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GRADUATE
academic
catalog

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



Dear Friend,

University of the Southwest is dedicated to being a Christ-centered educational community where students learn to be servant leaders by emphasizing faith, responsibility, and initiative in our curriculum and activities. Both on our campus through face-to-face learning experiences and through the variety of our internet-based programs, we are a vibrant academic enterprise.

We are a community of faith that is not aligned with any particular denomination – our faculty and staff comes from a wide variety of Christian traditions. Governed by an independent Board of Trustees, we are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. We participate actively in the Council for Christian Colleges and Universities. As a member of the Red River Athletic Conference (RRAC) and the National Association of Intercollegiate Athletics (NAIA), we embrace the “Champions of Character” core values of respect, responsibility, integrity, servant leadership, and sportsmanship. We welcome a diverse student body who represent a complementary diversity of race, religion, creed, and national origin.

We are confident that you will receive more from us than an education – you will also develop life-long relationships and values that will help you succeed.

Welcome to the journey!

Gary A. Dill, Ph.D., President

Academic Calendar

*Students will have access to Blackboard courses each session beginning one day prior to the first of classes and extending until three days after the last day of finals.

Legend

| | |
|-------------------------|-----|
| Fall (16 week) | F |
| Fall A (8 week)..... | Fa |
| Fall B (8 week)..... | Fb |
| Wintermester..... | Wm |
| Spring (16 week) | S |
| Spring A (8 week) | Sa |
| Spring B (8 week) | Sb |
| Maymester | Mm |
| Summer (8 week) | SU |
| Summer A (4 week)..... | SUa |
| Summer B (4 week)..... | SUB |

Summer 2012

| | |
|---------------------------------------|---------------|
| SU/SUa Classes Begin | June 4 |
| SUa Last Day to Drop/Add..... | June 5 |
| SU Last Day to Drop/Add | June 8 |
| SUa Last Day to Drop with a "W" | June 21 |
| SUa Final Exams/Classes End | June 29 |
| Fourth of July Holiday | July 4 |
| SUa Classes Begin | July 5 |
| SUa Last Day to Drop/Add | July 6 |
| SU Last Day to Drop with a "W" | July 12 |
| SUa Last Day to Drop with a "W" | July 26 |
| SU/SUa Final Exams/Classes End .. | July 31-Aug 1 |

Fall 2012

| | |
|-------------------------------------|----------------|
| F/Fa Classes Begin | August 20 |
| F/Fa Drop/Add | August 24 |
| Labor Day Holiday | September 3 |
| Fa Last Day to Drop with a "W" | September 27 |
| Fa Final Exams | October 11-12 |
| Fb Classes Begin..... | October 15 |
| Fb Drop/Add | October 11-19 |
| F Last Day to Drop with a "W" | November 15 |
| Fb Last Day to Drop with a "W"..... | November 27 |
| Thanksgiving Holiday..... | November 19-23 |
| F/Fb Final Exams | December 11-14 |

Winter 2012/2013

| | |
|-----------------------------------|-----------------------|
| Wm Classes Begin..... | December 17 |
| Wm Last Day to Drop/Add..... | December 18 |
| Christmas Holiday | December 24-28 |
| New Year's Holiday | December 31-January 1 |
| Last Day to Drop with a "W" | January 2 |
| Final Exams | January 4 |

Spring 2013

| | |
|--------------------------------------|-------------|
| Martin Luther King Jr. Holiday | January 21 |
| S/Sa Classes Begin | January 14 |
| S/Sa Last Day to Drop/Add | January 18 |
| Sa Last Day to Drop with a "W" | February 21 |
| Spring Break | March 11-15 |
| Sa Final Exams | March 7-8 |
| Sb Classes Begin | March 18 |
| Sb Drop/Add | March 14-22 |
| S Last Day to Drop with a "W" | April 11 |
| Good Friday Holiday | March 29 |
| Sb Last Day to Drop with a "W" | April 25 |
| S/Sb Final Exams..... | May 7-10 |
| Commencement | May 11 |

May 2013

| | |
|-----------------------------------|----------|
| Mm Classes Begin | May 13 |
| Mm Drop/Add | May 9-14 |
| Last Day to Drop with a "W" | May 23 |
| Memorial Day Holiday | May 27 |
| Final Exams | May 31 |



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General Information

Mission and Purpose

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

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

Honor Code

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

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

Personal Responsibility

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

Respect for Self

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

Respect for Others

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

Accreditations and Affiliations

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

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

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

USW is a member of the following organizations:

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

Title IX Compliance

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

Title IX of the Education Amendments of 1972:

Title IX mandates the protection of all students – male and female – from unlawful sexual harassment in school programs and activities. Programs and activities which may be included are: admissions, recruiting, financial aid, academics, athletics, housing and employment. Students, who experience behavior by a USW faculty or staff member or visitor that may be considered to constitute sexual harassment, sex discrimination, or sexual assault, should contact a member of the residence life staff, the Dean of Students, the university president, and/or USW's Title IX Coordinator, Associate Dean Evelyn Rising, in the Office of Student Services.

Counseling Services

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

All counseling and medication management services are held in the strictest of confidence. University of the Southwest supports and maintains confidentiality to the limits provided by New Mexico law and the professional ethics set forth by the National Board for Counseling Certification, the American Counseling Association, the American Psychological Association, and the state board for licensing.

Distinguished Lecture Series

Special activities offered regularly include speakers, concerts, films, and other productions selected to emphasize the cultural, political, economic, and scientific heritage of America. For example, University of the Southwest hosts the semi-annual Jack Maddox Distinguished Lecture Series. Nationally prominent presenters are invited to the campus to visit informally with students, faculty, and staff and give a formal presentation to the University and the public free of charge. Lecturers in this series have included Dave Barry, Lynn Swann, Oliver North, Ben Stein, Tony Dungy, Jo Frost, Dr. Robert Ballard, Laura Bush, and Captain Chesley "Sully" Sullenberger.

The Hatton W. Sumners Speaker Series sponsors an annual event aimed at fostering responsible citizenship in a free society. The series has hosted Dr. Robert E. Kelly, author of *How to be a Star at Work*, and Wal-Mart tycoon Jack Shewmaker. Other presenters include Christopher Gardner, author of *The Pursuit of Happiness*; award-winning educator, Erin Gruwell; actor, musician and author, Tom Sullivan; and American hero, Captain Scott O'Grady.

Organizations

Alumni Association

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

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 Vice President of Academics & Technology's (VPAT) 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.

General Services and Policies

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

General student conduct standards are explained in the student handbook.

Lost and Found

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

Student Complaints

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

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

Textbook Purchases

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

Student Rights with Regard to Education Records

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

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

Right of the University to Refuse Access

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

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

Right to Refuse to Provide Copies

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

- the student has unpaid financial obligations to the University;
- there is an unresolved disciplinary action against the student

Location of Records

STUDENT SERVICES

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

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

Other records kept on campus include:

- Financial aid records are kept in the Office of Financial Aid.
- Disciplinary records are maintained in the Office of the VPAT.
- Housing records are maintained in the Housing Office.
- Athletic health and Injury records are maintained in the Athletic Trainer’s office.

Disclosure of Educational Records

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

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

Availability of Records of Requests for Disclosure

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

Directory Information

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



Scarborough Memorial Library Services

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

Library Collections

Scarborough Memorial Library houses over 54,500 items, most of which are to be found in the general stacks. There are three special collections housed in the Library: the New Mexico State Textbook Adoption Center with a collection of K-12 textbook samples; the Thelma A. Webber Southwest Heritage Room containing U.S. Southwestern history, literature, folklore, etc.; and the Hatton W. Sumners Freedom Collection specializing in items relating to entrepreneurship, free market economics, liberty, and freedom. All circulating Library materials are available for a three-week loan period. Materials may be renewed for an additional six weeks, as long as another patron has not placed a hold on the material in question. The Library receives over 200 newspaper, journal, and periodical titles.

Library Services

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

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

Library Regulations

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

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

Financial Information

Tuition and Fees

FINANCIAL INFORMATION

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

Changes are effective June 1st of that academic year.

| | |
|--------------------------|----------|
| Tuition per credit hour* | \$544.00 |
| Audit: per credit hour | \$272.00 |
| Continuation Fee ** | \$400.00 |
| Directed Study Fee | \$200.00 |
| Schedule Change Fee*** | \$20.00 |
| Graduation Fee | \$90.00 |
| Diploma Replacement | \$50.00 |

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

**Internship/Practicum

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

OTHER FEES

| | |
|--------------------------------|----------|
| Challenge By Exam Fee | \$50.00 |
| Intern Teaching Fee | \$150.00 |
| Late Payment Fee | \$30.00 |
| Late Registration Fee | \$50.00 |
| Placement Service Fee | \$10.00 |
| Recording Fee per credit hour | \$25.00 |
| Transcript (domestic-Fax only) | \$10.00 |
| Transcript (official) | \$5.00 |
| Transcript (student) | \$1.00 |
| Vehicle Registration Fee | \$10.00 |

Payment Plan

Contact the Business Office or website for details.

Payment of Charges

University of the Southwest operates on a 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 MST or you may pay online with a credit card.

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

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

Refund Policy

Schedule Changes

Students will receive a 100 percent refund of tuition for classes dropped by 5:00 p.m. one week after classes begin, as published in the official academic calendar in the catalog. There will be **NO REFUND** from withdrawal of classes after the first week. Refund deadlines differ for summer and special terms. Please contact the Business Office for this refund information.

Dropped Classes

Students will receive a 100 percent refund of tuition for classes dropped the first 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.

Withdrawal from the University

Candidates may withdraw from courses based on the published dates in the Catalog. A candidate who enrolls in a class and does not attend (or stops attending), but does not officially withdraw, is assigned a Failing Grade (F) for that class.

Students completely withdrawing from the University on or before the 60 percent point of the fall (Fall A & Fall B combined) or spring (Spring A & Spring B combined) semesters will receive a pro-rata refund of tuition, fees, room and board. There will be **NO REFUND** of any charges after the 60 percent point. The student must contact the Office of the Registrar to initiate a withdrawal.

Students completely withdrawing from the University on or before the last day of the first week of classes of any short term semester (i.e. winter, may, summer) will receive a 50% refund of their tuition, fees, room, and board. There will be NO REFUND from withdrawal of any charges after the last day of the first week of classes.

Repayment Distribution Policy

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

- 1) Direct Stafford Loan
- 2) Direct PLUS
- 3) Federal Pell Grant
- 4) Federal Supplemental Educational Opportunity Grant
- 5) Other Title IV programs

Certain pro-rata refunds will be made to students attending University of the Southwest for the first time if he/she withdraw on or before the 60 percent point of the enrollment period. These refunds apply to students receiving federal student aid including Pell Grants, student loans, and supplemental educational opportunity grants.

Financial Aid Policies

Financial Assistance

Financial Assistance programs at University of the Southwest are funded through a variety of sources. Various financial assistance programs are used, meet financial needs, or provide self-help opportunities through college work-study programs and student loans. While it is not possible to guarantee funding will be available for every needy 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 email address of the Office of Financial Aid is financial.aid@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 direct costs, which include tuition, fees, and books. Need is determined using the following formula: Direct costs 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 Stafford loans, Plus loans, or Alternative loans. Eligibility for these loans is determined by the individual student's circumstances and the University's educational costs.

Satisfactory Academic Progress Policy

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

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

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 Probation or Suspension as a result.

Qualitative Standard

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

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

Additional academic progress criteria may exist for certain financial aid programs. Example: The Federal TEACH Grant requires a student to maintain a 3.25 cumulative GPA. Some private and institutional scholarships require a higher cumulative GPA than those listed above, such as the Academic Merit I and Merit II scholarships require a student to maintain a minimum 2.5 GPA.

Quantitative Standard

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

Maximum Time Frame

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

All Unearned Credits

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

Break in Enrollment

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

Semesters/Terms/Summer Sessions

FINANCIAL INFORMATION A traditional semester is referred to as a standard term (e.g. Fall, Spring, and Summer). Standard terms, as defined by USW, are comprised of a combination of smaller sub-terms (e.g. Fall(a), Fall(b), Spring(a), Spring(b), Summer(a), and Summer(b)). Winter is a sub-term of the Fall term and May is a sub-term of the Spring term. SAP requirements are calculated based on the combined terms and sub-terms as defined by USW.

Delay or Changes with Future Aid

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

Withdrawals and Incompletes

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

Repeated Courses

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

Transfer Courses

Transfer courses are not considered in determining eligibility under the qualitative measure but are considered in the quantitative and maximum time frame measurements. Transfer students who are admitted to USW with a cumulative GPA lower than the qualitative measure of 2.0 will be placed on financial aid probation for one standard term and SAP will be reviewed at the end of the first standard term to determine aid eligibility. If SAP is met, the probation status will be removed. If SAP is not met in the first standard term of enrollment, aid will be suspended.

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 attendance to the Registrar's office periodically at the start of each term. Financial aid will be cancelled for students reported as not actively attending.

Failure to Make Satisfactory Academic Progress

Students who fail to meet the qualitative and/or quantitative standards at the end of each payment period (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 probation for one standard term. The student will also receive a Financial Aid Academic Plan to assist the student toward SAP. A student may receive aid while on financial aid probation. SAP progress will be reviewed at the end of the standard term of probation to determine continued aid eligibility. During the period of an approved appeal, a student must satisfactorily fulfill the requirements of the Financial Aid Academic Plan. The Academic Plan for the probationary period requires every student to have a cumulative completion rate of 85% and a GPA requirement of 2.5 for the standard term of the approved appeal. This will ensure progress in making up the previous deficiency.

Student Should Monitor Progress

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

Veteran's Benefits

The University of the Southwest (USW) 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 VA representatives for assistance.

University of the Southwest VA Office
 6610 Lovington Highway
 Telephone: (575) 392-6561
 fax: (575) 392-6006

Office hours: (Except on holidays)
 8:00 am to 5:00 pm (MST)
 Monday - Friday

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.

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

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

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

Students must also adhere to the following:

- Students must complete a parent School Letter request form each semester. The student MUST inform the USW-VA Office 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 USW-VA 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-VA. 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

Academic Information

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

Admissions Procedures and Policies

Where to apply for graduate admission:

The Office of Enrollment Services is located in J.L Burke Hall on the Hobbs campus. The hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. Students may also apply online at www.usw.edu

Questions regarding admission may be submitted by email to online@usw.edu, or by phone at 575-392-6563 or 800-530-4400.

Criteria

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

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

Process

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

To be considered for admission to the Master of Business Administration program or the Master of Science in Education program, the applicant must:

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

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

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

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

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

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

Full Admission

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

Conditional Admission

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

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

Post-Master's Licensure-Only Program Admission

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

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

Non-Degree Admission

Students possessing a bachelor's degree may be permitted to enroll in graduate courses as non-degree seeking students. Preference will be given to degree-seeking students when enrollment is limited. The non-degree student may complete no more than 9 term hours of coursework. After completing 9 hours the non-degree student must apply to the graduate program or discontinue taking graduate classes.

Re-Admission to the Graduate Program

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

Teaching Licensure/Certification

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

Educational Administration Licensure in New Mexico

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

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

School Counselor Licensure in New Mexico

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

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

Professional Clinical Mental Health Counselor in New Mexico

A graduate student seeking mental health licensure should contact the graduate program director and the graduate advisor. Mental Health counselors are required to meet the qualifications and requirements as set forth by the New Mexico Counseling and Therapy Board

that include the completion of a minimum of 48 term hours of graduate coursework, which includes a minimum of 9 term hours in graduate supervised practicum and/or internship; the minimum number of required client contact hours under approved supervision; and passage of a Board approved examination.

Licensure of Students from States Other than New Mexico

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

Notification of Admission Status

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

Academic Advisement and Program Planning

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

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

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

Academic Progress

Graduate students must maintain a minimum, cumulative grade point average (CGPA) of 3.0 for all graduate work completed. Graduate coursework taken at another college or university, in which the student earned below a B, will not be accepted in transfer to a USW graduate program. A student who receives a C, D, or F in a course will be placed on academic probation. Furthermore, no more than one C will be allowed to count toward the Master's degree. Students who earn more than one C, D, or F will be allowed to continue in the program but must retake the appropriate course and earn a B or better at the first opportunity in order to remove a second C, D, or an F. This can help raise a low GPA. Failure to raise the CGPA to 3.0 after two terms may result in permanent expulsion from the Graduate Program. A USW course may be repeated a maximum of two times.

Academic Policies

ACADEMIC INFORMATION 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 Records

Once submitted, academic records and transcripts become a permanent part of the student's records at USW and will not be returned. All records submitted will be destroyed when a student fails to attend within one academic year of the date of anticipated attendance. A student found guilty of nondisclosure or misrepresentation in completing the admission forms will be subject to disciplinary action, including possible dismissal from the University.

Full-Time Student Status

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

Grading

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

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

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

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

Incomplete Work

An incomplete (I) grade is not usually allowed for coursework. Any student request for an incomplete grade must be recommended by the course instructor to the Dean for approval. If an incomplete is granted, the work must be completed within 60 calendar days unless specified by the instructor; otherwise, it becomes an "F" on the student's record.

Comprehensive Examinations, Projects, Internships, and E-Portfolios

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

Graduate Internship

Students enrolled in Internships (EDA 5803, EDC5803m, EDC5803s, EDG5803) will receive an "NC" until all course requirements are met. Students must complete a minimum of 3-credit hours of internship, which requires 300 contact hours. Upon completion of the internship, the University supervisor will submit a final grade.

After registering for the internship for the first time, students have one calendar year to complete the internship.

Academic Integrity

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

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

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

Academic Status

Academic Probation

Graduate students must maintain a minimum, cumulative grade point average (GPA) of 3.0 for all graduate work completed. Graduate coursework taken at another college or university, in which the student earned below a B, will not be accepted in transfer to a USW graduate program. A student who receives a C, D, or F in a course will be placed on academic probation. Furthermore, no more than one C will be allowed to count toward the Master's degree. Students who earn more than one C, D, or an F will be allowed to continue in the program but must retake the course(s), at the first opportunity in order to remove a second C, D, or an F, which can help raise a low GPA. Failure to raise the GPA to 3.0 after two

terms may result in permanent expulsion from the Graduate Program. A USW course may be repeated a maximum of two times.

Academic Suspension

A student placed on academic suspension may appeal to the Vice President of Academics & Technology. If the appeal is denied, the student will be suspended, and will be eligible for readmission on probation after one full term. Benefits of suspended veterans must be reestablished by the Veterans' Administration.

Dealing with Incidents of Academic Dishonesty

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

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

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

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

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

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

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

Student's Right to Appeal

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

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

- look up the student's record of past incidents of dishonesty
- schedule an appointment with the student to review this policy and give him/her an opportunity to discuss the incident
- consider requests from the student for additional time to gather evidence
- 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 committee's decision to the Vice President of Academics & Technology. 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 Vice President of Academics & Technology

- 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 Vice President of Academics & Technology's decision is final and cannot be appealed.

The Vice President of Academics & Technology 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 Vice President of Academics & Technology within five days of receipt of the committee's decision.

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

The Vice President of Academics & Technology will communicate the final outcome of the appeal to the student, the instructor who brought charges of academic dishonesty, and the Academic Dean.

The Vice President of Academics & Technology's decision is final and cannot be appealed.

Grade Appeal Process

1. A student who wishes to appeal a grade must file notice of intention to appeal with the Registrar. This must be done within thirty (30) days after the start of the regular term following the one in which the questioned grade was given. The Student, after informing the Registrar of the intention to appeal, must 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, and; c) The Vice President of Academics & Technology. It is expected that these officers are to be approached in the order listed above. The student will have a maximum of thirty (30) days to complete this process. The Registrar may extend the time limit to avoid undue hardship or injustice.
2. When a mutually acceptable decision is not reached informally, the student shall submit a detailed statement of appeal with supporting documentation to the Registrar detailing in what way his/her grade assignment was prejudiced, arbitrary, or otherwise improper. At that time he/she may seek the assistance of his/her academic advisor and/or the Registrar.
3. The Registrar will promptly give written notice of the formal appeal to both the student and the involved faculty member. 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. The first meeting of the 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. The Instructor shall promptly make available to the Registrar all pertinent grading records and a written response to the students' detailed statements.
4. Should the instructor assigning the contested grade not be available, whether for reasons of termination, resignation, illness, sabbatical leave, leave of absence or death, the Dean of the school sponsoring the course, or a designee of the Chairperson with a more specific curricular expertise, shall serve as surrogate for the instructor in the grade appeals process.
5. The hearing shall be closed unless both parties agree in writing that it be open. The student and the instructor are both entitled to be accompanied at the hearing by advisors of their choice. The hearings are administrative and not judicial in nature. Both parties and their advisors have the right to present evidence and witnesses on their behalf, and to confront and question opposing witnesses. A list of the evidence and witnesses should be submitted to the Registrar prior to the meeting.
6. Under normal circumstances, if the duly notified student complainant does not appear for the hearing, the complaint shall be dismissed, the case closed, and the actions are not subject to further hearing. If, however, the duly notified faculty member does not appear, the hearing will continue on the presumption that there is no desire to challenge evidence or witnesses presented by the student.
7. At the conclusion of the hearing, the Committee may, by majority vote of its membership, recommend changing the original grade. A written report of the Committee's decision shall be sent to both parties no later than fifteen (15) days after the conclusion of the hearing. The Committee's decision is final and shall not be subject to further hearing or appeal. If the instructor who originally gave the grade is not willing to initiate any recommended grade change, the Registrar, acting on behalf of the Committee, shall file the change and record the new grade.

In case of a procedural violation during the grade appeal process, an appeal may be made by following the procedures listed below:

- Prior to the formal hearing, the student, instructor, or member of the Committee may request review of the hearing process on basis of evidence that any substantial procedural irregularity has occurred. The process shall be initiated by filing a personally signed notice of appeal to the Registrar. The notice shall be accompanied by a statement of alleged violation.
- During the formal hearing, the student, instructor, or member of the Committee may request that the Registrar review the conduct of the hearing on the basis of any substantial procedural irregularity.
- In the event that a review is requested, the hearing process shall be suspended and a special closed meeting of the members of the Committee shall be convened to review the allegation. If the Committee, by majority vote, finds that any substantial procedural violation has taken place, the Registrar shall disband the grade appeal Committee and the Committee alternates shall review the process. The Alternate panel shall continue the hearing process and its decision shall be final.

Special Services

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

Students with Disabilities

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

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

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

Adding or Dropping Courses

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

Withdrawal from a Course or from the University

During each semester or term, a student may withdraw from a class with a "W" through the thirteenth (13th) week of class (dates specified in the current years academic calendar). To withdraw from a course(s), a student must complete and submit the online add/drop/withdrawal form available of 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).

Alternative College Credit

Definition of Terms

- Transfer refers to any course taken at any accredited institution other than USW either before or during the student's program of study. These are considered external credits. (Grades below a "B" will not be transferred into the graduate program.)
- Alternative credits are those earned through any means other than classroom or online instruction. Alternative credits are Credit by Experience, Challenge by Examination, Directed Study, and Credit by Portfolio for Prior Learning.
- Course substitutions occur with either transfer credits or in special cases, such as when students change specializations with USW courses. Substitutions are made when one course (either transferred in or a USW course) in the Degree Plan is equivalent in content and competencies to another USW course in the Degree Plan.

Credit Options

A maximum of 12 credits may be earned through the external credits, internal credits, or a combination of both. All students who are interested in pursuing credit options must first meet with their graduate advisor to obtain approval of the desired credit option.

Transfer Credits, including online courses from other accredited institutions, taken concurrently during the student's enrollment at USW. (Note: Transfer credits are assigned by the advisor during evaluation of transcripts and approved by the Dean of the School of Education. Grades below a "B" will not transfer).

- Course Substitutions for courses taken previously at another institution that are similar to those offered at USW (credits are transferred in).
- Concurrent Enrollment in courses from another accredited institution requires approval from the graduate program academic advisor and is counted toward the 6 hours of full-time enrollment.

General Process for Requesting Credit

The standard, initial process for requesting credit through course substitution or alternative means follows the steps outlined below. Students should also read the special requirements

outlined under each specific option:

- Student consults with his/her graduate advisor to determine eligibility for credit options, including concurrent enrollment.
- Student completes appropriate USW forms, a written request, and any documentation required to assist in determining whether the request can be approved. These documents must be submitted to the graduate advisor.
- Advisor, dean and/or other graduate faculty review the request and either accept or deny the request. Form is completed and copy placed in student's permanent file in the Office of the Registrar.
- Graduate advisor contacts the student with a decision. Copies are sent to the Registrar, Vice President of Academics & Technology, Dean of the School of Education (SOE), and to the student's permanent file in the Office of the Registrar.

Concurrent Enrollment

To register for concurrent enrollment, complete the Application for Concurrent Enrollment and obtain approval from the graduate advisor, Registrar, and Vice President of Academics & Technology.

Credit by Portfolio for Prior Learning

Students should follow steps outlined under "General Process for Requesting Credit." Gaining credit for prior learning requires students to enroll in the course which will be completed as a portfolio to assist them in developing a learning portfolio. The portfolio must provide evidence of college-level learning which is presented in three formats: (a) an outline and description of prior personal, academic, and professional experiences; (b) an essay explaining learning gained from those experiences; and (c) documents from outside sources verifying those experiences.

The portfolio is assessed by an expert reviewer selected by the course instructor to determine if graduate credit can be granted for the course the student wishes to petition. The course must correspond to the student's experience and learning documented in the portfolio. Grades of Credit ("CR") or No Credit ("NC") are granted for the portfolio course/ petitioned course.

Credit by Experience

This option is limited to the graduate leveling courses EDU/SPED 1101 Field Observation, EDU/SPED 4502 Field Experience and graduate practica, and requires the approval of an SOE program director. The student will complete the necessary form(s) and pay any related fees for Credit by Experience as directed by graduate advisor.

Challenge by Examination

This option is limited to graduate leveling courses (EDU 2103/SPED 2103) Students should follow steps outlined under "General Process for Requesting Credit." If the request is granted, the Dean will arrange for a comprehensive examination to be administered. Students must score at least 85 on a 100 point system (grade of "B") to receive credit for the course. There is both an application and recording fee which is listed under Tuition and Fees section of this catalog. No credit by examination will be approved under any of these conditions: (a) The course was taken either for credit or audit at any college prior to the request, (b) the course is being taken at the time of the examination, (c) the student has not been admitted to the graduate program, or (d) the course has a prerequisite that has not been completed by the graduate student.

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).

Correspondence Credit

No correspondence course credit may be applied to a graduate degree.

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.

Courses Taken in Transfer

To request acceptance of course work completed prior to the last 6 years, a written request must be submitted to the graduate advisor. The program director will decide if the course would be accepted. Acceptance of these courses for credit will be based on student demonstration of proficiency and currency in subject areas under consideration.

Audit Policy

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

Undergraduate in Graduate Courses

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

New Courses and Special Offerings

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

Correction of Educational Records

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

- a student must make a request, in writing, to the appropriate official of the

University that a record be amended. In the request, the student must identify the part(s) of the record that he/she believes ought to be changed and must specify why he/she believes that part of the record to be inaccurate, misleading, or in violation of the student's privacy rights;

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

Transcripts

Students may obtain copies of their transcripts from the Office of the Registrar. Due to regulations stated in the Family Educational Rights and Privacy Act (FERPA) of 1974, only written requests from the individual will be honored. A parent, spouse, or firm may not request a transcript of another person's records. Phone requests will not be honored.

Transcripts will be withheld for the following reasons:

- The student's file is incomplete; that is, not all current transcripts from previous schools attended are on file.
- The student has a financial obligation to the University.
- The student's financial aid files are incomplete or the proper exit forms have not been signed.
- The student has caused damage to University property.
- The student has disciplinary action(s) pending.

Graduate Internship and Practicum

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

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

Prior to beginning the internship, students must:

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

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

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

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

Graduation Policies

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

Honors

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

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

Note: The specific honor will be calculated on April 1st of the student's graduation year. The honor will be printed in the commencement program and the student will wear honor regalia. However, the final cumulative GPA will be recorded and that final GPA will determine the specific honor that will be printed on the diploma and official transcript.

Graduation Ceremony

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

Academic Programs

Academic Course Identification

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

Course Designation by Number

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

Course Description

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

Core Courses and Specialization

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

Master of Business Administration

Accounting

ACADEMIC PROGRAMS- MBA

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

Core Course Requirements

MBA 5223 Leadership
 MBA 5103 Information Technology for Managers
 MBA 5533 Business Analytics and Econometrics
 MBA 5243 Controllership
 MBA 5323 Marketing Concepts and Strategies
 MBA 5503 Transforming Business in the 21st Century
 MBA 5423 Financial Management

Specialization Course Requirements

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

Total Hours: 36

Finance

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

Core Course Requirements

MBA 5223 Leadership
 MBA 5103 Information Technology for Managers
 MBA 5533 Business Analytics and Econometrics
 MBA 5243 Controllership
 MBA 5323 Marketing Concepts and Strategies
 MBA 5503 Transforming Business in the 21st Century
 MBA 5423 Financial Management

Specialization Course Requirements

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

Total Hours: 36

Marketing

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

Core Course Requirements

MBA 5223 Leadership
 MBA 5103 Information Technology for Managers
 MBA 5533 Business Analytics and Econometrics
 MBA 5243 Controllorship
 MBA 5323 Marketing Concepts and Strategies
 MBA 5503 Transforming Business in the 21st Century
 MBA 5423 Financial Management

Specialization Course Requirements

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

Total Hours: 36

Strategic Management

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

Core Course Requirements

MBA 5223 Leadership
 MBA 5103 Information Technology for Managers
 MBA 5533 Business Analytics and Econometrics
 MBA 5243 Controllorship
 MBA 5323 Marketing Concepts and Strategies
 MBA 5503 Transforming Business in the 21st Century
 MBA 5423 Financial Management

Specialization Course Requirements

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

Total Hours: 36

Self-Designed

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

Core Course Requirements

- MBA 5223 Leadership
- MBA 5103 Information Technology for Managers
- MBA 5533 Business Analytics and Econometrics
- MBA 5243 Controllershship
- MBA 5323 Marketing Concepts and Strategies
- MBA 5503 Transforming Business in the 21st Century
- MBA 5423 Financial Management

Specialization Course Requirements

Students Select 4 courses from the list below:

- MBA _____
- MBA _____
- MBA _____
- MBA _____
- MBA 6503 Organizational Design and Strategy (Capstone)

Total Hours: 36

Research Track

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

- MBA 5523 Business Statistics Research Design
- MBA 5103 Information Technology for Managers
- MBA 5223 Leadership
- MBA 5243 Controllershship
- MBA 5323 Marketing Concepts and Strategies
- MBA 5503 Transforming Business in the 21st Century
- MBA 5203 Information Technology for E-Business
- MBA 5343 Internal Audit Theory and Practice
- MBA 5403 Human Resource Management
- MBA 5423 Financial Management
- MBA 5433 Multinational Financial Management
- MBA 5803 Thesis

Total Hours: 36

Sport Management and Recreation

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

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

Core Course Requirements

MBA 5223 Leadership
 MBA 5103 Information Technology for Managers
 MBA 5533 Business Analytics and Econometrics
 MBA 5243 Controllorship
 MBA 5323 Marketing Concepts and Strategies
 MBA 5503 Transforming Business in the 21st Century
 MBA 5423 Financial Management

Specialization Course Requirements

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

Total Hours: 36

Master of Science in Education

Educational Administration

ACADEMIC PROGRAMS- MSE

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

Prerequisite for Licensure in New Mexico

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

Leveling Courses (Credits DO NOT apply to degree)

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

Required Courses

EDA 5013/ Instructional Strategies
EDU 5203/ Theories of Learning & Human Development
EDU 5513/ Culturally Diverse & Special Needs Population
EDU 5533/ Program Development and Management
EDU 5523/ Educational Statistics & Research Design
EDA 5203/ Educational Leadership and Supervision
EDA 5213/ Theories of Curriculum Development
EDA 5303 Policies and Public Relations
EDA 5313/ Educational Law
EDA 5403 Educational Finance & Facilities
EDA 5513 Theories of Administration**

Required Internship

EDA 5803/ Internship in Educational Administration

/ Indicates courses that are cross-referenced

Total Hours: 36

Educational Diagnostics

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

Pre-Requisites

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

Leveling Courses (Credits Do Not Apply to Degree)

SPED 2103 Intro to Special Education

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

Core Course Requirements

EDU 5203 Learning & Human Development

EDG 5313 Educational & Special Education Law

EDU 5513 Culturally Diverse & Special Needs Pops

EDU 5523 Educational Research

Specialization Course Requirements

EDG 5103/ Career Development & Transition Planning

EDR 5113/ Brain-Based Reading Instruction

EDG 5203/ Diagnostic & Corrective Reading

EDG 5223/ Advanced Assessment

EDG 5443A Individual Cog Assmt: Test Admin.

EDG 5443B Individual Cog Assmt: Interp/Rept Writing

EDG 5453A Indiv. Ach & Processing Assmt: TestAdmin

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

EDG 5463 Psycho-Educational Assessment

EDG 5533/ Exceptional Populations in Regular Classrooms

EDG 5803 Internship in Educational Diagnostics

*EDG 5123/ High- & Low-Incidence Disabilities

*EDG 5473 Educational Diagnostic Process for Except Lrnrs

/Indicates courses that are cross-referenced (SUBTOTAL 33 HOURS)

*Indicates optional courses

Total Hours: 45

School Counseling

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

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

Leveling Courses (Credits DO NOT apply to degree)

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

Required Courses

Take the first 4 courses listed in the order listed

EDU 5523 Educational Research Take with EDC5323
 EDC 5323 Counseling Theories Take with EDC 5523
 EDC 5313 Counseling Techniques
 EDC 5213 Professional & Ethical Issues in Counseling
 EDC/5103 Career Development & Life Planning
 EDC 5403 Group Counseling
 EDC 5413 Counseling Families
 EDC 5423 Child & Adolescent Counseling
 EDC 5433 Introduction to Play Therapy *
 EDC 5533/ Program Develop. & Management

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

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

Required Internship

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

Total Hours: 42

Mental Health Counseling-48 hours

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

Required Courses

Take the first 3 courses listed in the order listed

EDU 5523 Educational Research Take with EDC5323
 EDC 5323 Counseling Theories Take with EDC 5523
 EDC 5313 Counseling Techniques
 EDC 5203 Learning & Human Development
 EDC 5213 Professional & Ethical Issues in Counseling
 EDC/5103 Career Development & Life Planning
 EDC 5403 Group Counseling
 EDC 5413 Counseling Families
 EDC 5423 Child & Adolescent Counseling
 EDC 5463 Psycho-Educational Assessment
 EDU 5513 Culturally Diverse & Sp Needs Pops
 EDC 5523 Psychopathology

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

EDC 5433 Introduction to Play Therapy *
 EDC 5553 Introduction to Addictions Counseling*
 EDC 5543 Counseling Traumatized Clients *
 EDC 5533 Program Development Management*
 EDC 5563 Clinical Supervision of Counselors*
 EDC 5203 Human Sexuality*
 EDC 5723 Special Topics*
 EDC 5473A Psychopharmacology I*
 EDC 5473B Psychopharmacology II*

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

EDC 5813 Graduate Counseling Practicum I
 EDC 5823 Graduate Counseling Practicum II
 EDC 5803M Internship in Mental Health Counseling
 / Indicates cross-referenced course

Total Hours: 48

Mental Health Counseling- 60 hours

ACADEMIC PROGRAMS - MSE For State Licensure Information: Contact the New Mexico State: Counseling and Therapy Practice Board at www.rld.state.nm.us/counseling.

Required Courses

Take the first three prerequisite/courses in the order listed

EDU 5523 Educational Research Take with EDC 5323
EDC 5323 Counseling Theories Take with EDU 5523
EDC 5313 Counseling Techniques Take with EDC 5323
EDU 5203 Learning & Human Development
EDC 5213 Prof & Ethical Issues in Counseling
EDC/5103 Career Development & Life Planning
EDC 5403 Group Counseling
EDC 5413 Counseling Families
EDC 5423 Child & Adolescent Counseling
EDC 5463 Psycho-Educational Assessment
EDU 5513 Culturally Diverse & Sp Needs Pops
EDC 5523 Psychopathology

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

EDC 5433 Introduction to Play Therapy *
EDC 5553 Introduction to Addictions Counseling*
EDC 5543 Counseling Traumatized Clients *
EDC 5533 Program Development Management*
EDC5563 Clinical Supervision of Counselors*
EDC5203 Human Sexuality*
EDC 5723 Special Topics*
EDC5473A Psychopharmacology I*
EDC5473B Psychopharmacology II*

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

EDC 5813 Graduate Counseling Practicum I
EDC 5823 Graduate Counseling Practicum II
EDC 5803M Internship in Mental Health Counseling
EDC 5803Z Continuing Internship in MH Counseling

Total 60 Hours

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

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

Leveling Courses (Credits DO NOT apply to degree)

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

Core Course Requirements

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

Specialization Course Requirements

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

Optional Plan Information

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

Total Hours: 36

C & I: Bilingual

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

Pre-Requisite

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

Licensure Information

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

Required Courses

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

Optional Plan Information

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

Total Hours: 36

C & I: TESOL

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

Contact your USW advisor or Professor Sue Fox for information

Licensure Information

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

Core Courses

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

Specialization Courses

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

Optional Plan Information

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

Total Hours: 36

Early Childhood Education

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

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

Prerequisites

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

Leveling Courses (Credits DO NOT apply to degree)

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

Required Courses

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

Electives- Choose one course from the following:

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

Optional Plan Information

Head-Start Programs are recommended for Practica

Total Hours: 36

Special Education (Non-Licensure)

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

Licensure Requirements for New Mexico

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

Leveling Courses (Credits DO NOT apply to degree)

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

Required Courses:

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

Choose 1 course from the following:

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

Optional Licensure Plan Information

Consult with your USW advisor or Professor Sue Fox about post-bachelor Licensure Plans.

Total Hours: 36

Licensure: Educational Administration

Pre-Requisties

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

Required Courses

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

Select 6 hours (2 courses) from the following:

EDU 5413/ Program Development and Management
EDA 5213/ Theories of Curriculum Development
EDA 5503 School Administration
EDA 5513 Theories of Administration
EDA 5523 Applied Educational Leadership
/ Indicates courses that are cross-referenced

Total Hours: 21

Licensure: School Counseling

Pre-Requisites

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

Leveling Courses (Credits DO NOT apply to degree)

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

Required Courses

EDC/5103 Career Development & Life Planning
 EDC 5213 Professional & Ethical Issues in Counseling
 EDC 5313 Counseling Techniques
 EDC 5323 Counseling Theories
 EDC 5403 Group Counseling
 EDC 5423 Child & Adolescent Counseling
 EDC 5433 Introduction to Play Therapy *
 EDC 5533/ Program Develop. & Management

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

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

Required Internship

EDC 5801S Internship in School Counseling

/ Indicates cross-referenced courses.

Total Hours: 36

Licensure: Special Education for Licensed Teachers

POST-BACCALAUREATE LICENSURE

Required Courses

| | |
|-----------|--------------------------------------------------------------|
| EDU 1101 | Field Based Observation |
| SPED 2103 | Intro to Exceptional Learners |
| SPED 3223 | Classroom Management & Exceptional Learners -OR- |
| SPED 5233 | Advanced Classroom Management |
| SPED 3423 | Special Education Curriculum -OR- |
| SPED 5423 | Special Education Curriculum |
| SPED 3503 | Methods/Materials in Reading & Integ. Comm. Arts -OR- |
| SPED 5503 | Methods/Materials in Reading & Integ. Comm. Arts |
| SPED 3523 | Assess/Eval/Ref/Place of SPED -OR- |
| SPED 5223 | Advanced Assessment |
| SPED 4123 | Learners Who are Cognitively Different -OR- |
| SPED 5123 | Learners Who are Cognitively Different |
| SPED 4213 | Learners with Learning Disabilities -OR- |
| SPED 5213 | Learners with Learning Disabilities |
| SPED 4243 | Learners with Behavior Disorders -OR- |
| SPED 5243 | Learners with Behavior Disorders |
| SPED 4502 | Field Experience II in SPED |
| SPED | Special Course Offerings (3000, 4000 or 5000 level) |

Additional Information

Also Needed: 24 - 36 hours in your Teaching Field (12 of which must be upper-level).

Optional Licensure Plan Information

Licensure students may take Education courses only at the 1000, 2000, or 3000 level prior to admission to the Teacher Education Program (TEP). To be admitted to the TEP, students must complete an application and take the Basic Skills part of the New Mexico Teacher Assessments (NMTA). To be eligible for Intern Teaching, a student must have at least a 3.00 GPA in Education courses. To become a licensed teacher, a student must pass all required parts of the NMTA.

Licensure: Secondary

Required Courses

EDU 1101 Field Based Observation
 EDU 2103 Foundations of Education
 SPED 2103 Intro to Exceptional Learners

EDU 2213 Educational Psychology **-OR-**
 EDU 5203 Theories of Learning & Human Development

EDU 3213 Multicultural Learners **-OR-**
 EDU 5513 Culturally Diverse & Special Needs Populations

EDU 3223 Classroom Management & Organization **-OR-**
 EDI 5233 Advanced Classroom Management

EDU 3523 Educational Measurement & Evaluation **-OR-**
 EDU 5223 Advanced Assessment

EDU 4213 Teaching in the Secondary School **-OR-**
 EDU 5103 Instructional Strategies

EDU 4413 Reading in Content **-OR-**
 EDU 5333 Reading Comprehension Across the Curriculum

EDU 4502 Field Experience II
 EDU 4546 Intern Teaching
 EDU 4601 Intern Teaching Seminar

Additional Information

Also Needed: 24 - 36 hours in your Teaching Field (12 of which must be upper-level).

Optional Licensure Plan Information

Consult with your USW advisor or Professor Sue Fox about post-bachelor Licensure Plans. Licensure students may take Education courses only at the 1000, 2000, or 3000 level prior to admission to the Teacher Education Program (TEP). To be admitted to the TEP, students must complete an application and take the Basic Skills part of the New Mexico Teacher Assessments (NMTA). To be eligible fo Intern Teaching, a student must have at least a 3.00 GPA in Education courses. To become a licensed teacher, a student must pass all required parts of the NMTA.

Licensure: Elementary

POST-BACCALAUREATE LICENSURE

Required Courses

EDU 1101 Field Based Observation
EDU 2103 Foundations of Education
SPED 2103 Intro to Exceptional Learners

EDU 2213 Educational Psychology **-OR-**
EDU 5203 Theories of Learning & Human Development

EDU 3213 Multicultural Learners **-OR-**
EDU 5513 Culturally Diverse & Special Needs Populations

EDU 3223 Classroom Management & Organization **-OR-**
EDI 5233 Advanced Classroom Management

EDU 3503 Methods/Materials in Reading & Integ. Comm. Arts **-OR-**
EDU 5503 Methods/Materials in Reading & Integ. Comm. Arts

EDU 3513 Reading Instruction

EDU 3523 Educational Measurement & Evaluation **-OR-**
EDU 5223 Advanced Assessment

EDU 4113 Teaching in the Elementary School **-OR-**
EDU 5103 Instructional Strategies

EDU 4203
Diagnostic/Corrective Reading **-OR-**
EDU 5203 Diagnostic/Corrective Reading

EDU 4502 Field Experience II
EDU 4546 Intern Teaching
EDU 4601 Intern Teaching Seminar

Additional Information

Also Needed: 24 - 36 hours in your Teaching Field (12 of which must be upper-level).

Optional Licensure Plan Information

Licensure students may take Education courses only at the 1000, 2000, or 3000 level prior to admission to the Teacher Education Program (TEP). To be admitted to the TEP, students must complete an application and take the Basic Skills part of the New Mexico Teacher Assessments (NMTA). To be eligible for Intern Teaching, a student must have at least a 3.00 GPA in Education courses. To become a licensed teacher, a student must pass all required parts of the NMTA.

Licensure: Elementary & Secondary

Required Courses

| | |
|-----------|--------------------------------------------------------------|
| EDU 1101 | Field Based Observation |
| EDU 2103 | Foundations of Education |
| SPED 2103 | Intro to Exceptional Learners |
| EDU 2213 | Educational Psychology -OR- |
| EDU 5203 | Theories of Learning & Human Development |
| EDU 3213 | Multicultural Learners -OR- |
| EDU 5513 | Culturally Diverse & Special Needs Populations |
| EDU 3223 | Classroom Management & Organization -OR- |
| EDI 5233 | Advanced Classroom Management |
| EDU 3503 | Methods/Materials in Reading & Integ. Comm. Arts -OR- |
| EDU 5503 | Methods/Materials in Reading & Integ. Comm. Arts |
| EDU 3513 | Reading Instruction |
| EDU 3523 | Educational Measurement & Evaluation -OR- |
| EDU 5223 | Advanced Assessment |
| EDU 4113 | Teaching in the Elementary School |
| EDU 4203 | Diagnostic/Corrective Reading -OR- |
| EDU 5203 | Diagnostic/Corrective Reading |
| EDU 4213 | Teaching in the Secondary School -OR- |
| EDU 5103 | Instructional Strategies |
| EDU 4502 | Field Experience II |
| EDU 4546 | Intern Teaching |
| EDU 4601 | Intern Teaching Seminar |

Additional Information

Also Needed: 24 - 36 hours in your Teaching Field (12 of which must be upper-level).

Optional Licensure Plan Information

Licensure students may take Education courses only at the 1000, 2000, or 3000 level prior to admission to the Teacher Education Program (TEP). To be admitted to the TEP, students must complete an application and take the Basic Skills part of the New Mexico Teacher Assessments (NMTA). To be eligible for Intern Teaching, a student must have at least a 3.00 GPA in Education courses. To become a licensed teacher, a student must pass all required parts of the NMTA.

Licensure: Special Education

POST-BACCALAUREATE LICENSURE

Required Courses

- EDU 1101 Field Based Observation
SPED 2103 Intro to Exceptional Learners
- SPED 3223 Classroom Management & Exceptional Learners **-OR-**
SPED 5233
Advanced Classroom Management
- SPED 3423 Special Education Curriculum **-OR-**
SPED 5423 Special Education Curriculum
- SPED 3503 Methods/Materials in Reading & Integ. Comm. Arts **-OR-**
SPED 5503 Methods/Materials in Reading & Integ. Comm. Arts
- SPED 3523 Assess/Eval/Ref/Place of SPED **-OR-**
SPED 5223 Advanced Assessment
- SPED 4123 Learners Who are Cognitively Different **-OR-**
SPED 5123 Learners Who are Cognitively Different
- SPED 4213 Learners with Learning Disabilities **-OR-**
SPED 5213 Learners with Learning Disabilities
- SPED 4243 Learners with Behavior Disorders **-OR-**
SPED 5243 Learners with Behavior Disorders
- SPED 4502 Field Experience II in SPED
SPED 4546 Intern Teaching in SPED Setting
SPED 4601 Intern Teaching Seminar in SPED Setting

Additional Information

Also Needed: 24 - 36 hours in your Teaching Field (12 of which must be upper-level).

Optional Licensure Plan Information

Licensure students may take Education courses only at the 1000, 2000, or 3000 level prior to admission to the Teacher Education Program (TEP). To be admitted to the TEP, students must complete an application and take the Basic Skills part of the New Mexico Teacher Assessments (NMTA). To be eligible for Intern Teaching, a student must have at least a 3.00 GPA in Education courses. To become a licensed teacher, a student must pass all required parts of the NMTA.

Course Descriptions

| | |
|---------------|-----|
| Fall- | F |
| Fall A- | Fa |
| Fall B- | Fb |
| Wintermester- | Wm |
| Spring- | S |
| Spring A- | Sa |
| Spring B- | Sb |
| Maymester- | Mm |
| Summer- | SU |
| Summer A- | SUa |
| Summer B- | SUB |

Education Core



EDU 5101 Field-Based Observations

1 Hour

An early field experience designed to explore teaching as a career. Involves intensive orientation to the public school program through observations and other guided experiences.

EDU 5103 Foundations of Education

3 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. PRE: EDU 5101 or concurrent enrollment

EDU 5123 Professionalism, Issues, and Ethics in Education

3 Hours

Professionalism for educators focused on the study of professional ethics, the development of mentoring plans and skills, and the analysis of current educational trends and issues at the international, national, state, and local levels. Cross referenced with EDI 5123.

EDU 5203 Learning & Human Development

3 Hours

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.

EDU 5513 Culturally Diverse and Special Needs Populations

3 Hours

Theory, research, and methodology, and assessment relative to the needs of multi-cultural and special needs, and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.

EDU 5523 Educational Research

3 Hours

Quantitative and qualitative research design with emphasis on direct application to an educational/ treatment setting. Techniques for locating, analyzing, and evaluating educational 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. Must earn a grade of B or better.

EDU 5533 Program Development & Mgmt

3 Hours

Current trends, issues, and challenges in strategic planning, development, organization administration, and evaluation of school programs, including the NM Counseling Program. Includes development and presentation of proposed programs, units and activities. Federal and state-mandated initiatives are addressed, as well as the impact of technology on program development and delivery. Cross reference with EDC 5533

Counseling

COURSE DESCRIPTIONS

EDC 5103 Career Development and Transition Planning

3 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. PRE: EDU 5203 (Cross references with EDG 5103)

EDC 5203 Human Sexuality

3 Hours

This course explores sexuality from biological, social and psychological perspectives. Issues such as sexual attitudes, ideals, and behaviors, directly and indirectly are to be addressed. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or videos: basic sexual anatomy and physiology; sexual arousal, sexual orientation, sexuality and aging, gender and sexual diversity issues, love and communication, STDs and safe sex, effect of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior.

EDC 5213 Professional and Ethical Issues in Counseling

3 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.

EDC 5313 Counseling Techniques

3 Hours

Practice of attending skills, reflection skills, challenging skills, and creative counseling skills. Overview of DSM IV-TR and assessment. Research of major presenting problems and appropriate techniques to alleviate symptoms and foster growth. PRE: EDC 5323, Practicum in Individual Counseling may be taken concurrently.

EDC 5323 Counseling Theories

3 Hours

Overview of prominent theories in the counseling process. Includes the use of technology in presentations. Development of personal counseling theory. This course is required prior to taking advanced counseling courses and should be taken concurrently with EDU 5523 Educational Research.

EDC 5403 Group Counseling

3 Hours

Methods of organization and facilitation in group therapy. Includes group experiences as both a group facilitator and group member. PRE: EDC 5313, EDC 5323

EDC 5413 Counseling Families

3 Hours

Systems theory applied to work with families. Includes parenting education and facilitation of parents' participation in education and in counseling. PRE: EDC 5323, Counseling Practicum may be taken concurrently.

EDC 5423 Child and Adolescent Counseling

3 Hours

Developmental counseling skills for use with children and adolescents. Includes intervention strategies and prevention programs. PRE: EDC 5323 Counseling Practicum may be taken concurrently.

EDC 5433 Play Therapy

3 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. PRE: EDC 5323

EDC 5463 Psycho-Educational Assessment

3 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. (Cross reference with EDG 5463)

EDC 5473A Psychopharmacology I

3 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. PRE: EDC 5523 & EDU 5523

EDC 5473B Psychopharmacology II

3 Hours

This course will include aspects psych-pharmacologic treatment of anxiety, psychosis, mood stabilizers, treatment of children, and use of herbaceuticals. PRE: EDC 5523, EDU 5523, & EDC 5473A (Psychopharmacology I)

EDC 5523 Psychopathology

3 Hours

Overview of diagnostic categories as described in the DSM IV-TR. Focus on the assessment and treatment of mental disorders. (Fb/Sb)

EDC 5533 Program Development and Management

3 Hours

Current trends, issues, and challenges in strategic planning, development, organization administration, and evaluation of school programs, including the NM Counseling Program. Includes development and presentation of proposed programs, units and activities. Federal and state-mandated initiatives are addressed, as well as the impact of technology on program development and delivery. (Cross references with EDU 5533)

EDC 5543 Counseling Traumatized Clients

3 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. PRE: EDC 5323 (Sub)

EDC 5553 Introduction to Addictions Counseling

3 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. PRE: EDC 5323

EDC 5563 Clinical Supervision of Counselors

3 Hours

Overview of supervision theory and practice in the clinical supervision of professional counselors in mental health settings and/or school counselors. PRE: Previous counseling experience as a counselor and approval of the Counselor Preparation Program Advisor.

EDC 5803 Internship in Counseling

3 Hours

A student must complete a minimum of 3 credit hours of internship (300 clock hours). Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. In schools, this includes the guidance curriculum, responsive counseling services, individual decision-making, and system support. PRE: EDU 5203, EDU 5513, EDU 5523, EDC 5313, EDC 5323, EDC 5403, EDC 5513, EDC 5523, EDC 5533 and approval of Program Advisor. Fee: \$400.

EDC 5723 Special Topic

3 Hours

This course will address current issues in psychology, e.g., Child and Partner Spousal Abuse and Aging; Suicide; Aging; Cognitive Behavioral Therapy; Child & Adult Attachment.

EDC 5813 Graduate Counseling Practicum I

3 Hours

A student must complete a minimum of 3 credit hours of internship (150 clock hours) in a school/mental health counseling setting. Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling setting off campus, or through the on-campus USW Counseling & Testing Services. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. Taken concurrently with or prior to EDC 5803 Internship in Counseling.

EDC 5823 Graduate Counseling Practicum II

3 Hours

A student must complete a minimum of 3 credit hours of internship (150 clock hours) in a school/mental health counseling setting. Minimum of one hundred fifty (150) hours of supervised counseling experiences in a school/mental health counseling set-

ting off campus, or through the on-campus USW Counseling & Testing Services. Includes diverse populations, experiences in varied types of counseling, and appropriate supervision. Taken concurrently with or prior to EDC 5803 Internship in Counseling.

Curriculum and Instruction (C & I)

EDI 5013 Instructional Strategies

3 Hours

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

EDI 5113 Brain-Based Reading Instruction

3 Hours

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

EDI 5123 Professionalism, Issues, and Ethics in Education

3 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.

EDI 5133 Advanced Instructional Technology

3 Hours

Instructional technology and primary innovations related to applications in the teaching-learning process.

EDI 5203 Educational Leadership and Supervision

3 Hours

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

EDI 5213 Theories of Curriculum Development

3 Hours

Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects.

EDI 5223 Advanced Assessment

3 Hours

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

EDI 5233 Advanced Classroom Management

3 Hours

Strategies to manage and organize classrooms to effect 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.

EDI 5313 Educational Law and Special Education Law

3 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/SPED 5313)

EDI 5333 Reading Comprehension/Core Knowledge

3 Hours

Basic principles of assessment, designing assessment techniques including authentic and performance assessment, integrating technology into the assessment process, and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of career portfolios for students. (Cross references with EDR 5333)

EDI 5533 Exceptional Populations in Regular Classrooms

3 Hours

Strategies to organize, modify, and supplement the 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/EDR 5533)

C & I Bilingual**EDBL 5003 Reading and the Bilingual Learner**

3 Hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project. Spanish fluency required.

EDBL 5103 Teaching English-as-a-Second Language

3 Hours

Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project.

EDBL 5113 Humanities for Bilingual Learners

3 Hours

Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project. Spanish fluency required.

EDBL 5203 Science and Math for Bilingual Learners

3 Hours

Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project. Spanish fluency required (FA/SUI)

EDBL 5213 Bilingual Education: School, Community, and Family

3 Hours

Historical development of bilingual education in the U.S.; rationales for bilingual education; legal aspects; involvement of community and families; local, state, and national issues; and current research findings, methods, models, and trends. Complete major project.

EDBL 5303 Early Literacy & Language Acquisition

3 Hours

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

EDBL 5403 Research and Evaluation of Bilingual Learners and Programs

3 Hours

Assessment methods, instruments, and models for evaluation students and programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education project.

EDBL 5513 Culturally Diverse & Special Needs Populations

3 Hours

theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.

EDBL 5703 Topics in Bilingual Education

3 Hours

Various topics on current requests and needs to bilingual education. and written Spanish fluency required.

SPA 5103 Spanish Comparative Linguistics

3 Hours

Examines the difference between standard/conventional and dialectical. Complete major project. Spanish fluency required.

C & I: TESOL**EDT 5003 Reading and the Bilingual Learner**

3 Hours

Methods and materials for the acquisition of literacy skills by elementary-level bilingual learners whose native language is not English. Complete major project.

EDT 5103 Teaching English-as-a-Second Language

3 Hours
Methods for assisting the elementary and secondary English language learners. (ELLs) to acquire fluency. Complete major project. (

EDT 5113 Humanities for Bilingual Learners

3 Hours
Curriculum and methods for elementary and secondary language arts, reading, social sciences, and fine arts specific to bilingual learners. Complete major project.

EDT 5203 Science and Math for Bilingual Learners

3 Hours
Curriculum and methods for elementary and secondary sciences and math specific to bilingual learners. Complete major project.

EDT 5213 Bilingual Education: School, Community, and Family

3 Hours
Historical development of bilingual education in the U.S.; rationales for bilingual education; legal aspects; involvement of community and families; local, state, and national issues; and current research findings, methods, models, and trends. Complete major project.

EDT 5303 Early Literacy & Language Acquisition

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

EDT 5403 Research and Evaluation of Bilingual Learners and Programs

3 Hours
Assessment methods, instruments, and models for evaluating programs. Covers quantitative and qualitative research methods. Major research project related to some aspect of bilingual education. Complete major project.

EDT 5513 Culturally Diverse & Special Needs Populations

3 Hours
Theory, research, methodology, and assessment relative to the needs of multicultural and special needs and other diverse populations. Emphasis on lessening the gap between program expectations and student achievement.

SPA 5103 Spanish Comparative Linguistics

3 Hours
Examines the difference between standard/conventional and dialectical. Complete major project. Written Spanish fluency required.

Early Childhood Education

ECE 5113 Child Growth and Development

3 Hours
This advanced course in child growth, development and learning builds upon the foundational materials covered in the basic course in child growth, development and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically based research to inform their teaching of young children. For each course objective (core competency) students will demonstrate the indicators established for the master's level.

ECE 5163 Integrated Early Childhood Curriculum

3 Hours
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 8. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, preschoolers and school age children through grade 3. This course builds upon indicators of competence established at the lower division (BS) level. For each course objective (core competency), students will demonstrate the indicators of competence established for the Master's level.

ECE 5173 Methods and Materials: Math, Science, Art

3 Hours

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades with a particular focus on Math, Science and Motor Skills development. For each course objective (core competency), students will demonstrate the indicators established for the Master's level.

ECE 5203 Educational Leadership and Supervision

3 Hours

Functions, roles, competencies, skills (including technology) and styles of educational leadership and supervision. Includes master schedules, staff evaluation, and staff development. (Cross references with EDA/EDI5203)

ECE 5223 Advanced Assessment

3 Hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDG/EDI/EDR/SPED 5223)

ECE 5233 Whole Child: Social Studies, Social Development and the Arts

3 Hours

This advanced course focuses on one of the core concepts of teaching primary school children: the Whole Child approach. Emphasis is on developmentally appropriate content, learning environments, and curriculum implementation for children from Birth through 3rd grade in a diverse society. It combines appropriate social studies content and its depictions through art, with the closely related areas of social development and family/community partnerships. Integration with other content areas is stressed to achieve the cognitive, social/emotional and physical development of all children. For each course

objective (core competency), students will demonstrate the indicators established by the State of New Mexico for Early Childhood Teachers.

ECE 5263 Practicum I

3 Hours

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

The practicum experience will be divided equally among classrooms serving B-2 year-olds, 3-5 year-olds, and kindergartners. Thirty (30) hours at a State Licensed Head Start or NAEYC Certified child care facility will be required to be logged and signed by a supervising teacher.

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

PRE: ECE 5163, ECE 5173 and ECE 5303

ECE 5273 Practicum II

3 Hours

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

school. Thirty (30) hours of logged and signed experience must be completed.

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

PRE: ECE 5263

ECE 5303 Early Literacy & Language Acquisition

3 Hours

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

ECE 5313 Early Intervention: Infant and Toddler

3 Hours

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

ECE 5323 Practical Issues: Core Knowledge Curriculum

3 Hours

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

Educational Administration

EDA 5013 Instructional Strategies

3 Hours

Strategies of teaching with emphasis on student diversity, learning styles, pedagogical content, delivery media, and recommendations for classroom modifications and changes in teaching strategies for marginal and exceptional learners. (Fa/Fb/Sa/Sb/SUa)

EDA 5203 Educational Leadership and Supervision

3 Hours

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

EDA 5213 Theories of Curriculum Development

3 Hours

Theories and principles of curriculum development, policies, and external influences on curriculum decisions with focus on integrating technology into curriculum projects.

EDA 5303 Policies and Public Relations

3 Hours

Development, implementation, communication, and monitoring of educational policies, procedures, and public relations. Includes collaboration and partnerships with community agencies, organizations, and businesses and the use of technology as a communication tool to enhance public relations.

EDA 5313 Educational Law and Special Education Law

3 Hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education. (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDG/EDI/SPED 5313)

EDA 5403 Educational Finance and Facilities

3 Hours

Public school fiscal policies and practices, sources of revenue, budgeting process, disbursement, chart of accounts, insurance, physical plant, and technology.

EDA 5503 School Administration

3 Hours

Roles, functions, duties, and professional development of school administrative positions as well as local and state boards of education. Includes orientation, training requirements, and position relationships for local board of education members.

EDA 5513 Theories of Administration

3 Hours

Theories of organizational behavior, educational management, and school administration with emphasis on strategic planning and decision-making models, paradigm shifts, and systemic changes.

EDA 5523 Applied Educational Leadership

3 Hours

Design, implementation, and evaluation of field-based projects conducted in the public schools. Includes appropriate methods in action research, legal aspects, grant writing, conference presentation techniques including the use of technology, publication guidelines, and professional development.

EDA 5803 Internship in Educational Administration

1-3 Hours

Interns will complete a minimum of 3 credit hours of internship. The internship requires the completion of 180 contact hours of supervised placement in a school setting. Interns will be assigned to supervisory administrators in an accredited school to participate in and observe the administrative functions of the school. Must open and close the school year. PRE: EDU core, EDA 5203, EDA 5313, EDA 5403, and permission required. Fee: \$400.

Educational Diagnostics**EDG 5103 Career Development and Transition Planning**

3 semester hours

Career development theories and systems of career counseling and guidance, decision making, life planning, career education, occupational awareness, career assessment, career reports, computer-assisted programs, and transition plans. PRE: EDU 5203. Fee \$100. (Cross references with EDC 5103)

EDG 5113 Brain-Based Instruction

3 semester hours

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

EDG 5123 High- and Low-Incidence Disability

3 semester hours

Course prepares Special Education teachers and other personnel to work with students with disabilities. All 13 exceptionalities will be explored and defined so that Special Education teachers and other personnel understand the various learning styles and individual needs presented by these students.

EDG 5203 Diagnostic/Corrective Reading

3 semester hours

Extends the diagnostic/corrective concept to include all content areas as well as interpretation of diagnostic instruments, concepts, and task analysis. (Cross references with EDR 5203 and EDU 4203).

EDG 5223 Advanced Assessment

3 semester hours

Principles of assessment, integrating technology into the assessment process and using assessment in instructional decision-making in student, program, and staff development. Includes interpretation of standardized tests and the development of portfolio assessments for students. (Cross references with EDI/EDR/SPED 5223)

EDG 5313 Educational Law and Special Education Law

3 semester hours

Preparation of professionals through analysis and synthesis of research, legislative issues and procedures, major court decisions, and state regulations. Course also covers Special Education topics related to assessment, discipline, current litigation, recent court decisions, and education (IDEA '97/IDEA '04, Section 504, NCLB, etc.). (Cross references with EDA/EDI/SPED 5313)

EDG 5443 Individual Cognitive Assessment

3 semester hours

Course is designed to address the aspects of the use of individual appraisal instruments and techniques in educational evaluation of children and youth. Considerations for culturally and linguistically diverse populations will be included. Fee \$175. PRE: SPED 2103, SPED 3523

EDG 5453 Individual Achievement and Processing Assessment

3 semester hours

Covers theory and application of administering, scoring, and interpreting testing instruments designed to measure school achievement and processing in psychoeducational evaluations. The selection of reading and math inventories to individualize instruction is included. Special considerations and best practices for testing and assessment of individuals with special needs are addressed. Fee \$100. Cross references with SPED 5453) PRE: SPED 2103, SPED 3523

EDG 5463 Psycho-Educational Assessment

3 semester hours

Theory, content, administration, scoring, and interpretation of testing instruments measuring achievement, personal, social, and emotional well-being. Developing proficiency in report writing with specific recommendations for adjustment in teaching

strategies, instructional materials, and classroom management strategies. Emphasis in assessment through observation methods, clinical interviewing, and the mental status exam, as well as best practices and special consideration for testing students of diversity and the ethical/legal considerations for testing. Fee \$125. (Cross reference with EDC 5463).

EDG 5473 Educational Diagnostician Process for Exceptional Learners

3 semester hours

All aspects of diagnosticians responsibilities includes: referral and evaluation processes; IEP and transition assessment and planning; information on exceptionalities; cultural and linguistic considerations; early childhood assessment and programming; cross battery assessment. PRE: All required courses (except EDG 5803) for degree or licensure plan, including leveling courses and prerequisites.

EDG 5533 Exceptional Populations in Regular Classrooms

3 semester hours

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

EDG 5803 Internship in Educational Diagnosticians

3 semester hours

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

Master of Business Administration

MBA 5103 Information Technology for Managers

3 Hours

The course examines information technology in organizations and the strategic use of information systems. Course learning will include the ethical considerations of technical resource allocation and cross-functional input. (Fb)

MBA 5203 Information Technology for E-Business

3 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 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 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 5323 Marketing Concepts & Strategies

3 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 Hours

Extension and utilization of audit concepts and techniques with emphasis on application in internal audit departments. Internal control planning and implementation will be highlighted. The impact of the Sarbanes-Oxley Act on management's responsibility for internal controls and ethical financial reporting and disclosure will also be studied.

MBA 5403 Human Resource Management

3 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 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 Mgmt

3 Hours

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

MBA 5513 Transforming Business in the 21st Century

3 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 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 Hours

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

MBA 5803 Thesis/Capstone

3 Hours

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

MBA 6103 Managing Innovation

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

MBA 6113 Change Management

3 Hours

This course provides a strategic level understanding of change implementation, as well as the methodologies for identifying and prioritizing key organizational issues that require change. The class includes an in-depth look at techniques for defining and aligning change initiatives at the enterprise, business process, and human capital levels. Course topics include; developing change agents, measuring initiative success, and overcoming resistance.

MBA 6123 Sustainability Management

3 Hours

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

MBA 6203 E-Marketing

3 Hours

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

MBA 6213 Small Business Marketing

3 Hours

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

MBA 6303 Small Business Finance

3 Hours

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

MBA 6333 Financial Reporting

3 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 deferral, and balance sheets.

MBA 6343 Financial Planning and Investment Analysis

3 Hours

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

MBA 6403 Small Business Accounting

3 Hours

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

MBA 6503 Organizational Design & Strategy (Capstone)

3 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.

Special Education**SPED 5101 Field-Based Observation in Special Education Settings**

1 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 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 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 Hours, May

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 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 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 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 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 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 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 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 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

2 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 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 Hours

Reading Instruction is designed to provide students with current, research-based information on theory and practice in ready 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 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 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).

USW Courses**USW 5903 Portfolio Assessment of Prior Learning**

3 Hours

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

Presidents

| | | |
|----------------------------------------------|-------------------|--------------|
| 1956 – 1960 (Hobbs Baptist College) | B. CLARENCE EVANS | |
| 1960 – 1964 (NM Baptist College) | NELL MCLEROY | |
| 1964 – 1970 (College of the Southwest) | J.L. BURKE | |
| 1970 – 1971 | C.B. WIVEL | |
| 1971 – 1974 | EUGENE HUGHES | |
| 1975 – 1984 | BRUCE EVANS | |
| 1984 – 1986 | ROBERT GALVAN | |
| 1986 – 1987 | W.L. MCDONNELL | |
| 1987 – 1989 | HERMAN BARLOW | |
| 1989 – 2002 | JOAN M. TUCKER | |
| 2002 – Present (University of the Southwest) | | GARY A. DILL |

Administrative Faculty

| | |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Paul Baker , 2009 Assistant Professor of History Tennis Coach | Kerrie Mitchell , 2004 Assistant Professor of Business Director of Financial Aid |
| Jordan Bodine , 2009 Assistant Professor of Education Dean of Enrollment and Student Success | Melissa Mitchell , 2007 Assistant Professor of Education Graduate Student Advisor |
| Linda Chapman , 1985 Assistant Professor of Education Admin Asst. to the VP of Online Learning & Tech | Dee Mooney , 2003 Professor of Accounting Vice President for Administrative Services CFO |
| Gary Dill , 2002 Professor of Philosophy and Religion President | Thomas Mulkey , 2008 Assistant Professor of Education Dean of Students |
| Kevin Dobbs , 2011 Assistant Professor of Education Assistant Athletic Director Women's Basketball Coach | Evelyn Rising , 2007 Assistant Professor of Education Associate Dean of Student Life |
| Michael Galvan , 2004 Assistant Professor of Education Athletic Director Head Baseball Coach | James Smith , 2011 Professor of Education VP of Academics and Technology |
| Ron Landschoot , 2004 Assistant Professor of Education Softball Coach | Chevis Thompson , 2009 Assistant Professor of Business Men's Basketball Coach |
| John McCance , 1989 Assistant Professor of Communications Dean for Scarborough Memorial Library | Rebecca Whitley , 2011 Assistant Professor of Education Registrar |

Emeritus Faculty

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

Faculty

David Arnold 1993

Campus Steward
Associate Professor of Business
B.B.A., Baylor University
B.B.A., University of the Southwest
M.B.A., University of Texas of the Permian Basin
D.M., Colorado Technical University

Paul Baker 2007

Assistant Professor
Tennis Coach
B.S.E., Lubbock Christian University
M.E.A., Eastern New Mexico University

Jordan Bodine 2009

Assistant Professor of Education
Dean of Enrollment and Student Success
B.S., Oklahoma State University
M.S., Oklahoma State University

Kenneth Brown 2004

Assistant Professor
B.S., Eastern New Mexico University
M.A., University of Arkansas
M.F.A., University of Missouri-Kansas City

Daniel Castillo 2007

Assistant Professor of Business
B.A., UNADECA
M.B.A., National University
D.B.A., ULACIT Costa Rica

Linda Chapman 1985

Administrative Assistant to the VP of Online Learning
& Technology
Assistant Professor of Education
B.A.S., University of the Southwest
M.S.E., University of the Southwest

Corrinne DiBlasi 2005

Associate Professor of ECE/Counseling
B.S., St. Johns University
M.S., Brooklyn College
P.D., St. Johns University
Ed.D., Rutgers State University

Gary Dill 2002

President
Professor of Education/Religion
B.A., Houston Baptist University
M.Div., Princeton Theological Seminary
D.Min., Southern Baptist Theological Seminary
Ph.D., University of Texas at Austin

Susan Fox 1990

Associate Professor of Education/Math
B.S., The College of Artesia
M.Ed., Eastern New Mexico University
Ph.D., (cand.), Capella University

Michael Galvan 2004

Dean of Athletics
Head Baseball Coach
Assistant Professor of Education
B.S., University of the Southwest
M.S., Emporia State University

Mary Harris 1998

Dean of School of Education
Professor of Education/Special Education
B.A., Southeastern Louisiana University
M.Sped., Eastern New Mexico University
Ed.D., Nova-Southeastern University

Ron Landschoot 2004

Softball Coach
Assistant Professor of Sport Management
B.B.A., Rochester Institute of Technology
M.S., University of Southern California

John McCance 1989

Dean of Scarborough Memorial Library
Assistant Professor of Communications
B.A., Arizona State University
M.L.S., University of Arizona

Kerrie Mitchell 2004

Director of Financial Aid
Assistant Professor of Business
B.A.S., University of the Southwest
M.B.A., University of the Southwest

Melissa Mitchell 2007

Senior Online Program Advisor
Assistant Professor of Education
B.A., Harding University
M.S.E., University of the Southwest

Dee Mooney 2003

Professor of Accounting
Vice President for Administrative Services/CFO
B.B.A., Baylor University
M.Acc., University of Tennessee
D. Ed. Min., Southwestern Baptist Theological Seminary

Tom Mulkey 2008

Assistant Professor of Education
Dean of Student Life
B.A., Eastern New Mexico University
M.S.E., University of the Southwest

Emily Navarrete 2004

Assistant Professor of Bilingual Education
 B.S., University of the Southwest
 M.S., University of the Southwest
 Ed. D. (cand.), New Mexico State University

Kenneth Reed 2010

Campus Minister
 Assistant Professor of Psychology/Religion
 B.S., University of the Southwest
 M.Ed., Hardin Simmons University

Evelyn Rising 2007

Assistant Professor of Education
 Associate Dean of Student Life
 B.A.S., University of the Southwest
 M.S.E., University of the Southwest

James Smith 2011

VP of Academics and Technology
 Professor of Education
 B.B.A., Northeast Louisiana University
 M. Ed., Louisiana Technical University
 Ph.D., Texas A&M University

Marilyn Smith 1991

Professor of Psychology/Education
 B.S., University of the Southwest
 M.Ed., Eastern New Mexico University
 Ph.D., New Mexico State University

William Sumruld 1990

Professor of History/Religion/Philosophy
 B.A., Eastern New Mexico University
 M.Div., Southwestern Baptist Theological Sem.
 Ph.D., Southwestern Baptist Theological Sem.

Chevis Thompson 2009

Men's Basketball Coach
 Assistant Professor of Business
 B.S., Martin Methodist College
 M.S., Missouri Baptist University

Ryan Tipton

Assistant Professor of Business
 Dean of Business
 B.B.A., University of Texas of the Permian Basin
 M.B.A., University of Texas of the Permian Basin
 D.B.A., Walden University

Richard Trout

Instructor
 B.A., Knox College
 M.A., Illinois State University
 M.S., Roosevelt University

Rhonda Tyler

Instructor
 SIFE Advisor
 B.S., University of the Southwest
 M.E., University of Florida

Marianne Westbrook 2001

Dean of Arts and Sciences
 Professor, Education/Psychology
 B.G.S., University of New Hampshire
 M.A., Pacific Lutheran University
 Ph.D., University of Maryland

Mike Westbrook 2007

Associate Professor of Education
 B.S., University of Maryland
 M.A., Fielding Graduate Institute
 Ph.D., Fielding Graduate Institute

Rebecca Whitley 2011

Assistant Professor of Education
 Registrar
 B.S., Texas Woman's University
 M. Ed., Texas A&M University

Yusheng Wu 2010

Assistant Professor of Biological Sciences
 B.S., Beijing Agricultural University
 M.S., Beijing Agricultural University
 Ph.D., South Dakota State University

Management Staff

Melody Arnold 2006

Personnel Services Director

Tammie Baker 2011

Enrollment Office Coordinator

Garrett Bertola 2012

Sports Informatin Webmaster
 Social Media Administrator

B.B.A., University of the Southwest

Steve Burback 2004

Head Athletic Trainer
 B.A., Metropolitan State College of Denver
 B.A., Colorado State University

Julio Castillo 2008

Network Administrator

Laurie Dean 2006

Director of Development Operations
B.A., University of South Florida

Sara Dennis 2011

Registrar Aide/Academic Advisor
A.S., New Mexico Junior College
B.S., University of the Southwest

Kevin Dobbs 2011

Assistant Professor of Education
Assistant Athletic Director
Women's Basketball Coach
B.B.A., Doane College
M.A.E., University of Nebraska-Kearney

Brant Etheridge 2011

Online Program Advisor
B.B.A., University of the Southwest

Maria Santa Fiero 2002

Business Office Manager, Exec. Asst. to CFO
Western States School of Banking

Joshua Ford 2007

Assistant Director of Technology Services
A.S., New Mexico Junior College

Cyndi Garrison 1997

Technical Services – Library

James Griffin 2006

Mailroom Coordinator

Lonnie Harrison 2010

Director of Physical Plant

Victor Hawkins 2011

Security Officer

Julie Hillard 2008

Admin Asst to Dean of Education

Don Koontz 2010

Cross Country/Track Coach
Men's Soccer/Women's Soccer
B.S., Texas Tech University

Dawny Kringel 2006

Assistant Controller

Alex Lopez 2011

Retention Coordinator
B.A.S., University of the Southwest

Kawin Nunnery 2012

Registrar Liason

B.P.A., Grambling State University

Caitlin Odom 2010

Assistant Registrar
B.S., New Mexico State University

Gacie Orrantia 2011

Housekeeping

Chloe Ortiz 2012

Library Assistant

Sonya Petroski 2011

Head Volleyball Coach
B.A., University of Bridgeport

Donna Puckett 2009

Financial Aid Advisor
A.A., New Mexico Junior College
A.S., New Mexico Junior College

Johnny Ramirez 2012

Maintenance

Katy Rasco 2012

Admin Asst to Dean of Arts & Sciences
B.S., Southwestern Oklahoma State University
M.E., Eastern New Mexico State University

Becky Sheppard 1993

Administrative Assistant/Business

Olivia Sisneros 2005

Cashier/Accounts Receivable Clerk

Charlotte Smith 1997

Director of Training & Support
B.A.S., University of the Southwest

Hope Sostaita 2011

Housekeeping

Vivian Sumney 2007

Food Services Director

Wesley Taylor 2011

Maintenance Assistant

Lisette Terrazas 2011

Financial Aid Advisor
B.S., University of the Southwest

Linda Woodfin 2003

Executive Assistant to the President
A.S., New Mexico Junior College

B.B.A., University of the Southwest

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