties and operations of matrices and vectors, with applications of each. **Prerequisite:** MAT 1403 or MAT 1203
- MAT 2103 Principles of Probability & Statistics** (3 credit hours)
The course covers the chapters including introduction of statistics, organizing and graphing data, numerical descriptive measures, probability, discrete random variables and their probability distributions, continuous random variables and the normal distribution, sampling distributions, estimation of the mean and proportion, hypothesis tests about the mean and proportion, estimation and hypothesis testing: two populations, Chi-square tests, analysis of variance and simple linear regression. **Prerequisite:** BUA 1303, or MAT 1103 and MAT 1113, MAT 1203
- MAT 2203 Statistical Methods I** (3 credit hours)
Includes the basic concepts of probability, and methods of collecting, organizing and analyzing data. Methods of analysis using common spreadsheets involve the concepts of random variables, discrete probability distributions including Binomial and Poisson, as well as continuous distributions including Normal. The students will learn to estimate proportions, means, standard deviations and create confidence intervals. Elements of Hypothesis Testing claims of proportions, means, and standard deviations. **Prerequisite:** Two years of high school Algebra
- MAT 2303 Calculus I** (3 credit hours)
Limits, derivatives, differentiation of algebraic and transcendental functions; linear approximation, curve sketching, optimization, indeterminate forms. The integral, Fundamental Theorem of Calculus areas. **Prerequisite:** MAT 1413
- MAT 2403 Calculus II** (3 credit hours)
Volumes, arclength, work, separable differential equations. Techniques of integration. Sequences and series, convergence tests, power series and Taylor series. Vectors in three-dimensional space, dot product, cross product, lines and planes. **Prerequisite:** MAT 2303
- MAT 2503 Calculus III** (3 credit hours)
Calculus of functions of two and three variables: Parametric curves and applications to planetary motion. Derivatives, the gradient, Lagrange multipliers. Multiple integration, area, volume, and physical applications, polar, cylindrical, and spherical coordinates. Line and surface integrals, Green's, Stokes's, and Divergence theorems. **Prerequisite:** MAT 2403
- MAT 3103 Statistical Methods II (3 credit hours)**
Hypothesis testing of claims of proportions, means and standard deviations, then inferences from two samples, correlation and regression, goodness-of-fit and contingency tables, one-way and two-way analysis of variance, and some methods of nonparametric statistics. **MAT Prerequisite:** MAT 2103 or 2203
- MAT 3213 Differential Equations** (3 credit hours)
First and second order and partial differential equations. Use of series, LaPlace transformation and numerical analysis to solve differential equations. **Prerequisite:** MAT 3204

COURSE DESCRIPTIONS

- MAT 3303 Linear Algebra** (3 credit hours)
Linear equations and matrices, real vector spaces, linear transformations, determinants, eigenvalues and eigenvectors. **Prerequisite:** MAT 2204
- MAT 3403 College Geometry** (3 credit hours)
A study of the basic concepts of geometry including the properties of plane and solid figures; similarity, areas, and volumes. **Prerequisite:** MAT 1203
- MAT 3413 Problem-Solving Strategies** (3 credit hours)
Apply problem-solving techniques to a variety of stated, application, and modeling problems. Unit analysis, matrix logic, and guess and check, as well as strategies typically taught in mathematics classes, will be addressed. Focus is on developing, selecting, implementing, and documenting effective strategies in a cooperative setting. The use of technology, as a tool, is encouraged.
- MAT 3423 Abstract Algebra** (3 credit hours)
A study of abstract algebra including rings, integral domains, groups, and fields. **Prerequisite:** MAT 2204
- MAT 4203 Mathematical Analysis** (3 credit hours)
Topology of the real fields and the complex fields. A rigorous treatment of the concepts of the calculus including Green's, Stroke's, and the Divergence Theorems.
- MAT 4213 Discrete Mathematics** (3 credit hours)
A study of set theory, Boolean Algebra, symbolic logic, relations, mathematical induction, graph theory, groups, rings and finite fields. **Prerequisite:** MAT 1203 (FA odd years)

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. **Prerequisite:** EDMH 5323
- 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. Prerequisite:** EDMH 5323, EDU 5523
- 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 cStresses the counseling relationship as related to learning and practicing attending, reflection, challenging, and evidence-based counseling skills. Overview of Practicum and Internship requirements included. **Prerequisite:** EDMH 5323
- 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 5333 Abnormal Behavior** (3 credit hours)
This course will cover the etiology, symptoms, and patterns of maladjusted behavior. Assessment, treatment planning and treatment will also be of primary consideration as they relate to specific disorders. Students will look at psychopathological behavior from a multidisciplinary and developmental framework in order to better understand deviant behavior as well as human behavior in general. **Prerequisite:** EDMH 5323
- 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. **Prerequisite:** EDMH 5323
- 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. **Prerequisite:** EDMH 5323
- EDMH 5423 Child and Adolescent Counseling** (3 credit hours)
This course focuses on developmental counseling theories. It is an introduction to the knowledge, skills and processes basic to initiating an effective counseling relationship with children and adolescents in school settings as well as in mental health settings. Advocating for children while working effectively with parents, school personnel and other professionals is included. **Prerequisite:** EDMH 5323, EDU 5523.

- 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. **Prerequisite:** EDMH 5323
- EDMH 5453 Psychopathology** (3 credit hours)
Comprehensive overview of diagnostic categories as described in the DSM 5. Diagnosis and treatment considerations as they impact the counseling process are included. **Prerequisite:** EDMH 5323, 5313.
- 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. **Prerequisite:** EDMH 5323
- 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. **Prerequisite:** EDMH 5473A
- 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 5323
- 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 Crisis and Trauma Intervention** (3 credit hours)
Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse. **Prerequisite:** EDMH 5323
- 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. **Prerequisite:** EDMH 5323

- 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.
Prerequisite: EDMH 5323
- EDMH 5603 Advanced Counseling Theories and Techniques** (3 credit hours)
 This course is designed to build upon the basic active listening skills gained during the basic Counseling Techniques class and add theoretical techniques aligned with the theories they learned from the counseling theories class. Students will have the opportunity to explore and develop a greater understanding of the specific theoretical techniques used in counseling, i.e., Gestalt Therapy & the empty chair technique, Solution-Focused Therapy & the Miracle Question, etc. This course helps refine and develop a new counselor's competency and self-efficacy regarding specific and essential counseling skills and techniques along with corresponding theoretical orientation.
- EDMH 5633 Marital & Couples Therapy** (3 credit hours)
 This course provides counseling students the theoretical dynamics and therapeutic skills necessary for working therapeutically with couples. Students will explore how the counselor can implement knowledge and skills necessary to aid in the mending of marriages and the restoration of proper family functioning.
- EDMH 5723 Special Topic** (3 credit hours)
 Each individual student will select for instructor approval and guidance, a current issue or area of mental health counseling to research, culminating in a scholarly paper.
- EDMH 5833 Practicum** (3 credit hours)
 A candidate must complete a minimum of 3 credit hours of Practicum (100 clock hours) in a mental health counseling setting. The student will be exposed to the actual practice of counseling with individuals under direct supervision. The focus is on integrating and applying theory and skills learned in prior coursework. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor.
- EDMH 5843 Internship I in Mental Health Counseling** (3 credit hours)
 A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisite:** Practicum
- EDMH 5853 Internship II in Mental Health Counseling (3 credit hours)**
 A candidate must successfully complete 6 credit hours of Internship (600 clock hours, divided into 2 sections of 300 hours each) under supervision in a mental health counseling setting. Students should consider internship sites that offer opportunities to engage in both individual counseling and group work. Internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities. Placement sites and site supervisors must be approved by the Program Director and/or University Practicum/Internship Supervisor. **Prerequisite:** Practicum, Internship I

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

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

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

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

Music

MUS 1103 Music Appreciation (3 credit hours)

This is an introductory course in music featuring significant musical compositions of various styles and musical periods. Composers of note in Western Music from the Baroque, Classical, Romantic and the 20th century will be studied as a basis for intelligent listening habits for lifelong appreciation. Additional study in global music will be presented for a more multicultural view of the art of music and its place in man's culture in the world today.

MUS 1203 The Great Composers (3 credit hours)

Students are introduced to the lives and works of the great composers.

MUS 1303 Drumline (3 credit hours)

Student learn the requisite skills to play percussion instruments included in a traditional drum line with the intention of playing at University sporting events and other community-based events and/or activities.

MUS 2103 Jazz: The American Music (3 credit hours)

This course studies the history of jazz in America and its influence of popular and classical music around the world.

MUS 2203 Introduction to Country and Western Music (3 credit hours)

This course studies the history of country music and its origins in the folk ballads of England and Scotland to its present status as a form of popular music.

MUS 2303 History of Rock and Roll (3 credit hours)

Course intended to give bread and basic knowledge of Rock and Roll music from both a historical and cultural context. Designed for the non-music major, this course will provide a better understanding of music through reading, discussion and listening.

MUS 3703 Worship and Music (3 credit hours)

Music as it relates to worship.

Nonprofit Management

NPM 4103 Nonprofit Management (3 credit hours)

This course provides a fundamental overview of the concepts and issues relevant to the nonprofit sector. The class includes an in-depth look at nonprofit leadership, managerial topics, and operational situations of organizations that meet the nonprofit and fund development criterion. Students will participate in developing the skills and knowledge required to be successful in the nonprofit industry. Course topics include; organizational design and development, purpose motives, campaign awareness, and social responsibility.

NPM 4203 Nonprofit Financial Management (3 credit hours)

This course provides an introduction and overview of nonprofit finance and the current financial environment in which charitable and nonprofit organizations operate. The class includes a fundamental examination of how nonprofit managers can apply financial principles to improve organizational cost-effectiveness and accomplish developmental objectives. Students will participate in developing the skills and knowledge required to make sound financial decisions relevant to the nonprofit sector. Course topics include; financial methods, managerial accounting, capital allocation, and fund development.

NPM 4303 Nonprofit Social Entrepreneurship (3 credit hours)

This course provides an overview of entrepreneurial strategies for nonprofits, NGOs, and multi-lateral institutions. The class includes a fundamental examination of how nonprofit managers can create social value, implement socially responsible initiatives, and build sustainable purpose motives. Students will participate in developing the skills and knowledge required to engage in social entrepreneurship. Course topics include; change management, sustainability, social responsibility, and purpose-driven leadership.

Philosophy

PHI 1103 Introduction to Philosophy (3 credit hours)

Examines the questions that philosophers ask, outlining the methods and traditions which form the discipline and the underlying world views which affect those methods and traditions.

PHI 2103 History of Philosophy (3 credit hours)

Examines the lives and thought of philosophers from the classical to the modern age.

PHI 2203 Logic (3 credit hours)

Examines the methods of various logical systems, the role of semantics, and the issue of bias.

PHI 3103 Philosophy of Religion (3 credit hours)

Students are introduced to the philosophical bases of man's struggle for ultimate answers. Prerequisite: Either PHI 1103, PHI 2203, or PHI 3213

PHI 3213 Ethics and Values (3 credit hours)

Examines various ethical systems and their implications.

Physical Education

PHE 1103 Personal and Community Health (3 credit hours)

Instruction in the principles of maintaining a healthy life-style and how that life-style affects and interacts to promote a community awareness of health matters and concerns.

COURSE DESCRIPTIONS

- PHE 1113 Introduction to Physical Education and Sport** (3 credit hours)
A study of the major concepts involved in physical education and physical fitness.
- PHE 2213 First Aid, CPR, and AED** (3 credit hours)
Organized and taught in accordance with the American Academy of Orthopedic Surgeons standards as an Emergency Care and Safety Institute Center. AAOS first aid techniques, along with infant, child, and adult CPR and the use of AED's (automated external defibrillator) are taught. Safety in physical education classes and sports activities emphasized.
- PHE 2313 Sports Evangelism** (3 credit hours)
This course assists the student in exploring, learning, and practicing various types of evangelism techniques. Special attention is given to public presentation of the gospel of Jesus Christ and to being a player/coach with biblical character and integrity.
- PHE 2263 Anatomy for the Physical Educator/Coach** (3 credit hours)
Focuses on the joint structure and the osseous and muscular systems. Provides functional knowledge of human anatomy as related to movement.
- PHE 2303 Care & Prevention of Athletic Injuries** (3 credit hours)
A hands-on course that prepares future physical educators and/or coaches to deal with athletic injuries. An overview of athletic training, fitness and conditioning principles, emergency situations, injury assessment and evaluation techniques, and legal liability issues are presented. All major joints are discussed from the viewpoints of injury mechanism, evaluation, treatment, taping and bandaging.
Prerequisite: PHE 2263
- PHE 3103 Team Activities/Sports** (3 credit hours)
Basic motor skills and non-motor patterns with age appropriate equipment for a variety of team activities/sports K-12 will be demonstrated and practiced. Techniques of teaching these team activities/sports will be discussed and practiced. Basic offensive and defensive strategies for the various activities/sports will be discussed and practiced. **Prerequisite:** PHE 1113
- PHE 3113 Dance and Movement Activities** (3 credit hours)
Various types of dance appropriate for K-12 will be taught and demonstrated. Aquatic activities will be discussed. Movement concepts such as body, effort, space, and relationships in movements will be taught and demonstrated. Each of these areas will also cover teaching techniques, equipment needs, assessment tools, and safety issues. **Prerequisite:** PHE 1113
- PHE 3123 Individual Activities/Sports** (3 credit hours)
Basic motor skills and non-motor patterns with age appropriate equipment for a variety of team activities/sports K-12 will be demonstrated and practiced. Techniques of teaching a variety of individual activities/sports will be discussed and practiced. Basic offensive and defensive strategies for the various activities/sports will be discussed and practiced. **Prerequisite:** PHE 1113
- PHE 3133 Sports Officiating** (3 credit hours)
This course will provide the student with the knowledge and expertise necessary to officiate in physical education classes, intramurals, and interscholastically. It includes the basic fundamental skills on officiating as well as the rules and mechanics of basketball, football, volleyball, soccer, tennis, and softball/baseball.

COURSE DESCRIPTIONS

- PHE 3203 Fitness and Outdoor Activities** (3 credit hours)
Physical fitness and conditioning concepts, activities, assessment, and promotion will be covered. Outdoor pursuit's concepts, activities, assessment, and promotion will also be covered. Both of these areas will also cover teaching techniques, equipment needs, assessment tools, and safety issues. **Prerequisite:** PHE 1113
- PHE 3433 Physical Education for the Atypical Student** (3 credit hours)
Adaptation of exercises, games, and activities to individual needs. Motor skill development and lifetime physical fitness programs for the students with a disability will be emphasized.
- PHE 4103 Kinesiology** (3 credit hours)
A study of motor development and the science of human motion. Acquisition of neuromuscular skills is examined in relation to biological, psychological, and social determinants. **Prerequisite:** PHE 2263
- PHE 4203 Physiology of Exercise** (3 credit hours)
A study of the effects of physical exercise upon the major body systems. **Prerequisite:** PHE 2263
- PHE 4303 Administration of Physical Education and Sports** (3 credit hours)
A study of the administration of physical education and athletic programs. Areas of study will include Organization and Planning, Leadership and Supervision, Human Relations and Personnel Management, Public Relations, Financial Management, Legal Issues including Risk Management, Intramural Program Management, and Facility and Equipment Management. **Prerequisite:** PHE 2203 and junior status
- PHE 4503 Physical Education Programs** (3 credit hours)
Aspects of physical education program planning and implementation including philosophy, curriculum planning, methods, activities, classroom management, assessment, legal liability, and equipment choices for K-12 courses. **Prerequisite:** PHE 1113, EDU 1101, EDU 2103, and EDU 2

Physics

- PHY 1101 General Physics I Lab** (1 credit hours)
This lab accompanies Physics 1. An introduction to the basic concepts of physics to include mechanics, energy, and motion. \$40 lab fee. **Prerequisite:** MAT 1203 or concurrent enrollment
- PHY 1103 General Physics I** (3 credit hours)
An introduction to the basic concepts of physics to include mechanics, energy, and motion. **Prerequisite:** MAT 1203 or concurrent enrollment
- PHY 1201 General Physics II Lab** (1 credit hours)
This lab accompanies Physics II. A continuation of PHY 1101 to include magnetism, electricity, sound, light, thermodynamics, and radiation physics. \$40 lab fee. **Prerequisite:** PHY 1103 and PHY 1101
- PHY 1203 General Physics II** (3 credit hours)
A continuation of PHY 1103 to include magnetism, electricity, sound, light, thermodynamics, and radiation physics. **Prerequisite:** PHY 1103 and PHY 1101

Political Science

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

COURSE DESCRIPTIONS

- POS 3113 Political Parties** (3 credit hours)
History and practice of party politics in the United States. A study of political parties, elections, and campaigns in the U.S.
- POS 3303 American Presidency** (3 credit hours)
A study of the Presidential election process, powers of the President, problems in the office, and selected Presidents and their styles of leadership with emphasis on modern Presidents.
- POS 4143 Comparative Politics** (3 credit hours)
Nature of governments in modern society as seen through the philosophies and practices of selected systems of government of the world. Special attention will be given to democracy as a philosophy based on moral principles and values.
- POS 4223 Constitutional History** (3 credit hours)
A detailed study of the origin, development, and articulation of the Constitution of the United States.
- POS 4313 World Systems and Ideologies** (3 credit hours)
This course explores world systems and the main ideologies of these world groups. Discussions will also include the ideas that have challenged these views over time.

Psychology

- PSY 1103 General Psychology** (3 credit hours)
This survey course provides students with a broad introduction to the field of psychology including fundamental theories and major topics in the field (e.g., human development, sensation and perception, cognition and intelligence, conditioning and learning, emotion and motivation, personality, and social behavior). **Prerequisite:** Student must complete this course prior to enrollment in any other Psychology course.
- PSY 2103 Psychology of Adjustment** (3 credit hours)
Studies self in relation to conflict, emotional stress, maturity, and frustration. Preventive mental health is emphasized.
- PSY 2113 Writing in Psychology** (3 credit hours)
Designed to develop students' APA writing and information literacy skills for the psychology major. Selected topics in several psychological domains are covered as students engage in information search and APA writing tasks. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- PSY 2213 Educational Psychology (3 credit hours)**
Theories of development and learning. Understanding and utilizing the teaching/learning process through application of principles of learning, motivation, readiness, transfer, and individual differences. Cross Reference EDU 2213
- PSY 2223 Developmental Psychology** (3 credit hours)
Growth and development from conception to maturity, including principles and processes of psychological, emotional, motor, and intellectual development. Prerequisite: PSY 1103 and at least one completed sophomore level PSY course.
- PSY 2403 Psychology of Sex and Gender (3 credit hours)**
An introduction to a wide variety of issues in the psychology of sex and gender including sexuality, sexual orientation, gender identity, physiological and psychological differences, gender roles and stereotypes, definitions of femininity

and masculinity, and inequalities. This course will span the spectrum of topics related to all genders. This includes women, men, intersex, transgender and others. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3103 Learning and Behavior Modification (3 credit hours)

Behavior modification is the study of basic principles of learning and behavior. Integral to this discipline is the examination of environmental events that impact human behavior. The purpose of this course is to learn how to apply behavior modification to various forms of behavioral development. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.

PSY 3113 Cognitive Neuroscience (3 credit hours)

Introduction to the study of the neural mechanisms underlying cognitive processes. Topics include relations between neural processes and attention, perception, memory, thinking and language; measuring change in electrical activity, blood flow, and metabolism in the brain during cognition; the problem of consciousness; and evolutionary perspectives. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3123 Play: Psychological, Recreational, and Occupational Benefits (3 credit hours)

Conceptual, theoretical, & empirical study of play will be focused on. Included are the development, organization and impact of play on mental health, well-being and occupation.

PSY 3133 Affective and Motivational Science (3 credit hours)

Motivation and emotion are multifaceted psychological constructs that encompass underlying processes to initiate, direct and maintain human behavior. The aim of this course is to introduce the history, theories, and principles of human motivation and emotions with specific attention paid to arousal, drive, addiction, mood, goal setting, stress and coping. Students will examine constructs and underlying processes from a variety of perspectives including physiological, psychological, and social viewpoints. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3213 Human Growth and Development (3 credit hours)

This course explores human growth and development across the lifespan from the prenatal period to old age with consideration of genetic and environmental determinants of behavior and the influences of heredity, physiology, education, and culture on the social, emotional, and intellectual growth of the individual. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.

PSY 3223 Psychology of Adulthood and Aging (3 credit hours)

A survey of the physical, psychological, emotional and behavioral functioning of individuals from young adulthood to old age. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.

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

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

- PSY 3403 Group Processes and Intercultural Relations (3 credit hours)**
 A study of group processes and cultural and subcultural differences from a psychological perspective. Comparison and documentation of variations in culturally learned differences in behavior as opposed to individual differences. Exploration of the psychological impact of differing cultural expectations. Topics may include: ethnocentrism, bystander dynamics, stereotyping, interpersonal and intercultural communication, culture shock, nonverbal behavior, conflict management, and developing intercultural interaction skills. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- PSY 3413 Family Systems (3 credit hours)**
 This course offers a study of the family as a system and elements that lead to successful adjustment in family living. Dynamics of love, communication, and sexuality are examined as part of the developmental process of family. The major focus of this course is on the process of internal family development—the changing relationships of parents and children, familial roles and responsibilities, and common challenges experienced by traditional and non-traditional families at successive stages of the cycle of family life. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- PSY 3423 Child and Adolescence (3 credit hours)**
 An introductory look at child and adolescent experiences from infancy to young adulthood using developmental, historical, and cultural approaches. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- PSY 3503 Social Psychology (3 credit hours)**
 Social psychology covers a wide range of psychological processes, from intrapersonal processes within the mind of a single individual to collective processes between groups of individuals. Topics of study will include attitude formation and persuasion, interpersonal judgment and perception, social attraction, aggression, prejudice and social influence including, conformity, stereotypes and gender roles, attraction and attachment, and social modeling. **Prerequisite:** Students must have completed PSY 1103, SOC 1103 or equivalent prior to enrollment.
- PSY 3513 History of Psychology (3 credit hours)**
 This survey course focuses largely on the history of modern psychology, chiefly since 1879. Students will review at the philosophical and physiological viewpoints that led to the birth of the “new” psychology in Germany and ultimately to the major systems (or schools) of psychology in America. The science and practice of psychology evolved together in America and thus, this course will focus not only on the history of the science of psychology but also on the profession of psychology, emphasizing the four principal applied specialties: clinical, counseling, industrial/organizational, and school psychology. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- PSY 4103 Theories of Personality (3 credit hours)**
 This course examines personality theories from the major schools of thought in the field of psychology. These personality theories serve as the foundation for nearly every branch of psychology and the study of human nature. Students will study, and critically evaluate, the philosophy, science, and art of these theories and the theorists who developed them. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.

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

COURSE DESCRIPTIONS

data interpretation and formal research report writing, the review of empirical, peer-reviewed literature, the critique and interpretation of applied research and the ethical responsibilities and codes of conduct related to psychological research.

Prerequisite: Students must have completed PSY 1103 or equivalent prior to enrollment. Only senior level Psychology majors are permitted to enroll.

PSY 4523 Psychological and Educational Testing (3 credit hours)

An overview of the various kinds of instruments in print and their different uses, how to choose an instrument, and evaluate strengths and weaknesses of them.

Prerequisite: PSY 1103 and MAT 2103 and at least one completed sophomore level PSY course.

PSY 4703 Special Topics in Psychology (3 credit hours)

Special topics course allow students to develop an understanding of a psychological topic that is not focal in the undergraduate curriculum. Current topics include the Psychopathy of Serial Killers, Psychology of Sports and Competition, and Integration of Psychology and Christianity. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment. Only junior and senior level Psychology majors are permitted to enroll.

PSY 4804-8 Psychology Practicum (4 to 8 credit hours)

This course is an independent study opportunity that allows students to gain experience that is directly relevant to their program of study in psychology. The experience may be relevant to their field of psychology including human factors, health psychology, human services, or forensic science. Students may volunteer in local agencies, private organizations, local government, hospitals, laboratories, correctional facilities, or private practice settings. The course is intended to be more than a volunteer for credit arrangement. Students are expected to relate their work experiences to their academic program. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment. Only senior level Psychology majors are permitted to enroll.

Religion

REL 1101 L.I.F.E. I (Chapel) (1 credit hour)

L.I.F.E. (chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own.

REL 1201 L.I.F.E. II (Chapel) (1 credit hour)

L.I.F.E. (Chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own.

REL 1301 L.I.F.E. III (Chapel) (1 credit hour)

L.I.F.E. (Chapel) provides students with encouragement and fellowship in a spiritually stimulating setting. It is designed to introduce students to speakers from different churches who perhaps embrace spiritual concepts different from their own.

REL 1103 Old Testament Survey (3 credit hours)

Studies in the Old Testament text and in its historical and social context.

REL 1203 New Testament Survey (3 credit hours)

Studies in the New Testament text and in its historical and social context.

- REL 1303 Christian Theology in Modern Fiction** (3 credit hours)
 This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological worldview and reflects Christian values, ethics and morals. Course level reflects the academic expectation and requirements for the course.
- REL 2213 Spiritual Formation** (3 credit hours)
 An introduction to Spiritual Formation that explores the biblical, theological, and practical considerations of developing a healthy spiritual life.
- REL 2313 Sports Evangelism** (3 credit hours)
 This course assists the student in exploring, learning, and practicing various types of evangelism techniques. Special attention is given to public presentation of the gospel of Jesus Christ and to being a player/coach with biblical character and integrity.
- REL 2403 Faith and Christian Ethics** (3 credit hours)
 This course is an introduction to moral reasoning and ethical systems from a Christian perspective with a view to the application of a coherent Biblical ethical framework to the major moral issues in contemporary society.
- REL 2503 Hermeneutics** (3 credit hours)
 This course is an advanced study of hermeneutical theory and its application to the Biblical text. Students will be instructed in the exegetical process and will be required to demonstrate their learning in the production of an exegetical paper.
- REL 3143 History of Christianity to 1517** (3 credit hours)
 A study of the development of Christian theology and practice up to the time of the Protestant Reformation. Cross-reference with HIS 3143
- REL 3213 Ethnographic Study** (3 credit hours)
 This course assists the student in exploring, learning, formulating, and conducting an ethnographic study with an unreached people group. In class sessions will include training on how to set up, to conduct, and to collect, and to report qualitative ethnographic research. On the field training will include supervised data collection. Special attention is given to providing recommendations for engaging the unreached/unengaged people with the gospel of Jesus Christ in a culturally sensitive approach.
- REL 3313 Communicating the Gospel** (3 credit hours)
 This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem-solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission.
- REL 3333 History of Christianity from 1517** (3 credit hours)
 A study of the development of Christian theology and practice from the time of the Protestant Reformation. Cross-reference with HIS 3333
- REL 3413 Practical Ministry** (3 credit hours)
 This course is a study of pastoral ministry with an emphasis on the shepherding model. It will also include issues of credibility, leadership styles, mission, vision, and other practical matters. A study is also made of the pastor's duties in conducting weddings, funerals, communion, water baptism, dedication services, business meetings, hospital visitation, and ministry to the sick.

COURSE DESCRIPTIONS

- REL 3593 Christian Theology in Modern Fiction** (3 credit hours)
This course explores basic theological concepts that frame foundational Christian beliefs about our relationships with God and each other. This exploration will utilize the lens of a modern work of literature. The goal of the course will be to determine the extent to which contemporary literature embraces a Christian theological worldview and reflects Christian values, ethics and morals. Course level reflects the academic expectation and requirements for the course.
- REL 4113 Biblical Counseling** (3 credit hours)
Overview of theory and techniques of pastoral counseling. Includes limitations of practice and when to make referrals in mentoring to a congregation. **Prerequisite:** REL 1103, REL 1203, and REL 3113
- REL 4233 Evangelism and Discipleship** (3 credit hours)
This course is a consideration of the Biblical and practical application of evangelism and discipleship. The social, cultural, community and ontological ramifications of evangelism and discipleship are considered, as well as a critique of current issues, worldview, and the needs of the 21st century world.
- REL 4313 Advanced Biblical Research** (3 credit hours)
Advanced Biblical Research (3 credit hours) This course will be an in-depth study of a particular book or genre of the Bible with application to sound hermeneutics and an understanding of the cultural, historic, and literary contexts.
- REL 4503 Advanced Historical Theological Research** (3 credit hours)
This class will study historic theological doctrine and texts with the intent of developing research skills in the student. Particular attention will be given to the historic development of Christian thought and the systematic construal of a particular doctrine in preparation for research.
- REL 4723 Topics in Theological Study** (3 credit hours)
This course will be an in-depth study of a particular doctrine in Christian theology with attention to its biblical and historical background.
- REL 4813 Practicum** (3 credit hours)
A practicum giving the student supervised experience in a ministry setting, this is a capstone course in Youth/Pastoral Ministry in which students strive to (1) integrate their previous academic experiences with practical experiences in a local church setting, (2) complete a professional portfolio of their experiences and work samples, (3) demonstrate competence in their discipline – assessing needs, finding answers, and providing help, information, or advice appropriately.

Science

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

School Counseling

- EDSC 5103 Career Development and Transition Planning (3 credit hours)**
 This course in P-12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities. (3 hours) **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDUC 5423
- EDSC 5233 Human Sexuality (3 credit hours)**
 This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213
- EDSC 5213 Professional and Ethical Issues in Counseling (3 credit hours)**
 Professional and ethical issues in counseling with emphasis on legal aspects and professional ethical codes. Addresses ethical decision-making, counseling of diverse populations, professional credentialing, professional organizations, and practical applications. **Prerequisite:** EDUC 5103, EDSC 5323
- EDSC 5313 Counseling Techniques (3 credit hours)**
 This course is an introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship with students, administration, faculty and parents in a school setting. Through reading, discussion, written exercises, candidates will acquire an understanding of the counseling experience. Extensive discussion and attention will be given to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper. **Prerequisite:** EDUC 5103, EDSC 5323
- EDSC 5323 Counseling Theories (3 credit hours)**
 Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. May be taken concurrently with EDUC 5103
- EDSC 5403 Group Counseling (3 credit hours)**
 This course prepares school counselors in the methods of organization and facilitation in group therapy as it relates to children in schools. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313
- EDSC 5413 Counseling Families (3 credit hours)**
 Systems theory applied to work with families. Includes parenting education and facilitation of parents' participation in education and in counseling. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313
- EDSC 5423 Child and Adolescent Counseling (3 credit hours)**
 This course focuses on developmental counseling theories. It is an introduction to the knowledge, skills and processes basic to initiating an effective counseling relationship with children and adolescents in school settings as well as in mental health settings. Advocating for children while working effectively with parents, school personnel and other professionals is included. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5313, EDSC 5213

COURSE DESCRIPTIONS

- EDSC 5433 Play Therapy** (3 credit hours)
Introduction to the theories and techniques of play therapy. Includes individual and group applications, directive and nondirective approaches, as well as organization of a play therapy program. **Prerequisite:** EDSC 5323
- EDSC 5523 Psychopathology** (3 credit hours)
This course is an overview of diagnostic categories as described in the DSM - 5. School counselors will become familiar with assessment and treatment issues of abnormal behaviors and will be able to recognize such behaviors for referral to mental health. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313
- EDSC 5463 Psycho-Educational Assessment** (3 credit hours)
Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching strategies, instructional materials, and classroom management strategies. Emphasis is placed in assessment through observation methods, interviewing, and the mental status examinations, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. **Prerequisite:** EDUC 5103
- EDSC 5533 Program Development and Management** (3 credit hours)
This capstone course focuses on the current trends, issues, and challenges in strategic planning in school counseling programs. Basic skills to assist in the development, organization, administration, and evaluation of school counseling programs will also be addressed. Students will get a chance to create a Comprehensive School Counseling Program (CSCP) using different modules. Federal and state mandates will be addressed as applicable. **Prerequisites:** Approval from the Program Coordinator
- EDSC 5543 Crisis and Trauma Intervention** (3 credit hours)
Assessment and interventions appropriate for children, adolescents, and adults who have experienced a significant trauma, including, but not limited to, physical and sexual abuse. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313
- EDSC 5553 Introduction to Addictions Counseling** (3 credit hours)
Theory and treatment of disorders related to addictive behaviors, including drugs, alcohol, gambling, and eating disorders. Also addresses prevention of addictive behaviors and coping skills for family members of addicted persons. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5313, EDSC 5213
- EDSC 5723 Special Topic** (3 credit hours)
This course will address current issues in psychology, e.g., Child and Partner Spousal Abuse and Aging; Suicide; Aging; Cognitive Behavioral Therapy; Child & Adult Attachment.
- EDSC 5803 Internship in Counseling** (3 credit hours)
Minimum of 300 hours of supervised placement in a school counseling setting. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision-making, and system support. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDSC 5423, EDUC 5463, EDSC 5543, EDSC 5403, EDSC 5533, EDSC 5813 and approval of Program Advisor. Additional internship hours may be required for certification in your state.

- EDSC 5813 Graduate Counseling Practicum I** (3 credit hours)
 Minimum 60 hours of supervised counseling experiences in a school counseling setting. This course includes working with diverse populations, experiences in varied types of counseling, and appropriate supervision. The counseling student will conduct observation, co-counseling hours, and/or 1:1 counseling at the discretion of the site supervisor. This course must be taken prior to EDSC 5803 Internship in Counseling. **Prerequisite:** EDUC 5103, EDSC 5323, EDSC 5213, EDSC 5313, EDSC 5423, EDSC 5543, EDSC 5403, EDUC 5463. EDSC 5533 may be taken concurrently with instructor permission

Sociology

- SOC 1103 Introduction to Sociology** (3 credit hours)
 Introduction to the general principles of sociology including the relationship of the individual to the society and culture. Contrasts will be drawn concerning other cultures and patterns of behavior. **Prerequisite:** Students must complete this course prior to enrollment in any other Sociology course.
- SOC 2213 Marriage and the Family** (3 credit hours)
 This course explores the principles involved in developing a successful family throughout all the family's phases. Family variations, guiding children to adulthood, in-laws, and relatives, middle-aged and old-age, marriage and divorce laws, and healthy and unhealthy relationships in the family are studied. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- SOC 3203 Ethnic and Racial Relations** (3 credit hours)
 An introduction to the nature of relationships between racial and ethnic groups and what consequences these have for their relative positions and behavior in society. Students will explore the concepts, perspectives, and research traditionally identified with majority and minority group relations in sociology and examine the nature of intergroup attitudes and discrimination and their role in the creation and maintenance of majority-minority relations in society. **Prerequisite:** Students must have completed PSY 1103 or equivalent prior to enrollment.
- SOC 3223 Sociology of Organizations (3 credit hours)**
 Structured and functional aspects of human groups from informal to complex formal types: small groups, institutions, complex organizations.
- SOC 3503 Social Psychology** (3 credit hours)
 Social psychology covers a wide range of psychological processes, from intrapersonal processes within the mind of a single individual to collective processes between groups of individuals. Topics of study will include attitude formation and persuasion, interpersonal judgment and perception, social attraction, aggression, prejudice and social influence including, conformity, stereotypes and gender roles, attraction and attachment, and social modeling. **Prerequisite:** Students must have completed SOC 1103 or equivalent prior to enrollment.
- SOC 4423 Research Methods in Behavioral and Social Sciences** (3 credit hours)
 This course serves as an introduction to laboratory and field research methods applied in the study of human behavior. Students will learn how to evaluate the quality of research though analyzing the kinds of conclusions that researchers make and the manner in which they collect data to support their conclusions. Course content emphasizes the development of sound methods of hypothesis testing, data interpretation and formal research report writing, the review of empirical, peer-reviewed literature, the critique and interpretation of applied research and

COURSE DESCRIPTIONS

the ethical responsibilities and codes of conduct related to psychological research.

Prerequisite Students must have completed SOC 1103 or equivalent prior to enrollment. Only senior level Psychology majors are permitted to enroll.

Spanish

- SPA 1104 Elementary Spanish I** (4 credit hours)
This course introduces understanding, speaking, reading, writing, and basic grammatical skills in Spanish.
- SPA 1204 Elementary Spanish II** (4 credit hours)
A communicative-based approach emphasizing four language skills (reading, listening, writing, and speaking) is used in this course. Exposure to the Hispanic culture is also emphasized. **Prerequisite:** SPA 1104
- SPA 2103 Intermediate Spanish Grammar and Composition** (3 credit hours)
Basic knowledge of the Spanish language is provided through listening, conversation, reading, composition, dictation, and the fundamentals of grammar; students will be exposed to Hispanic culture and literature. **Prerequisite:** Oral Spanish fluency required.
- SPA 3103 Spanish Comparative Linguistics** (3 credit hours)
Examines the difference between standard/conventional and dialectical Spanish. **Prerequisite:** Oral Spanish fluency required.
- SPA 3203 Spanish Grammar and Composition** (3 credit hours)
Provides a thorough background in grammatical aspects of the language with emphasis on writing. **Prerequisite:** Oral Spanish fluency required.
- SPA 3303 Survey of Spanish Literature** (3 credit hours)
Examination and critical analysis of the major literary works of Spain. **Prerequisite:** Spanish fluency required. SPA 2103
- SPA 3403 Survey of Spanish-American Literature** (3 credit hours)
Examination and critical analysis of the major literary works of Mexico, South and Central America, and the Caribbean. **Prerequisite:** Spanish fluency required. SPA 2103

Special Education

- SPED 1101 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. **Prerequisite:** Advisor approval
- SPED 2103 Introduction to Special Education** (3 credit hours)
This course surveys the historical development of Special Education, describes funding bases and legal implications, defines exceptionality, delineates service delivery options, and discusses theoretical foundations, curricula, and program models.
- SPED 3223 Classroom Management and Organization for the Exceptional Learner** (3 credit hours)
Basic principles and procedures of classroom management including various current behavioral management plans, time management strategies, and other current classroom management strategies to use with all students, including exceptional learners. **Prerequisite:** (Cross references with EDU 3223)

- SPED 3423 Special Education Curriculum** (3 credit hours)
 Curricula for Special Education at various levels (preschool through secondary, vocational, adult, etc.) are discussed. Program models, curriculum development, socio-cultural issues, parenting techniques, and resource areas are explored.
Prerequisite: SPED1101 and SPED 2103
- SPED 3503 Methods and Materials for Reading and Integrated Communication Arts** (3 credit hours)
 This course provides in-depth information on 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 exceptional populations ranging from infancy through adulthood. The course includes "main-streaming" or transition techniques and models.
Prerequisite: SPED 1101, SPED 2103, and EDU 2103 (Cross references with EDU 3503)
- SPED 3513 Reading Instruction** (3 credit hours)
 Reading Instruction is designed to provide students with current, research-based information on theory and practice in reading instruction. Essential components of this course include neuron-psychology, alphabetic (phonics and language), best instructional practices, fluency instruction, assessments to inform classroom instruction, comprehension instruction, writing and spelling instruction, and performance standards and benchmarks. **Prerequisite:** SPED 1101, SPED 2103; and EDU 2103 (Cross references with EDU 3513)
- SPED 3523 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. **Prerequisite:** SPED 1101 and SPED 2103 (Cross references with SPED 5523)
- SPED 4123 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, including learners with severe/profound disabilities; research-based intervention strategies included for these learners **Prerequisite:** SPED 1101 and SPED 2103
- SPED 4213 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. **Prerequisite:** SPED 1101 and SPED 2103
- SPED 4243 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, other health issues, low-incidence exceptionalities, etc.; research-based intervention strategies included for these learners. **Prerequisite:** SPED 1101 and SPED 2103
- SPED 4306 Student Teaching I - Special Education Setting** (6 credit hours)
 Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on all grade levels in special education, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are

responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.

- SPED 4316 Student Teaching II - Special Education Setting** (6 credit hours)
Capstone course for students admitted to the Teacher Education Program. Student teachers are required to complete a 16-week placement, focused on all grade levels in special education, in a public school or approved setting under the supervision of a university supervisor and experienced cooperating teacher. Student teachers are responsible for gradual progression to full teaching duties during the placement, as outlined in the Teacher Education Program handbook. Full admission to TEP required.
- SPED 4502 Field Experience II in Special Education Settings** (2 credit hours)
Students are assigned to Special Education public school classrooms and/or nonschool settings where they assist in all aspects of instruction. **Prerequisite:** Advisor approval.
- SPED 4540 Intern Prep** (0 credit hours)
Seniors who wish to intern teach must complete the application process one semester/term prior to the semester in which they wish to register for intern teaching. Failure to complete the application process prior to the semester of intern teaching will cause a delay in the placement process, and students will have to wait until the next semester to intern teach. **Prerequisite:** All coursework must be completed and the appropriate NMTA exams passed.
- SPED 4546 Intern Teaching in K-12 Special Education Settings** (6 credit hours)
Intern teachers are assigned to a supervisory teacher in a public school where they participate full-time in a supervised teaching experience for a period of 14 weeks. Intern teachers gradually assume a full teaching load which they maintain for an appropriate period of time. The intern is expected to participate in all phases of school life. **Prerequisite:** Admission to Intern Teaching; all required courses completed
- SPED 4601 Intern Teaching Seminar** (1 credit hour)
A forum for sharing experiences and to develop and stimulate reflective teaching skills. **Prerequisite:** Admission to Intern Teaching. Taken concurrently with SPED 4546 and all required courses must be completed.
- 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).

Sports Management

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

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

SPM 3503 Consumer Behavior (3 credit hours)

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

COURSE DESCRIPTIONS

- SPM 4303 Administration of PE and Sports** (3 credit hours)
A study of the administration of physical education and athletic programs. Areas of study will include Organization and Planning, Leadership and Supervision, Human Relations and Personnel Management, Public Relations, Financial Management, Legal Issues including Risk Management, Intramural Program Management, and Facility and Equipment Management (Cross-reference with PHE 4303)
- SPM 4423 Sport Marketing** (3 credit hours)
Sport Marketing is the application and unique principles of promotion and marketing in the sport and fitness industry including: Sponsorship, endorsements, fundraising, role of the media, ticket sales and their use in promotions, gathering and analyzing marketing ratings and shares, industry segmentation, and venue and event marketing. Cross references with MKT 4423 **Prerequisite:** MKT 3103

Sport Management & Recreation

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

USW Courses

- USW 1001 Freshman Orientation** (1 credit hour)
This seminar provides a collaborative environment in which students are introduced to the University of the Southwest academic community. Topics may include exploration of disciplines, technologies associated with coursework, insight on adjusting to college life, budgeting finances and/or time, creating resumes, or life skills topics. The purpose of the course is to help students form habits of inquiry necessary to succeed in academia and beyond.
- USW 2003 Servant Leadership Internship/Practicum** (3 credit hours)
This internship is designed to supplement students' educational backgrounds and Christian faith. Upon completion of the internship, the student will present a professional presentation to the faculty of where they performed their internship,

the organization, and the duties performed while working for the organization. Criteria will include- samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence.

USW 2233 Servant Leadership (3 credit hours)

This internship is designed to supplement students' educational backgrounds and Christian faith. Upon completion of the internship, the student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. Criteria will include- samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence.

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

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

USW 4413 Transcending Leadership (3 credit hours)

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

USW 4691 Senior Seminar in Leadership and Ethics (1 credit hour)

This course provides students with principles that can be applied to life after graduation. Topics include ethics, character, and practices aimed at creating long-term success and a life of service. Students also learn strategies for career survival, including resume preparation, personal interviewing skills, and job application skills.

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.

Faculty & Staff

Presidents

Hobbs Baptist College

1956 – 1960 B. CLARENCE EVANS

NM Baptist College

1960 – 1964 NELL MCLEROY

College of the Southwest

1964 – 1970 J.L. BURKE

1970 – 1971 C.B. WIVEL

1971 – 1974 EUGENE HUGHES

1975 – 1984 BRUCE EVANS

1984 – 1986 ROBERT GALVAN

1986 – 1987 W.L. MCDONNELL

1987 – 1989 HERMAN BARLOW

1989 – 2002 JOAN M. TUCKER

University of the Southwest

2002 – 2015 GARY A. DILL

2015 – Present QUINT THURMAN

Emeriti Faculty

Linda Aycock

Professor of Education

Glynese Floyd

Professor of Theatre/Speech

Sue Fox

Professor of Education

John Larry Goldman

Professor of History/Political Science

Will Roan

Professor of Mathematics

Kenneth Sagerty

Professor of Education

Marilyn Smith

Professor of Education

Gertrude Thompson

Professor of Business

Joan M Tucker

President Emeritus

Robert Woodmansee

Professor of Biology

Board of Trustees

R. Finn Smith, Chair

Gary Eidson, Vice Chair

Laura Castillo, Secretary

Russell Williams, Treasurer

2017

Garry Buie

Heather Evans

R. Finn Smith

Russell Williams

2018

Cliff Brunson

Gary Fonay

LeAnne Gandy

Will Hawkins

Elaine Sena

2019

Shannon Duncan

Gary Eidson

Larry Scott

Gary Sims

Michael Whitehead

2020

Tate Branch

Ken Bromley

Brad Caress

Bill Helwig

George Klein

2021

Sabrina Amador

Laura Castillo

David Pyeatt

Sam Spencer

FACULTY AND STAFF

Asrelle Anderson 2017

Head Cheer and Competitive Dance Coach
BS, M.ED; Sul Ross State University

Steve Appel 2014

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

Elizabeth Aranda 2015

Financial Aid Advisor

Brian Arnold, 2017

University Counselor
BBS, MA, Hardin-Simmons University

Dr. David Arnold 1993

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

Daniel Bailey 2017

Instructor
BA, MA, University of Central Oklahoma

Paul Baker 2007

Head Men's & Women's 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

Abbey Barnum 2017

Assistant Women's Soccer Coach
BBA, Midwestern State University

Jessica Becker 2015

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

Dr. J Reece Blincoe 2017

Associate Professor
BS, MEd, Texas State University; Ed.D,
University of Texas-Austin

Dr. Michael Boling 2017

Assistant Professor
BA, Bryan College; MA, Ph.D., Regent
University

Dr. Jazmine Brantley 2016

MBA, Harding University, DED New Mexico
State University

Dr. Carol Brennan 2013

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

Jamene Caldwell 2014

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

Henry Campos 2014

Maintenance

Dr. Daniel Castillo 2007

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

Julio Castillo 2008

Senior Network Administrator
BBA, University of the Southwest; MBA in
Marketing, University of the Southwest

Dr. Scarlet Clouse 2016

Associate Professor and Dean of the School
of Education; Director of the Office of
Institutional Effectiveness
BS, M.Ed., Sul Ross State University; Ed.D.,
Texas A&M University-Commerce

Andrea Dodson 2014

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

Misty Doshier 2013

Assistant Director of Financial Aid

Dennis Driscoll 2016

Director of Sports Information & Athletic
Media Relations, Adjunct Professor
BS, Wayne State College; MS, Indiana State
University

Dustin Eicke 2015

Assistant Professor
BA, Lubbock Christian; MA, Abilene
Christian College

Shelbie Faught 2014

Director of Student Life
BS, New Mexico State University

Micah Ferrell 2018

Registrar
BBA, University of the Southwest; MBA, Sul
Ross State University

Maria Santa Fierro 2002

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

Richard Fisher 2016

Maintenance

Dr. August Fons 2016

Instructor/Lecturer
BBA, MS, University of the Southwest;
Ph.D, Texas Tech University

Joshua Ford 2007

Director of Resource Enterprise Systems
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

Director of International Admissions
BS, University of Central Oklahoma; MHR,
University of Oklahoma

Jonathan Gonzales 2015

Welcome Center and Lead Development
Coordinator
BAS, University of the Southwest

James Griffin 2006

Director of Campus Mail Services

Dr. Larry M. Guerrero 2015

Provost and Vice President of Academic
Affairs
BS, MEd Oklahoma City University, EdD
Oklahoma State University

Amanda Guzman 2014

Director of Undergraduate Admissions &
Student Support - School of Business
BA, Angelo State University

Dr. Mary Harris 1998

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

Lonnie Harrison 2010

Director of Physical Plant

Victor Hawkins 2011

Director of Security
BS, University of the Southwest

Dr. Bralie Hendon 2016

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

Dr. Tamika Hibbert 2014

Assistant Professor of Education
MsEd, Brooklyn College; Ed.D, Argosy
University

Julie Hillard 2008

Registrar Assistant, VA Certifying Official

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
BS, Langston University

Dr. Jenelle Job 2016

Assistant Professor; Title IX Coordinator,
BA, Concordia University, Canada; MEd,
University of Alberta, Canada; PhD,
University of Alberta, Canada

Danny Kirkpatrick 2015

Campus Pastor
BA, Hardin-Simmons University; MDiv,
Southwestern Baptist Theological Seminary;
PhD, University of Wales (UK)

Dawny Kringel 2015

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

Ron Landschoot 2004

Softball Coach; Assistant Professor of
Education
BBA, Rochester Institute of Technology; MS,
University of Southern California

Amber Lewis 2017

Director of Payroll Services

Dr. Alan Lobaugh 2016

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

Brianna Lopez 2017

BS, University of the Southwest; MBA in
Strategic Management, University of the
Southwest

Ron McBee 2014

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

John McCance 1989

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

Dr. Jeri Midgley 2014

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

Carl Miller 2017

Head Golf Coach

Melissa Mitchell 2007

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

Gracie Orrantia 2011

Housekeeping

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

Johnny Ramirez 2012

Maintenance

Richard Ring 2014

Graduate Student Financial Aid Advisor
BA, Eastern Washington University

Erin Rosine 2016

Director of Undergraduate Admissions & Student Support - School of Education
BS, University of Central Missouri

Larry Sanderson 2016

Assistant Professor of Business
BA, Michigan State University; MS, Purdue University; EdD, University of New Mexico

Lauren Shields 2015

Director of Undergraduate Admissions & Student Support - School of Arts and Sciences
BA, University of New Mexico

Olivia Sisneros 2005

Cashier/Accounts Receivable Clerk

Josh Smith 2016

Head Women's Soccer Coach; Adjunct Professor of Education
BA, Grove City College; MA University of Mississippi

Robert Ssejjemba 2014

Head Men's Soccer Coach
BS, Virginia Intermont College; MBA, University of the Southwest

Dr. William Sumruld 1989

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

Hope Sustaita 2011

Housekeeping

Wesley Taylor 2011

Maintenance Assistant

Lissete Terrazas 2011

Assistant Registrar
BS, University of the Southwest

Carmon Tippy 2013

Assistant to the VP of Financial Services, AP Accounting Assistant

Dr. Quint Thurman 2015

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

Dr. Ryan Tipton 2010

Dean of Business
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

William J. Weidner 2014

Vice President of Institutional Development and Intercollegiate Athletics; Assistant Professor of Education
BS, Springfield College; MA, Stanford University

Katrina Weir 2017

Assistant Track and Field Coach
BS, University of the Southwest

Sandy Wilkinson 2016

Director of Undergraduate Admissions & Student Support - School of Business; Adjunct Instructor
BA, The Defiance College; MBA, Southern Wesleyan University; MBA in Marketing, University of the Southwest

Linda Woodfin 2003

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

Dr. Yusheng Wu 2010

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